Australian Government

Department of Education, Employment and Workplace Relations

CHCCHILD403B Promote the safety, well being and welfare of children, young people and their families

Release: 1

CHCCHILD403B Promote the safety, well being and welfare of children, young people and their families

Modification History

Not Applicable

Unit Descriptor

Descriptor	This unit describes the knowledge and skills required by workers who use a range of strategies that aim to prevent child abuse and neglect by building the capacities of individuals and communities to care for children

Application of the Unit

Application	This unit can apply to working with individuals, groups or a community It focuses on providing access to appropriate developing information and support networks

Licensing/Regulatory Information

Not Applicable

Pre-Requisites

Not Applicable

Community Services and Health Industry Skills Council

Employability Skills Information

Employability Skills   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

ELEMENT	PERFORMANCE CRITERIA
1. Provide information that promotes the safety, well being and welfare of children	1.1 Identify *sources of accurate information* 1.2 Disseminate *accessible information* 1.3 Use *available opportunities* to provide relevant information to clients and others
2. Provide support to families	2.1 Identify *support needed by families* in caring for children 2.2 Identify *support services* available to families 2.3 *Facilitate access* by families to support services by providing referral and contact details

ELEMENT	PERFORMANCE CRITERIA
3. Build community resources to care for children	3.1 Monitor the availability of resources within the community that promotes the well being of children
	3.2 Identify gaps in *community infrastructure*
	3.3 Develop *partnerships to address gaps* in information provision

Required Skills and Knowledge

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 do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role
These include knowledge of:

- Tasks of families in raising children (physical care, emotional nurture, socialisation, education)
- Support needs of families (practical and emotional)
- The link between supporting families and promoting well being of families
- Factors that place children and young people at risk of harm
- Range of prevention strategies to address risk factors
- Strategies of family and interagency collaboration in promoting the well being of children

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

- Research, develop and implement strategies which promote the safety, well being and welfare of children and young people

In addition, the candidate must be able 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 identified work role
These include the ability to:

- Demonstrate application of skills in:

REQUIRED SKILLS AND KNOWLEDGE

- research
- networking
- providing information
- referral

Evidence Guide

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 • Assessment may occur both in the workplace and in off-the-job learning contexts through methods that present workplace practice situations, using case studies, simulations etc.
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

EVIDENCE GUIDE

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
Method of assessment:	• This units may be assessed through a combination of observation, portfolio, supervisor's reports and checklist to ensure the full range of local relevant information sources are accessed

Range Statement

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.

Sources of accurate information include:	• Local community social plans • Bodies with statutory responsibility for child protection • State and national child protection coordinating bodies • Peak bodies and interest groups related to child protection

RANGE STATEMENT

Accessible information may include:	• Information displays within agencies • Information displays in public locations • Written material in a range of languages • Material designed for those with low level reading skills • Conduct of information sessions • Conduct of parenting groups • Media campaigns
Available opportunities may include:	• Request for information from an individual or group • Respond to an issue of local or media interest
Support needed by families in caring for children may be affected by:	• The informal support networks available to the family • Particular circumstances e.g. disability or illness of child or carer • Ability of family to access services due to financial. cultural, language or other restraints
Support services may include:	• Facilities operating in a local area e.g. playgroups, self-help groups, counselling, education and advice services • Financial and other practical benefits to which families are entitled
Facilitate access to support may include:	• Ensuring services of own agency are known to families • Providing information and advice about services • Provision of appropriate referrals • Advocacy on behalf of families

Community Services and Health Industry Skills Council

RANGE STATEMENT

Community infrastructure may include:	• Accessible child care • Services to assist families under stress or in crisis • Affordable housing • Locations for families to informally meet and create networks • Family accessible transport systems, leisure options, shopping facilities • Family friendly workplaces
Partnerships to address gaps can include:	• Resourcing families to lobby for change or new services • Interagency collaboration to develop new services • Participating in community campaigns

Unit Sector(s)

Not Applicable