



Australian Government

CHCPRT014 Interact with the legal system to protect children

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. Changes to elements and performance criteria. New evidence requirements for assessment.

Application

This unit describes the skills and knowledge required to protect children and to assist children and their families to negotiate the legal system.

This unit applies to a range of child protection work where it is necessary to understand the differing roles and responsibilities of key legal bodies in the child protection context.

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. Recognise the roles and responsibilities of key legal agencies in child protection

1.1 Identify roles and functions of key legal bodies in child protection

1.2 Identify powers, orders and processes relating to key legal bodies

ELEMENT**PERFORMANCE CRITERIA**

Elements define the essential outcomes.

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

1.3 Analyse issues for children involved with the legal system

2. Analyse and evaluate the legal options available to protect children

2.1 Assess and evaluate the risks and benefits of each legal option according to the needs of the individual child and family

2.2 Assess legal options in consultation with other agencies according to organisation policies and relevant interagency guidelines where necessary

2.3 Identify most appropriate option to meet child's and family's needs

3. Liaise with key agencies to ensure children are supported to negotiate the legal system

3.1 Identify most appropriate support agencies and associated referral process for children involved in the legal system

3.2 Liaise with support agencies in consultation with child, family and other key agencies

3.3 Consult with and inform child and family of other available support systems as required

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 CHCPRT014 Interact with the legal system to protect children

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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:

- regarded functions and powers of key legal agencies and processes relating to child protection
- identified and analysed issues children may have within the legal system
- sought out the most appropriate legal options for one child and their family in consultation with other agencies as appropriate
- liaised with support agencies in identifying the most appropriate support options
- consulted with the child and family to identify most appropriate legal options and support systems.

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:

- roles and responsibilities of key legal bodies within child protection systems
- legislation relevant to child protection work and support systems
- powers, orders and processes relating to key legal bodies in child protection
- legal options available to children and families
- roles and functions of support agencies and processes
- 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.

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