



**Australian Government**

**Assessment Requirements for CHCPRT010  
Work with children and young people with  
complex trauma and attachment issues and  
needs**

**Release: 2**

# Assessment Requirements for CHCPRT010 Work with children and young people with complex trauma and attachment issues and needs

## 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 one or more children or young people, and their families to:
  - review developmental progress
  - identify indicators of trauma and/or attachment disorder
  - ensure interventions do not exacerbate trauma
  - recover from trauma and prevent the likelihood of further occurrences.

## 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:

- stages of human development and indicators of trauma associated with the different stages of development
- different cultural values and child-rearing practices and their potential impact on children and young people
- risks to healthy child development, including:
  - exposure to family violence, alcohol/substance abuse or other addictive behaviours
  - mental health issues, including self-harm or suicide attempts
  - disability or complex medical needs
  - chronic neglect
  - compounded or unresolved experience of inter-generational abuse/trauma, and loss and grief
  - sexual abuse
  - chaotic household/lifestyle
  - poverty, financial hardship, unemployment, problem gambling and homelessness
- factors that influence positive outcomes, including:
  - sense of belonging to home, family, community and strong cultural identity
  - positive and supportive peer groups.

## **Assessment Conditions**

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

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.

Assessment must involve working with a child under professional supervision.

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>