CHCPROT407E Provide supervision in a secure system

Release: 1

INDUSTRY SKILLS COUNCILS
Creating Australia's Future

CHCPROT407E Provide supervision in a secure system

Modification History

CHC08 Version 3	CHC08 Version 4	Description
CHCPROT407D Provide supervision in a secure system	CHCPROT407E Provide supervision in a secure system	Unit updated in V4. ISC upgrade changes to remove references to old OHS legislation and replace with references to new WHS legislation. No change to competency outcome.

Unit Descriptor

Descriptor	This unit describes the knowledge and skills required to supervise activities and provide for physical safety, security, well being, care and protection for young offenders and staff

Application of the Unit

Application	This unit may apply to community service work in security contexts

Licensing/Regulatory Information

Not Applicable

Pre-Requisites

Not Applicable

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. Support client induction and *integration*	1.1 Establish processes for resolving issues between workers, client and other residents
	1.2 Explain expectations of client while in facility
	1.3 Explain rules and consequences for behaviour to client
	1.4 Explain expectations related to personal and communal behaviour operating in facility to client

ELEMENT	PERFORMANCE CRITERIA
2. Protect the safety and welfare of clients	2.1 Evaluate options for maintenance of safety and take actions in accordance with statutory and/or organisation requirements
	2.2 Establish authority of person *admitting* the young person
	2.3 Respond to incidents so as to safeguard the young person's safety
	2.4 *Maintain a healthy and safe environment* to minimise potential for harm
	2.5 Plan supervision to minimise potential for harm
	2.6 Supervise workers to promote young person's rights
	2.7 Ensure all legislative requirements are met by self and those supervised
3. Promote positive behaviour	3.1 Communicate positive and realistic expectations of child/young person's behaviour to child
	3.2 Regularly identify examples of positive behaviour and explain to child/young person
	3.3 Use clear communication, suggesting positive options to encourage child/young person to cooperate
	3.4 Draw attention of child/young person to positive aspects of their behaviour

ELEMENT	PERFORMANCE CRITERIA
4. Encourage participation in programs	4.1 Assess specific needs of clients and match to existing programs
	4.2 Employ appropriate communication techniques to engage young client to address specific needs, including those relating to:
	• culture
	• disability
	• development
	• gender
	4.3 Encourage and support child/young person to participate in all programs, especially those addressing offending behaviour
	4.4 Undertake appropriate work to ensure a thorough knowledge of content, purpose and access protocols of existing programs
	4.5 Provide relevant information to client as appropriate

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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:

- Dynamics of adolescent offending
- Dynamics of young offender's significant others
- Understanding adolescent clients and their special needs as individuals and as part of a group
- Identifying and implementing procedures used in a critical incident and/or situation, within relevant policy, procedures and legislation
- Behaviour management models, theories and techniques
- Security and safety procedures and policies

Essential skills:

It is critical that the candidate demonstrate the ability to:

- Maintain physical and emotional security and safety
- Interact with clients in appropriate ways
- Manage critical incidents and/or situations
- Maintain and use security systems
- Apply knowledge of organisation and legislative requirements
- Use typical processes listed in the Range Statement

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:

- Identify, interpret and adapt behaviour management theories, models and techniques
- Promote relapse prevention strategies and non-offending behaviour
- Demonstrate and apply understanding of particular issues of significant others of young offenders
- Communicate effectively with clients, families and members of justice system
- Utilise age appropriate behaviours and language
- Operate all relevant security equipment
- Demonstrate application of skills in:
  - conflict management

- role modelling
- engaging involuntary clients
- engaging significant others
- first aid
- observation and assessing of behaviour
- Maintain documentation as required, including effective use of relevant information technology in line with work health and safety (WHS) guidelines

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 of competence must be assessed in the workplace and under the normal range of workplace conditions • Consistency in performance should be demonstrated across the range of supervisory activities the worker is expected to undertake
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 include access to:
	• an appropriate workplace or an environment capable of accurately simulating the workplace for assessment purposes
Method of assessment:	• In cases where the learner does not have the opportunity to cover all relevant aspects in the work environment, the remainder should be assessed through realistic simulations, projects, previous relevant experience or oral questioning on 'What if?' scenarios
	• Assessment of this unit of competence will usually include observation of processes and procedures, oral and/or written questioning on Essential knowledge and skills and consideration of required attitudes
	• Where performance is not directly observed and/or is required to be demonstrated over a 'period of time' and/or in a 'number of locations', any evidence should be authenticated by colleagues, supervisors, clients or other appropriate persons

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.

The contexts for provision supervision and security include:	• Within a detention facility
	• Of clients, staff and physical environment

Provision of supervision and security will be carried out within requirements established by:	• Court orders • A range of legislation including social justice, equity and access, workplace health and safety and security • Organisation policy and procedures • Relevant program standards • International conventions relating to the rights of children and young persons
Admitting people to facility includes:	• Defining terms of custody with client, explaining terms of order to client and significant others in ways which are clear and age and culturally appropriate
Integration into residential setting includes:	• Establishing processes for resolving issues between workers, client and other residents • Explaining expectations of client while in facility • Explaining rules and consequences for behaviour to client • Ideology relating personal and communal behaviour operating in facility is explained to client
Security involves:	• Physical safety of people and providing a sense of well being and maximum care and protection to clients and staff
Maintain a healthy and safe environment involves monitoring physical security systems such as:	• Perimeter fence • Buildings • Locks • Alarm systems • Camera surveillance • Radio/intercom systems
Contributing to reintegration of client back into community including:	• Providing information about services, programs and financial supports that client can access • Utilising networks to provide client with access to opportunities available in community

Unit Sector(s)

Not Applicable

Not Applicable

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