



Australian Government

CHCYTH007 Undertake youth work in specific communities

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. Significant changes to elements and performance criteria. New evidence requirements for assessment.

Application

This unit describes the skills and knowledge required to work effectively with young people in specific communities, including Aboriginal and/or Torres Strait Islander communities, schools, rural and remote communities, and in other specific community settings.

It includes the use of individual, group and community development processes to address issues of concern for young people in those communities.

This unit applies to youth work in the context of diverse groups of young people and communities.

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. Become familiar with the culture of the specific

1.1 Identify the historical, social, political, economic and environmental factors that impact on the community

ELEMENT**PERFORMANCE CRITERIA**

Elements define the essential outcomes.

community

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

1.2 Foster relationships with members of the community to support understanding of the specific community culture

1.3 Assess how relationships, communication and power structures work within the community

1.4 Identify the key decision- and opinion-makers within the community

1.5 Establish who the community's key external stakeholders are

2. Identify the place of young people within the specific community

2.1 Establish and maintain networks and relationships with the key stakeholders in the community

2.2 Find out about the experiences, key issues and concerns of young people in the community

2.3 Identify the expectations of young people and other key stakeholders of your role within the community

3. Identify issues of common interest

3.1 Support young people to safely express their views

3.2 Identify areas of common concern and difference

3.3 Seek out the key community allies who share young people's concerns

3.4 Identify barriers to access and equity in relation to young people

3.5 Make referrals to address individual issues within duty of care requirements

3.6 Identify and discuss a range of ideas to address issues of common concern and create opportunities for young people

4. Work with young people in the community

4.1 Identify effective models, strategies and programs that address young people's issues in community work

4.2 Plan and deliver services safely according to organisation policies, regulatory requirements and community protocols

4.3 Consider and respect local community values, beliefs

ELEMENT

Elements define the essential outcomes.

PERFORMANCE CRITERIA

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

and roles when providing services

4.4 Apply strategies and policies to address identified needs of young people in communities

4.5 Take available opportunities to advocate on behalf of young people within communities

4.6 Maintain confidentiality of client information

4.7 Accurately document interventions, evaluate and report outcomes in line with organisation procedures.

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 CHCYTH007 Undertake youth work in specific communities

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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:

- established and maintained at least one network in the community in which youth work is performed. This includes:
 - using a range of community engagement strategies
 - respecting difference and embracing diversity of cultures
 - advocating for young people's participation in community issues and decision-making where appropriate
 - facilitating negotiations in conflict situations in communities where the conflict may be between young people and other community stakeholders
- referred at least one young person to appropriate services within or external to the community
- implemented community development principles and strategies to engage young people and others in at least one community action and response.

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:

- relevant historical, social, political, economic, cultural and environmental factors that impact on community
- political and power dynamics within the community, including key stakeholders and role and place of young people in communities
- duty of care requirements and application in the community context
- community development principles
- youth-centred practices with a focus on the young person as the primary stakeholder
- relevant youth cultures, and social, political and economic and professional frameworks
- own cultural values, cultural lens and ethnocentrism
- organisation standards, policies 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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