



Australian Government

Department of Education, Employment and Workplace Relations

CHCPROT502E Undertake and implement planning with at-risk children and young people and their families

Release: 1

CHCPROT502E Undertake and implement planning with at-risk children and young people and their families

Modification History

CHC08 Version 3	CHC08 Version 4	Description
CHCPROT502D Undertake and implement planning with at-risk children and young people and their families	CHCPROT502E Undertake and implement planning with at-risk children and young people and their families	Unit updated in V4. ISC upgrade changes to remove reference to OHS legislation and replace with reference to new WHS legislation. No change to competency outcome.

Unit Descriptor

Descriptor

This unit describes the knowledge and skills required to undertake assessments of children and young people and or families to develop an intervention strategy to reduce the risk of abuse

Application of the Unit

Application

This unit applies to statutory child protection work in a range of 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

PERFORMANCE CRITERIA

1. Ensure clients receive services appropriate to their needs

- 1.1 Convene and attend relevant meetings to share *information*
- 1.2 Maintain effective working relationships with relevant agencies, service providers and professionals
- 1.3 Clarify and document different roles to be played by relevant agencies, service providers and professionals
- 1.4 Provide information and updates to relevant agencies, service providers and professionals on case management changes and progress
- 1.5 Provide clients with information about the roles of different services available to them in accordance with organisation and legal requirements
- 1.6 Make referrals as appropriate to meet the needs of children, young people and their families

ELEMENT

PERFORMANCE CRITERIA

2. Implement and review plan

- 2.1 Prioritise and undertake work to assure needs of clients are met within timeframe
- 2.2 Identify competing demands and work pressures and implement strategies to maintain a focus on the clients' needs
- 2.3 Routinely engage child, family and others to review case plan in a supervised context
- 2.4 Work within ethical and legislative guidelines

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:

- Legislative requirements and provisions relevant to area of service delivery and delegated responsibility
- Accepted organisation procedures, systems and practice for client assessment and allocation of services
- Accepted practices for delivery of services to particular clients
- Issues affecting particular client groups including:
 - risk factors
 - vulnerability of child
 - history of abuse
 - parents perception of child
 - parents personal characteristics
 - social interaction
 - relationships and spouse

Essential skills:

It is critical that the candidate demonstrate the ability to:

- Develop and implement case plans through collaboration with key stakeholders which assess and address key risk factors in families and reduce risk to the child/young person
- Demonstrate skills in case management and inter-agency work

- Develop collaborative relationships with child, family and other key stakeholders
- Demonstrate understanding and use of case management tools
- Demonstrate knowledge and utilisation of therapeutic models

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:

- Demonstrate application of skills in:
 - high level interpersonal skills
 - analysis and judgement
 - risk management
 - oral communication skills required to develop rapport with client
 - oral communications skills may include listening, asking questions, providing encouragement
 - language used may be English, sign language or community language depending on client group
 - Literacy competency required to fulfil the procedures of the organisation/service
 - language used may be English or community language depending on service/organisation
 - Effective use of relevant information technology in line with work health and safety (WHS) guidelines

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 will be most appropriately assessed in the workplace or in a simulated workplace and under the normal range of workplace conditions
- Assessment must include a number of clients with complex needs

- 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:*
- Assessment may include observations, questioning or evidence gathered from the workplace

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.

- Communication will include with:*
- People with disabilities or where English is not the first language
 - People in particular communities
 - Different age and gender groups

Information includes:

- Risk factors, prior history, family strengths

Review procedures include:

- Departmental reviews
- Court reviews
- Review of child family and other stakeholders

Reports include:

- Verbal
- Written
- Completion of proformas
- Meeting reports

Unit Sector(s)

Not Applicable