CHCYTH402A Work effectively with young people in the youth work context
CHCYTH402A Work effectively with young people in the youth work context

Modification History

Unit Descriptor
This unit describes the knowledge and skills required to work in the youth work context. The unit focuses on the historical and contemporary youth sector practice and understanding of the current status of young people.

Application of the Unit
This unit applies to work undertaken in all youth work roles where the young person is the primary client.

Licensing/Regulatory Information

Pre-Requisites

Employability Skills Information
This unit contains Employability Skills.

Elements and Performance Criteria Pre-Content
Elements define the essential outcomes of a unit of competency. The Performance Criteria specify the level of performance required to demonstrate achievement of the Element. Terms in italics are elaborated in the Range Statement.
### Elements and Performance Criteria

<table>
<thead>
<tr>
<th>Element</th>
<th>Performance Criteria</th>
</tr>
</thead>
</table>
| 1       | **Element**
|         | 1.1 Assess and respond to the needs of young people within the context of their experiences
|         | 1.2 Research, analyse and maintain up to date knowledge and awareness of the social, political, economic and legal contexts of young people
|         | 1.3 **Research, analyse and apply understanding of youth policy** in practices of youth work
|         | 1.4 Apply understanding of the historical and cultural constructs of youth and the changing context of young people
| 2       | **Element**
|         | 2.1 Apply knowledge of youth contexts to youth work practice
|         | 2.2 Identify legal frameworks which impact on context of youth work
|         | 2.3 Research, maintain and apply models and frameworks of youth work in a variety of youth work contexts
|         | 2.4 Develop a comprehensive understanding of the youth sector
| 3       | **Element**
|         | 3.1 Assess core youth work practice values to ensure supports and interventions are young person-centred
|         | 3.2 Apply practice frameworks to maximise support for the young person as a unique individual
|         | 3.3 Demonstrate support for the young person's rights and safety including access and equity of services
| 4       | **Element**
|         | 4.1 Identify, and reflect on own values and experiences which may impact on approaches to youth work
|         | 4.2 Work with awareness of organisation values
|         | 4.3 Match interventions and supports appropriate to the young persons own values
Required Skills and Knowledge

This describes the essential skills and knowledge and their level required for this unit.

**Essential knowledge:**
The candidate must be able to demonstrate essential knowledge required to effectively perform task skills; task management skills; contingency management skills and job/role environment skills as outlined in elements and performance criteria of this unit.

These include knowledge of:
- The social, political, historical and economic context of the service response to the needs and interests of young people
- The organisation's codes of conduct or code of ethics/duty of care
- The range of specialist support services and programs available to young people
- Processes for getting advice and assistance when there are ethical or professional issues
- Knowledge of cultural practices which will have an impact on decisions made about what allowances are made and what rights are given and responsibilities expected
- The impact of popular beliefs on values, attitudes and behaviour
- Current status of young people in context:
  - social and cultural context of youth
  - historical, economic, political and social contexts of young people
  - rights, needs and responsibilities of young people
  - risk taking and social behaviour in young people
  - young people as primary client
  - changing contexts of young people

**Essential skills:**
It is critical that the candidate demonstrate the ability to:

Provide effective support and/or services for young people in at least one youth work context, such as:
- centre based work
- drop in centres, recreational facilities
- housing and residential services
- outreach and home visits, street, parks
- schools
- on line youth work, web based, emails, discussion rooms
- telephone contact

Check and analyse information for assessment of risks, special needs, significant changes and personal and social developmental levels for young people.

Provide supervision and care based on assessed risk and justifiable degree of care and concern.
Respond to risks and incidents of varying degrees of severity
Make decisions based on knowledge of the impact of cultural and personal values on
behaviour and expectations
Use clear and reassuring communication relevant to the culture of young people
In addition, the candidate must be able to demonstrate relevant task skills; task management
skills; contingency management skills and job/role environment skills
These include the ability to:
Demonstrate application of skills in:
assessment
referral
negotiation
effective use of relevant information technology in line with occupational health and safety
(OHS) guidelines
critical thinking
political analysis
reflective practice

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the
Performance Criteria, Required Skills and Knowledge, the Range Statement and the
Assessment Guidelines for this Training Package.

Critical aspects for assessment and
evidence required to demonstrate this unit
of competency:
The individual being assessed must provide
evidence of specified essential knowledge as well as skills
This unit is best assessed in the workplace or in a simulated workplace under the normal range of conditions
Consistency in performance should consider the organisation and individual context within which work takes place
Access and equity considerations:

All workers in community services should be aware of access, equity and human rights issues in relation to their own area of work. All workers should develop their ability to work in a culturally diverse environment. In recognition of particular issues facing Aboriginal and Torres Strait Islander communities, workers should be aware of cultural, historical and current issues impacting on Aboriginal and Torres Strait Islander people. Assessors and trainers must take into account relevant access and equity issues, in particular relating to factors impacting on Aboriginal and/or Torres Strait Islander clients and communities.

Context of and specific resources for assessment:

This unit can be assessed independently, however holistic assessment practice with other community services units of competency is encouraged. Resource requirements for assessment of this unit include access to: a workplace or an accurately simulated environment where assessment may take place.

Method of assessment:

Knowledge testing and simulation exercises conducted in a training program. Observation of performance in routine workplace activities. Documentation and products produced as part of routine work activities. Observation and documentation from specially conducted assignments based on routine work requirements. Observations from supervisors, colleagues, clients, youth, health and welfare support agencies, specialist staff.
Range Statement

The Range Statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Add any essential operating conditions that may be present with training and assessment depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts.

Contexts of young people

- Social and cultural construct of youth
- Historical, economic, political and social contexts of young people
- Young people in the media
- Socioeconomic status of young people
- Rights needs and responsibilities of young people
- Young people as the primary client
- Stereotyping of young people

Research, analyse and apply understanding of youth policy includes:

- Statutory frameworks of youth work
- Historical and social contexts of youth work e.g. changing attitudes to young people, changing approaches to working with young people, social exclusion
- Current issues in youth policy and young people's experiences of all social policy e.g. health
- Changing contexts of young people
- Economic context - disadvantage, poverty, income, employment, government economic policy, distribution of resources and opportunities
- Political context - youth social policy
- Changing social policy contexts impacting on young people and their environment today and in the future
- A basic understanding of formal ideologies
Youth work practice may include:
- Case management
- Programmed intervention
- Classification and review
- Need and risk assessment
- Reporting and referring systems
- Protective care
- Residential care, such as in a family group home
- Individual work
- Group work
- Community work
- Community development

The context of youth work may include:
- Centre based - appointment based
- Drop in centres, recreational facilities
- Housing and residential services
- Outreach and home visits, street, parks
- Schools
- On line youth work, web based, emails, discussion rooms
- Telephone

Models and frameworks of youth work may include:
- Rights based
- Empowerment
- Community Development
- Client-centred approaches
- Client self determination
- Education
- Basic understanding of the theories of youth development and youth work

Youth sector includes:
- Young people
- Youth workers
- Government services
- Non government services
- Youth sector peaks
- Funding bodies
- Relevant levels of accountability
Youth work practice values may include:

- The values of:
  - youth workers
  - young people and their peers
  - key stakeholders in young people's lives
  - workplaces
  - colleagues
  - other workers and services
  - community
  - others

- Social justice, fairness, honesty and respect
- Consider the whole context
- Work with young people in partnership
- Work towards 'power with' not 'power over'
- Self agency/young person directed practice
- Transparency and transparent boundaries
- Be non-judgemental
- Engage with diversity and difference
- Integrity, acceptance, equity and equality
- Valuing the person
- Focus on strengths and capacities
- Notice change and achievement
- Recognise the person first not just their issues
- Work collaboratively

Young person's rights include:

- Young people's rights as documented in the UN convention on the rights of the child

Unit Sector(s)