



Australian Government

CHCPRT020 Manage complex child protection risk assessments and case strategies

Release: 1

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Modification History

Release	Comments
Release 1	This version was released in <i>CHC Community Services Training Package release 3.0</i> and meets the requirements of the 2012 Standards for Training Packages. Significant changes to the elements and performance criteria. New evidence requirements for assessment including volume and frequency requirements. Significant change to knowledge evidence. Supersedes CHCPROT701A

Application

This unit describes the skills and knowledge required to plan responses to reports of risk, gather and analyse information to inform the determination of risk, and then monitor the actions resulting from the assessment.

This unit applies to child protection workers who use advanced critical analysis, communication and evaluation skills to make professional judgements about risks and resulting strategies in child protection work.

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 describe the performance needed to demonstrate achievement of the element.

1. Plan response

1.1 Access and critically analyse existing reports and other information to inform planning

1.2 Determine and respond to required legal frameworks and processes

1.3 Establish timeframes for response, make assessment of immediate risk to any and all parties and implement actions accordingly

ELEMENT**PERFORMANCE CRITERIA**

- 1.4 Determine and establish internal and external collaborative arrangements within established protocols and guidelines
 - 1.5 Anticipate and negotiate resources required
 - 1.6 Develop and document plan for assessment/investigation in the context of organisation requirements
 - 1.7 Advise other workers about their role using established procedures and protocols
2. Gather information about the risk or actual harm
- 2.1 Make an informed judgement, based on review of initial information, about the scope, depth and sources of information required to inform determination
 - 2.2 Source and gather information holistically based on an endorsed model of risk assessment
 - 2.3 Consult with internal and external colleagues and source information about previous history, supports or interventions provided
 - 2.4 Seek information from parents/caregivers regarding the alleged concerns and incorporate into the assessment of risk
 - 2.5 Observe and review the child's development and behaviour
 - 2.6 Identify and document information about the broader cultural, economic and social context that contribute to risk or protection
 - 2.7 Organise and oversee specialist assessments according to individual case requirements
3. Analyse information
- 3.1 Critically analyse information in the context of the organisation's assessment model and the tools used
 - 3.2 Confer and collaborate with colleagues about determinations of immediate and long term risks to the child
 - 3.3 Recognise and respond to situations requiring specialised expertise and make referrals to other organisations following established procedures
 - 3.4 Make a professional judgement about the assessed

ELEMENT**PERFORMANCE CRITERIA**

levels of risk, harm and wellbeing according to the model being used, organisation and legal requirements

3.5 Document the outcome of the assessment and decisions made, including substantiated rationale

4. Develop case strategies

4.1 Prepare recommendations for action consistent with the assessed risk/need and available resources

4.2 Confer and collaborate with colleagues to develop actions that best meet the needs of the individual child

4.3 Involve the child/young person and family in the decision-making processes according to case requirements, and provide information through the process

4.4 Develop case documentation according to organisation procedures, legal requirements and scope of own authority

4.5 Incorporate regular review mechanisms according to legislative and organisation requirements

5. Monitor and evaluate case strategies

5.1 Monitor actions taken according to agreed case requirements

5.2 Regularly assess and review developmental needs of child or young person, including health, education, social and emotional needs

5.3 Facilitate processes for engaging children/young people and families in problem solving

5.4 Provide opportunities, both formal and informal, for child/young person, to meet in private with case worker and talk about their situation

5.5 Provide information to parents/family or significant others about progress of child or young person

5.6 Use evaluation of individual cases to inform learning and future work planning

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>