



Australian Government

Assessment Requirements for CHCYTH008 Support young people to take collective action

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.

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:

- enabled youth participation through discussion and networking on at least three separate occasions
- actively engaged young people using communication skills appropriate to specific youth context and culture
- supported and enabled at least two young people to:
 - arrange group meetings
 - publicise group objectives to broader youth audiences
 - plan strategies and actions, resources, timelines, responsibilities
 - access support
 - identify, contact, inform and negotiate alliances with stakeholders
- evaluated strategies and reported on outcomes to stakeholders internal and external to the organisation.

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:

- power imbalances in the professional relationship
- relevant policies and procedures of the organisation, including values and ideologies and how this impacts on the collective action
- ethical responsibilities when working with young people to take collective action
- models and tools of advocacy, community development, self-help, youth participation, and peer education
- theories of interpersonal communication, dispute resolution and principles of negotiation
- principles and theories of group work and structured and unstructured groups
- documentation processes and evaluation methods.

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

Companion Volume implementation guides are found in VETNet -

<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=5e0c25cc-3d9d-4b43-80d3-bd22cc4f1e53>