Contents

Section 1:
Unit of competency

The CHC Community Services Training Package was developed by the Community Services and Health Industry Skills Council in consultation with industry stakeholders including employers, unions, peak bodies, professional associations, regulatory bodies, registered training organisations (RTOs) and other relevant parties. The training package specifies the skills and knowledge required to perform effectively in the workplace.

Individual units of competency are nationally agreed statements that describe work outcomes and can stand alone when applied in the workplace.

This section outlines the requirements of the unit of competency *CHCPRT003 Work collaboratively to maintain an environment safe for children and young people* and other information relevant to it.

It contains the following information:

1.1   Elements of competency and performance criteria

1.2   Assessment requirements

1.3   Dimensions of competency

1.4   Foundation skills

1.5   Skill sets

1.6   Recognition of prior learning (RPL)

1.7   Glossary of terms

1.1 Elements of competency and performance criteria

The elements of competency define the skills required to perform a work activity. They describe the required outcomes that need to be assessed.

The performance criteria define the level of skill necessary to achieve the requirements of the element.

The following table maps the content in the Aspire learner guide *CHCPRT003 Work collaboratively to maintain an environment safe for children and young people* to the unit of competency.

CHCPRT003 Work collaboratively to maintain an environment safe for children and young people	Where covered in the learner guide
Element 1: Implement principles in child protection	Chapter 1: Implementing the principles of child protection
1.1 Perform work requirements according to legal, political and community expectations of child protection work	1A Understanding and performing child protection requirements
1.2 Demonstrate understanding of the child protection system, roles and responsibilities of key agencies	1B Recognising the impacts of child abuse and neglect
1.3 Recognise the impacts of child abuse and neglect in the processes of investigation and assessment	1A Understanding and performing child protection requirements
Element 2: Apply agreed protocols and guidelines for collaborative practice	Chapter 2: Applying protocols and guidelines for collaborative practice
2.1 Conduct all work within agreed guidelines of collaborative practice	2A Carrying out work in a collaborative practice framework
2.2 Prioritise experiences of child when supporting needs, rights and interests of the child	2B Supporting the needs, rights and interests of the child
2.3 Acknowledge and manage challenges of child protection work in a collaborative practice framework	2A Carrying out work in a collaborative practice framework
2.4 Apply effective safe work and self-management strategies for child protection duties	2C Applying effective safe work and self-management strategies
Element 3: Work collaboratively with children and families from diverse backgrounds	Chapter 3: Working collaboratively with children and families
3.1 Identify risk factors for families and support them to address these risks	3A Supporting families to address identified risks
3.2 Respond appropriately to children and families with culturally and linguistically diverse backgrounds	3A Supporting families to address identified risks

2.1 Training and assessment strategy

Training organisations must develop a training and assessment strategy for each training program they deliver. The training and assessment strategies developed and implemented by an RTO must take into account and be contextualised to:

- the needs of the learner or learner group
- the learning context
- the requirements of the training package.

RTOs must:

- meet the requirements of the training package including language, literacy and numeracy requirements
- document information according to AQTF or VET Quality Framework audit requirements
- meet the needs of particular target groups
- provide learning pathways
- seek input from industry and other relevant stakeholders.

Structuring a training program

The following checklist outlines the type of information you may wish to include in your training and assessment strategy:

- ❑ Details of the training organisation, including the contact person
- ❑ The unit/s of competency to be delivered in the program of study
- ❑ Pathways
- ❑ The learner or target group
- ❑ Delivery mode/s
- ❑ Training resources including facilities required for delivery and assessment, and other infrastructure requirements
- ❑ Methods of assessment and evidence gathering
- ❑ Program duration and delivery schedule
- ❑ Session locations including workplace assessment information
- ❑ Delivery and assessment staff
- ❑ Assessment validation process

2.2 Training strategies

The following training strategies can be used to deliver *CHCPRT003 Work collaboratively to maintain an environment safe for children and young people*. These strategies, including the time allocations, are suggestions only. You may need to add to them, change them or substitute your own activities according to the interest level, experience of the learners and the specific situation. Remember; it is your responsibility as the trainer to use the most appropriate strategies for your learners.

Topic: Implementing the principles of child protection	
Suggested time allocation: 8 hours **Suggested resources**: ▪ Recommended reading ▪ Slide presentation software	**Slide nos**: 2–21
Recommended reading	**Terminology checklist**
Aspire learner guide *CHCPRT003 Work collaboratively to maintain an environment safe for children and young people* Chapter 1: Implementing the principles of child protection	▪ Child protection ▪ Protection agencies ▪ Abuse ▪ Neglect ▪ Mandatory reporting ▪ Child protection agencies ▪ Supporting agencies ▪ Best interest ▪ Early intervention ▪ Out-of-home care ▪ Culturally specific responses ▪ 'After care' support ▪ Failure to thrive ▪ Attachment difficulties ▪ Emotional deregulation ▪ Psychological disorders ▪ Cognitive impairments
Suggested training strategies	
▪ Commence facilitation of this unit of competency by introducing learners to the Aspire learner guide for *CHCPRT003 Work collaboratively to maintain an environment safe for children and young people*. Appendix 1 of the learner guide describes the elements, performance criteria and performance and knowledge evidence that are required to demonstrate competence in this unit. You may wish to discuss recognition of prior learning processes with learners at this stage.	
▪ Discuss with learners the importance of identifying the foundation skills that they develop as they progress through this unit. Appendix 2 of the learner guide provides useful advice regarding foundation skills. The learner guide includes a template where learners may record the activities they have performed that relate to specific foundation skills; this template can be found following the final assessment.	

3.1 Alternative final assessment

Your trainer or assessor may require you to complete this assessment activity and will provide you with instructions as to how to present your responses. They may adjust the assessment activity depending on the circumstances of your training program.

The following activity forms part of your assessment of competence. You may also be required to demonstrate your skills and/or provide various workplace documents or third-party reports. Your trainer will give you guidance in this area.

The following table maps this final assessment activity against the elements and performance criteria of *CHCPRT003 Work collaboratively to maintain an environment safe for children and young people*.

Part	Element	Performance criteria
A	1, 2, 3	1.1, 1.2, 1.3, 2.1, 2.2, 2.3, 2.4, 3.2, 3.3, 3.4, 3.5
B	1, 2, 3	1.1, 1.2, 1.3, 2.2, 2.4, 3.1, 3.2, 3.3, 3.4

Purpose

This assessment activity is designed to assess your skills and knowledge across the whole unit *CHCPRT003 Work collaboratively to maintain an environment safe for children and young people*.

Requirements

To complete this assessment activity, you need:

- access to a children's services environment
- access to policies and procedures
- to complete the tasks in Part A and Part B and submit responses as directed by your trainer/assessor/training organisation.

Part A

You have been asked by your supervisor to develop an information package for new staff and volunteers to inform them about child protection responsibilities and procedures. You need to research relevant legislation, frameworks, standards, policies and procedures, and find out which are the key agencies that educators at your service should refer to and liaise with if child protection needs to occur.

Your information package can take any form you choose. For example, you might choose to make a handbook, a brochure, a poster or develop a verbal presentation for new staff and volunteers. Ensure you address the following information in your presentation or material.

1. Explain to new staff and volunteers what child abuse is, the different types of abuse, the potential impacts of abuse and how to identify indications of abuse.

3.2 Assessment mapping

Methods of assessment mapped to the learner guide

Assessment methods are the particular techniques used to gather different types of evidence. The mix of evidence gathered to demonstrate competency is dependent on the context of the assessment and the background of the candidate.

The following table outlines the different methods of assessment used in the Aspire learner guide *CHCPRT003 Work collaboratively to maintain an environment safe for children and young people.*

Methods of assessment				
Assessment method	**Practice task**	**Assessment activity**	**Final assessment**	**Alternative final assessment**
Question/answer	4	Activity 1: Part A 1, 2, 3, 4 Activity 2: Part B Activity 3: Part A Part B 1–5		
Observation/demonstration			Part A	
Case study	1, 2, 3, 5, 6, 7	Activity 1: Part B 1, 2, 3 Activity 2: 1, 2, 3, 4	Part B 1, 2, 3 Part C 1–5	Part B 1–5
Role-play				
Training log, diary or journal				
Portfolio, reports, work samples				Part A 1–6
Third-party reports				

Gathering evidence

Evidence can be gathered through:

- real work/real-time activities through observation and third-party reports
- structured activities.

Evidence can also be gathered through:

- **formative assessments**: where assessment is progressive throughout the learning process and validated along the way by the trainer – also known as assessment for learning
- **summative assessment**: where assessment is an exercise or simulation at the end of the learning process – also known as assessment of learning.

Evaluating evidence

The following steps may help you evaluate evidence.

Step 1: Evidence is gathered.

Step 2: Rules of evidence are applied – evidence is valid, sufficient, current and authentic.

Step 3: Evidence meets the full requirements of the unit/s of competency.

Step 4: The assessment process is valid, reliable, fair and flexible.

Step 5: The trainer or assessor makes a straightforward and informed judgment about the candidate and completes assessment records.

3.8 Assessment records

Learners must provide evidence of how they have complied with the performance and knowledge evidence requirements outlined in the unit of competency. These requirements should be assessed in the workplace or in a simulated workplace; assessment conditions are specified in each unit of competency.

You can use the following assessment forms to record the learner's evidence of competency:

- The **assessment instructions checklist** helps the trainer/assessor provide clear instructions to the candidate as to which assessment activities to complete.

- The **pre-assessment checklist** helps the trainer determine if the learner is ready for assessment.

- The **self-assessment record** allows the learner to assess their own abilities against the requirements of the unit of competency.

- The **recognition of prior learning interview questions** help the trainer match the learner's previous training, work or life experience to the requirements of the unit/s of competency.

- The **performance evidence checklist** facilitates the observation process; it allows trainers to identify skill gaps and provide useful feedback to learners.

- The **knowledge evidence checklist** can be used to record the learner's understanding of the knowledge evidence; it allows trainers to identify knowledge gaps and to provide useful feedback to learners.

- The **portfolio of evidence checklist** helps the trainer annotate or detail aspects of the learner's portfolio of evidence.

- The **workplace assessment checklist** can be used by the learner's supervisor to show workplace-based evidence of competence.

Self-assessment record

Institution:		
Candidate's name:		
Unit of competency: *CHCPRT003 Work collaboratively to maintain an environment safe for children and young people*		
Trainer/assessor:		
Date:		

I can:
• work collaboratively with at least two families, including:
  – applying a range of collaborative work practices when working with families, children, young people, colleagues and other agencies
  – adhering to child protection principles and work practices while performing work role
  – applying self-management strategies and safe work principles
  – communicating and responding appropriately to children and families
  – supporting families to ensure that the child or young person is safe.
	❑ Confident
	❑ Basic understanding
	❑ Not confident
		Comments

I can: • perform the activities outlined in the performance criteria of this unit during a period of at least 120 hours of work in a child protection service.	❑ Confident ❑ Basic understanding ❑ Not confident	
I understand: • legal, social and political context of child protection work.	❑ Confident ❑ Basic understanding ❑ Not confident	
I understand: • interagency framework and agreed protocols.	❑ Confident ❑ Basic understanding ❑ Not confident	
I understand: • roles and responsibilities of key agencies and personnel.	❑ Confident ❑ Basic understanding ❑ Not confident	