



Australian Government

Department of Education, Employment and Workplace Relations

CHCYTH503A Undertake youth work in specific communities

Release: 1

CHCYTH503A Undertake youth work in specific communities

Modification History

Not Applicable

Unit Descriptor

Descriptor

This unit describes the skills and knowledge required to work effectively with young people in specific communities, including Aboriginal and/or Torres Strait Islander communities, schools, rural and remote communities and other specific community settings

It includes the use of individual, group and community development processes to address issues of concern to young people in those communities

Application of the Unit

Application

This unit applies to youth work in the context of diverse groups of young people and communities

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. Become familiar with the culture of the specific community

- 1.1 Identify the *historical, social, political, economic and environmental factors* that impact on the community
- 1.2 Get to know the members and the *culture* of the specific community
- 1.3 Identify how relationships, communication and *power structures* work within the community
- 1.4 Identify the key decision-makers and opinion makers within the community
- 1.5 Identify the key external stakeholders of the community

2. Identify the place of young people in that community

- 2.1 Establish and maintain networks and relationships with the *key stakeholders in the community*
- 2.2 Identify the experiences, key issues and concerns of young people in the community
- 2.3 Identify the expectations of young people and other key stakeholders of your role within the community

ELEMENT**PERFORMANCE CRITERIA**

- | | |
|--|---|
| 3. Identify issues of common interest for young people and other key stakeholders in the specific community | 3.1 Support young people to safely express their views
3.2 Identify areas of common concern and difference
3.3 Identify key community allies who share young people's concerns
3.4 Make referral to address individual issues within duty of care requirements
3.5 Brainstorm a range of ideas to address issues of common concern and create opportunities for young people in the community |
| 4. Work with young people and other key stakeholders to plan, implement, evaluate and document specific interventions appropriate to the community | 4.1 Reflect on <i>effective models, strategies and programs that address young people's issues</i> in community work
4.2 Deliver services safely in line with organisation policies, regulatory requirements and community protocols
4.3 Consider and respect local community values, beliefs and roles when providing services
4.4 Identify aspects of organisation's service strategies, policies, bodies and resources relevant to work in specific communities
4.5 Apply strategies and policies to address identified needs of young people in communities
4.6 Identify barriers to access and equity in relation to young people
4.7 Take available opportunities to advocate on behalf of young people within communities
4.8 Maintain confidentiality of client information
4.9 Document interventions and outcomes |

Required Skills and Knowledge

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:

- Historical, social, political, economic and environmental factors that impact on community
- Community cultural characteristics in which youth work is performed
- Political and power dynamics within the community relationships and functioning
- Key stakeholders within communities
- Understanding of the role and place of young people in communities
- Duty of care requirements and application in the community context
- Community development principles
- Issues of confidentiality in community context when working with young people and other community members
- Power dynamics in community relationships and structures
- Youth centred practices with focus on the young person as the primary stakeholder
- Youth cultures, social, political and economic and professional frameworks
- Principles of ethical decision-making
- The impact of judgement making skills in youth work
- Own cultural values, cultural lens and ethnocentrism
- Different world views and the interrelationship of society, culture, and the young person
- Diversity in all forms -cultural, sexualities, abilities, socioeconomics, experiences of migrants, refugees and asylum seekers, geographical locations

Essential skills:

It is critical that the candidate demonstrate the ability to:

- Establish and maintain networks in communities in which youth work is performed
- Refer to appropriate services within and external to the community
- Implement community development principles and strategies to engage young people and others in community action and response
- Communicate with people from a diverse range of backgrounds
- Identify youth centred issues in a variety of community contexts
- Use a range of community engagement strategies

REQUIRED SKILLS AND KNOWLEDGE

- Respect difference and embrace diversity of cultures
- Facilitate negotiations in conflict situations in communities where the conflict may be between young people and other community stakeholders
- Advocate for young people's participation in community issues and decision-making where appropriate

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 work in which workers are expected to participate

EVIDENCE GUIDE

- 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

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

Historical, social, political, economic and environmental factors may include:

- Social and cultural construct of community
- Young people in the media
- Socioeconomic status of young people and the community
- Rights needs and responsibilities of young people
- Stereotyping of young people within and external to the community

Culture includes:

- As defined by the community with whom worker has contact and can include:
 - shared experiences within ethnicity based groups
 - shared interest and ideologies
 - shared social practices and rituals, religion and spirituality
 - other

Power structures in a community may include:

- Political
- Social
- Religious
- Economic
- Collective
- Hierarchical

Key stakeholders in the community may include:

- Spiritual leaders
- Political members
- Religious members
- Individuals appointed by others in the community
- Elders
- Educators

RANGE STATEMENT

Effective models, strategies and programs that address young peoples issues may include:

- Client self determination
- Empowerment
- Community development
- Community education
- Intervention
- Support
- Prevention

Unit Sector(s)

Not Applicable