



Australian Government

CHCPRT028 Work effectively in child protection to support children, young people and families

Release: 1

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Modification History

Not applicable.

Application

This unit describes the performance outcomes, skills and knowledge required by child protection workers to support children and young people, and to assist families to ensure that children and young people are safe and appropriately cared for. It also covers the ethical, duty of care and legal requirements for this work.

This unit applies to work undertaken in paraprofessional child protection occupations in government and non-government organisations.

The skills in this unit must be applied in accordance with Commonwealth and State or Territory legislation, Australian standards and industry codes of practice.

No occupational licensing, certification or specific legislative requirements apply to this unit at the time of publication.

Pre-requisite Unit

Nil

Competency Field

Child Protection

Unit Sector

Community Services

Elements and Performance Criteria

ELEMENTS

Elements describe the essential outcomes

1. Provide quality care for children and young people.

PERFORMANCE CRITERIA

Performance criteria describe the performance needed to demonstrate achievement of the element.

- 1.1. Comply with duty of care policy, and regulatory, legislative and legal requirements.
- 1.2. Identify and implement organisational policies and procedures.
- 1.3. Reflect on personal values and attitudes and acknowledge their potential impact when working in child protection

- contexts.
- 1.4. Follow risk-assessment procedures when undertaking child protection work.
 - 1.5. Support the rights, interests and needs of children, young people and families when carrying out work tasks.
 - 1.6. Ensure communication is age-appropriate, sensitive and respectful when dealing with children, young people and families.
2. Perform ethical and safe work practices.
- 2.1. Observe lines of accountability in work undertaken in child protection and communicate decisions to relevant authorities.
 - 2.2. Use self-management techniques to support worker safety and wellbeing in professional practices.
 - 2.3. Use the relevant code of ethics, professional and organisational standards to guide service delivery.
 - 2.4. Develop a safety plan and responses to address emergency situations and other contingencies based on ethical standards and organisational policies and procedures.
 - 2.5. Support staff to identify and resolve ethical dilemmas.
 - 2.6. Acknowledge the challenges inherent in the work and develop strategies to address the challenges.

Foundation Skills

Foundation skills essential to performance in this unit, but not explicit in the performance criteria are listed here, along with a brief context statement.

DESCRIPTION

SKILLS

- Oral communication skills to:
- facilitate collaborative discussions with children, young people and their families.
- Writing skills to:
- complete familiar forms.

Unit Mapping Information

Supersedes and is equivalent to CHCPRT004 Work effectively in child protection to support children, young people and families.

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 CHCPRT028 Work effectively in child protection to support children, young people and families

Modification History

Not applicable.

Performance Evidence

Evidence of the ability to complete tasks outlined in elements and performance criteria of this unit in the context of the job role, and:

- work with at least two children or young people and their families, including:
 - providing services in accordance with duty of care policy and legislative requirements
 - sensitively and appropriately communicating information about the child protection system
 - supporting quality care for children and young people
- use self-management techniques to support own safety and wellbeing, including:
 - developing a safety plan for direct contact with children, young people and families
 - identifying and appropriately managing the challenges of child protection work, including stress on at least two occasions
 - overcoming barriers to effective self-care on at least two occasions
- deal effectively with stakeholders in the system, including:
 - identifying and addressing challenges or barriers faced by children, young people and families on at least two occasions.

Knowledge Evidence

Demonstrated knowledge required to complete the tasks outlined in elements and performance criteria of this unit:

- history and recent developments in child protection
- approaches of child-centred, family-focused practice
- children's court procedures:
 - preparing and supporting children, young people and families pre- and post-court
 - preparing for court
- indicators, effects and dynamics of abuse and neglect:
 - the relationships between abuse and neglect
 - family violence
 - substance misuse
 - mental illness
 - disability
- issues related to the placement of children:

- attachment and trauma
- effects of removal and incarceration
- maximising safe family involvement and contact during placement
- ongoing assessment of risk while in placement
- pre-crisis planning for young people in out-of-home care
- restoration and reunification planning for return home of children and young people
- legal implications and responsibilities of statutory work:
 - government policies
 - Commonwealth, State or Territory requirements for the interview process, mandatory reporting and reciprocal reporting
 - relationship between the legal, political and social framework
- organisational policies and procedures relating to child protection work:
 - case management processes
 - duty of care
 - roles and responsibilities of stakeholders and relationship to own work
- strategies used to address challenges of child protection work
- the ethical and social framework:
 - overview of Commonwealth, State or Territory child protection orders
 - government strategic plans
 - practice principles
 - standards of care
 - professional codes and ethical frameworks
- age appropriate oral communication techniques.

Assessment Conditions

Skills must be demonstrated in a child protection workplace or in a simulated environment.

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.

Assessment must ensure:

- access to facilities, equipment and resources that reflect real working conditions and model industry operating conditions and contingencies
- access to organisational standards, policies and procedures
- opportunities for engagement with children, young people and families.

Assessors must satisfy the Standards for Registered Training Organisations' requirements for assessors.

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