



Australian Government

CHCYTH009 Support youth programs

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 devise, set up, coordinate, deliver and evaluate activities and programs for individuals and groups.

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. Identify the program required

1.1 Collect evidence to determine the need for a particular program

1.2 Identify and review a range of possible programs to meet the defined needs

1.3 Select a program type based on client needs, organisational criteria and availability of resources

ELEMENT**PERFORMANCE CRITERIA**

Elements define the essential outcomes.

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

2. Prepare program plan

- 2.1 Undertake appropriate strategic planning activities to ensure client needs are met
- 2.2 Plan activities in consultation with key clients and stakeholders
- 2.3 Determine operational arrangements for conducting the program and assess their feasibility
- 2.4 Ensure planning activities reflect accepted good practice in working with young people
- 2.5 Develop flexible implementation plans to suit a variety of contexts and to cope with contingencies
- 2.6 Identify appropriate implementation and evaluation strategies in the program plan in consultation with stakeholders

3. Deliver program

- 3.1 Implement program in accordance with program plan, organisation guidelines and legal/statutory requirements
- 3.2 Provide participants with access to a range of activities suited to their needs and interests
- 3.3 Implement contingency plans and adapt program to changing needs of participants as required
- 3.4 Ensure problems in program delivery are addressed promptly

4. Monitor and evaluate program

- 4.1 Use appropriate evaluation strategies during and after program and for revision and development
- 4.2 Collect, organise and report evaluation information in a format which is accessible and meaningful to clients and stakeholders
- 4.3 Prepare and present reports as required by organisational, funding and other requirements

Foundation Skills

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

- Reading – in order to collect and analyse evidence to inform program requirements.
- Writing – in order to prepare reports in line with workplace policies and procedures.

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

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 CHCYTH009 Support youth programs

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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 at least once:

- collected, analysed and reviewed relevant evidence and a range of programs to determine the need for a specific program
- prepared at least one program plan, including:
 - outlining activities and actions
 - determining operational arrangements for calculating costs, space and resources
 - assessing feasibility
 - developing implementation and evaluation strategies
- supported the implementation of at least one program in a variety of contexts, adapting program to the changing needs of participants and evaluating outcomes, including:
 - using evaluation techniques and reporting outcomes to clients and stakeholders in an accessible format.

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:

- target groups relevant to the worker and the program
- a range of relevant youth activities and programs
- legal and safety requirements as they relate to activities and programs
- techniques of evaluation
- relevant funding sources
- organisational standards, policies and procedures
- techniques for writing complete and accurate reports.

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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