



**Australian Government**

**Assessment Requirements for CHCPRT001  
Identify and respond to children and young  
people at risk**

**Release: 2**

## Assessment Requirements for CHCPRT001 Identify and respond to children and young people at risk

### Modification History

Release	Comments
Release 2	Updated: <ul style="list-style-type: none"><li>• assessor requirements statement</li><li>• foundation skills lead in statement</li><li>• licensing statement</li><li>• modification history to reflect 2012 standards</li></ul> Equivalent outcome.
Release 1	This version was released in <i>CHC Community Services Training Package release 1.0</i> and meets the requirements of the 2012 Standards for Training Packages. Significant changes to elements and performance criteria. New evidence requirements for assessment.

### Performance Evidence

The candidate must show evidence of the ability to complete tasks outlined in elements and performance criteria of this unit, manage tasks and manage contingencies in the context of the job role. There must be demonstrated evidence that the candidate has completed the following tasks at least once:

- implemented work practices which support the protection of children and young people, including:
  - complying with regulations, legislations and duty of care responsibilities
  - employing child-focused work practices to uphold the rights of children and young people
  - maintaining confidentiality
  - providing appropriate responses in the protection of children and young people
- read and interpreted the procedures for reporting children at risk in line with organisational expectations and legislative requirements.

## Knowledge Evidence

The candidate must be able to demonstrate essential knowledge required to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the work role. These include knowledge of:

- indicators of the different types and dynamics of abuse as they may apply to age, gender, disability, culture and sexuality
- child protection legislation in the relevant state or territory
- United Nations Convention on the Rights of the Child
- impact of risk of harm
- duty of care responsibilities
- trauma-informed care
- ethical considerations including:
  - approaches that incorporate the conventions on the rights of the child, and human rights
  - obligations as defined by the job specification and employing organisation
  - obligations as stated in relevant codes of practice, licensing, accreditation registration to professional bodies, service agreements
  - principles of ethical decision-making
- overview of legal system and how it pertains to the job role, in particular:
  - child protection system, including reporting protocols, responses to reporting and interagency policies
  - state/territory requirements and processes for notifying suspected abuse and reporting process
  - statutory and policy requirements relating to job role
- organisation standards, policies and procedures.

## Assessment Conditions

Skills must be demonstrated in the workplace.

In addition, simulations and scenarios must be used where the full range of contexts and situations cannot be provided in the workplace or may occur only rarely. These are situations relating to emergency or unplanned procedures where assessment in these circumstances would be unsafe or is impractical.

Simulated assessment environments must simulate the real-life working environment where these skills and knowledge would be performed, with all the relevant equipment and resources of that working environment.

Assessors must satisfy the Standards for Registered Training Organisations (RTOs) 2015/AQTF mandatory competency requirements for assessors.

## **Links**

Companion Volume implementation guides are found in VETNet -  
<https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=5e0c25cc-3d9d-4b43-80d3-bd22cc4fle53>