



Australian Government

**CHCPRT003 Work collaboratively to
maintain an environment safe for children
and young people**

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Modification History

Release	Comments
Release 4	Correction of mapping and metadata CHCRF301E removed. Equivalent outcome.
Release 3	Updated: • assessor requirements statement • foundation skills lead in statement • licensing statement • modification history to reflect 2012 standards Equivalent outcome.
Release 2	Changes to metadata and links. 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. Supersedes CHCPROT429A. Significant changes to elements and performance criteria. New evidence requirements for assessment.

Application

This unit describes the skills and knowledge required to work within an established child protection framework. It also covers standard protocols to maintain a safe environment for children and young people.

This unit applies to a range of child protection work occurring in an interagency framework of practice.

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
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Elements define the essential outcomes.

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

1. Implement principles of child protection

- 1.1 Perform work requirements according to legal, political and community expectations of child protection work
- 1.2 Demonstrate understanding of the child protection system, roles and responsibilities of key agencies
- 1.3 Recognise the impacts of child abuse and neglect in the processes of investigation and assessment

2. Apply agreed protocols and guidelines for collaborative practice

- 2.1 Conduct all work within agreed guidelines of collaborative practice
- 2.2 Prioritise experiences of child when supporting needs, rights and interests of the child
- 2.3 Acknowledge and manage challenges of child protection work in a collaborative practice framework
- 2.4 Apply effective safe work and self-management strategies in child protection duties

3. Work collaboratively with children and families from diverse backgrounds

- 3.1 Identify risk factors for families and support them to address these risks
- 3.2 Respond appropriately to children and families with culturally and linguistically diverse backgrounds
- 3.3 Develop effective working relationships with agencies supporting children and families from diverse backgrounds
- 3.4 Liaise and consult with other agencies and personnel as appropriate
- 3.5 Provide referrals to support families

Foundation Skills

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

- Oral communication – in order to facilitate collaborative discussions with children and their families.

The remaining foundation skills essential to performance are explicit in the performance

criteria of this unit.

Unit Mapping Information

No equivalent unit.

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 CHCPRT003 Work collaboratively to maintain an environment safe for 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:

- worked collaboratively with at least two families, including:
 - applying a range of collaborative work practices when working with families, children, young people, colleagues and other agencies
 - adhering to child protection principles and work practices while performing work role
 - applying self-management strategies and safe work principles
 - communicating and responding appropriately to children and families
 - supporting families to ensure that the child or young person is safe
- performed the activities outlined in the performance criteria of this unit during a period of at least 120 hours of work in at child protection service.

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 identified work role.

These include knowledge of:

- legal, social and political context of child protection work
- interagency framework and agreed protocols
- roles and responsibilities of key agencies and personnel
- effects of child abuse and neglect and its impact on the process of investigation and assessment
- agreed guidelines of collaboration
- worker safety and self-management principles
- cultural and linguistic differences
- organisation standards, policies and procedures.

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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