



Australian Government

Department of Education, Employment and Workplace Relations

CHCPROT424A Develop a child protection practice framework

Release: 1

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Modification History

Not Applicable

Unit Descriptor

Descriptor

This unit describes the skills and knowledge required to identify principles and practices relevant integral to development of a child protection practice framework

Application of the Unit

Application

This unit applies to a range of child protection work environments

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

1. Research and assess critical elements of legislation that underpin a framework for child protection practice

PERFORMANCE CRITERIA

- 1.1 Identify and assess *legislative requirements* and purposes of child protection responsibilities and delegations with relevance to own job functions
- 1.2 Apply understanding of child protection legislation and principles when working with children and families
- 1.3 Research and assess for application to work practices, *relevant industry standards and best practice strategies*
- 1.4 Establish *practice framework* approaches that align with statutory obligations and own professional boundaries

ELEMENT**PERFORMANCE CRITERIA**

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|--|---|
| 2. Assess and define own role to establish and maintain a practice framework | 2.1 Analyse job role against <i>statutory requirements</i> and position specifications in consultation with supervisors or other relevant personnel |
| | 2.2 Recognise relationship between job functions, client outcomes and own practice framework |
| | 2.3 Reflect upon personal and professional ideologies/ values and how these may influence practice frameworks |
| | 2.4 Research and apply contemporary approaches to child protection and assess relevance to own practice framework |
| 3. Review practice frameworks as part of professional practice | 3.1 Seek support from colleagues and other relevant personnel to work through conflicts in practice frameworks and organisation expectations/ standards |
| | 3.2 Participate in regular <i>supervision</i> to maintain and review practice frameworks |
| | 3.3 Research new and emerging issues in child protection practice and assess for impact on own practice framework |

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:

- Own roles, responsibilities and statutory obligations within child protection systems
- Legislation relevant to child protection work
- Powers, orders and processes relating to child protection
- Issues for children and families involved with the child protection system
- Organisation guidelines for child protection work
- Contemporary approaches to child protection work
- Purpose and relevance of regular supervision to the maintenance of practice frameworks

Essential skills:

It is critical that the candidate demonstrate the ability to:

- Develop a clear understanding of own child protection practice framework
- Establish an effective process for practice reflection
- Research and analyse emerging and contemporary approaches and issues in child protection work

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:

- Analyse and assess relevant research
- Identify relationship between practice frameworks and statutory requirements, organisation ideology
- Describe practice approaches in terms of practice framework

REQUIRED SKILLS AND KNOWLEDGE

- Compare a variety of practice frameworks

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
- This unit of competence must be assessed in the workplace and under the normal range of workplace conditions
- Consistency in performance should consider the complexity of the environment in which workers are expected to participate

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
- Resources required for assessment include access to relevant workplace or simulated realistic workplace setting where assessment may take place

Method of assessment:

- Assessment may include observation, questioning and evidence gathered from a workplace environment

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.

Legislative requirements may include:

- Child Protection legislation
- Privacy legislation
- Family Law Act
- Youth Justice legislation
- Domestic Violence legislation

RANGE STATEMENT

Relevant industry standards and best practice strategies may include:

- Provide immediacy of response to protect children
- Paramount is respect for child's safety, rights and well being
- Children receive the help they need when they need it
- Ensure children voice is heard and encourage child focused practice
- Collaborative practice with other services to improve response to children in need of protection
- Effective risk assessment practices to ensure safety of the child
- Demonstrate leadership and accountability for work practices

A practice framework is:

- Provides understanding and guidance to practitioners approach to and decision-making for work and may include:
 - professional values
 - underpinning theories
 - principles of practice
 - recognition of external/secondary influences on practice e.g. legislation, organisation policies
 - clear understanding ideological basis of practice

Statutory requirements may include:

- Mandatory notifications
- Risk assessments and reporting
- Investigation responsibilities

Supervision may include:

- Internal casework supervision
- Peer supervision
- External practice supervision

Unit Sector(s)

Not Applicable