



Australian Government

CHCYTH008 Support young people to take collective action

Release: 2

CHCYTH008 Support young people to take collective action

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 enable young people to participate in the decision-making that affects their lives.

This unit applies to youth work where the primary concern is to support groups of young people in taking action to meet their needs or responding to community issues.

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. Encourage and support young people to develop and use networks

- 1.1 Identify and note young people's issues, needs or interests in community issues
- 1.2 Encourage and support young people to identify common issues, needs and interests
- 1.3 Discuss possibilities for responding to identified

ELEMENT**PERFORMANCE CRITERIA**

Elements define the essential outcomes.

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

common issues, needs and interests

1.4 Provide opportunities for young people with similar interests or needs

1.5 Support and encourage young people to identify relationships between their issues/interests and social structures

1.6 Encourage young people to work together to take joint action

2. Support young people to come together to plan collective action

2.1 Ensure young people have the relevant skills and knowledge to operate in a collective way

2.2 Map and monitor youth participation processes, particularly decision-making and inclusion processes of groups

2.3 Provide support, encouragement and opportunities to young people to enable them to communicate and interact with others to coordinate a planned action

3. Support young people to identify and form alliances with key stakeholders

3.1 Identify other stakeholders interested in the issue or strategy

3.2 Gauge the interest, resources and possible roles of stakeholders

3.3 Support young people in contacting, informing and negotiating alliances with stakeholders

3.4 Assist young people and stakeholders to maintain appropriate contact and information flow

3.5 Encourage young people to acknowledge key stakeholder support

4. Support young people to implement their strategies or action plans

4.1 Provide relevant information as required to individuals and the group to facilitate better operation of collective networks

4.2 Offer individual or group support on an ongoing basis

4.3 Use group processes to monitor progress and adapt or further develop plans

ELEMENT**PERFORMANCE CRITERIA**

Elements define the essential outcomes.

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

5. Assist young people to monitor and evaluate strategies

- 5.1 Support groups to monitor and record progress
- 5.2 Assist groups to identify outcomes and consequences (intended or unintended) of their actions on an ongoing basis
- 5.3 Evaluate strategies and group processes
- 5.4 Provide reports of outcomes as appropriate to stakeholders and within the organisation
- 5.5 Celebrate achievements, including personal development, skills development and social change

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 CHCYTH008 Support young people to take collective action

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>