



Australian Government

Department of Education, Employment and Workplace Relations

CHCYJ401B Work in the youth justice environment

Release: 1

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Modification History

CHC08 Version 3	CHC08 Version 4	Description
CHCYJ401A Work in the youth justice environment	CHCYJ401B Work in the youth justice environment	Unit updated in V4. ISC upgrade changes to remove references to old OHS legislation and replace with references to new WHS legislation. No change to competency outcome.

Unit Descriptor

Descriptor

This unit describes the knowledge and skills required to work effectively in youth justice service settings to meet established work requirements

Application of the Unit

Application

This unit applies to work in both a community and custodial youth justice service environment

Application of this unit should be contextualised to reflect specific workplace requirements and practices

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. Develop knowledge of youth justice work

PERFORMANCE CRITERIA

- 1.1 Develop knowledge of *different youth justice work contexts* and how the inter-relationships between these sectors affects own work
- 1.2 Develop knowledge of *current youth justice issues* which impact on own work area and *different models of work*
- 1.4 Research and identify types of young people's offending behaviour
- 1.3 Identify the relationship between *factors which influence young people's offending behaviour* and evidence of effective practice in working with young offenders

ELEMENT**PERFORMANCE CRITERIA**

2. Perform work following legal, ethical and organisation requirements

- 2.1 Demonstrate consideration and understanding of ethical practices in youth justice work
- 2.2 Identify relevant organisation *policies and procedures* relating to standards and *legislative requirements* of own work role and clarify any uncertainties with appropriate personnel
- 2.3 Comply with relevant standards of practice applying to work undertaken
- 2.4 Recognise boundaries and limitations of work role and refer matters to *relevant personnel* as required
- 2.5 Identify *issues requiring mandatory notification* and report to supervisor and/or an appropriate authority
- 2.6 Reflect understanding and compliance with the principles of duty of care and legal responsibilities in all work undertaken

3. Maintain professional work standards

- 3.1 Contribute to identifying and implementing improved work practices
- 3.2 Reflect understanding and focus on achieving organisation goals and objectives in all work undertaken
- 3.4 Respond positively to changes to improve work practices and procedures in accordance with organisation requirements
- 3.5 Promote the value of young people as individuals in their own right
- 3.6 Model positive behaviour to young people and recognise the power differentials in the worker client relationship

ELEMENT**PERFORMANCE CRITERIA****4. Work effectively in youth justice services**

- 4.1 Implement work practices that supports the rights of young people in the justice system
- 4.2 Promote and protect the inclusivity and diversity of young people in the justice systems
- 4.3 Maintain awareness of current issues influencing the provision of youth justice services, including *issues for Aboriginal and/or Torres Strait Islander young people*
- 4.4 Maintain confidentiality in work practices
- 4.5 Assess *risks* and take appropriate actions according to organisation policy and any legislation requirements
- 4.6 Record information as required of job role and according to organisation practice standards
- 4.7 Explain clearly worker role and responsibility to the young person

5. Take responsibility for own skill development

- 5.1 Seek and positively receive, feedback from supervisor on own standard of own work practices
- 5.2 Plan with the supervisor ways to improve areas of work practices
- 5.3 Take part in actions to implement the skills development plan
- 5.4 Reflect regularly on own work performance

ELEMENT**PERFORMANCE CRITERIA**

6. Communicate effectively in a youth justice environment

- 6.1 *Communicate with young people* in a way that is appropriate to age, culture, ability or disability, development and language requirements
- 6.2 Encourage open exchanges of information between worker and young person
- 6.3 Minimise any constraints to communication with young people and colleagues
- 6.4 Use communication that is free from discrimination and oppression
- 6.5 Follow organisation procedures for accessing, collecting and recording written communications about young people
- 6.6 Ensure communication with colleagues models respect and diversity

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:

- Youth justice system and relevant legislation in work jurisdiction
- Effects on young people in the youth justice system
- United Nations Convention on the Rights of the Child
- Principles of good practice in the youth justice work
- Codes of ethics, legislation and organisation policy and procedures relevant to job role
- Types of approaches and models within the youth justices system
- Factors which may influence or contribute to offending behaviour
- 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 in the youth justice setting

- Types of information to access to support functions of job role
- Importance and differences of security awareness in custodial and community youth justice work
- Rights and responsibilities of young people and their families/carers in youth justice system
- Rights and responsibilities of own work performance in youth justices system
- Tensions that may arise between rights and responsibilities and how to resolve these tensions
- 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
- Agency systems for recording and reporting a range of information about young people, the youth justice system and related work functions
- Importance of anti-discrimination and inclusivity principles applied to work practices
- Diverse values and beliefs which individuals may hold and how to respond accordingly
- Culture, gender, beliefs can affect attitudes and behaviour and how these may be perceived by others
- Importance of challenging own perceptions and attitudes in relation to work performance and decision-making
- Own work role and from whom assistance and advice should be sought
- Impact of broader social and economic environment on young people

Essential skills:

It is critical that the candidate demonstrate the ability to:

- Apply an understanding of the legislation requirements of the job
- Apply work practices that respect the rights of the young person and others
- Reflect upon own practices and seek feedback from supervisors and colleagues on own work performance
- Locate and apply relevant policies and procedures of the youth justice workplace
- Maintain professional boundaries in all youth justice work
- Identify and apply ethical practices to work with young people
- Incorporate theoretical understandings of adolescent development and offending behaviour into work practice

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:

- Raise awareness in others of the needs and rights of young people
- Communicate effectively with young people in a range of situations
- Identify the factors which contribute to offending behaviour
- Undertake risk analysis of immediate work environment

- Promote anti-discriminatory practices
- Observe and report matters to relevant personnel as required with the job role
- Implement security procedures for safety of young person, self and others in the work environment as required by the youth justice organisation

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 is most appropriately assessed in the workplace or in a simulated workplace setting under the normal range of workplace conditions
- Assessment must demonstrate consistency of application of skills and knowledge described in this unit of competency

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

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.

- Different youth justice work contexts may include:*
- Community setting
 - Custodial/secure settings
- Current youth justice issues may include:*
- Risk identification
 - Over representation of specific groups in custody
 - Recidivist offending
 - Security risks
 - Increased presentations of young offenders with complex issues
- Different models of work may include:*
- Restorative justice
 - Punitive justice

Factors which influence young people's offending behaviour may include:

- Risk taking behaviours associated with adolescent development
- Deprivation/neglect
- Experience and exposure to violence, discrimination, criminal activity, oppression, abuse or other traumatic events
- Vulnerability and reliance on illegal activity for survival
- Capacity and opportunity to participate in community, education and recreational activity
- Factors related to mental health, alcohol and other drugs (AOD) issues for the individual and/or family
- Accommodation, employment and income
- Physical health

Policies and procedures may include:

- Any policies and procedures that have affect upon the work undertaken
- Confidentiality
- Collecting, recording and storing information
- Access and equity policy
- Security and risk assessment
- Operations policies

Legislative requirements may include:

- Specific legislations which relates to the work being undertaken - both the context and the individual -and the impact of this on the work
- Youth justice
- Child protection
- Privacy
- Anti-discrimination
- Work health and safety (WHS)

Relevant personnel may include:

- Supervisors
- Colleagues

Issues requiring mandatory notification may include:

- Abuse and neglect
- Notifiable diseases

Issues for Aboriginal and/or Torres Strait Islander young people:

- Deprivation and isolation from family and community contact
- Over representation in custody
- Self-harm issues
- Cultural 'shock' in custodial setting
- Advocacy issues within the justice system
- Socioeconomics
- Education and language barriers

Risks may include:

- Physical security
- Personal safety
- Safety of young person or others
- Property
- Breaches of orders

Communicate with young people may include:

- Verbal
- Non-verbal
- Written
- Electronic
- Assistive communication (disability)

Unit Sector(s)

Not Applicable