



Australian Government

CHCYTH002 Work effectively with young people in the youth work context

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 work in the youth work context.

The unit focuses on historical and contemporary youth sector practice and understanding of the current status of young people.

This unit applies to work undertaken in all youth work roles where the young person is the primary client.

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. Apply understanding of the social, historical, economic, legal and political contexts of

1.1 Assess and respond to the needs of young people within the context of their experiences

1.2 Research, analyse and maintain up-to-date

ELEMENT**PERFORMANCE CRITERIA**

Elements define the essential outcomes.

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

young people

knowledge and awareness of the social, political, economic and legal contexts of young people

1.3 Research, analyse and apply understanding of youth policy in practices of youth work

1.4 Apply understanding of the historical and cultural constructs of youth and the changing context of young people

2. Apply understanding of the context of youth work

2.1 Apply knowledge of youth contexts to youth work practice

2.2 Identify legal frameworks which impact on context of youth work

2.3 Research, maintain and apply models and frameworks of youth work in a variety of youth work contexts

2.4 Develop a comprehensive understanding of the youth sector

3. Work within the core values and practice frameworks of youth work

3.1 Assess core youth work practice values to ensure supports and interventions are young person-centred

3.2 Apply practice frameworks to maximise support for the young person as a unique individual

3.3 Demonstrate support for the young person's rights and safety including access and equity of services

4. Work with understanding of the impact of values in determining the approach to working with young people

4.1 Identify and reflect on own values and experiences which may impact on approaches to youth work

4.2 Work with awareness of organisation's values

4.3 Make sure interventions and supports are appropriate to the young person's own values

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.

Range of Conditions

Specifies different work environments and conditions that may affect performance. Essential operating conditions that may be present (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) are included.

Range is restricted to essential operating conditions and any other variables essential to the work environment.

Context for youth work must include one or more of the following:

- centre-based work
- drop-in centres, recreational facilities
- housing and residential services
- outreach and home visits, street, parks
- schools
- online youth work, web-based, emails, discussion rooms
- telephone contact

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 CHCYTH002 Work effectively with young people in the youth work context

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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:

- followed effective processes for work with at least three young people by:
 - checking and analysing information for assessment of risks, special needs, significant changes, and personal and social developmental levels for young people
 - making decisions based on knowledge of the impact of cultural and personal values on behaviour and expectations
 - providing appropriate support and/or services
- provided supervision and care based on assessed risk and justifiable degree of care and concern
- responded to risks and incidents of varying degrees of severity
- used clear and reassuring communication relevant to the culture of young people.

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:

- cultural practices which will have an impact on decisions made about what allowances are made and what rights are given and responsibilities expected
- current status of young people in the context of:
 - social and cultural context of youth
 - historical, economic, political and social contexts of young people
 - rights, needs and responsibilities of young people
 - risk-taking and social behaviour in young people
 - young people as primary client
 - changing contexts of young people
- processes for getting advice and assistance when there are ethical or professional issues
- relevance of the work role and functions to maintaining sustainability of the workplace, including environmental, economic, workforce and social sustainability
- impact of popular beliefs on values, attitudes and behaviour
- the organisation's codes of conduct or code of ethics/duty of care
- range of specialist support services and programs available to young people
- social, political, historical and economic contexts of the service response to the needs and interests of young people.

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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