



Australian Government

CHCYTH019 Undertake youth work in specific communities

Release: 1

CHCYTH019 Undertake youth work in specific communities

Modification History

Not applicable.

Application

This unit describes the performance outcomes, skills and knowledge required to work effectively with young people in specific communities, including Aboriginal and/or Torres Strait Islander communities, schools, rural and remote communities, and in other specific community settings.

It includes the use of individual, group and community development processes to address issues of concern for young people in those communities.

This unit applies to youth work in the context of diverse groups of young people and communities.

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. Become familiar with the cultural safety of the specific community.

PERFORMANCE CRITERIA

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

- 1.1. Identify the historical, social, political, economic and environmental factors that impact on the community.
- 1.2. Foster relationships with members of the community to support understanding of values, beliefs and privileges of the specific community culture.

- | | |
|--|--|
| | 1.3. Identify how relationships, communication and power structures work within the community. |
| | 1.4. Identify the key stakeholders and decision-makers within the community. |
| 2. Identify the place of young people within the specific community. | 2.1. Establish and maintain networks and relationships with the key stakeholders in the community.
2.2. Research the experiences, key issues and concerns of young people in the community.
2.3. Identify the expectations of young people and other key stakeholders of your role within the community. |
| 3. Identify issues of common interest. | 3.1. Support young people to safely express their views.
3.2. Identify areas of common concern and difference within the community.
3.3. Seek out the key community allies who share young people's concerns.
3.4. Identify barriers to access and equity in relation to young people.
3.5. Make referrals to address individual issues within duty of care requirements.
3.6. Identify and discuss ideas to address issues of common concern and create opportunities for young people. |
| 4. Work with young people in the community. | 4.1. Identify effective models, strategies and programs that address young people's issues in community work.
4.2. Plan and deliver services safely according to organisational policies and procedures, regulatory requirements and community protocols.
4.3. Respect local community values, beliefs and roles when providing services.
4.4. Apply strategies and policies to address identified needs of young people in communities.
4.5. Take available opportunities to advocate on behalf of young people within communities.
4.6. Maintain confidentiality of person's information.
4.7. Accurately document interventions and evaluate and report outcomes in line with organisational policies and procedures. |

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 CHCYTH007 Undertake youth work in specific communities.

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 CHCYTH019 Undertake youth work in specific communities

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:

- establish and maintain at least one network in the community in which youth work is performed including:
 - using more than one community engagement strategy
 - respecting difference and embracing diversity of cultures
 - advocating for young people's participation in resolving community issues and decision making
 - facilitating negotiations in conflict situations between young people and other community stakeholders
- refer at least one young person to services within or external to the community
- implement community development principles and strategies to engage young people and others in at least one community action and response.

Knowledge Evidence

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

- historical, social, political, economic, cultural and environmental factors that impact on community
- political and power dynamics within the community
- key stakeholders in the community:
 - internal
 - external
 - decision makers
 - young people
- role and place of young people in communities
- duty of care requirements and application in the community context
- community development principles
- youth-centred practices that focus on the young person as the primary stakeholder
- youth cultures, and social, political and economic and professional frameworks
- own cultural values, cultural lens and ethnocentrism
- organisational policies 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 and community stakeholders.

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>