



Australian Government

CHCPRT007 Provide supervision in the community

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 by workers who provide legislated and protective services to children and young people at substantial risk of abuse or neglect and/or who are subject to court mandates/orders.

This unit applies to community service work in security 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. Promote cooperative behaviour

1.1 Communicate positive and realistic expectations of behaviour to child/young person

1.2 Use clear communication, suggesting positive options to encourage cooperation of child/young person

1.3 Draw attention of child/young person to positive aspects

ELEMENT**PERFORMANCE CRITERIA**

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of their behaviour

1.4 Support child/young person to accept responsibility for meeting requirements of intervention and program

2. Liaise with client providers

2.1 Identify and assess client needs

2.2 Discuss identified needs with client and relevant parties

2.3 Select and organise appropriate services according to identified needs

2.4 Ensure providers receive relevant client information

2.5 Complete all appropriate record-keeping and reporting accurately in accordance with defined procedures

2.6 Ensure allocated service delivery continues to match client requirements

2.7 Implement required changes where appropriate and as resources permit

3. Coordinate community programs

3.1 Assess specific client needs and match to an existing program

3.2 Consult relevant community organisations to identify available programs to meet specific client needs

3.3 Undertake appropriate work to ensure a thorough knowledge of content, purpose and access protocols of existing programs

3.4 Employ appropriate communication techniques to engage young clients and provide information about programs

4. Fulfil legislative responsibilities

4.1 Provide child/young person with community supervision in accordance with relevant legislation, policies and procedures

4.2 Provide supervision to assist clients to address their needs and issues

4.3 Source and validate appropriate information to write reports and case file notes

ELEMENT

Elements define the essential outcomes.

PERFORMANCE CRITERIA

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

4.4 Prepare court-ordered reports in accordance with relevant legislation, policies and procedures

4.5 Consult child/young person in the preparation of reports if appropriate

Foundation Skills

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

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency.

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 CHCPRT007 Provide supervision in the community

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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:

- supported and promoted positive and cooperative behaviour for at least one child/young person, including:
 - communicating clearly and positively to the child/young person
 - identifying clients' needs, matching them to, and organising, appropriate services and programs
 - liaising with client service providers and providing all information required
 - undertaking any reporting requirements and record-keeping including the preparation of any court-ordered reports
 - monitoring service delivery and client requirements and making changes if required
 - providing appropriate supervision of child/young person
 - communicating all relevant information regarding services and programs to client as required.

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:

- understanding adolescent clients and their special needs as individuals and as part of a group
- behaviour-management models, theories and techniques
- services and programs available and associated referral processes
- communication techniques to engage and interact with young clients
- organisational record-keeping protocols
- writing skills required to complete records accurately
- relevant legislation and responsibilities
- 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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