



Australian Government

CHCPRT009 Provide primary residential care

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 provide for the care and support of clients in residential care and assist their transition from primary/residential care.

This unit applies to work in a range of community service 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. Outline terms of placement with client in care

1.1 Clearly explain what the client can expect from their placement, including the opportunities the placement presents and strategies for maximising benefits of the placement

1.2 Explain rules and consequences for behaviour and, where relevant, negotiate with client in ways that are understandable and culturally appropriate

ELEMENT**PERFORMANCE CRITERIA**

Elements define the essential outcomes.

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

- 1.3 Clarify boundaries of confidentiality with client
- 1.4 Use appropriate communication processes to resolve issues, review placement progress and explain external and internal grievance procedures
- 1.5 Explore and clarify understanding of client rights and expectations about direct care
- 1.6 Complete and maintain all relevant documentation in accordance with organisation procedures

2. Provide/mobilise domestic support

- 2.1 Address and negotiate ways to provide for client's daily needs
- 2.2 Implement all appropriate procedures to ensure the environment is clean, healthy and safe
- 2.3 Negotiate appropriate strategies for continued use, maintenance and/or disposal of client's personal possessions and consumables

3. Provide for client education, support and development

- 3.1 Establish appropriate relationship with client to maximise access to development opportunities and participation in a range of services
- 3.2 Assist client to identify and implement appropriate goals, strategies and activities to enhance their move to autonomy and self-empowerment
- 3.3 Implement a range of approaches to life-skills training, including provision of positive role models to ensure client's specific needs are addressed
- 3.4 Make appropriate arrangements to support client in care to attend school or to undertake relevant vocational training and/or employment
- 3.5 Negotiate appropriate processes for provision of health care education with relevant referral agency/organisation/department to ensure their delivery
- 3.6 Agree on appropriate processes with client and relevant personnel to ensure client access to a range of emotional, social and physical support mechanisms

ELEMENT**PERFORMANCE CRITERIA**

Elements define the essential outcomes.

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

4. Contribute to reintegration of client

4.1 Negotiate required resources, services and ongoing support with client and significant others to ensure resettlement needs are assessed and addressed

4.2 Arrange with relevant parties for client to participate in employment, counselling, education and accommodation as appropriate

4.3 Undertake all relevant available activities designed to assist a successful transition from care

4.4 Negotiate with all relevant parties to identify appropriate levels of contact with client, once out of care

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 negotiate and clarify expectations with clients, service providers and other relevant parties when required.

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 CHCPRT009 Provide primary residential care

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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:

- outlined terms of placement with at least one client in care, including expectations, rules, consequences for behaviour and client rights and responsibilities
- resolved issues, reviewed placement progress and explained grievance procedures
- completed and maintained all relevant documentation accurately
- provided/mobilised domestic support, including:
 - addressing and negotiating ways to meet clients' daily needs
 - implementing procedures to ensure environment is clean, healthy and safe
 - negotiating with client for the continued use, maintenance and/or disposal of their possessions and consumables
- provided clients with education, support and development, including:
 - implementing a range of approaches to life-skills training
 - making arrangements to support client to attend school or undertake vocational training and/or employment

- negotiating with relevant referral agency/organisation for the provision of health care education
- negotiating with client and personnel for access to a range of emotional, social and physical support mechanisms
- assessed and addressed resettlement needs of clients and negotiated required resources, services and ongoing support
- identified appropriate levels of contact with client once out of care.

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:

- relevant statutory procedures, responsibilities and rights
- service protocols, philosophies and processes
- characteristics of appropriate client-worker relationships
- procedures to ensure the environment is clean, healthy and safe
- available resources and programs
- stages of grief
- the impact and signs of abuse
- cultural protocols, systems and taboos
- parenting models
- budgeting practices
- protocols for working with professional service providers
- models of child development.

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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