



Australian Government

**CHCPRT017 Support Aboriginal and/or
Torres Strait Islander young people in
youth justice system**

Release: 3

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Modification History

Release	Comments
Release 3	Updated: <ul style="list-style-type: none">• assessor requirements statement• foundation skills lead in statement• licensing statement• modification history to reflect 2012 standards Equivalent outcome.
Release 2	Minor changes to formatting to improve readability. Corrections to metadata and mapping. 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.

Application

This unit describes the skills and knowledge required to recognise and support the specific needs of Aboriginal and/or Torres Strait Islander young people in the youth justice system.

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 needed to demonstrate achievement of the element.

1. Engage with Aboriginal and/or Torres Strait

1.1 Communicate appropriately with Aboriginal and/or Torres Strait Islander young people and their families to

ELEMENT

PERFORMANCE CRITERIA

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Islander young people and their families

develop trust and professional relationships

1.2 Apply knowledge of the issues affecting Aboriginal and/or Torres Strait Islander young people in the youth justice system to identify their particular needs

1.3 Discuss with the young person and their family specific cultural and community characteristics and/or expectations that may assist with supporting the young person

1.4 Use a variety of sources to obtain information about the cultural needs of the young person

1.5 Provide opportunities for the young person and their family to obtain further information

2. Communicate and manage information about the young person

2.1 Demonstrate consideration and understanding of ethical practices and cultural protocols for obtaining and sharing information about the young person

2.2 Follow relevant organisation policies and procedures for communication strategies to be used with diverse groups and individuals

2.3 Provide interpreter and/or translator services for families where this will assist communication

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

2.5 Use information obtained about the young person's cultural identity to inform case plans and activities

3. Support families and kinship networks to remain in contact with young people

3.1 Consult with the family and kinship networks of young people to identify resources and practical assistance needed to maintain worker and family contact with the young person, both in and out of custody settings

3.2 Determine any potential barriers to communication for young people and their families and support the maintenance of communication

3.3 Recognise the importance of whole community in supporting and caring for Aboriginal and/or Torres Strait

ELEMENT

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PERFORMANCE CRITERIA

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

Islander young people

- 3.4 Encourage family participation in case planning
4. Represent the needs of Aboriginal and/or Torres Strait Islander young people to others in the organisation
- 4.1 Identify and convey the cultural needs of the young person to other staff and agencies
- 4.2 Encourage families to convey any specific needs of the young person to relevant staff
- 4.3 Seek cultural expertise for suggestions on how to make the environment sensitive to cultural needs
- 4.4 Observe and report any risk factors for self-harm
- 4.5 Source and provide information on other services that can support the family and young person

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-bd22cc4fle53>