



Australian Government

Department of Education, Employment and Workplace Relations

CHCPROT411C Provide for care and protection of clients in specific need

Release: 1

CHCPROT411C Provide for care and protection of clients in specific need

Modification History

Not Applicable

Unit Descriptor

Descriptor

This unit describes the knowledge and skills required to respond to outcomes of notification and investigation

Application of the Unit

Application

This unit applies to staff working in a statutory context and staff supervising young people in community programs and agencies

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. Options to address client needs are identified

PERFORMANCE CRITERIA

- 1.1 Assess protection requirements according to available information
- 1.2 Collect further information as appropriate
- 1.3 Determine options for most appropriate course of actions against *level of risk* before decisions are made
- 1.4 Negotiate and implement options for leaving child or young person within care of significant others and negotiate agreement to engaging in a range of programs

ELEMENT**PERFORMANCE CRITERIA****2. Care and protection actions are negotiated and evaluated**

- 2.1 Base protective actions on interests and needs of at risk children and young people
- 2.2 Identify range of programs for assistance of significant others to maintain care of child and young person, provide referral information, and negotiate support to access programs
- 2.3 Provide information to significant others about responsibilities, statutory mandates and consequences of options for *removal* of child/ young person
- 2.4 Utilise processes to monitor and evaluate participation by significant others in *voluntary programs*
- 2.5 *Negotiate care placements* for clients with relevant agencies and significant others where instigated
- 2.6 Assess *cultural implications* for use of range of options and incorporate in planning and negotiation with client and significant others

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:

- Statutory framework and responsibilities
- Indicators of risk situations
- Options for resolving risk situations
- Cultural environment related to service delivery
- Options for development and training of carers and significant others
- Relevant child protection theories

Essential skills:

It is critical that the candidate demonstrate the ability to:

- Implement legal requirements
- Assess client needs
- Resolve 'at risk' situations

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:

- Make decisions based on complex information
- Demonstrate application of skills in:
 - conflict resolution and negotiation
 - high level communication skills
 - dealing with specific communities in own work area

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 will be assessed in the workplace or in a simulated workplace and under the normal range of workplace conditions
- Consistency in performance should be demonstrated across the range of situations for coordinating work integrating statutory requirements and responsibilities

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

EVIDENCE GUIDE

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
- Resources required for assessment of this unit 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.

RANGE STATEMENT

The contexts for options being identified, negotiated, and assessing care and protection for people in situations of specific need include:

- Significant others/clients home
- Case conference

Identifying, negotiating and assessing of care and protection for people in situations of specific need will be carried out within requirements established by:

- Commonwealth, and state legislation
- International conventions relating to the rights of children and young persons
- Organisation policy and procedures
- Relevant program standards

Level of risk is assessed:

- Taking into consideration a range of information, observations, interviews and assessing these against established criteria for different categories of risk

Categories of risk include:

- Neglect
- Emotional abuse
- Physical abuse
- Sexual abuse

Cultural implications include:

- Indigenous kinship, extended family considerations
- Ethnic family dynamics
- Intra and inter family dynamics

Agreed outcome:

- Agreement by significant others/child/young person on action required that will overcome protective concerns
- Identified agreed goals, objectives, tasks, responsibilities, timelines, arrangements for supervision, monitoring and review, placement and/or support services

RANGE STATEMENT

Voluntary programs for significant others include:

- Parenting skills
- Financial management
- Counselling or therapy

Negotiate care placements may include:

- Contacting care agency
- Transporting client to placement
- Developing a case plan that includes access arrangements

Removal may include:

- Preparing documentation for court processes
- Obtaining a decision from a court process
- Use of communication techniques: active listening, reflective, summarising question and statements, gaining agreement on actions
- Action planning
- Setting of boundaries for roles and actions
- Demonstration of empathy and rapport building
- Age appropriate language and questioning techniques
- Conflict resolution
- Managing grief and change processes
- Working with adolescents

Unit Sector(s)

Not Applicable