



Australian Government

CHCYTH010 Provide services for young people appropriate to their needs and circumstances

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 provide guidance and role models to young people and their families to maintain positive and supportive relationships, while identifying problems and establishing goals for change based on maintaining support from family and the general community.

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 and address immediate needs and circumstances of young

1.1 Identify and respond to immediate needs of young people according to nature and degree of urgency

1.2 Provide young people and their families with

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people

information tailored to their capacity of understanding and designed to calm and reassure

1.3 Observe and note any signs of distress, anxiety, aggression and apathy

1.4 Look for and note signs of impairment of functioning in individuals and relationships

2. Explore and clarify issues facing the young person and the nature of support sought

2.1 Offer the young person adequate opportunity to explore and clarify the issues facing her/him

2.2 Negotiate involvement of other parties as required by young person and worker

2.3 Listen actively and positively to young person's issues, needs, views and feelings about their issues and accepting support

2.4 Make renewed attempts through appropriately modified approaches or responses where there are communication difficulties

2.5 Describe and analyse the nature and scope of the issues and check with the young person for completeness and accuracy

2.6 Clearly explain to the young person the role and capacity of the worker to provide assistance and support

2.7 Where appropriate, obtain relevant available information from others about the young person's potential need for support, consistent with the young person's right to access information and to approve or disapprove of the worker's actions

3. Facilitate goal setting and action planning

3.1 Encourage and support the young person to work out their own goals and priorities and to assess feasibility

3.2 Identify and explain in a supportive manner any risks arising from the young person's choices

3.3 Offer further options to the young person without imposition or pressure where appropriate

3.4 Emphasise and negotiate clients' responsibility for

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determining and achieving their goals

3.5 Encourage clients to identify and prioritise long- and short-term goals based on individual responsibility and personal choice

3.6 Support the young person to develop strategies to act on goals set

3.7 Encourage clients to identify and analyse factors that have contributed to past behaviour and obstacles to achieving individual and family goals

3.8 Identify unrealistic expectations, challenge negative attitudes and unacceptable objectives and re-negotiate plans when required

4. Provide targeted assistance and referral

4.1 Discuss availability, type and nature of services and resources in a manner appropriate to the young person's right of choices

4.2 Encourage young person to use services and resources appropriate to their needs in line with legal, statutory and organisational requirements

4.3 Advise the young person about legal and statutory provisions which might affect their situation and confirm young person's understanding of information provided

4.4 Establish systems to ensure information and referral sources within organisation are up-to-date, comprehensive, accurate, accessible and relevant to clients

4.5 Continually monitor effectiveness of service delivery and resolve problems of access, services or resources as appropriate

4.6 Ensure all documentation and reporting is in accordance with organisation procedures

5. Act as an advocate on request

5.1 Where the young person requests the worker to act as an advocate, identify the scope and goals of the possible role and outline and negotiate these with the young person

5.2 When requested and where possible, support the young person and accompany them during first stages of access to

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services to enable them to gain confidence to go alone

5.3 Represent the young person's interests clearly and accurately in a manner consistent with the identified agreement between them and the worker

5.4 Explain to the young person all representations made on their behalf in a manner and language appropriate to their information needs and circumstances and confirm their understanding

5.5 Ensure decisions and/or actions taken on behalf of the young person are consistent with their expressed or implied preferences and interests

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 CHCYTH010 Provide services for young people appropriate to their needs and circumstances

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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:

- identified and responded to the needs of at least two young people, including:
 - providing information to young person and families
 - listening to young person's issues, concerns and feelings
 - setting goals and planning actions to achieve goals with young person
 - discussing, identifying and encouraging young person to access services
 - referring young person to alternative services
- advocated for at least two young people, including:
 - negotiating goals, role and scope of advocacy work with young person
 - accompanying young person during first stages of service access
 - representing young person's interests and keeping young person informed of representation processes
- completed all relevant documentation and reports accurately and completely
- communicated with at young person clearly and accurately.

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 activity or program
- a range of youth activities and programs
- legal and safety requirements as they relate to activities and programs in youth work
- relevant funding sources
- communication strategies, including negotiation and conflict resolution
- organisational 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.

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