



Community Services Training Package (CHC99)

Child Protection/Juvenile Justice/ Statutory Supervision National Competency Standards



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Preface

This document contains specific national competency standards and qualifications relating to Child Protection/Juvenile Justice/Statutory Supervision. The standards and qualifications form part of the Community Services Training Package. The Community Services Training Package has been developed by Community Services and Health Training Australia and funded by the Australian National Training Authority.

This document must be used in conjunction with the following documents:

- Assessment Guidelines
- Qualifications Framework
- Community Services Common Competency Standards

The Community Services Training Package integrates national competency standards, qualifications and assessment guidelines in the following areas:

- Aged Care Work
- Alcohol and Other Drugs Work
- Child Protection/Juvenile Justice/Statutory Supervision
- Children's Services
- Community Work
- Community Housing Work
- Disability Work
- Mental Health Work (non-clinical)
- Youth Work

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Introduction

BACKGROUND

The need to meet the vocational education and training needs of employees in the Child Protection/Juvenile Justice/Statutory Supervision sector has been identified and welcomed as a national priority by Community Services and Health Training Australia and the Australian National Training Authority. Enhanced education and training is seen as critical to sustaining ongoing improvements in services to clients.

Industry needs for training development and delivery are articulated through Training Packages which include national competency standards, assessment guidelines and national qualifications.

National competency standards

- skills, knowledge and attributes applied to complete a job role are called *competencies*
- the level at which the competency is performed is called the *standard*
- together these make up *competency standards*
- competency standards are relevant to actual workplaces around Australia; and
- are understandable and useable by the range of intended audiences

National competency standards are not

- *curriculum documents*
Competency Standards define the outcomes which may be achieved through training, but do not define the nature of the training, which may be formal or informal, on the job or by simulation and provided by publicly or privately.
- *assessment strategies*
The performance criteria of standards are a guide to assessors, but they do not infer assessment strategies or techniques. The range of variables and evidence guide of each unit provide additional information to enable contextualising of the assessment of units whilst maintaining consistency in outcomes.
- *lists of tasks*
Competency standards encompass a much broader notion of work required than merely the ability to perform tasks. Competency includes the capacity to manage a number and variety of tasks, to manage contingencies and to perform effectively in a whole work role/work environment.
- *a definition of the "ideal" worker*
Rather than expressing a wish list of desirable skills, competencies reflect actual work requirements, albeit in a changing work environment.
- *expression of competencies held by some workers or particular workplaces*
National standards are based on work required at a particular level now and in the future, across the industry in different states/territories, regional areas and sizes of organisations.
- *service or program/organisation standards*
Service, program or organisation standards can be linked to competency standards because in defining requirements of workers they indicate ways of measuring individual effectiveness.

Workers covered by these national competency standards

The competency standards have been packaged in a range of ways to meet the varying needs of workers in the Child Protection/Juvenile Justice/Statutory Supervision sector Broadly:

- those who provide services to young people *as part of their work role*. Units may be undertaken as single units and/or incorporated into other qualifications and;
- those who work *primarily providing specialist Child Protection/Juvenile Justice/Statutory Supervision services*. A whole package of units will be undertaken resulting in a Child Protection/Juvenile Justice/Statutory Supervision work qualification.

Workers include volunteers, part time, full time, non government, government, juvenile justice setting, substitute/alternative care and statutory settings. Most competencies can apply in a range of work contexts including residential, home based, community based and within an office environment.

The standards cover all workers working with children, young people and their significant others in secondary and tertiary intervention either individually or with significant others, with a caring, protective or justice purpose. For the purpose of the project, the following definitions have been adopted:

- primary prevention is defined as areas which support families and children to function within a community and which are available to everyone eg. social security, education
- secondary prevention/intervention is defined as risk of neglect, abuse has been identified, and people enter into programs to prevent further abuse/neglect
- tertiary intervention is defined as areas where abuse/neglect has been identified and people are coerced into programs

“Clients” include children of all ages, adolescents and, in some cases, significant others (including family of origin, care family, extended family, legal guardians, advocates and family).

A “working relationship” is defined as one where there is:

- a clear explanation of roles, responsibilities, implications of actions for all parties;
- the negotiation of actions and strategies for intervention;
- emphasis on assisting the client in a range of ways from providing physical and emotional support to encouraging clients to take control of their own lives, actions, decisions and strategies for change.

The vocational sector includes those workers who may obtain qualifications such as certificates 1 to 4, diplomas and advanced diplomas. Training may be obtained in the workplace, at TAFE colleges or from private training providers. Qualifications can only be awarded by Registered Training Organisations.

How were these competency standards developed?

These standards have been developed through extensive industry consultations. Sources of information included:

- existing competency standards
- consultations with clients
- consultations with workers
- workshops and advice provided by members of the project management committee and
- common units of competency for the Community Services Training Package.

Who managed the development of the standards?

The project to develop the standards was initially managed by a committee comprising representatives from the Child Protection/Juvenile Justice/Statutory Supervision sector. The standards are now managed by the Board of Community Services and Health Training Australia.

How are National competency standards structured?

To enable easy reading of the enclosed competency standards it is necessary to explain how they are set out, and how to understand them.

Competency standards have 5 parts:

1. *The unit of competency or skill*
2. *The elements or tasks that make up the competency*
3. *The performance criteria or outcome of what a worker actually does*
4. *The range of variables to help better understand the competency*
5. *The evidence guide to assess the competency or skill*

UNIT TITLE

A key work outcome or competency is called a **Unit**.

Every unit describes the outcomes from the application of a complete set of skills and tasks that are needed to do part of a job. A fully competent person will be able to demonstrate all of the skills contained in a unit.

UNIT DESCRIPTOR

This adds additional descriptive information to assist in achieving a common understanding from users of the standards, of what the unit of competency is about.

ELEMENTS

Elements are lists of contributory *outcomes* which make up the unit. All the elements together fully describe the unit.

PERFORMANCE CRITERIA

Performance Criteria specify the work activities and level of performance required of the worker. They are attached to elements of a unit but relate to the unit as a whole, and to the combinations of units in a package, at a particular level. They detail *how we can see the job is being performed correctly* and what the worker will *actually do* to achieve the outcome which the elements describe.

RANGE OF VARIABLES

Range Of Variables specify *a range of situations* in which work may be performed.

EVIDENCE GUIDE

Evidence Guide is a guide for assessors and developers of training. It provides additional information, such as *underpinning knowledge and skills* which a worker must have to achieve/demonstrate competency. It also provides assessors with a guide as to where and how the competency may be best assessed (eg on the job or by simulation) and prerequisite units or combinations of units for assessment/training purposes.

Packaging to a Qualification

Packaging units of competency to a qualification

Packaging links individual units of competency into groups. These groupings relate to levels of work, which are meaningful across the Child Protection/Juvenile Justice/Statutory Supervision sector. Packaging provides a means of indicating to trainees, employers, trainers and assessors the combination of competencies required for the workplace.

A qualification is gained when a student/worker can demonstrate competence in all units that have been packaged together. In the Community Services Training Package, packaging incorporates:

- specialisation units of competency which apply to a specific sector within the industry at a range of AQF levels;
- common units of competency which apply across all sectors of the industry at a range of AQF levels; and
- optional units of competency.

Child protection/Juvenile Justice/Statutory Supervision specialisation units of competency

These incorporate those skills which are special, different or specific to working with Child Protection/Juvenile Justice/Statutory Supervision issues.

Community services common units of competency

The common competencies are those units of competency which may occur in all community services. They are common competencies rather than core or fundamental competencies. Thus being common does not mean that they necessarily underpin or are prerequisites to other units of competency.

Some common competencies apply to all sectors in community services and these are identified as compulsory. Other common competencies apply across some but not all sectors of the industry and these may be identified as compulsory or elective by the industry sector. Common competencies enhance the portability of skills across the community services and health industries.

The community services common units have been grouped and each of the units has been linked to AQF levels as a guide to packaging. Groups of units of competency make up a package which is aligned to a qualification. The level of qualification is determined by the industry sector in relation to a total package of units of competency; the package comprising common units, specialisation units and optional units.

Each of the 13 common areas has a code:

Advocacy	AD
Administration	ADMIN
Assessment and workplace training	BSZ
Community development	CD
Case management	CM
Casework intervention	CWI
Communication	COM
Client service	CS
Information management	INF
Networking	NET
Organisational management	ORG
Policy and research	PandR
Working with groups	GROUP

The community services common competencies are not included in this document. They are included in the document titled *Community Services Common National Competency Standards*.

Optional units of competency

To ensure that the flexibility required by individual organisations can be accommodated in the packaging of standards, additional units can be included as optional.

Optional units will generally include the following however specific requirements are indicated in each qualification:

- elective units
- compulsory units
- units from endorsed standards from other industries
- enterprise specific units

Both the common and the specialisation units of competency are divided into compulsory (required by all workers) and elective (required according to work functions) units. Thus units of competency may be;

- specialisation or common **and**
- compulsory or elective.

Customisation and Flexibility

The community services competency standards identify the knowledge and skills that are needed to deliver high quality services to meet community and individual/client needs. The standards have been drafted so that they are relevant to different organisations and are flexible enough to address the needs of workplaces of varying size and function.

It is intended that the qualifications will be packaged to reflect specific structures, standards and modes of service delivery within individual organisations/enterprises. Further application for specific purposes can be achieved through customisation of units of competency.

The following advice sets the boundaries of change accepted within the qualifications framework and where extensions or additions may be made through customising units of competency.

Existing flexibility in the Training Package is delivered via:

- contextualisation of units
- application of the packaging rules
- incorporation of enterprise unit/s

Customisation may be via:

- additions to the units

Any customisation or contextualisation of units of competency must ensure the integrity of:

- industry skill requirements
- industry portability requirements
- the national competency standards system and the Australian Qualification Framework qualifications

Contextualisation of units

The units of competency can be contextualised for specific uses as long as the original intent and integrity of the unit of competency is not compromised.

An organisation can contextualise individual units for its own purposes by using workplace relevant information. This may be achieved by changing terminology in the performance criteria, range of variables and the evidence guides (eg. to refer to particular legislation or work practices under which it conducts its business). These changes do not require endorsement as long as assessment against the unit meets the outcomes identified in it.

Applying the packaging rules

The Community Services competency standards are drafted to have application across a full range of organisations, regardless of location, type or size. Existing flexibility allows particular organisations, enterprises and individuals to select competencies to suit their specific needs through application of the packaging rules. This includes:

- choosing electives from both the specialisation and common units of competency
- choosing optional units from the Community Services Training Package or other endorsed National Training Packages. When selecting optional units from other Training Packages any additional assessment requirements should be incorporated
- adding an enterprise unit according to the packaging rules for optional units

If training requirements are not met by existing qualification packaging then standards users may:

- record statements of attainment for individual competencies or groups of competencies
- consult State Training Authorities regarding qualifications outside the coverage of National Training Packages
- develop new national competency standards and qualifications (see below for further information regarding customisation for enterprises and the development of new standards and qualifications)

Customisation of units

Expansion of units may include the addition of elements, performance criteria, range of variables items or evidence guide statements. Standards users should consider, when making substantial additions or expansion to units, whether utilisation of other units or the development of new units may be more appropriate.

Standards users should note that the addition of units and elements may increase resource requirements for assessment and training. One example where this may be an issue is the federal government's New Apprenticeships system where qualifications will be funded according to minimum requirements.

Customisation and flexibility for enterprises

Where enterprises have developed their own set of standards, there are a number of options for incorporating these into national qualifications:

- mapping the enterprise standards to the relevant qualification package. Where the enterprise standards match it may be that the organisation chooses to continue to use them for training (and other enterprise requirements such as human resources functions) but to gain a national qualification, assessment must be against the national standards
- adding enterprise specific content to the package according to the unit contextualisation options listed above
- application of the qualification packaging rules or adding units to the minimum number of units required for a qualification as shown above
- seeking endorsement as national enterprise specific standards (see below for information on the development of new standards)

New National Competency Standards and Qualifications

Development of new standards or qualifications may be initiated according to various industry priorities or influences including:

- enterprise specific requirements
- emerging or changing work practices
- work roles or functions not yet covered by the Training Package
- competencies covering a sector or area of work

Standards developers must adhere to guidelines for the development of national competency standards. National competency standards development must meet the following requirements:

- adherence to National Training Framework Committee quality criteria as well as up to date ANTA guidelines for Training Package developers
- compliance with the Community Services Training Package qualifications framework and assessment guidelines
- evidence of national support for standards development and/or evidence of national validation for standards that are already developed
- standards must be referred to Community Services and Health Training Australia for submission to the National Training Framework Committee

Assessment against the standards

Assessment is a process that shows that an individual is competent (i.e. has the skills, knowledge and attitudes) to work at a particular level in the industry.

The Assessment Guidelines are available from Community Services and Health Training Australia on 02 9263 3589 or on our home page (www.home.aone.net.au/cshta).

Relationship between assessment and a national qualification

Under the Community Services Training Package, individuals will be assessed directly against the national competency standards in a manner consistent with the assessment guidelines to gain a national qualification.

Issuing qualifications under the Community Services Training Package

Registered Training Organisations (RTOs) are the only organisations that can issue qualifications. They are registered by a State or Territory government to provide a range of services (including assessment and training) under the national training system.

Registered training organisations must:

- satisfy the requirements of the assessment guidelines for the Community Services Training Package
- use assessors with the qualifications outlined in the Community Services Assessment Guidelines
- follow the standards and qualifications framework for the Community Services Training Package
- be registered by a State or Territory government

Assessment in the Community Services Industry

Work in the Community Services industry centres around skills in interacting with people, many of whom may be experiencing hardship, stress or long term disadvantage. A high level of competence in communication, collaboration and negotiation is usually required compared with other industries. The community services industry is also multicultural and has a high proportion of participants experiencing cultural disadvantage. It is a significant employer (paid and unpaid) of people from non-English speaking and Aboriginal and Torres Strait Islander backgrounds.

Assessment of competency cannot rely on a measurement approach alone. Assessment evidence often needs to consider how the person brings together knowledge, an understanding of the work context, a decision about what to do, attitudes, values and ethics, as well as what the person actually does to perform the role.

Principles for assessment in Community Services

Assessment under Community Services Training Package should be:

- valid
- authentic
- reliable
- consistent
- current
- sufficient
- flexible
- fair

Assessor qualifications

Registered training organisations must use assessors who possess the qualifications outlined in the assessment guidelines to conduct assessments under the Community Services Training Package.

Choosing an appropriate training program for assessors in community services

The assessment guidelines give you some information to consider when selecting assessor training programs

Conducting assessments

An assessment strategy for an individual or groups of individuals must be designed and implemented to address a range of issues. The requirements for conducting assessments are outlined in the assessment guidelines

The qualities to look for in a registered training organisation

The assessment guidelines give you some points to consider when selecting a registered training organisation

Australian Qualifications Framework (AQF) descriptors

To determine the relevant AQF qualification, groupings or packages of units representing work functions in the community services industry are related to the descriptors of the levels of the AQF which indicate breadth and complexity of work.

The development of the national Competency Standards Framework for Community Services has paid due attention to all the variables which impact on AQF alignment:

- ◆ the *package* of units is aligned (not individual units). This enables flexibility in packaging and customising
- ◆ packaging will reflect realistic outcomes required of individual work roles and focus on what makes work roles substantially different in outcomes (assuming it could be an interplay of all, or any of the variables identified in the AQF descriptors)
- ◆ differentiation of qualification levels in community services, in certain circumstances, is reliant on agreement of the industry parties. Where this is possible, it is specified in the relevant qualification
- ◆ a greater number of units with similar content (as far as complexity, breadth of knowledge and skills, and degree of judgment and autonomy) will not necessarily lead to higher qualification. Rather the package will need to reflect higher level competencies in the content and outcomes of the units in accordance with the AQF descriptors
- ◆ there can be a number of work levels covered within a single AQF descriptor, reflecting enterprise differences and negotiations

Certificate II

- ◆ competency involves application of knowledge and skills to a range of tasks and roles
- ◆ defined range of contexts where the choice of actions required is usually clear, with limited scope in the choice
- ◆ competencies normally used within established routines, methods and procedures, in some cases involving discretion and judgement about possible actions
- ◆ competencies likely to be applied under routine guidance with intermittent checking, but may take the form of general guidance and considerable autonomy if working in teams
- ◆ responsibility for some roles may be involved if working in a team

Certificate III

- ◆ competency involves the application of knowledge with depth in some areas and a broad range of skills
- ◆ a range of tasks and roles in a variety of contexts, with some complexity in the extent and choice of actions required
- ◆ competencies normally used within routines, methods and procedures where some discretion and judgement is required in selection of equipment, work organisation, services, actions and achieving outcomes within time constraints
- ◆ competencies likely to be applied under limited guidance with checking related to overall progress, but may take the form of broad guidance and autonomy if working in teams
- ◆ responsibility for the work of others and/or team coordination may be involved

Certificate IV

- ◆ competency involves the application of knowledge with depth in some areas and a broad range of skills
- ◆ a wide range of tasks and roles in a variety of contexts, with complexity in the range and choices of actions required
- ◆ competencies are normally used within routines, methods and procedures where discretion and judgement is required, both for self and others, in planning and selection of equipment, work organisation, services, actions, and achieving outcomes within time constraints
- ◆ competencies are likely to be applied with only general guidance on progress and outcomes sought
- ◆ the work of others may be supervised, or teams guided or facilitated
- ◆ responsibility for and limited organisation of the work of others may be involved

Diploma

- ◆ competency involves the self-directed application of knowledge with substantial depth in some areas, and a range of technical and other skills to tasks, roles and functions in both varied and highly specific contexts
- ◆ competencies are normally used independently and both routinely and non-routinely
- ◆ judgement is required in planning and selecting appropriate equipment, services, techniques and work organisation for self and others
- ◆ competencies are likely to be applied under broad guidance
- ◆ the work of others may be supervised or teams guided
- ◆ responsibility for the planning and management of the work of others may be involved

Advanced Diploma AQF 6

- ◆ competency involves the self-directed development of knowledge with substantial depth across a number of areas and/or mastery of a specialised area with a range of skills
- ◆ application is to major functions in either varied or highly specific contexts
- ◆ competencies are normally used independently and are substantially non-routine
- ◆ significant judgement is required in planning, design, technical or supervisory functions related to products, services, operations or processes
- ◆ competencies are likely to be applied under limited guidance in line with a broad plan, budget or strategy
- ◆ responsibility and defined accountability for the management and output of the work of others and for a defined function of functions may be involved

Child Protection/Juvenile Justice/Statutory Supervision national competency standards and tertiary education sector

The unit of competency CHCROT14A “Develop protocols for operating within a statutory environment” was originally identified within a qualification packaged above AQF6 ie. within the tertiary sector and outside of the scope of the Community Services Training Package. Standards user’s should note the unit is still available as an elective or option in the Advanced Diploma of Community Services (Child Protection/Juvenile Justice/Statutory Supervision) and that attainment of this competency may contribute to articulation into tertiary qualifications.

Australian National Training Authority Qualification Codes

All national qualifications have been assigned a code for inclusion on ANTA’s National Training Information Service. The following codes apply to qualifications for the Community Services (Child Protection/Juvenile Justice/Statutory Supervision)

CHC30499	Certificate III in Community Services (Child Protection/Juvenile Justice/Statutory Supervision)
CHC40499	Certificate IV in Community Services (Child Protection/Juvenile Justice/Statutory Supervision)
CHC50499	Diploma of Community Services (Child Protection/Juvenile Justice/Statutory Supervision)
CHC60499	Advanced Diploma of Community Services (Child Protection/Juvenile Justice/Statutory Supervision)

CHC30499 Certificate III in Community Services (Child Protection/Juvenile Justice/Statutory Supervision)

Packaging to gain a national qualification

Compulsory	8
Elective	3
Options	1
Total number of units of competency	12

Optional competencies

<ul style="list-style-type: none"> • elective units at this or higher levels • compulsory units at higher levels • units from endorsed standards in any industry at this or higher levels • enterprise specific units

Note 1: Where enterprise units are included as options, these must be nationally endorsed (see introduction regarding new units and customisation)

Child Protection/Juvenile Justice/Statutory Supervision Specialisations

Compulsory		Elective	
CHCPROT2A	Operate within a statutory environment	CHCPROT1A CHCPROT3A	Act as a witness Prepare for provision of primary care
		CHCCHILD1A	Work within legislative and ethical requirements

Common competencies

Compulsory		Elective	
CHCADMIN2A	Provide administrative support	CHCCM1A CHCCW11A	Undertake case management Operate under a case work framework
CHCCOM2A	Communicate appropriately with clients and colleagues	CHCGROUP2A CHCNET1A	Support group activities Participate in networks
CHCCS1A	Deliver and monitor service to clients		
CHCINF1A	Process and provide information		
CHCORG3A	Participate in the work environment		
CHCORG4A	Follow the organisation's occupational health and safety policies		
CHCPandR1A	Participate in policy development		

Electives from Other Community Services Sectors

CHCYTH1A	Work effectively with young people
CHCYTH2A	Provide appropriate assistance to young people
CHCCHILD2A	Support the rights and safety of children within duty of care requirements

CHC40499 Certificate IV in Community Services (Child Protection/Juvenile Justice/Statutory Supervision)

Packaging to gain a national qualification

Compulsory	8
Elective	5
Options	1
Total number of units of competency	14

Optional competencies

<ul style="list-style-type: none"> • elective units at this or higher levels • compulsory units at higher levels • units from endorsed standards in any industry at this or higher levels • enterprise specific units

Note 1: Where enterprise units are included as options, these must be nationally endorsed (see introduction regarding new units and customisation)

Child Protection/Juvenile Justice/Statutory Supervision specialisations

Compulsory		Elective	
CHCPROT4A	Prepare for court processes	CHCPROT5A	Provide protective service
		CHCPROT6A	Facilitate court orders
		CHCPROT7A	Provide supervision and security
		CHCPROT8A	Establish care and protection for people in situations of specific need
		CHCPROT9A	Provide primary care
		CHCPROT10A	Undertake case management arising from court orders
		CHCPROT11A	Provide for care and protection of clients in specific need
		CHCCHILD1A	Work within legislative and ethical requirements

Common competencies

Compulsory		Elective	
CHCADMIN3A	Undertake administrative work	CHCAD1A	Advocate for clients
CHCCOM3A	Utilise specialist communication skills	CHCCD1A	Support community
CHCCS2A	Deliver and develop client service	CHCCD2A	Provide community education programs
CHCINF2A	Maintain organisation's information systems	CHCCD3A	Meet the information needs of the community
CHCNET2A	Establish and maintain effective networks	CHCCM2A	Establish and monitor a case plan
CHCORG4A	Follow the organisation's occupational health and safety policies	CHCCWI2A	Implement a case work strategy
CHCORG5A	Maintain an effective work environment	CHCGROUP3A	Plan and conduct group activities
		CHCPandR2A	Contribute to policy development
		CHCPandR3A	Undertake research activities
		BSZ404A	Train small groups

Electives from Other Community Services Sectors

CHCYTH3A	Support young people to take collective action
CHCYTH4A	Assist young people in responding to crisis
CHCCHILD2A	Support the rights and safety of children within duty of care requirements

CHC50499 Diploma of Community Services (Child Protection/Juvenile Justice/Statutory Supervision)

Packaging to gain a national qualification

Compulsory	7
Elective	4
Options	1
Total number of units of competency	12

Optional competencies

- elective units at this or higher levels
- compulsory units at higher levels
- units from endorsed standards in any industry at this or higher levels
- enterprise specific units

Note 1: Where enterprise units are included as options, these must be nationally endorsed (see introduction regarding new units and customisation)

Child Protection/Juvenile Justice/Statutory Supervision Specialisations

Compulsory		Elective	
CHCProt12A	Coordinate work integrating statutory requirements and responsibilities	CHCCHILD2A	Support the rights and safety of children within duty of care requirements

Common competencies

Compulsory		Elective	
CHCCOM4A	Develop, implement and promote effective communication techniques	CHCAD1A	Advocate for clients
CHCCS3A	Coordinate the provision of client services	CHCCD4A	Develop and implement community programs
CHCINF3A	Coordinate information systems	CHCCD5A	Develop community resources
CHCNET3A	Develop new networks	CHCCM3A	Develop, facilitate and monitor all aspects of case management
CHCORG6A	Coordinate the work environment	CHCCW13A	Work with clients intensively
CHCORG17A	Implement and monitor occupational health and safety policies, procedures and programs	CHCGROUP3A	Plan and conduct group activities
		CHCPandR4A	Develop and implement policy
		CHCPandR5A	Manage research activities
		BSZ404A	Train small groups
		*BSZ401A	Plan assessment
		*BSZ402A	Conduct assessment
		*BSZ403A	Review assessment
		**BSZ405A	Plan and promote a training program
		**BSZ406A	Plan a series of training programs
		**BSZ407A	Deliver training sessions
		**BSZ408A	Review training

* These 3 competencies are co-requisite and count for one elective/option

** These 4 competencies are co-requisite and count for one elective/option

Electives from Other Community Services Sectors

CHCYTH 5A	Manage youth programs
CHCYTH 6A	Provide appropriate services for young people
CHCYTH 7A	Respond to critical situations including risk of violence
CHCSD10A	Develop new approaches for providing service

CHC60499 Advanced Diploma of Community Services (Child Protection/Juvenile Justice/Statutory Supervision)

Packaging to gain a national qualification

Compulsory	8
Elective	5
Options	1
Total number of units of competency	14

Optional competencies

<ul style="list-style-type: none"> • elective units at this or higher levels • compulsory units at higher levels • units from endorsed standards in any industry at this or higher levels • enterprise specific units

Note 1: Where enterprise units are included as options, these must be nationally endorsed (see introduction regarding new units and customisation)

Child Protection/Juvenile Justice/Statutory Supervision Specialisations

Compulsory		Elective	
CHCProt13A	Manage and interpret statutory requirements and responsibilities	CHCCHILD2A	Support the rights and safety of children within duty of care requirements
		CHCProt14A	Develop protocols for operating within a statutory environment

Common competencies

Compulsory		Elective	
CHCADMIN4A	Manage the organisation's finances, accounts and resources	CHCCD6A	Establish and develop community organisations
CHCCOM4A	Develop, implement and promote effective communication techniques	CHCCM4A	Promote high quality case management
CHCCS4A	Manage the delivery of quality client service	CHCORG 8A	Establish and manage new programs or services
CHCINF4A	Manage the organisation's information systems	CHCORG9A	Manage projects and strategies
CHCINF5A	Meet statutory and organisational requirements	CHCORG11A	Lead and develop others
CHCORG7A	Manage workplace issues	CHCORG12A	Review organisational effectiveness
CHCORG17A	Implement and monitor occupational health and safety policies, procedures and programs	CHCORG13A	Manage organisational strategic and business planning
		CHCORG14A	Manage a service organisation
		CHCORG15A	Promote the organisation
		CHCORG16A	Manage training
		CHCPandR6A	Coordinate policy development
		*BSZ401A	Plan assessment
		*BSZ402A	Conduct assessment
		*BSZ403A	Review assessment
		**BSZ405A	Plan and promote a training program
		**BSZ406A	Plan a series of training programs
		**BSZ407A	Deliver training sessions
		**BSZ408A	Review training

*** These 3 competencies are co-requisite and count for one elective/option**

**** These 4 competencies are co-requisite and count for one elective/option**

Electives from Other Community Services Sectors

CHCYTH8A	Manage service response to young people in crisis
CHCSD10A	Develop new approaches for providing service

Units of Competency

Child Protection, Statutory Supervision and Juvenile Justice

Unit Title		Elements
CHCCHILD1A	Work within legislative and ethical requirements	<ol style="list-style-type: none"> 1. Work within ethical and legal guidelines 2. Support and safeguard the interests and rights of the child 3. Support and safeguard the safety of the child 4. Report indications of possible abuse
CHCCHILD2A	Support the rights and safety of children within duty of care requirements	<ol style="list-style-type: none"> 1. Work ethically 2. Identify indicators of abuse and act appropriately 3. Safeguard the rights and interests of children
CHCPROT1A	Act as a witness	<ol style="list-style-type: none"> 1. Contribute to the court processes as a witness 2. Provide appropriate coordination and assistance
CHCPROT2A	Operate within a statutory environment	<ol style="list-style-type: none"> 1. Work is performed in recognition of statutory responsibilities and rights 2. Implement appropriate security procedures
CHCPROT3A	Prepare for provision of primary care	<ol style="list-style-type: none"> 1. Ensure immediate support needs are addressed 2. Prepare for care placement
CHCPROT4A	Prepare for court processes	<ol style="list-style-type: none"> 1. Collect and prepare material and liaise with all appropriate parties 2. Provide information to users of the court process
CHCPROT5A	Provide protective service	<ol style="list-style-type: none"> 1. Assess appropriate protection provision requirements 2. Provide a safe and secure environment for clients
CHCPROT6A	Facilitate court orders	<ol style="list-style-type: none"> 1. Prepare recommendations for orders 2. Collect information about order implementation 3. Plan and monitor orders
CHCPROT7A	Provide supervision and security	<ol style="list-style-type: none"> 1. Contribute to integration of client into facility 2. Provide induction and stabilisation activities in accordance with operational procedures and policies 3. Contribute to reintegration of client back into community
CHCPROT8A	Establish care and protection for people in situations of specific need	<ol style="list-style-type: none"> 1. Receive and assess notification information 2. Establish notification details 3. Initiate follow up action 4. Establish course of action for notification through investigation
CHCPROT9A	Provide primary care	<ol style="list-style-type: none"> 1. Outline terms of placement with client in care 2. Provide/mobilise domestic support 3. Provide for client education, support and development 4. Contribute to reintegration of client
CHCPROT10A	Undertake case management arising from court orders	<ol style="list-style-type: none"> 1. Match existing programs to clients 2. Design, deliver and evaluate program

HCPROT11A	Provide for care and protection of clients in specific need	<ol style="list-style-type: none"> 1. Options to address client needs are identified 2. Care and protection actions are negotiated and evaluated
CHCPROT12A	Coordinate work integrating statutory requirements and responsibilities	<ol style="list-style-type: none"> 1. Evaluate levels or risk 2. Provide advice on complex cases 3. Make judgements in relation to court action
CHCPROT13A	Manage and interpret statutory requirements and responsibilities	<ol style="list-style-type: none"> 1. Develop work systems that support operation within a statutory environment
CHCPROT14A	Develop protocols for operating within a statutory environment	<ol style="list-style-type: none"> 1. Promote standards for preparation of material and participating in statutory work 2. Provide consultancy to promote best practice within organisation

CHILD PROTECTION/JUVENILE JUSTICE/STATUTORY SUPERVISION

Alignment with Mayer Key Competencies

Level 1	Levels of Competency	
	Level 2	Level 3
<ul style="list-style-type: none"> • Carries out established processes • Makes judgements of quality using given criteria 	<ul style="list-style-type: none"> • Manages processes • Selects the criteria for the evaluation process 	<ul style="list-style-type: none"> • Establishes principles and processes • Evaluates and reshapes process • Establishes criteria for evaluation

Unit Code	Unit Title	Collecting Information	Communication	Planning	Work with others	Maths	Solve Problems	Use Technology
CHCCHILD1A	Work within legislative and ethical requirements	2	2	2	2	0	2	0
CHCCHILD2A	Support the rights and safety of children within duty of care requirements	3	3	3	3	1	3	1
CHCPROT1A	Act as a witness	3	3	1	2	1	1	1
CHCPROT2A	Operate within a statutory environment	1	1	2	2	1	2	1
CHCPROT3A	Prepare for provision of primary care	2	2	2	2	1	2	1
CHCPROT4A	Prepare for court processes	3	3	2	2	1	2	1
CHCPROT5A	Provide protective service	3	2	2	2	1	2	1
CHCPROT6A	Facilitate court orders	3	2	3	2	1	3	1
CHCPROT7A	Provide supervision and security	2	3	3	3	1	3	1
CHCPROT8A	Establish care and protection for people in situations of specific need	3	3	3	2	1	3	1
CHCPROT9A	Provide primary care	3	3	3	3	1	3	1
CHCPROT10A	Undertake case management arising from court orders	3	3	3	3	1	3	1
CHCPROT11A	Provide for care and protection of clients in specific need	3	3	3	3	1	3	1
CHCPROT12A	Coordinate work integrating statutory requirements and responsibilities	3	3	3	3	1	3	1
CHCPROT13A	Manage and interpret statutory requirements and responsibilities	3	3	3	3	1	3	1
CHCPROT14A	Develop protocols for operating within a statutory environment	3	3	3	3	2	3	1

CHCCHILD1A Work within legislative and ethical requirements

Element	Performance Criteria
1. Work within ethical and legal guidelines	<ul style="list-style-type: none"> • lawful instructions and regulations are complied with • organisational resources and those of the child are used for the purpose intended • fair, prompt and consistent performance of duties is applied toward all children and other workers
2. Support and safeguard the interests and rights of the child	<ul style="list-style-type: none"> • decisions and actions taken are within the job description • knowledge and skills required for daily activities of work are properly maintained • work practices are applied to minimise potential for harm • care is taken to behave in a reasonable and careful manner at all times • appropriate confidentiality is maintained
3. Support and safeguard the safety of the child	<ul style="list-style-type: none"> • children are supervised with diligence and care to minimise the potential for harm • children are not placed in potentially dangerous situations • children are not permitted to leave the boundaries of the service during the hours of care unless otherwise arranged with parents • particularly rigorous care is taken in supervising children on excursions and when travelling, as relevant • appliances and equipment to be used by children are checked for safety
4. Report indications of possible abuse	<ul style="list-style-type: none"> • evidence of injury or neglect is recorded accurately and reported promptly to the appropriate person • unusual behaviour and marked changes in behaviour are reported and recorded in accordance with organisational procedures • explanations of injuries or changes in behaviour offered by children, parents and others are recorded • suspected abuse is reported to the appropriate person/organisation • legislative requirements are carefully followed

Range of Variables:

Lawful instructions may include:

- restraining orders
- custody orders
- licensing authorities
- organisational supervisor
- courts of law

Rights of the child include principles expressed in:

- charters of rights
- legislation
- policies of organisation

Work practices which may be applied to minimise the potential for harm include:

- following guidelines on administration of medication
- guidelines on care of an ill child

Supervision is diligent, but may vary according to:

- age of children
- abilities of children
- how well the worker knows the child, eg. a new enrolment to the service

Supervision away from the centre could be on:

- excursions
- outings

The appropriate person to report suspected child abuse will vary according to the legislation in the State/Territory and organisational policies. The person may be:

- state child protection agency
- supervisor in the service
- individual carer

Evidence Guide:

Critical aspects of assessment:

- identifies a wide range of situations where a judgement is required about statutory and legal implications and applies an appropriate response

Interdependent assessment of units:

- this unit should be assessed in conjunction with CHCCN4A "Respond to illness, accidents and emergencies"

Underpinning knowledge:

- legislative requirements
- statement of rights eg. UN Charter
- common risks to child's safety
- organisational guidelines and policies
- rights and responsibilities of child
- basic understanding of stereotypes of "children"
- awareness of discriminatory actions
- awareness of own attitudes to childhood
- duty of care responsibilities
- codes of ethics eg. AECA Code of Ethics, organisational codes
- understanding of potential risks to child of negligent action
- child protection policy of service
- state/territory requirements about notifying suspected abuse and reporting process
- incident recording procedures
- indicators of child abuse
- different types of child abuse
- relevant quality improvement and accreditation principles

Underpinning skills:

- following procedures and instructions
- analysing situations for risk
- gaining cooperation of children to obey instructions

Context of assessment:

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

CHCCHILD2A Support the rights and safety of children within duty of care requirements

Element	Performance Criteria
1. Work ethically	<ul style="list-style-type: none"> works within responsibilities outlined in guidelines and regulations fair, prompt and consistent performance of duties is demonstrated with all children care is taken to behave in a reasonable and careful manner at all times knowledge and skill required for work responsibilities are demonstrated decisions and actions taken are explained to those to whom the worker is accountable
2. Identify indicators of abuse and act appropriately	<ul style="list-style-type: none"> information about the child's behaviour is gathered in order to identify uncharacteristic behaviours or other indicators which may indicate abuse the circumstances of children who are identified as highly vulnerable to abuse are monitored indicators of abuse are identified and reported to appropriate authorities information is provided to support investigations by the appropriate authority
3. Safeguard the rights and interests of children	<ul style="list-style-type: none"> the authority of the person collecting children is established incidents are responded to so as to safeguard the child's safety a healthy and safe environment is maintained to minimise potential for harm supervision is planned to minimise the potential for harm workers are supervised to promote children's rights ensures all legislative requirements are met by self and those supervised

Range of Variables:

Rights of children include:

- freedom from criminal acts
- protection from abuse
- protection of their property
- freedom from discrimination

Responsibilities of workers may be outlined in the following regulations and guidelines:

- statements of regulatory bodies
- professional registration requirements
- legal precedents
- service standards
- mission statements, policies and philosophies of an organisation

The authority of the person collecting children may be established by:

- custody orders
- emergency contact forms
- parent's permission notes

Incidents that may require response to safeguard the child's safety may include:

- late pick-up of child
- accident/emergency involving parent/s
- intoxicated person picking up child
- person who has restraining order against them arrives to pick up child

Response may include:

- phone emergency contacts
- contact police/Child Protection Agency
- contacting school

Planning of supervision may need to consider:

- the number of children
- the activities children are involved in
- the location of the service
- likelihood of unauthorised persons entering service boundaries

Code of ethics may include those of:

- the profession of the worker
- the specific organisation
- an individual person

Evidence Guide:

Critical aspects of assessment:

- demonstrates ability to actively investigate evidence of a suspected breach of rights and to monitor and address 'at risk' situations according to defined procedures

Underpinning knowledge:

- knowledge of indicators of abuse, types of abuse, children who are particularly vulnerable
- legislation and protocols regarding notification of suspected abuse
- legislation relevant to position and service
- relevant service guidelines
- relevant codes of ethics
- statements of children's rights
- relevant Quality Improvement and Accreditation Principles

Underpinning skills:

- observation
- advocacy
- reporting
- negotiation
- active listening

Resource implications:

- assessment requires access to a range of opportunities defined in the Range of Variables. This includes:
 - ◇ a childcare workplace
 - ◇ access to children's services resources and equipment
 - ◇ access to the local environment

Context of assessment:

- this unit must be assessed on the job

CHCROT1A Act as a witness

Providing assistance within juvenile justice and care and protection processes.

Elements	Performance Criteria
1. Contribute to the court processes as a witness	<ul style="list-style-type: none"> • pre and post court briefings and debriefings are participated in as appropriate and required • evidence provided reflects questions and directions asked by court or legal representatives • evidence is provided using factual descriptions and presented clearly and concisely • conduct is according to requirements of court processes and proceedings • appropriate legal representatives are liaised with • all appropriate and required documentation and reporting is undertaken and stored in accordance with organisational procedures
2. Provide appropriate coordination and assistance	<ul style="list-style-type: none"> • relevant information about court processes is provided to relevant people • immediate assistance is provided as appropriate to the work role • referral and/or other advice is offered to parents, caregivers and children

Range of Variables

The contexts for acting as a witness include:

- within a juvenile justice process
- within a care and protection process

Acting as a witness will be carried out within requirements established by:

- rules of evidence within legal and court processes
- commonwealth and state legislation
- international conventions relating to the rights of children and young persons
- organisational policy and procedures
- relevant program standards

Pre and post court briefings includes being briefed by:

- a legal representative on the rules of evidence and court protocol
- a statutory worker on the details of the case and organisational policy for presentation of evidence
- a legal representative and/or statutory worker on outcomes and consequences of court decisions

Provision of evidence includes verbal presentation of factual information that is:

- descriptive and devoid of assumptions or judgmental statements, and
- where possible represent the details and facts of the evidence that are pertinent to the case

Information provided is tailored to include:

- using language that can be understood by the majority of participants in the court process with reduced jargon

Appropriate legal representatives include:

- crown law or private legal representatives appointed by crown law

Relevant people may include:

- parents and caregivers
- workers or representatives from related agencies

Evidence Guide

Critical aspects of assessment:

- presents information factually and descriptively
- demonstrates awareness of legal and court protocols and processes
- demonstrates knowledge related to applicable organisation and legislative requirements
- using typical processes listed in the Range of Variables

Underpinning knowledge:

- operations of the court process
- operations of legal system
- legal implications and responsibilities of statutory work
- rules of evidence
- relevant policy and procedures
- relevant legislation

Underpinning skills:

- communicating effectively with:
 - ◊ organisations and representatives of court and legal system
 - ◊ children, young people and parents/caregivers
- clear speaking and presentation of facts
- managing stress within a court environment
- report writing skills
- interviewing and assessment skills

Resource implications:

- access to an appropriate workplace or an environment capable of accurately simulating the workplace for assessment purposes

Consistency in performance:

- consistency in performance should consider the complexity of juvenile justice or care and protection processes undertaken by workers

Context of assessment:

- this unit of competence will be assessed in the workplace or in a simulated workplace and under the normal range of workplace conditions

CHCProt2A Operate within a statutory environment

Operating effectively as a statutory worker or as a worker within a non government agency undertaking statutory work.

Element	Performance Criteria
1. Work is performed in recognition of statutory responsibilities and rights	<ul style="list-style-type: none"> all appropriate work is undertaken using acknowledged procedures and processes arising from statutory responsibilities and obligations client's understanding of statutory responsibilities and rights are checked, confirmed and monitored in all interactions within a statutory framework all relevant parties are informed of statutory responsibilities and rights strategies for managing statutory authority role are utilised processes for communicating rights and appeals mechanism within a statutory intervention are utilised all relevant reporting and record keeping is undertaken in accordance with organisational procedures and statutory requirements
2. Implement appropriate security procedures	<ul style="list-style-type: none"> emergency situations are defined and addressed where necessary in accordance with organisational procedures effectiveness of security procedures and equipment is routinely evaluated all appropriate action is taken in accordance with organisational procedures to ensure the safety and security of workers and clients

Range of Variables

The contexts for operating within a statutory environment include:

- as a statutory worker
- as a worker within a non-government agency undertaking statutory work
- in a detention facility

Operating within a statutory environment will be carried out within requirements established by:

- commonwealth and state legislation
- international conventions relating to the rights of children and young persons
- agency policy and procedures
- relevant program standards

Statutory responsibilities:

- undertaking work within the mandates associated with legislation about the care and protection of children and young people

Strategies for managing statutory authority role:

- statutory responsibilities carry with them a power potential that needs to be taken into consideration when interacting with clients. The use of statutory power is monitored and assessed against client rights and appeal mechanisms

Rights and appeal mechanisms include:

- those mechanisms operating within all state department, service provider organisations and external bodies

Security procedures and equipment may include:

- operational procedures
- restraining devices
- communication equipment

Evidence Guide

Critical aspects of assessment:

- demonstrates awareness of legislation and statutory mandates
- understands statutory power and rights of clients
- demonstrates knowledge related to applicable agency and legislative requirements
- using typical processes listed in the Range of Variables

Underpinning knowledge:

- legal implications and responsibilities of statutory work
- relevant policy and procedures
- relevant legislation

Underpinning skills:

- communicating effectively with clients and significant others
- report writing

Resource implications:

- access to an appropriate workplace or to an environment capable of simulating the workplace for assessment purposes

Consistency in performance:

- consistency in performance should consider the complexity of the particular statutory environment (or environments) in which work is undertaken

Context of assessment:

- this unit of competence will be assessed in the workplace or in a simulated workplace and under the normal range of workplace conditions

CHCROT3A Prepare for provision of primary care

Planning and providing for care placement.

Elements	Performance criteria
1. Ensure immediate support needs are addressed	<ul style="list-style-type: none"> • verbal and non verbal cues are used to identify the nature and urgency of clients emotional and physical support needs • support for immediate needs is provided in accordance with organisational procedures and resource availability • services available for immediate support are identified, contacted and arrangements made promptly and appropriately in accordance with organisational procedures • establish processes to enable ready access to appropriate service providers when required • compile all necessary documentation in accordance with organisational standards and requirements • appropriate action which complies with organisational requirements is taken immediately to address critical situations which may arise
2. Prepare for care placement	<ul style="list-style-type: none"> • the specific needs of client are identified and assessed in the context of resources available and capacity of the organisation to arrange appropriate care placement • all necessary work is undertaken to facilitate care placement including: <ul style="list-style-type: none"> ◇ budgeting and resource allocation ◇ informing other residents as appropriate ◇ tailoring activities and accommodation to meet client's needs and experiences ◇ identifying and addressing specific needs of the client ◇ promoting an understanding of personal hygiene and a healthy lifestyle ◇ monitoring impact of care placement on the individual • programs and activities are selected according to the client's prior experience of care, and cultural interests/needs to assist entry and exit from placement • impact of care placement on the individual is evaluated and strategies to minimise stress are implemented • own needs as a direct care service provider are recognised and mechanisms for seeking and gaining appropriate support are accessed

Range of Variables

The contexts for preparation for provision of primary care include:

- planning for care placement
- initial preparations for care placement

Preparation for provision of primary care will be carried out within requirements established by:

- state and commonwealth legislation
- codes of conduct and organisational beliefs and philosophies
- international conventions on the rights of children and young people

Support includes:

- providing empathy, understanding, and opportunity to talk
- clothing, food, toys, equipment
- medical attention

Immediate support needs include:

- crisis services such as doctors, psychologists and social workers in area, and contact details

Evidence Guide

Critical aspects of assessment:

- assesses through observation, interaction and feedback of the needs of client when coming to care
- builds an awareness of the full range of services available to provide support
- prepares the environment for the client coming into care
- demonstrates knowledge related to applicable agency and legislative requirements
- using typical processes listed in the range of variables

Interdependent assessment of units:

- completion of this unit removed the requirement to complete CHCCS2A "Deliver and develop client service"

Underpinning knowledge:

- provision of care protocols, procedures and policies
- awareness of statutory mandates and consequent responsibilities
- impact of care placements
- family and social dynamics
- cultural protocols, taboos, language systems
- basic budgeting models/practices
- behaviour management models/practices/past experience

Underpinning skills:

- building relationships and rapport
- effective communication
- implementing statutory mandates and obligations
- behaviour management
- networking

Resource implication:

- access to an appropriate workplace or an environment capable of accurately simulating the workplace for assessment purposes

Consistency in performance:

- consistency in performance should consider the range of clients and specific needs that will encountered in the workplace

Context of assessment:

- this unit of competence will be most appropriately assessed in the workplace or in a simulated workplace and under the normal range of workplace conditions

CHCROT4A Prepare for court processes

Contributing to court processes in the context of juvenile justice and child protection work.

Element	Performance Criteria
1. Collect and prepare material and liaise with all appropriate parties	<ul style="list-style-type: none"> interviews to gather evidence from witnesses are conducted to obtain a factual record of events relevant information gathered from interviews is crosschecked and confirmed with a number of sources evidence and information is prepared for consideration of court using established procedures relevant parties are liaised with and kept informed of status of evidence and court process evidence is collected and documented in ways that ensure statutory requirements and procedures are satisfied arrangements to support witnesses attendance in court are made using established procedures all required reporting and storage of written materials are undertaken in accordance with organisational procedures
2. Provide information to users of the court process	<ul style="list-style-type: none"> information about status of case and court processes is provided to relevant parties on an ongoing basis understanding of outcomes of court action is checked with all relevant parties exploration of options arising from court action is facilitated with all relevant parties

Range of Variables

The contexts for preparing for court processes include:

- within a juvenile justice process
- within a care and protection process

Preparing for court processes will be carried out within requirements established by:

- legal and court systems
- commonwealth, and state legislation
- international conventions relating to the rights of children and young persons
- organisational policy and procedures
- relevant program standards

Factual material includes:

- establishing the “who, what, where, when and how” of incidents in descriptive terms
- a level of detail where personal bias and prejudices are not evident

Established procedures include:

- writing affidavits
- preparing witness statements
- reports on recommendations for sentencing
- orders, as required by court

Evidence is collected and documented including:

- material that does not neglect leading, descriptive and factual questions

Arrangements to support witnesses attendance in court include:

- transport arrangements
- briefing about etiquette and protocol of court process

Provide information to users of the court process includes:

- explaining court and legal process jargon to clients and significant others, ensuring that they have understood the implications of a court decision
- pre and post court briefing about etiquette and protocol of court processes and linkage to case plan and or future actions

Evidence Guide

Critical aspects of assessment:

- demonstrates evidence collection and witness preparation processes
- balances statutory power, rights of clients and significant others
- interprets legal requirements
- demonstrates knowledge related to applicable agency and legislative requirements
- using typical processes listed in the Range of Variables

Interdependent assessment of units:

- completion of this unit removed the requirement to complete CHCCS2A "Deliver and develop client service"

Underpinning knowledge:

- legal implications and responsibilities of statutory work
- relevant policy and procedures
- relevant legislation
- stages of child development
- workings of court and legal processes
- legal implications of material collected through interviews
- family dynamics in different cultures

Underpinning skills:

- interpretation of policies, procedures, standards and statutory obligations
- use of communication techniques; active listening, reflection, summarising, questions and statements, gaining agreement on actions and explaining outcomes
- interpreting legalese into language understood by client and significant others
- action planning
- setting of boundaries for roles and actions
- demonstration of empathy and rapport building
- age appropriate language and questioning techniques
- conflict resolution
- managing grief and change processes
- working with adolescents
- stress management
- dealing with cross cultural issues

Resource implications:

- access to an appropriate workplace or an environment capable of accurately simulating the workplace for assessment purposes

Consistency in performance:

- consistency in performance should consider the complexity of court processes in which workers are expected to participate

Context of assessment:

- this unit of competence will be assessed in the workplace or in a simulated workplace and under the normal range of workplace conditions

CHCProt5A Provide protective service

Providing protective services to young people and children who are at substantial risk of abuse/neglect.

Element	Performance Criteria
1. Assess appropriate protection provision requirements	<ul style="list-style-type: none">• protection requirements are assessed according to available information• collection of further information is undertaken as appropriate• protective actions are based on the interests and needs of at risk children and young people
2. Provide a safe and secure environment for clients	<ul style="list-style-type: none">• options for maintenance of safety are evaluated and actions are undertaken in accordance with statutory and/or organisational requirements• impact of actions are explained to client and significant others in ways which are clear and understandable• medical examinations where injury/ill health is suspected are arranged in accordance with established procedures• preparation of appropriate documentation is undertaken in accordance with established procedures

Range of Variables

Information may include:

- documents relating to notification or reporting of abuse/neglect
- relationships and situations within families of at risk children and young people
- reporting of a written and verbal nature

Protective actions and options for safety may include:

- removal
- maintenance/creation of a safe and secure home environment
- minimisation of immediate risk
- substitute care arrangements

The contexts for providing a protective service include:

- where the child/young person is in substantial risk of abuse/neglect

Providing a protective service will be carried out within requirements established by:

- commonwealth and state legislation
- international conventions relating to the rights of children and young persons
- organisational policy and procedures
- relevant program standards

Evidence Guide

Critical aspects of assessment:

- interprets statutory mandates
- balances statutory power, rights of clients and significant others
- interprets legal requirements
- maintains safety of child/young person and worker
- demonstrates knowledge related to applicable agency and legislative requirements
- using typical processes listed in the Range of Variables

Underpinning knowledge:

- legal implications and responsibilities of statutory work
- relevant policy and procedures
- relevant legislation
- stages of child development
- workings of court and legal processes
- legal implications of actions carried out under statutory mandates
- family dynamics in different cultures
- of personal issues likely to impact on performance in emotionally stressed situations
- underpinning knowledge for child protection workers in a non-statutory environment:
 - ◊ substitute care options
 - ◊ relevant child protection theories
 - ◊ roles of other agencies in the provision of care and protection

Underpinning skills:

- interpretation of policies, procedures, standards and statutory obligations
- use of communication techniques such as active listening, reflection, summarising questions and statements, gaining agreement on actions and explaining outcomes
- interpreting statutory mandates into language understood by client and significant others
- setting of boundaries for roles and actions
- demonstration of empathy and rapport building
- age appropriate language and questioning techniques
- conflict resolution
- managing grief and change processes
- working with adolescent children
- stress management
- underpinning skills for child protection workers in a non-statutory environment:
 - ◊ assessment and analysis of complex situations relating to abuse/neglect
 - ◊ interviewing skills

Resource implications:

- access to an appropriate workplace or an environment capable of accurately simulating the workplace for assessment purposes

Consistency in performance:

- consistency in performance should consider the normal range of situations in which workers will be expected to provide protective service

Context of assessment:

- this unit of competence will be assessed in the workplace or in a simulated workplace and under the normal range of workplace conditions.

CHCROT6A Facilitate court orders

Interpreting legal processes to consider options, make recommendations and plan a course of action for a juvenile offender.

Element	Performance Criteria
1. Prepare recommendations for orders	<ul style="list-style-type: none"> • relevant documentation is collected, analysed and validated with appropriate sources • interviews with appropriate information sources are undertaken • decision making about orders is based on a range of relevant principles and criteria • recommendation for order is documented using established procedures and made available appropriately • legal rights of client are maintained through the provision of information, checking for understanding of these and the advocating of these where appropriate
2. Collect information about order implementation	<ul style="list-style-type: none"> • actions and decisions arising from court process are made available to all appropriate parties in a culturally and linguistically appropriate manner • information about the implementation of court order is provided to client and significant others and details are negotiated and documented • arrangements are made with relevant agencies to carry out order • referrals are made to ensure recommendations on order are undertaken
3. Plan and monitor orders	<ul style="list-style-type: none"> • resources needed by client to participate in order are identified, planned for and arranged • progress of adherence to order is monitored, actions are taken on the compliance or non compliance with legal mandate, and all relevant parties kept informed on an ongoing basis • activities, resources and responsibilities are planned for cooperatively with client, significant others and service providers • action and decisions based on order are documented

Range of Variables

The contexts for facilitation of court orders include:

- within a detention facility
- within an order to be undertaken in the community involving varying degrees of supervision

Facilitation of court orders will be carried out within requirements established by:

- court processes and determinations
- commonwealth and state legislation
- international conventions relating to the rights of children and young persons
- agency policy and procedures
- relevant program standards

Relevant documentation includes:

- legal status of client (bail, control order, remand, appeal)
- offending history
- significant other history such as educational, social and medical history

Interviews include those with:

- client about current legal and social status
- significant others
- external organisations
- relevant government organisations

Decision making is based on:

- determinations operating within the Juvenile Justice system

Monitoring compliance with legal mandates, a range of actions for non-compliance includes:

- explaining consequences of non-compliance
- encouraging client to accept and demonstrate responsibility for non-compliance
- provision of information to all relevant parties on breach of legal order
- the setting up of processes to deal with breach

Range of actions for compliance include:

- reporting back to court process on the consequences of this on future of client

Planning and monitoring orders includes:

- developing plans that outline a range of goals, such as reducing offending behaviour
- relationship with significant others
- community, vocational and leisure activities
- gaining agreement from client on their achievement and corresponding timelines

Resources needed include:

- money in form of allowances
- entitlements, counselling
- arrangements for accommodation
- transport support
- information

Evidence Guide

Critical aspects of assessment:

- conducts interviews
- prepares court reports
- interprets/analyses interview data and information sources
- interprets legal and court processes and orders
- develops, monitors and evaluates case plans
- demonstrates knowledge related to applicable agency and legislative requirements
- using typical processes listed in the Range of Variables

Underpinning knowledge:

- dynamics of adolescent offending
- dynamics of young offender's families; peer group, community
- legal implications and responsibilities of a juvenile justice worker
- bail and remand diversion processes
- effects of incarceration
- services and resources
- levels of authority and decision making
- relevant policy and procedures

- relevant legislation
- legal resources available
- social issues/status of young people (age, ethnicity, subculture, access of education/employment)
- psychological issues and concepts

Underpinning skills:

- planning and negotiation
- interpreting legal ground for making decisions and legal procedures
- interpretation of policies procedures, and standards
- communicating effectively with clients, significant others and members of justice system
- preparing court reports
- networking, negotiation and liaison with relevant parties

Resource implications:

- access to an appropriate workplace or an environment capable of accurately simulating the workplace for assessment purposes

Consistency in performance:

- consistency in performance should consider the complexity of processes required for the facilitation of court orders

Context of assessment:

- this unit of competence will be assessed in the workplace or in a simulated workplace and under the normal range of workplace conditions

CHCROT7A Provide supervision and security

Supervising activities and providing for physical safety, security, wellbeing, care and protection for young offenders and staff.

Element	Performance Criteria
1. Contribute to integration of client into facility	<ul style="list-style-type: none"> • admit people to residential care • contribute to the integration of the individual into the residential setting
2. Provide induction and stabilisation activities in accordance with operational procedures and policies	<ul style="list-style-type: none"> • activities required to achieve ongoing responsibility rights and entitlements of client are planned, negotiated and monitored • processes and activities for safety and security of residents, staff and physical surroundings are implemented according to established procedures • options for managing behaviour are identified, implemented and monitored according to established procedures • details required to enable clients to undertake programs forming part of case plan are identified, planned and/or carried out • supervision of client is carried out in ways that are non-discriminatory, non-judgmental and not based on offence, age background or social dimensions • interactions with client is through role modelling leadership and in ways that seeks to encourage willing cooperation and a sense of personal responsibility • liaison activities are developed to support appropriate interaction between the client, significant others, delivery agency, and worker
3. Contribute to reintegration of client back into community	<ul style="list-style-type: none"> • needs arising from resettlement of people from residential care are assessed • planning for resources and services, actions required for resettlement are negotiated with client and significant others • arrangements for participation in employment and other programs, accommodation and financial support made with key people in community • activities designed to assist a successful transition from residential care are utilised • appropriate levels of contact with client once out of care are negotiated

Range of Variables

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
- organisational 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 wellbeing and maximum care and protection to clients and staff

Maintaining security involves ensuring a safe and healthy environment by 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

Evidence Guide

Critical aspects of assessment:

- maintains physical and emotional security and safety
- interacts with clients in appropriate ways
- manages critical incidents and/or situations
- maintains and uses security systems
- applies knowledge of organisation and legislative requirements
- using typical processes listed in the Range of Variables

Underpinning knowledge:

- 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

Underpinning skills:

- conflict management
- role modelling
- identifying, interpreting and adapting behaviour management theories, models and techniques
- engaging involuntary clients
- promoting relapse prevention strategies and non-offending behaviour
- understanding the particular issues of the significant others of young offenders
- engaging significant others
- communicating effectively with clients, families and members of justice system
- utilising age appropriate behaviours and language
- operation of all relevant security equipment
- first aid
- observation and assessing of behaviour

Resource implication:

- access to an appropriate workplace or an environment capable of accurately simulating the workplace for assessment purposes

Consistency in performance:

- consistency in performance should be demonstrated across the range of supervisory activities the worker is expected to undertake

Context of assessment:

- this unit of competence will be assessed in the workplace or in a simulated workplace and under the normal range of workplace conditions

CHCProt8A Establish care and protection for people in situations of specific need

Assessing information in relation to care and protection issues, and undertaking investigations of notifications.

Element	Performance Criteria
1. Receive and assess notification information	<ul style="list-style-type: none"> • nature and purpose of call is established • details of notification are documented as per appropriate procedures • information is assessed, level of risk identified and categorised in line with established policy and procedures • risk assessment and priority categorisation are discussed with supervisor • methods to obtain factual, first hand information are used when collecting material from telephone interviews
2. Establish notification details	<ul style="list-style-type: none"> • approaches are developed for responding to the emotional state of the notifier • role and responsibilities of service provider are followed in dealing with the notifier • options are explored and referral to other organisations is made if information is not appropriate to service provider
3. Initiate follow up action	<ul style="list-style-type: none"> • policy and procedures based on established priority rating are implemented in responding to notification • investigation plan is developed and time frames established with regard to assessed risks to child • legislative requirements and relevant legal processes are incorporated into investigation plan • contact and brief other workers about own role using established procedures and protocols • personal safety activities are negotiated with supervisor and incorporated into investigation plan
4. Establish course of action for notification through investigation	<ul style="list-style-type: none"> • entry approval processes are undertaken in line with legislative requirements • procedures for undertaking visit are followed • relevant parties are interviewed to ascertain the actual or potential harm to the child/young person • level of risk to worker and child/young person is constantly monitored and actions planned accordingly • options available to relevant parties are negotiated and agreement sought to undertake these • strategies for protective behaviour are discussed with child/young person as appropriate • relevant parties are advised of processes for recording information and their access to such information • medical and other relevant assessments and treatment are facilitated rapidly to ensure safety of child and young person where appropriate

Range of Variables

The contexts for establishing care and protection for people in situations of specific need include:

- response to notifications from public or mandatory reporters
- action initiated by the organisation
- inter-agency response

Establishing care and protection for people in situations of specific need will be carried out within requirements established by:

- commonwealth and state legislation
- international conventions relating to the rights of children and young persons
- organisational policy and procedures
- relevant program standards

Established notification detail includes:

- asking a series of questions to obtain first hand observation and account of incident that include dates, times, frequency of behaviour
- making statements that acknowledge the actions, feelings and perceptions of notifiers
- making statements that outline limits of statutory agency, role and rights of notifiers

Receiving and assessing notification includes:

- determining whether call is of a statutory nature or a request for information or referral to other organisations
- assessing who, what, when, where, material
- identifying level of risk and determining appropriate priorities
- recording information in level of detail to be useful as part of an allocation and case planning processes

Initial follow up action includes:

- preparing plan to carry out investigation
- assessing safety factors for workers and implementing processes to ensure these
- collaborating information is collected such as educational and medical
- visiting arrangements are made with other agencies such as police
- clarification of roles and responsibilities of statutory worker and other workers involved in investigation

Establishing course of action for notification through investigation involves:

- physically visiting site of notification
- providing information about notification, statutory mandate and role of worker
- interviewing significant players
- analysing on-site information and determining level of risk

Evidence Guide

Critical aspects of assessment:

- assesses verbal and non verbal information
- determines level of risk using established criteria and recommendation of appropriate actions
- evaluates rights of clients and significant others within a protective environment
- uses planning and information collection procedures and systems
- interprets statutory mandates as required by the organisation
- establishes a working relationship with clients
- applies knowledge of legislative requirements
- using typical processes listed in the Range of Variables

Underpinning knowledge:

- legal implications and responsibilities of statutory work
- relevant policy and procedures
- relevant legislation
- stages of child development
- interview processes and legal requirements
- effects of removal, incarceration
- family dynamics in different cultures
- case management processes
- participative planning processes

Underpinning skills:

- interpretation of policies, procedures, standards and statutory obligations
- communicating effectively with clients and significant others
- active listening, reflective, summarising questions and statements
- demonstration of empathy and rapport building
- age appropriate language and questioning techniques
- conflict resolution
- managing grief and change processes
- working with adolescents and their significant others

Resource implications:

- access to an appropriate workplace or an environment capable of accurately simulating the workplace for assessment purposes

Consistency in performance:

- consistency in performance should be based on requirements of the range of situations of specific need encountered in the workplace

Context of assessment:

- this unit of competence will be assessed in the workplace or in a simulated workplace and under the normal range of workplace conditions

CHCProt9A Provide primary care

Providing for care and support of clients and assist their transition from primary care.

Elements	Performance Criteria
1. Outline terms of placement with client in care	<ul style="list-style-type: none"> • where appropriate, explanations are effectively communicated to clients about what they can expect from the placement; the philosophies, values and rules operating; opportunities within the placement, and strategies for maximising benefits of the placement • the boundaries of confidentiality are clarified with the client • processes for resolving issues, reviewing placement and the external and internal grievance procedures are communicated in appropriate language and approach • understanding of client rights and expectations about direct care is explored and clarified • rules and consequences for behaviour are explained, and negotiated where appropriate with client in ways that are understandable and culturally appropriate • all relevant documentation is completed and maintained in accordance with organisational procedures
2. Provide/mobilise domestic support	<ul style="list-style-type: none"> • ways of addressing daily needs are provided for and negotiated with client • all appropriate procedures are implemented to ensure the environment is clean, healthy and safe • appropriate strategies are negotiated for the continued use, maintenance and/or disposal of personal possessions of the client
3. Provide for client education, support and development	<ul style="list-style-type: none"> • a range of approaches to life skills training, including provision of positive role models is implemented to ensure client's specific needs are addressed • assistance is provided to the client to identify and implement appropriate goals, strategies and activities so their move to autonomy and self empowerment is enhanced • appropriate arrangements are made to support client in care to undertake relevant vocational training and/or employment • appropriate processes for provision of health care education are negotiated with relevant referral agency/organisation/department to ensure their delivery • appropriate processes are negotiated with client and relevant personnel to ensure client access to a range of emotional, social and physical support mechanisms • appropriate relationship is established with client to ensure maximum access to development opportunities and participation in a range of services

<p>4. Contribute to reintegration of client</p>	<ul style="list-style-type: none"> • planning for resources, services and ongoing support are negotiated with the client and significant others to ensure resettlement needs are assessed and addressed • arrangements for participation in employment, counselling, education and accommodation are made with relevant parties as appropriate • all relevant available activities, designed to assist a successful transition from care, are undertaken • negotiations are undertaken with all relevant parties to identify appropriate levels of contact with client, once out of care
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Range of Variables

The contexts for the provision of primary care include:

- on the selection and implementation of an intervention either on a voluntary or involuntary basis
- a voluntary seeking for support outside of statutory mandates
- a preventative pro-active activity
- government, non-government and community based range of services

Provision of primary care will be undertaken within requirements established by:

- state and commonwealth legislation
- organisation processes, procedures and standards
- organisational codes of conduct and ethical position
- international conventions on the rights of children and young people

Evidence Guide

Critical aspects of assessment:

- negotiates effective care arrangements, rights and responsibilities
- provides a range of care services
- provides opportunities for positive experiences, client self development and self esteem building
- demonstrates knowledge related to applicable organisation and legislative requirements

Underpinning knowledge:

- relevant statutory procedures, responsibilities and rights
- service protocols, philosophies and processes
- resources and programs available
- stage of grief
- impact and signs of abuse
- cultural protocols, systems, taboos
- parenting models
- budgeting practices
- protocols in working with professional service providers
- child development stages/models

Underpinning skills:

- effective communication
- behaviour management
- stress management
- interpersonal, including:
 - ◊ assertion
 - ◊ negotiation
 - ◊ establishing role boundaries

Resource implications:

- access to an appropriate workplace or an environment capable of accurately simulating the workplace for assessment purposes

Consistency in performance:

- consistency in performance should be assessed across the range of clients and client situations eg. voluntary and involuntary clients

Context of assessment:

- this unit of competence will be most appropriately assessed in the workplace or in a simulated workplace and under the normal range of workplace conditions

CHCPROT10A Undertake case management arising from court orders

Developing a case plan for young offenders.

Elements	Performance Criteria
1. Match existing programs to clients	<ul style="list-style-type: none"> • the specific needs of clients are assessed and matched to an existing program available either internally or externally • appropriate communication techniques are employed to engage the young client and to address specific needs including those relating to <ul style="list-style-type: none"> ◊ culture ◊ disability ◊ development ◊ gender • relevant community organisations are consulted to identify programs available which meet specific needs of clients • appropriate work is undertaken to ensure a thorough knowledge of content, purpose and access protocols of existing programs • relevant information is provided to client as appropriate
2. Design, deliver and evaluate program	<ul style="list-style-type: none"> • the need for new program development to meet client needs is assessed and identified • appropriate support advocacy is provided to encourage the development of a wide range of community and organisational programs to ensure client needs will be met • liaison activities which support appropriate interaction between the client, significant others, delivery agency and worker are developed and implemented • available resources are identified • strategies are developed to access available resources to optimum outcomes for clients • delivery of program reflects compliance with statutory requirements and duty of care responsibility • program design and delivery involves appropriate levels of consultation with management, clients and community based organisations • an appropriate level of consultation is undertaken with non program staff to ensure consistency and appropriateness of service delivery • program is evaluated and includes involvement of client, significant others and other relevant agencies • programs are modified or adapted to reflect evaluation outcomes • all appropriate documentation on programs is completed and maintained to optimise usefulness and accessibility by relevant personnel

Range of Variables

The contexts for identifying, developing and delivering programs include:

- within a detention facility
- as part of an agency's internal program
- in collaboration with a community based organisation

Identifying, developing and delivering programs will be carried out within requirements established by:

- court orders
- education
- relevant legislation including that relating to social justice and equity and access
- organisational policy and procedures
- relevant program standards
- program development and/or training guidelines

Resources:

- key people in community
- government and non government sectors who can provide community order placement
- funding sources within the organisation, government departments and the community
- networks (intra and inter organisation)

Programs include:

- contracts with community service order providers
- progress of community work or centre orders
- supervision and/or coordination of service provision
- monitoring and evaluating program provision and packages

Evidence Guide

Critical aspects of assessment:

- develops, implements and evaluates programs
- demonstrates knowledge related to applicable organisational and legislative requirements
- using typical processes listed in the range of variables

Underpinning knowledge:

- theory and models of the dynamics of adolescent
- understanding adolescent clients and their special needs as individuals and as part of a group (behaviour, social issues, stages of development, psychological)
- relevant policy, procedures and legislation
- local community services and dynamics
- range of government and community services and resources
- existing accessible relevant programs

Underpinning skills:

- networking and liaising with community based organisation
- providing information to the community on juvenile justice issues
- identifying, interpreting and adapting theories, models and techniques
- engaging involuntary clients
- promoting relapse prevention strategies and non-offending behaviour
- understanding the particular issues of the significant others of young offenders
- engaging significant others
- communicating effectively with clients families and members of justice systems
- age appropriate learning needs and principles
- budgeting and report writing

Resource implications:

- access to an appropriate workplace or an environment capable of accurately simulating the workplace environment

Consistency in performance:

- consistency in performance should be demonstrated according to the range of clients and case management requirements

Context of assessment:

- this unit of competence will be most appropriately assessed in the workplace or in a simulated workplace and under the normal range of workplace conditions

CHCProt11A Provide for care and protection of clients in specific need

Responding to outcomes of notification and investigation.

Elements	Performance criteria
1. Options to address client needs are identified	<ul style="list-style-type: none"> • protection requirements are assessed according to available information • collection of further information is undertaken as appropriate • options for the most appropriate course of actions are determined against level of risk before decisions are made • options for leaving child and young person within care of significant others and agreement to engaging in a range of programs is negotiated and implemented
2. Care and protection actions are negotiated and evaluated	<ul style="list-style-type: none"> • protective actions are based on the interests and needs of at risk children and young people • range of programs for assistance of significant others to maintain care of child and young person are identified, referral information is provided, and support to access programs negotiated • information about responsibilities, statutory mandates and consequences of options for removal of child/young person are provided to significant others • processes for monitoring and evaluation of participation in voluntary programs by significant others are utilised • where care placements for clients are instigated these are negotiated with relevant agencies and significant others • cultural implications for use of range of options is assessed and incorporated in planning and negotiating with client and significant others

Range of Variables

The contexts for options being identified, negotiated, and assessing care and protection for people in situations of specific need include:

- significant others/clients home
- case conference

Identifying, negotiating and assessing of care and protection for people in situations of specific need will be carried out within requirements established by:

- commonwealth, and state legislation
- international conventions relating to the rights of children and young persons
- organisational policy and procedures
- relevant program standards

Assessing level of risks includes:

- taking into consideration a range of information, observations, interviews and assessing these against established criteria for different categories of risk

Categories of risk include:

- neglect
- emotional abuse
- physical abuse
- sexual abuse

Cultural implications include:

- indigenous kinship, extended family considerations
- ethnic family dynamics
- intra and inter family dynamics

Agreed outcome:

- agreement by significant others/child/young person on action required that will overcome protective concerns
- identified agreed goals, objectives, tasks, responsibilities, timelines, arrangements for supervision, monitoring and review, placement and/or support services

Range of voluntary programs for significant others includes:

- parenting skills
- financial management
- counselling or therapy

Arranging of care placements may include:

- contacting care agency
- transporting client to placement
- developing a case plan that includes access arrangements

Arranging of removal includes:

- preparing documentation for court processes
- obtaining a decision from a court process
- use of communication techniques: active listening, reflective, summarising question and statements, gaining agreement on actions
- action planning
- setting of boundaries for roles and actions
- demonstration of empathy and rapport building
- age appropriate language and questioning techniques
- conflict resolution
- managing grief and change processes
- working with adolescents

Evidence Guide

Critical aspects of assessment:

- implements legal requirements
- assesses client needs
- resolves at risk situations

Underpinning knowledge:

- statutory framework and responsibilities
- indicators of risk situations
- options for resolving risk situations
- cultural environment related to service delivery
- options for development and training of carers and significant others
- relevant child protection theories

Underpinning skills:

- conflict resolution and negotiation
- high level communication skills
- dealing with specific communities in own work area
- ability to make decisions based on complex information

Resource implications:

- access to an appropriate workplace or an environment capable of accurately simulating the workplace for assessment purposes

Consistency in performance:

- consistency in performance should be demonstrated across the range of situations for coordinating work integrating statutory requirements and responsibilities

Context of assessment:

- this unit of competence will be assessed in the workplace or in a simulated workplace and under the normal range of workplace conditions

CHCProt12A Coordinate work integrating statutory requirements and responsibilities

Coordinating work arising from meeting statutory obligations.

Element	Performance Criteria
1. Evaluate levels or risk	<ul style="list-style-type: none"> • priorities and level of risk are assessed based on organisation's procedures and policies • cases involving court action are co-worked with delegated worker • determine appropriate action in accordance with available resources
2. Provide advice on complex cases	<ul style="list-style-type: none"> • current issues arising from statutory intervention are analysed and addressed • information obtained from all relevant stakeholders about client's participation/access to resources is assessed • progress towards achievement of goals is assessed and recorded • appropriate research is undertaken to identify options for statutory intervention • appropriate stakeholders are consulted regarding assessment of information and options for future actions
3. Make judgements in relation to court action	<ul style="list-style-type: none"> • evidence and likely court outcomes are assessed • current trends in legal processes and court decision making are assessed and incorporated in advice provision

Range of Variables

The contexts for coordinating work integrating statutory requirements and responsibilities include:

- within a juvenile justice environment
- within a care and protection environment
- within a statutory supervision environment
- provision of care environment

Coordinating work integrating statutory requirements and responsibilities will be carried out within requirements established by:

- commonwealth and state legislation
- international conventions relating to the rights of children and young persons
- organisational policy and procedures
- relevant program standards

Providing advice on statutory interventions includes situations where:

- life threatening/high risk situations where the client's wellbeing is in imminent danger and a particular legal/court option is sought
- serious/sustained abuse and/or sexual abuse and multiple injuries
- multiple difficulties present in family
- intellectual or psychiatric disability; and chronic and serious drug addiction affecting individual's capacity; and/or
- a wide range of other agencies involved, such as community services, legal, medical and police agencies

Issues arising from statutory intervention include:

- complications arising from behaviour or practice of client and/or significant others and co-workers

Researching relevant specialised information:

- information in journals, conference, professional development

Evidence Guide

Critical aspects of assessment:

- assesses and evaluates processes
- demonstrates liaison and networking
- applies statutory requirements to the provision of advice
- interprets legal requirements
- uses knowledge related to applicable agency and legislative requirements in the workplace
- using typical processes listed in the Range of Variables

Interdependent assessment of units:

- completion of this unit removes the requirement to complete CHCCS3A "Coordinate the provision of services and programs"

Underpinning knowledge:

- responsibilities of statutory work
- relevant policy and procedures
- relevant legislation
- supervision models
- family dynamics in different cultures

Underpinning skills:

- application of policies, procedures, standards and statutory obligations
- use of communication techniques: active listening, reflection, summarising questions and statements, gaining agreement on actions and explaining outcomes
- use of supervision techniques
- interpreting implications of statutory obligations into day to day operations
- critical incident debriefing
- action planning
- team building and management
- demonstration of empathy and rapport building
- conflict resolution
- managing grief and change processes
- stress management

Resource implications:

- access to an appropriate workplace or an environment capable of accurately simulating the workplace for assessment purposes

Consistency in performance:

- consistency in performance should be demonstrated across the range of situations for coordinating work integrating statutory requirements and responsibilities

Context of assessment:

- this unit of competence will be assessed in the workplace or in a simulated workplace and under the normal range of workplace conditions

CHCROT13A Manage and interpret statutory requirements and responsibilities

Developing work systems to support delivery of services within a statutory environment.

Element	Performance Criteria
1. Develop work systems that support operation within a statutory environment	<ul style="list-style-type: none"> workers are challenged and supported to ensure their preparation of actions for statutory work are based on organisational procedures, practices and legislative requirements all necessary work is undertaken to ensure workers have access to up to date statutory procedures and policies advice to worker is provided on the full range of legislative provisions relevant to statutory work, individual worker and organisation responsibilities training and staff development is made available to improve worker's capacity to intervene effectively processes for collection and validation of complaint and review material are developed and utilised recommendations on appropriate actions are disseminated implications of complaints review for work systems are analysed and documented key stakeholders are identified, briefed and their input facilitated

Range of Variables

The contexts for managing and interpreting statutory requirements and responsibilities:

- within a juvenile justice environment
- within a care and protection environment
- within a statutory supervision environment
- provision of care environment

Managing and interpreting statutory requirements and responsibilities will be carried out within requirements established by:

- commonwealth and state legislation
- international conventions relating to the rights of children and young persons
- organisational policy and procedures
- relevant program standards

Developing work systems that support operation within a statutory environment includes:

- interpreting statutory obligations into all facets of day to day, short, mid and long term operations and planning

Evidence Guide

Critical aspects of assessment:

- plans and develops work systems
- applies statutory requirements to work systems
- demonstrates knowledge related to applicable agency and legislative requirements
- using typical processes listed in the range of variables

Interdependent assessment of units:

- completion of this unit removes the requirement to complete CHCCS4A “Manage the delivery of quality client service”

Underpinning knowledge:

- organisational mission, goals and service policies and directives
- relevant policy and procedures
- relevant legislation
- management models

Underpinning skills:

- development of procedures and standards to support the delivery of services within statutory obligations
- use of communication techniques: active listening, reflective, summarising question and statements, gaining agreement on actions, explaining outcomes
- application of supervision techniques
- action planning
- team building and management
- demonstration of empathy and rapport building
- conflict resolution
- managing grief and change processes
- stress management

Resource implications:

- access to an appropriate workplace or an environment capable of accurately simulating the workplace for assessment purposes

Consistency in performance:

- consistent performance should be measured against ability to plan and develop appropriate work systems

Context of assessment:

- this unit of competence will be most appropriately assessed in the workplace or in a simulated workplace or as part of a peer process and under the normal range of workplace conditions

CHCProt14A Develop protocols for operating within a statutory environment

Effectively manage work within a statutory environment.

Element	Performance Criteria
1. Promote standards for preparation of material and participating in statutory work	<ul style="list-style-type: none"> • current research relevant to statutory processes is kept abreast of • standard process for development using key stakeholders are facilitated • high level liaison is undertaken with range of stakeholders in order to access information and current legal processes for statutory work
2. Provide consultancy to promote best practice within organisation	<ul style="list-style-type: none"> • advice on development of legislation and consequent practices and policy in the statutory aspects of work is provided • processes for communication gained through analysis of research material, are utilised • strategic directions are interpreted and developed into guidelines for the changing of procedures for work systems

Range of Variables

The contexts for developing protocols for operation within a statutory framework:

- within a juvenile justice environment
- within a care and protection environment
- within a statutory supervision environment
- provision of care environment

Developing protocols for operation within a statutory framework will be carried out within requirements established by:

- commonwealth and state legislation
- international conventions relating to the rights of children and young persons
- organisational policy and procedures
- relevant program standards

Evidence Guide

Critical aspects of assessment:

- develops protocols
- interprets statutory requirements to protocols and procedures
- liaises with other organisations
- applies knowledge related to applicable agency and legislative requirement
- using typical processes listed in the Range of Variables

Underpinning Knowledge:

- government and community direction
- organisational mission, goals and service policies and directives
- relevant policy
- relevant legislation
- management models
- models and theories on indicators of abuse and risk, family dynamics in different cultures, effects of abuse on development, impact of removal on cultural systems

Underpinning skills:

- research
- analysis, strategic thinking
- written
- use of communication techniques: active listening, reflection, summarising question and statements, gaining agreement on actions, explaining outcomes
- using of management techniques
- strategic planning
- team building and management
- demonstration of empathy and rapport building

Resource implications:

- access to an appropriate workplace or an environment capable of accurately simulating the workplace for assessment purposes

Consistency in performance:

- consistency in performance should be measured against workplace requirements for the development of appropriate protocols

Context of assessment:

- this unit of competence will be most appropriately assessed in the workplace or in a simulated workplace or as part of a peer process and under the normal range of workplace conditions