



**Australian Government**

# **CHCPRT008 Provide supervision in a secure system**

**Release: 2**

## CHCPRT008 Provide supervision in a secure system

### Modification History

| Release   | Comments                                                                                                                                                                                                                                                                          |
|-----------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Release 2 | Updated: <ul style="list-style-type: none"><li>• assessor requirements statement</li><li>• foundation skills lead in statement</li><li>• licensing statement</li><li>• modification history to reflect 2012 standards</li></ul> 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.<br><br>Significant changes to elements and performance criteria.<br><br>New evidence requirements for assessment. |

### Application

This unit describes the skills and knowledge required to supervise activities and provide for physical safety, security, wellbeing, care and protection for young offenders and staff.

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. Support client induction and integration

1.1 Establish processes for resolving issues between workers, client and other residents

1.2 Explain to clients expectations of them while in facility

1.3 Ensure clear explanation of the rules, expectations and consequences of personal and communal behaviour in facility to client

**ELEMENT****PERFORMANCE CRITERIA**

*Elements define the essential outcomes.*

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

2. Protect the safety and welfare of clients

2.1 Evaluate options for maintaining the client's safety and take action in accordance with statutory and/or organisation requirements

2.2 Establish authority of person admitting the young person

2.3 Respond to incidents so as to safeguard the young person's safety

2.4 Maintain a healthy and safe environment to minimise potential for harm

2.5 Plan supervision to minimise potential for harm

2.6 Supervise workers to promote young person's rights

2.7 Ensure all legislative requirements are met by self and those supervised

3. Promote positive behaviour

3.1 Communicate positive and realistic expectations of young person's behaviour

3.2 Regularly identify examples of positive behaviour and reinforce them with the young person to encourage cooperation

4. Encourage participation in programs

4.1 Assess specific needs of young person and match to existing programs

4.2 Employ appropriate communication techniques to engage young person to address specific needs

4.3 Encourage and support young person to participate in all programs, especially those addressing offending behaviour

4.4 Ensure a thorough knowledge of existing programs including their content, purpose and access protocols

4.5 Provide relevant information to client as 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 CHCPRT008 Provide supervision in a secure system

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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 induction and integration on at least one occasion, including:
  - establishing processes for resolving issues between workers, clients and other residents
  - explaining rules, expectations and consequences of personal and communal behaviour
- consistently protected the safety and welfare of clients, including:
  - establishing authority and planning supervision to minimise potential for harm
  - responding to incidents
  - maintaining a healthy and safe environment
  - supervising workers to promote young person's rights
- communicated and identified examples of positive behaviour to encourage cooperation of young person
- assessed specific needs of at least one young person and matched the needs to existing programs

- encouraged and supported at least one young person to participate in appropriate programs
- provided one client with relevant information regarding existing programs.

## 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:

- 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, including specific needs relating to culture, ability, development and gender
- existing supervision programs, including their content, purpose and access protocols
- ways to identify and implement 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.

## 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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