



Australian Government

Department of Education, Employment and Workplace Relations

CHCPROT526A Work in a child protection environment

Release: 1

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Modification History

Not Applicable

Unit Descriptor

Descriptor

This unit describes the skills and knowledge required to participate effectively as part of a child protection team , managing own performance and implementing safe work practices in the child protection context

Application of the Unit

Application

This unit applies to child protection work context and may include statutory and non statutory job roles

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. Work in a child protection team

PERFORMANCE CRITERIA

- 1.1 Participate in and *contribute to functions of child protection team*
- 1.2 Amend own workload to assist with team priorities including crisis response team work
- 1.3 Behave according to agreed codes of conduct and with *respect to other team members*
- 1.4 Build relationships within team and recognise support needs of others

ELEMENT**PERFORMANCE CRITERIA****2. Manage own performance as part of the team**

- 2.1 Regularly monitor performance against work plans, organisation objectives and client needs
- 2.2 Identify and participate in formal and informal opportunities to develop skills and knowledge to optimise performance
- 2.3 Arrange and *participate in own regular supervision*
- 2.4 Implement *appropriate self care strategies and work/life balance* with recognition of complexity of child protection work
- 2.5 Monitor casework and *consult supervisor about specific case concerns*

3. Implement personal safety strategies in child protection work

- 3.1 Assess and plan personal safety before initial client contact
- 3.2 Identify level of client aggression and *respond appropriately according to organisation policy*
- 3.3 Use appropriate personal safety strategies during home visits, family contact visits, and when transporting clients
- 3.4 Maintain personal and child protection team safety by sharing critical safety information and client risk assessment according to policy
- 3.5 Complete required incident report documentation

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 legislation
- Occupational health and safety (OHS) policy and procedures relating to individual worker safety when interacting with clients
- Statutory responsibilities and delegations
- Code of conduct for child protection work
- Appropriate response to violence and aggressive client behaviour
- Organisation information systems
- Information sharing and referrals protocols
- Critical incident reporting procedures
- Types of abuse and resulting harms, including indicators of harm
- Family dynamics and attachment theories and concerns
- Strategies to engage and build rapport with children
- Impact of child abuse and neglect on child and adolescent development
- Dynamics of domestic and family violence
- Mental health concerns and affects on parenting
- Substance abuse and the effects on parenting
- Dynamics of sexual abuse, risk indicators and how to enhance protective factors
- Suicide prevention strategies

Essential skills:

It is critical that the candidate demonstrate the ability to:

- Contribute to, undertake tasks outside of their defined job role when required to support the team
- Resolves problems through discussion and contributes positively to team meetings

REQUIRED SKILLS AND KNOWLEDGE

- Establish a learning and development plan
- Access and participate in regular supervision and complete supervision documentation
- Implement personal and team safety procedures

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:

- Effective observation and communication skills
- Implement relevant policies and procedures to ensure task management and worker safety in client interactions
- Documentation of incident reports
- Undertake evacuation of self, workers and clients in situations of aggressive behaviour
- Recognise team dynamics and relationship concerns and act upon these to ensure maintenance of effective child protection team
- Identify own limitations in work role including stress factors and seek appropriate support
- Create learning and development plans to improve and increase own professional practice
- Communicate effectively with clients, colleagues and staff of external agencies
- Counsel clients using empathy, reflective listening paraphrasing and strengths-based techniques
- Manage conflict using appropriate negotiation and resolution skills
- Solve problems by identifying the issue, collaborates to identify possible solutions, implements a strategy to resolve the problem, and reviews the implementation and outcomes

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.

EVIDENCE GUIDE

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

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.

Respect to other team members may include:

- Engage appropriately with individual and cultural differences within the team
- Disagree politely and respectfully
- Offers solutions to disputes within the team
- Compromise to maintain team harmony

Participate in own regular supervision may include:

- Acknowledges and discusses own strengths and weaknesses in supervision with supervisor
- Supervision may be internal or external to the organisation

Appropriate self care strategies and work/life balance may include:

- Regular breaks for lunch
- Regular recreational leave
- Overtime only worked when instructed or when approved by relevant authority
- Regularly discuss workloads with supervisor

Consult supervisor about specific case concerns may include:

- Complexity of cases
- Need to reprioritise cases
- Advise of work unable to be completed
- Significant changes to cases

RANGE STATEMENT

Respond appropriately according to organisation policy may include:

- Follows workplace security protocols
- Zero Tolerance for violence
- Use of alarms
- Movement and evacuation of staff

Unit Sector(s)

Not Applicable