



Australian Government

Department of Education, Employment and Workplace Relations

CHCPROT423A Support transition from care

Release: 1

CHCPROT423A Support transition from care

Modification History

Not Applicable

Unit Descriptor

Descriptor

This unit describes the skills and knowledge required to contribute to and support children and young people's transition from the care environment

Application of the Unit

Application

This unit applies to a range of child and young person focused work, including protective care and child protection work

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. Inform the development of transition from care plans

PERFORMANCE CRITERIA

- 1.1 Consult with the young person and other key stakeholders to identify *options for safe transition from care*
- 1.2 Consult existing case plans to identify any *appropriate supports to be included in transition from care*
- 1.3 Contribute to the identification and recording of *specific strategies as part of a transition from care plan*
- 1.4 Clarify and confirm the young person's own identified needs and wants for inclusion in transition from care plans
- 1.5 Empower the young person to make informed choices about transition from care arrangements
- 1.6 Ensure planning reflects the *relevant child protection obligations for transition from care*

ELEMENT**PERFORMANCE CRITERIA****2. Implement transition from care plans**

- 2.1 *Support young person to implement strategies to transition from care according agreed plans*
- 2.2 *Identify aspects of transition from care plan that may need adjusting at any point of implementation as part of contingency management*
- 2.3 *Assess need for any additional supports for effective transition from care*
- 2.4 *Provide opportunities for young person to safely express their responses about transition from care arrangements*

3. Support child/young person to transition from care

- 3.1 *Consult with young person to identify support needs for effective transition from care*
- 3.2 *Present young person with range of information about support systems and processes*
- 3.3 *Facilitate young person's referral to additional supports when appropriate*
- 3.4 *Liaise with other support agencies about needs of young person transitioning from care*
- 3.5 *Ensure young person has necessary practical assistance for effective transition from care*
- 3.6 *Provide follow up support according to organisation policy after young person has transitioned from care*

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:

- Child protection system and relevant legislation to be applied in transition from care activities according to work jurisdiction
- Effects of involvement in the child protection system on young people in care and transitioning from care
- United Nations Convention on the Rights of the Child
- Principles of good practice in child protection work
- Codes of ethics, legislation and organisation policy and procedures relevant to job role and preparation for transition from care strategies
- Factors which may influence or contribute to successful transition from care
- Range of needs the young person may have to transition from care
- Physical, social, psychological and emotional development of young people and the ways in which such development can be affected; the nature of adolescence and how it affects behaviour and feelings
- Standards of practice pertaining to specific job role and workplace
- Risk analysis processes applying to the activities occurring internal and external to the child protection and protective care environments
- Rights and responsibilities of young people and their families/carers in the child protection system
- Rights and responsibilities of own work performance in child protection system
- Principles and processes of effective communication with diverse groups of young people and colleagues
- Processes for young people and their families/carers to be able to lodge complaints about the child protection system
- Agency systems for recording and reporting a range of information about young people, the child protection system and related work functions
- Importance of anti-discrimination and inclusivity principles applied to work practices
- Culture, gender, beliefs can affect attitudes and behaviour and how these may be

REQUIRED SKILLS AND KNOWLEDGE

perceived by others

- Own work role and from whom assistance and advice should be sought
- Promotion and development strategies for transition from care activities

Essential skills:

It is critical that the candidate demonstrate the ability to:

- Assess young person's needs to prepare to transition from care
- Implement activities to support the preparation of transition from care
- Implement activities without compromising safety and well being of the young person
- Monitor and support the young person activities to effectively transition from care
- Support the young person's goals and attempts to enable them to benefit from transition from care
- Monitor where required as part of job role, the transition from care preparation process and implementation activities

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:

- Communicate effectively with young people to ensure understanding of supports available to transition from care
- Monitor and evaluate strategies and transition plans
- Liaise with other stakeholders in the development of preparation plans including young person, their families, internal and external supports
- Undertake risk analysis of all aspects of the transition from care plan
- Observe and report matters to relevant personnel as required within the job role
- Implement procedures for safety of young person, self and others
- Identify young person needs for transition from care
- Consult with out of home care providers where appropriate
- Advocate for the rights, needs and safety in transition from care processes

Evidence Guide

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 consider the complexity of the environment in which workers are expected to participate

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
- Resources required for assessment include access to relevant workplace or simulated realistic workplace setting where assessment may take place

EVIDENCE GUIDE

Method of assessment:

- Assessment may include observation, questioning and evidence gathered from a workplace environment

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.

Options for safe transition from care may include:

- Reunification with immediate or extended family members
- Independent living
- Semi independent youth accommodation programs
- Residency with family friends
- Share housing
- Community engagement and kinship networks

Appropriate supports to include in transition from care may include:

- Income support systems
- Assistance locating suitable accommodation
- Referral to specialist services e.g. medical, counselling
- Facilitating engagement with further education and training opportunities
- Referral to appropriate Employment Agencies
- Practical supports
- Information on Tenancy Advice
- Transportation
- Follow up arrangements

RANGE STATEMENT

Specific strategies as part of a transition from care plan may include:

- Assisting the young person to identify goals and actions to achieve most appropriate transition from care
- Establishing priorities for practical support needs e.g income, resources, transport etc..
- Activities to provide for the appropriate psychological preparation to transition from care
- Skills assessment for independent living
- Developing budgets and priorities for transition from care
- Linking young person with key agencies
- Brokering support services where necessary
- Providing necessary information to empower the young person to make key decisions about their own needs and well being
- Plans for providing information about to the young person long term care history

Relevant child protection obligations for transition from care include:

- Obligations and regulations for transition from care are specific to the child protection legislation for individual jurisdictions and may include but is not limited to:
 - practical support for the young person transitioning from care e.g. payments, resources of material nature
 - case plans developed in consultation with the young person and any identified parties
 - monitoring and reviewing the transition for a period of follow up
 - gradual transition from care arrangements
 - linking the young person with key agencies
 - respecting the rights, needs and safety of young people

RANGE STATEMENT

Support the young person may include:

- Provision of necessary information to allowed informed decision-making
- Provision of practical supports and/or ensuring the access to practical support
- Advocacy in planning and implementation processes
- Access to personal records
- Assisting with establishing independence and community linkages
- Assessing the safety of decisions in consultation with the young person at all times

Contingency management may relate to:

- Financial limitations
- Inability to facilitate the first preferences for transition
- Unexpected or intense emotional responses to transition from care
- Timeframe and logistical issues
- Illness
- Young person indicates a desire/need to change some or all of the goals in the transition from care plan

Young person expresses their responses about transition from care may refer to:

- Extreme and or unexpected emotional or physical expressions including sadness, excitement, anger, grief, fear, anxiety
- Fear about independence from the care environment
- Perceptions of loss of security and/or reinforced abandonment issues
- Needs for reassurance of capacity to self care

RANGE STATEMENT

Referral to additional supports may include:

- Health
- Education
- Youth
- Employment
- Advocacy
- Transport
- Recreation
- Drug and alcohol
- Mental health and/or psychological services
- Legal aid
- Cultural supports
- Community linkages

Barriers to access and equity in relation to Aboriginal and/or Torres Strait Islander health may include:

- Racism, including community and institutionalised racism
- Discrimination
- Socioeconomic status
- Access to essential services and infrastructure
- Lack of coordination of government at all levels
- Inadequate resources/funding
- Lack of community control and ownership
- Lack of political leverage
- Language barriers
- Disease focus of mainstream health care delivery
- Differences in concept of ill health
- Geographic access to primary health care and specialist health services
- Cultural barriers, such as poison cousin and kinship barriers

Recognised agencies may include:

- Aboriginal and Torres Strait Islander child protection services

RANGE STATEMENT

Organisation policies and regulatory requirements may include:

- Protocols document
- Practice manual
- Privacy and confidentiality guidelines
- Occupational health and safety (OHS) guidelines

Unit Sector(s)

Not Applicable