



Australian Government

CHCYTH014 Work effectively with young people in the youth work context

Release: 1

CHCYTH014 Work effectively with young people in the youth work context

Modification History

Not applicable.

Application

This unit describes the performance outcomes, skills and knowledge required to work in the youth work context.

The unit focuses on historical and contemporary youth sector practice and understanding of the current status of young people.

This unit applies to work undertaken in all youth work roles where the young person is the primary client.

The skills in this unit must be applied in accordance with Commonwealth and State or Territory legislation, Australian standards and industry codes of practice.

No occupational licensing, certification or specific legislative requirements apply to this unit at the time of publication.

Pre-requisite Unit

Nil

Competency Field

Youth Services

Unit Sector

Community Services

Elements and Performance Criteria

ELEMENTS

Elements describe the essential outcomes

1. Interpret and apply social, cultural, historical, economic, legal, political contexts and influence of dominant discourses in

PERFORMANCE CRITERIA

Performance criteria describe the performance needed to demonstrate achievement of the element.

- 1.1. Research, analyse and maintain up-to-date knowledge and awareness of the social, cultural, political, economic and legal contexts of young people.
- 1.2. Research, analyse and apply youth policy in practices of youth work.

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| <p>perception of young people.</p> | <p>1.3. Seek information about, and reflect upon, the intergenerational influences on behaviour and world view.</p> <p>1.4. Interpret and apply historical and cultural perceptions of youth and the changing context of young people to youth work practice.</p> |
| <p>2. Interpret and apply context of youth work drawing on critical youth work theory and practice.</p> | <p>2.1. Interpret and apply youth contexts to youth work practice.</p> <p>2.2. Identify legal frameworks which impact on context of youth work.</p> <p>2.3. Research and apply models and frameworks of youth work in youth work contexts.</p> <p>2.4. Interpret youth sector policy and its local impact.</p> |
| <p>3. Work within youth work frameworks and practices.</p> | <p>3.1. Ensure supports and interventions are young person-centred.</p> <p>3.2. Apply practice frameworks to maximise support for the young person as both unique and embedded in social systems.</p> <p>3.3. Support young person's agency and right to self-determination.</p> <p>3.4. Identify risks that impact young people.</p> <p>3.5. Identify opportunities for providing dignity to young people and their support systems.</p> |
| <p>4. Apply values-based approaches to working with young people.</p> | <p>4.1. Critically reflect on own values and experiences which may impact on approaches to youth work.</p> <p>4.2. Identify privilege and adversities that influence own attitudes, expectations and assumptions in relation to young people.</p> <p>4.3. Work within organisational policies, procedures and scope while also advocating for young people.</p> <p>4.4. Ensure interventions and supports match the young person's own values.</p> |

Foundation Skills

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency.

Unit Mapping Information

Supersedes and is equivalent to CHCYTH002 Work effectively with young people in the youth work context.

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 CHCYTH014 Work effectively with young people in the youth work context

Modification History

Not applicable.

Performance Evidence

Evidence of the ability to complete tasks outlined in elements and performance criteria of this unit in the context of the job role, and:

- follow effective processes for work with at least three young people including:
 - checking and analysing information for assessment of risks, special needs, critical changes, and personal and social developmental levels for young people
 - making decisions based informed by impact of cultural and personal values on behaviour and expectations
 - providing care, supervision, support and services based on individual needs of the young person
 - use clear and reassuring communication relevant to the culture of young person
- respond to incidents or risks of varying degrees of severity according to organisational procedures on at least three occasions.

Knowledge Evidence

Demonstrated knowledge required to complete the tasks outlined in elements and performance criteria of this unit:

- cultural practices that impact on decisions about rights and responsibilities
- current status of young people:
 - social and cultural context of youth
 - historical, economic, political, social and cultural contexts of young people
 - rights, needs and responsibilities of young people
 - risk-taking, belonging and social behaviour in young people
 - young people as primary client
 - young people embedded within social systems, families and organisations
- processes for obtaining advice and assistance when there are ethical and professional issues
- needs and influences of young people
- contexts of youth work
- impact of dominant values, attitudes and expectations of behaviour
- organisational codes of conduct or code of ethics and duty of care
- organisational policies, procedures and scope

- international, national and local policies that apply to young people and their support systems
- workplace language used in critical youth work environments
- specialist support services and programs available to young people
- social, cultural, political, historical and economic contexts of the service response to the needs and interests of young people.

Assessment Conditions

Skills must be demonstrated in the workplace, or in a simulated environment that reflects workplace conditions.

Assessment must ensure:

- access to facilities, equipment and resources that reflect real working conditions and model industry operating conditions and contingencies
- access to organisational policies and procedures
- opportunities for engagement with young people.

Assessors must satisfy the Standards for Registered Training Organisations' requirements for assessors.

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