



Australian Government

Department of Education, Employment and Workplace Relations

CHCPROT405D Provide supervision in the community

Release: 1

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Modification History

Not Applicable

Unit Descriptor

Descriptor

This unit describes the knowledge and skills required by workers who provide legislated and protective services to children and young people at substantial risk of abuse or neglect and/or are subject to court mandates/ orders

Application of the Unit

Application

This unit may apply to community service work in security contexts

Licensing/Regulatory Information

Not Applicable

Pre-Requisites

Not Applicable

Employability Skills Information

Employability Skills

This unit contains Employability Skills

Elements and Performance Criteria Pre-Content

Elements define the essential outcomes of a unit of competency.

The Performance Criteria specify the level of performance required to demonstrate achievement of the Element. Terms in italics are elaborated in the Range Statement.

Elements and Performance Criteria

ELEMENT

1. Promote cooperative behaviour

PERFORMANCE CRITERIA

- 1.1 Communicate positive and realistic expectations of child/young person's behaviour to child
- 1.2 Use clear communication, suggesting positive options to encourage cooperation of child/young person
- 1.3 Draw attention of child/young person to positive aspects of their behaviour
- 1.4 Support child/young person to accept responsibility for meeting requirements of intervention and program

ELEMENT**PERFORMANCE CRITERIA****2. Liaise with client providers**

- 2.1 Identify and assess client needs
- 2.2 Discuss feedback with client and relevant parties
- 2.3 Take appropriate action
- 2.4 Ensure providers receive relevant client information
- 2.5 Undertake all appropriate record-keeping and reporting in accordance with defined procedures
- 2.6 Ensure allocated service delivery continues to match client requirements
- 2.7 Implement required changes where appropriate and as resources permit

3. Coordinate community programs

- 3.1 Assess specific client needs and match to an existing program
- 3.2 Employ appropriate communication techniques to engage young client and to address specific needs, including those relating to
 - culture
 - disability
 - development
 - gender
- 3.3 Consult relevant community organisations to identify available programs to meet specific client needs
- 3.4 Undertake appropriate work to ensure a thorough knowledge of content, purpose and access protocols of existing programs
- 3.5 Provide relevant information to client as appropriate

ELEMENT**4. Fulfil legislative responsibilities****PERFORMANCE CRITERIA**

4.1 *Provide child/young person with community supervision* in accordance with relevant legislation, policies and procedures

4.2 Provide supervision to assist client address their needs and issues

4.3 Source and validate appropriate information to write reports and case file notes

4.4 Prepare court ordered reports in accordance with relevant legislation, policies and procedures

4.5 Where possible, consulted child/young person in the preparation of reports

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This describes the essential skills and knowledge and their level required for this unit.

Essential knowledge:

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:

- Dynamics of adolescent offending
- Dynamics of young offender's significant others
- Understanding adolescent clients and their special needs as individuals and as part of a group
- Identifying and implementing procedures used in a critical incident and/or situation, within relevant policy, procedures and legislation
- Behaviour management models, theories and techniques
- Security and safety procedures and policies

Essential skills:

It is critical that the candidate demonstrate the ability to:

- Maintain physical and emotional security and safety
- Interact with clients in appropriate ways
- Manage critical incidents and/or situations
- Maintain and use security systems
- Apply knowledge of organisation and legislative requirements
- Use typical processes listed in the Range Statement

In addition, the candidate must be able 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 the ability to:

- Identify, interpret and adapt behaviour management theories, models and techniques

REQUIRED SKILLS AND KNOWLEDGE

- Promote relapse prevention strategies and non-offending behaviour
- Demonstrate understanding of particular issues of the significant others of young offenders
- Communicate effectively with clients, families and members of justice system
- Utilise age appropriate behaviours and language
- Operate all relevant security equipment
- Demonstrate application of skills in:
 - conflict management
 - role modelling
 - engaging involuntary clients
 - engaging significant others
 - first aid
 - observation and assessing of behaviour
- Maintain documentation as required, including effective use of relevant information technology in line with occupational health and safety (OHS) guidelines

Evidence Guide

EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment Guidelines for this Training Package.

Critical aspects for assessment and evidence required to demonstrate this unit of competency:

- The individual being assessed must provide evidence of specified essential knowledge as well as skills
- This unit of competence must be assessed in the workplace and under the normal range of workplace conditions
- Consistency in performance should be demonstrated across the range of supervisory activities the worker is expected to undertake

EVIDENCE GUIDE

- Access and equity considerations:*
- All workers in community services should be aware of access, equity and human rights issues in relation to their own area of work
 - All workers should develop their ability to work in a culturally diverse environment
 - In recognition of particular issues facing Aboriginal and Torres Strait Islander communities, workers should be aware of cultural, historical and current issues impacting on Aboriginal and Torres Strait Islander people
 - Assessors and trainers must take into account relevant access and equity issues, in particular relating to factors impacting on Aboriginal and/or Torres Strait Islander clients and communities
- Context of and specific resources for assessment:*
- This unit can be assessed independently, however holistic assessment practice with other community services units of competency is encouraged
 - Resource requirements for assessment include access to:
 - an appropriate workplace or an environment capable of accurately simulating the workplace for assessment purposes
- Method of assessment:*
- In cases where the learner does not have the opportunity to cover all relevant aspects in the work environment, the remainder should be assessed through realistic simulations, projects, previous relevant experience or oral questioning on 'What if?' scenarios
 - Assessment of this unit of competence will usually include observation of processes and procedures, oral and/or written questioning on Essential knowledge and skills and consideration of required attitudes
 - Where performance is not directly observed and/or is required to be demonstrated over a 'period of time' and/or in a 'number of locations', any evidence should be authenticated by colleagues, supervisors, clients or other appropriate persons

Range Statement

RANGE STATEMENT

The Range Statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Add any essential operating conditions that may be present with training and assessment depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts.

*The contexts for provision
supervision and security include:*

- Within a detention facility
- Of clients, staff and physical environment

*Provide child/young person with
community supervision will be
carried out within requirements
established by:*

- Court orders
- A range of legislation including social justice, equity and access, workplace health and safety and security
- Organisation policy and procedures
- Relevant program standards
- International conventions relating to the rights of children and young persons

*Admitting people to facility
includes:*

- Defining terms of custody with client, explaining terms of order to client and significant others in ways which are clear and age and culturally appropriate

*Integration into residential
setting includes:*

- Establishing processes for resolving issues between workers, client and other residents
- Explaining expectations of client while in facility
- Explaining rules and consequences for behaviour to client
- Ideology relating personal and communal behaviour operating in facility is explained to client

RANGE STATEMENT

Security involves:

- Physical safety of people and providing a sense of well being and maximum care and protection to clients and staff

Maintaining security involves ensuring a safe and healthy environment by monitoring physical security systems such as:

- Perimeter fence
- Buildings
- Locks
- Alarm systems
- Camera surveillance
- Radio/intercom systems

Contributing to reintegration of client back into community including:

- Providing information about services, programs and financial supports that client can access
- Utilising networks to provide client with access to opportunities available in community

Unit Sector(s)

Not Applicable