



Australian Government

CHCPRT002 Support the rights and safety of children and young people

Release: 2

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Modification History

Release	Comments
Release 2	Updated: • assessor requirements statement • foundation skills lead in statement • licensing statement • modification history to reflect 2012 standards Equivalent outcome.
Release 1	This version was released in <i>CHC Community Services Training Package release 1.0</i> and meets the requirements of the 2012 Standards for Training Packages. Significant changes to elements and performance criteria. New evidence requirements for assessment.

Application

This unit describes the skills and knowledge required to address duty of care requirements, working within an ethical framework and applying relevant legislation, codes of conduct, international agreements (such as the Convention on the Rights of the Child), policies and procedures in identifying, responding and supporting children's and young people's rights and safety.

This unit applies to workers involved in delivering services to children and young people in a wide range of community services and work contexts.

The skills in this unit must be applied in accordance with Commonwealth and State/Territory legislation, Australian/New Zealand standards and industry codes of practice.

Elements and Performance Criteria

ELEMENT

PERFORMANCE CRITERIA

Elements define the essential outcomes.

Performance criteria specify the level of performance needed to demonstrate achievement of the element.

1. Implement work practices which support

1.1 Comply with lawful instructions, regulations, duty of

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the protection of children and young people

care and boundaries of practice in all work activities

1.2 Routinely employ child-focused work practices to uphold the rights of children and young people to participate in decision-making where it is age appropriate

1.3 Use communication and information-gathering techniques with children and young people in accordance with current recognised good practice

1.4 Ensure decisions, responses and actions taken are appropriate and within own work role, legislative requirements and organisation procedures

1.5 Continually update own knowledge and skills as required to work effectively and participate in practice supervision processes

1.6 Maintain confidentiality as appropriate

2. Identify indicators of abuse and act appropriately

2.1 Identify children and young people at risk of harm by routinely implementing child protection procedures when appropriate

2.2 Respond to disclosure in accordance with accepted standards, techniques and legislative obligations

2.3 Gather and record information about the child's or young person's behaviour and identify uncharacteristic behaviour

2.4 Monitor the circumstances of children who are identified as highly vulnerable to abuse

2.5 Promptly report risk of harm indicators in accordance with statutory and organisation procedures

2.6 Work collaboratively with relevant agencies to ensure maximum effectiveness of report

3. Apply ethical practices and safeguard the rights and interests of children and young people

3.1 Identify and seek supervisor support for issues of ethical concern in practice with children and young people

3.2 Develop ethical practices for implementing professional boundaries consistent with child protection legislation in relevant jurisdiction

3.3 Recognise indicators for potential ethical concerns

ELEMENT

Elements define the essential outcomes.

PERFORMANCE CRITERIA

Performance criteria specify the level of performance needed to demonstrate achievement of the element.

when working with children and young people

3.4 Report unethical behaviour according to organisational procedures and policies

Foundation Skills

The Foundation Skills describe those required skills (language, literacy, numeracy and employment skills) that are essential to performance.

- Learning - in order to review and plan updates of own skills

Other foundation skills essential to performance are explicit in the performance criteria of this unit.

Unit Mapping Information**Links**

Companion Volume implementation guides are found in VETNet -

<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=5e0c25cc-3d9d-4b43-80d3-bd22cc4f1e53>

Assessment Requirements for CHCPRT002 Support the rights and safety of children and young people

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Performance Evidence

The candidate must show evidence of the ability to complete tasks outlined in elements and performance criteria of this unit, manage tasks and manage contingencies in the context of the job role. There must be demonstrated evidence that the candidate has completed the following tasks at least once:

- implemented work practices which support the protection of children and young people, including:
 - complying with regulations, legislations and duty of care responsibilities
 - employing child-focused work practices to uphold the rights of children and young people
 - maintaining confidentiality
 - providing appropriate responses in the protection of children and young people
- used appropriate communication strategies to gather information from children and young people
- identified and responded to indicators of children or young people at risk of harm and abuse on at least three separate occasions, including:
 - gathering and recording information about the child or young person
 - identifying uncharacteristic behaviour of child or young person

- monitoring the circumstances of children identified as highly vulnerable
- reported risk-of-harm indicators
- sought support from supervisor for issues of ethical concern.

Knowledge Evidence

The candidate must be able to demonstrate essential knowledge required to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the work role. These include knowledge of:

- child- and young person-focused practices
- child protection system, including policies and protocols
- common legal issues when working with children and young people
- risk-of-harm indicators
- organisation guidelines and policies and accepted standards for responding to risks of harm to children and young people
- overview of relevant aspects of the legal system
- organisation standards, policies and procedures
- communication techniques to engage and interact with young people.

Assessment Conditions

Skills must be demonstrated in the workplace.

In addition, simulations and scenarios must be used where the full range of contexts and situations cannot be provided in the workplace or may occur only rarely. These are situations relating to emergency or unplanned procedures where assessment in these circumstances would be unsafe or is impractical.

Simulated assessment environments must simulate the real-life working environment where these skills and knowledge would be performed, with all the relevant equipment and resources of that working environment.

Assessors must satisfy the Standards for Registered Training Organisations (RTOs) 2015/AQTF mandatory competency requirements for assessors.

Links

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