



Australian Government

CHCYTH005 Develop and implement procedures to enable young people to address their needs

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 monitor and upgrade organisation approaches to young people with complex needs.

This unit applies to community services work in a range of contexts.

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. Develop support programs for young people

1.1 Assess specific needs of the young person and match to an existing program

1.2 Employ appropriate communication techniques to engage young person and to address specific needs

1.3 Consult relevant community organisations to identify

ELEMENT

PERFORMANCE CRITERIA

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available support programs that meet specific needs of clients

1.4 Undertake appropriate work to ensure a thorough knowledge of content, purpose and access protocols of existing programs

1.5 Provide relevant information to client as appropriate

2. Ensure that young people with complex needs receive appropriate services

2.1 Implement procedures to ensure indications of physical, emotional, psychological or sexual abuse are identified and addressed

2.2 Define and implement appropriate procedures to minimise effects of any aggressive or abusive behaviour of clients

2.3 Employ appropriate approaches and language to enable clients to express their ideas in a range of ways

3. Liaise with other services and organisations

3.1 Design and implement appropriate referral systems and procedures to ensure specific needs of clients can be addressed

3.2 Identify and access support facilities required to optimise client access to specialist services

3.3 Ensure support and advocacy services provided reflect organisation procedures, respect the young person's rights and are appropriate to cultural and other individual circumstances

3.4 Consult with relevant professionals and service providers to ensure broad and comprehensive client service delivery

4. Monitor and upgrade support provided by the organisation

4.1 Regularly review information and services provided to clients to assess continuing relevance and effectiveness

4.2 Periodically review assessment, support and referral systems used within the agency

4.3 Hold appropriate debriefings with workers for the purposes of counselling, identifying training needs and evaluating client service delivery

4.4 Identify problems experienced by workers, assess

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appropriate adjustments to service delivery and negotiate with relevant staff

4.5 Provide support and supervision to other workers as required in accordance with organisation procedures

4.6 Arrange regular debriefings with associated organisations and service providers

4.7 Produce and provide reports in accordance with organisation procedures

Foundation Skills

The Foundation Skills describe those required skills (language, literacy, numeracy and employment skills) that are essential to performance.

- Reading – in order to analyse and review service policies and procedures in line with applicable legislative and regulatory requirements relevant to the service.
- Writing - in order to produce reports according to organisation procedures and policies.

The remaining foundation skills essential to performance are explicit in the performance criteria of this unit.

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 CHCYTH005 Develop and implement procedures to enable young people to address their needs

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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:

- assessed specific needs of at least one young person and identified existing programs/services that addressed these needs, as well as consulted relevant personnel and organisations to identify further or alternative support programs that could assist
- developed and implemented procedures to keep young people safe, including:
 - addressing any signs of abuse
 - establishing protocols of behaviours
 - monitoring at-risk behaviour patterns
 - establishing quick response actions to counter aggressive behaviour
- developed and implemented procedures relating to services offered by the organisation, including:
 - support facilities
 - particular types of support and information

- referral advice
- reviewed the relevance and effectiveness of information and service provision to clients, and assessment, support and referral systems, including:
 - holding regular debriefings with associated organisations and service providers
 - debriefing and supporting other youth workers, including identifying training needs
 - producing reports and recording relevant information about clients and programs according to organisation procedures and policies, ensuring accurate and complete information is included.

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:

- legal and organisational policies relating to advocacy, monitoring and dealing with abuse
- principles of empowerment and enabling processes in advocacy
- short-term counselling strategies
- different forms of abuse and their indicators and response processes
- a broad range of specialist and generic services and agencies
- family support and mediation
- youth-specific consultation and engagement principles for seeking feedback on service provision
- reflective and evaluative processes in youth work practice
- key aspects of human rights declarations and UN Convention on the Rights of the Child
- organisation's policies, guidelines 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.

Links

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