



Australian Government

CHCPRT016 Work in the youth justice environment

Release: 3

CHCPRT016 Work in the youth justice environment

Modification History

Release	Comments
Release 3	Updated: • assessor requirements statement • foundation skills lead in statement • licensing statement • modification history to reflect 2012 standards Equivalent outcome.
Release 2	Minor changes to formatting to improve readability. Corrections to metadata and mapping. 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 work effectively in youth justice service settings.

This unit applies to work in both a community and custodial youth justice service environment.

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 required to demonstrate achievement of the element.

1. Perform work following legal, ethical and organisation

1.1 Identify relevant organisation policies and procedures relating to standards and legislative requirements of own work role, clarifying any uncertainties with appropriate personnel

ELEMENT**PERFORMANCE CRITERIA**

Elements define the essential outcomes.

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

requirements

and applying to all work

1.2 Recognise boundaries and limitations of work role and refer matters to relevant personnel as required

1.3 Identify issues requiring mandatory notification and report to supervisor and/or an appropriate authority

1.4 Reflect understanding and compliance with the principles of duty of care and legal responsibilities in all work undertaken

2. Maintain professional work standards

2.1 Contribute to identifying and implementing improved work practices

2.2 Respond positively to changes to improve work practices and procedures in accordance with organisation requirements

3. Work effectively in youth justice services

3.1 Implement work practices that support the rights of young people in the justice system

3.2 Promote and protect the inclusivity, diversity and value of young people in the justice system

3.3 Maintain awareness of current issues influencing the provision of youth justice services, including issues for Aboriginal and/or Torres Strait Islander young people

3.4 Maintain confidentiality in work practices

3.5 Assess risks and take appropriate actions according to organisation policy and any legislative requirements

3.6 Record information accurately and completely as required of job role and according to organisation practice standards

3.7 Clearly explain worker role and responsibility to the young person, including power differentials in the worker-client relationship, and model positive behaviour

4. Take responsibility for

4.1 Seek and receive feedback from supervisor on own

ELEMENT**PERFORMANCE CRITERIA**

Elements define the essential outcomes.

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

own skill development

standard of work practices

4.2 Plan with supervisor, any ways to improve areas of work practice

4.3 Take part in actions to implement the skills' development plan

4.4 Reflect regularly on own work performance

5. Communicate effectively in a youth justice environment

5.1 Communicate with young people in a way that is appropriate to age, culture, ability, development and language requirements, and free from discrimination

5.2 Encourage open exchanges of information between worker and young person

5.3 Minimise any constraints to communication with young people and colleagues

5.4 Follow organisation procedures for accessing, collecting and recording written communications about young people

5.5 Ensure communication with colleagues models respect and diversity

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 CHCPRT016 Work in the youth justice environment

Modification History

Release	Comments
Release 3	Updated: • assessor requirements statement • foundation skills lead in statement • licensing statement • modification history to reflect 2012 standards Equivalent outcome.
Release 2	Minor changes to formatting to improve readability. Corrections to metadata and mapping. 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.

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:

- followed legal, ethical and organisational requirements related to the work role, including:
 - communicating effectively with young people and colleagues in a way that is appropriate to age, culture, ability, development and language requirements, and free from discrimination and oppression
 - identifying and reporting to supervisor any issues requiring mandatory notification
 - recording information accurately and completely as required and maintaining confidentiality in work practices
 - contributing to identifying and implementing improved work practices
 - explaining worker role and responsibilities to a young person and modelling positive behaviour
- assessed risks and taken appropriate action when working in youth justice services
- taken responsibility for own skill development, including:

- seeking and receiving feedback from supervisor
- planning ways to improve areas of work practices
- participating in skills' development plan implementation
- reflecting on own work performance.

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:

- different youth justice work contexts and the effect of their interrelationship on own work
- current youth justice issues that impact on own work area
- different types of young people's offending behaviour and the factors that influence behaviour
- key aspects of the youth justice system and relevant legislation in work jurisdiction
- key aspects of the United Nations Convention on the Rights of the Child
- codes of ethics and organisation policy and procedures relevant to job role, including duty of care requirements
- physical, social, psychological and emotional development of young people and the ways in which such development can be affected
- principles and processes of effective communication with diverse groups of young people and colleagues
- accuracy and completion requirements of all written reports and records
- agency systems for recording and reporting a range of information about young people, the youth justice system and related work functions, and appropriate confidentiality requirements
- importance of anti-discrimination and inclusivity principles.

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

Companion Volume implementation guides are found in VETNet -

<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=5e0c25cc-3d9d-4b43-80d3-bd22cc4f1e53>