



**Australian Government**

# **CHCPRT016 Work in the youth justice environment**

**Release: 3**

## CHCPRT016 Work in the youth justice environment

### Modification History

Release	Comments
Release 3	<p>Updated:</p> <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> <p>Equivalent outcome.</p>
Release 2	<p>Minor changes to formatting to improve readability. Corrections to metadata and mapping. Equivalent outcome.</p>
Release 1	<p>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.</p> <p>Significant changes to elements and performance criteria.</p> <p>New evidence requirements for assessment.</p>

### Application

This unit describes the skills and knowledge required to work effectively in youth justice service settings.

This unit applies to work in both a community and custodial youth justice service environment.

*The skills in this unit must be applied in accordance with Commonwealth and State/Territory legislation, Australian/New Zealand standards and industry codes of practice.*

### Elements and Performance Criteria

#### ELEMENT

#### PERFORMANCE CRITERIA

*Elements define the essential outcomes.*

*Performance criteria specify the level of performance required to demonstrate achievement of the element.*

1. Perform work following legal, ethical and organisation

1.1 Identify relevant organisation policies and procedures relating to standards and legislative requirements of own work role, clarifying any uncertainties with appropriate personnel

**ELEMENT****PERFORMANCE CRITERIA**

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requirements

and applying to all work

1.2 Recognise boundaries and limitations of work role and refer matters to relevant personnel as required

1.3 Identify issues requiring mandatory notification and report to supervisor and/or an appropriate authority

1.4 Reflect understanding and compliance with the principles of duty of care and legal responsibilities in all work undertaken

2. Maintain professional work standards

2.1 Contribute to identifying and implementing improved work practices

2.2 Respond positively to changes to improve work practices and procedures in accordance with organisation requirements

3. Work effectively in youth justice services

3.1 Implement work practices that support the rights of young people in the justice system

3.2 Promote and protect the inclusivity, diversity and value of young people in the justice system

3.3 Maintain awareness of current issues influencing the provision of youth justice services, including issues for Aboriginal and/or Torres Strait Islander young people

3.4 Maintain confidentiality in work practices

3.5 Assess risks and take appropriate actions according to organisation policy and any legislative requirements

3.6 Record information accurately and completely as required of job role and according to organisation practice standards

3.7 Clearly explain worker role and responsibility to the young person, including power differentials in the worker-client relationship, and model positive behaviour

4. Take responsibility for

4.1 Seek and receive feedback from supervisor on own

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own skill development

standard of work practices

4.2 Plan with supervisor, any ways to improve areas of work practice

4.3 Take part in actions to implement the skills' development plan

4.4 Reflect regularly on own work performance

5. Communicate effectively in a youth justice environment

5.1 Communicate with young people in a way that is appropriate to age, culture, ability, development and language requirements, and free from discrimination

5.2 Encourage open exchanges of information between worker and young person

5.3 Minimise any constraints to communication with young people and colleagues

5.4 Follow organisation procedures for accessing, collecting and recording written communications about young people

5.5 Ensure communication with colleagues models respect and diversity

**Foundation Skills**

*The Foundation Skills describe those required skills (language, literacy, numeracy and employment skills) that are essential to performance.*

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency.

**Unit Mapping Information**

No equivalent unit.

## **Links**

Companion Volume implementation guides are found in VETNet -

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