



Australian Government

CHCPRT017 Support Aboriginal and/or Torres Strait Islander young people in youth justice system

Release: 3

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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 recognise and support the specific needs of Aboriginal and/or Torres Strait Islander young people in the youth justice system.

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 needed to demonstrate achievement of the element.

1. Engage with Aboriginal and/or Torres Strait

1.1 Communicate appropriately with Aboriginal and/or Torres Strait Islander young people and their families to

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Islander young people and their families

develop trust and professional relationships

1.2 Apply knowledge of the issues affecting Aboriginal and/or Torres Strait Islander young people in the youth justice system to identify their particular needs

1.3 Discuss with the young person and their family specific cultural and community characteristics and/or expectations that may assist with supporting the young person

1.4 Use a variety of sources to obtain information about the cultural needs of the young person

1.5 Provide opportunities for the young person and their family to obtain further information

2. Communicate and manage information about the young person

2.1 Demonstrate consideration and understanding of ethical practices and cultural protocols for obtaining and sharing information about the young person

2.2 Follow relevant organisation policies and procedures for communication strategies to be used with diverse groups and individuals

2.3 Provide interpreter and/or translator services for families where this will assist communication

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

2.5 Use information obtained about the young person's cultural identity to inform case plans and activities

3. Support families and kinship networks to remain in contact with young people

3.1 Consult with the family and kinship networks of young people to identify resources and practical assistance needed to maintain worker and family contact with the young person, both in and out of custody settings

3.2 Determine any potential barriers to communication for young people and their families and support the maintenance of communication

3.3 Recognise the importance of whole community in supporting and caring for Aboriginal and/or Torres Strait

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Islander young people

3.4 Encourage family participation in case planning

4. Represent the needs of Aboriginal and/or Torres Strait Islander young people to others in the organisation

4.1 Identify and convey the cultural needs of the young person to other staff and agencies

4.2 Encourage families to convey any specific needs of the young person to relevant staff

4.3 Seek cultural expertise for suggestions on how to make the environment sensitive to cultural needs

4.4 Observe and report any risk factors for self-harm

4.5 Source and provide information on other services that can support the family and young person

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 CHCPRT017 Support Aboriginal and/or Torres Strait Islander young people in youth justice 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:

- engaged with at least one Aboriginal or Torres Strait Islander young person and their family, including:
 - communicating appropriately to develop trust and a professional relationship
 - identifying particular cultural needs
 - providing opportunities for young person and their family to obtain further information
 - using information about young person's cultural identity to inform case plans and activities
 - seeking cultural expertise on how to make the environment sensitive to cultural needs
- supported families and kinship networks to retain contact with young person, including:
 - identified resources and practical assistance needed to maintain contact
 - identified potential barriers to communication

- encouraged family participation in case planning.

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 legislation as applied to work jurisdiction, including mandatory reporting requirements
- contemporary issues affecting Aboriginal and/or Torres Strait Islander people in custody
- physical, social, psychological and emotional development of young people and the ways in which such development can be affected
- principles of good practice in youth justice work with diverse client groups
- codes of ethics and organisation policy and procedures for liaison and communication with families of young people in custody
- sources of information and protocols to obtain specific cultural and community information
- risk-analysis and reporting processes, including self-harm identification
- importance and differences of security awareness in custodial and community youth justice work
- rights and responsibilities of young people and their families/carers in youth justice system
- principles and processes of effective communication with diverse groups of young people and colleagues
- importance of anti-discrimination and inclusivity principles applied to work practices.

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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