



**Australian Government**

**Assessment Requirements for CHCPRT004  
Work effectively in child protection to  
support children, young people and families**

**Release: 2**

# Assessment Requirements for CHCPRT004 Work effectively in child protection to support children, young people and families

## 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:

- worked with at least two children and/or young people and their families, including:
  - providing services in accordance with duty of care policy and legislative requirements
  - sensitively and appropriately communicating information about the child protection systems
  - supporting quality care for children and young people
- used self-management activities to support own safety/wellbeing, including:
  - developing a safety plan for direct contact with children, young people and families
  - identifying and appropriately managing the challenges of child protection work, including stress
  - overcoming barriers to effective self-care
- dealt effectively with a range of stakeholders in the system, including:
  - identifying and addressing challenges or barriers faced by children, young people and families

- supported other child protection staff to identify and resolve ethical challenges arising from their work roles.

## 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 identified work role. These include knowledge of:

- history and recent developments in child protection
- approaches of child-centred, family-focused practice
- children's court procedures including:
  - preparing and supporting children, young people and families pre- and post-court
  - preparing for court
- indicators, effects and dynamics of abuse and neglect including:
  - the relationships between abuse and neglect, family violence, substance misuse, mental illness and disability
- issues related to the placement of children, including:
  - attachment and separation
  - effects of removal, incarceration
  - maximising safe family involvement/contact during placement
  - ongoing assessment of risk while in placement
  - pre-crisis planning for young people in out-of-home care
  - restoration/reunification planning for the child/young person's return home
- legal implications and responsibilities of statutory work, including:
  - government policies on indigenous communities, e.g. Stolen Generations
  - legal requirements for the interview process, mandatory reporting and reciprocal reporting
- organisation protocols relating to child protection work:
  - case management processes
  - challenges of child protection work
  - responsibilities of duty of care
- the ethical, legal, political and social framework, including:
  - child protection orders (an overview)
  - government strategic plans
  - practice principles
  - standards of care
  - professional codes and ethical frameworks
- age-appropriate sensitive oral communication techniques.

## Assessment Conditions

Skills must be demonstrated under supervision and in a child protection service.

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.gov.au/Pages/TrainingDocs.aspx?q=5e0c25cc-3d9d-4b43-80d3-bd22cc4f1e53>