



Australian Government

Assessment Requirements for CHCYTH017

Develop and implement procedures to enable young people to address their needs

Release: 1

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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:

- assess specific needs of at least one young person and identify existing programs or services that address these needs, and consult relevant personnel and organisations to identify further or alternative support programs that could assist
- implement trauma informed practice and principles to keep young people safe on at least one occasion, including:
 - addressing signs of abuse
 - establishing protocols of behaviours
 - monitoring at-risk behaviour patterns
 - establishing quick response actions to counter aggressive behaviour
- liaise with at least one external service provider to identify:
 - support and services offered
 - referral process to access services
- review the relevance and effectiveness of information and service provision to one young person
- review the relevance and effectiveness of assessment, support and referral systems on at least one occasion, including:
 - holding regular debriefings with associated organisations and service providers
 - debriefing and supporting other youth workers, including identifying training needs
 - producing reports and recording relevant information about young persons and programs according to organisational procedures and policies, ensuring accurate and complete information is included.

Knowledge Evidence

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

- legal requirements and organisational policies relating to advocacy, monitoring and dealing with abuse
 - principles of empowerment and enabling processes in advocacy
 - short-term counselling strategies
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- different forms of Adverse Childhood Experiences (ACEs) and their indicators and reactions that persist over time
 - the difference between potentially traumatic events and trauma as the harm to the young person including the likelihood and presentation of dissociative responses during adolescence
 - types and indicators of trauma:
 - physical
 - emotional
 - psychological
 - sexual
 - structural
 - systemic
 - abuse and neglect
 - childhood adversity
 - specialist and generic services and agencies
 - family support and mediation
 - youth-specific consultation and engagement principles for seeking feedback on service provision
 - reflective and evaluative processes in youth work practice
 - key aspects of human rights declarations and United Nations Convention on the Rights of the Child
 - organisational policies, guidelines and procedures.

Assessment Conditions

Skills must be demonstrated in the workplace, with the addition of simulations and scenarios where the full range of contexts and situations have not been provided in the workplace.

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.

Links

Companion Volume implementation guides are found in VETNet -

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