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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 *CHCPRT001 Identify and respond to children and young people at risk* 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 *CHCPRT001 Identify and respond to children and young people at risk* to the unit of competency.

CHCPRT001 Identify and respond to children and young people at risk	Where covered in the learner guide
Element 1: Implement work practices which support the protection of children and young people	Chapter 1: Implementing work practices which support the protection of children and young people
1.1 Identify children and young people at risk of abuse or neglect by observing signs and symptoms, asking open and non-leading questions, being aware of protective issues and using child protection procedures where appropriate	1B Identifying signs and symptoms of abuse 1C Suspecting abuse
1.2 Respond to disclosure, information or signs and symptoms in accordance with state legislative responsibilities and the service policies and procedures	1C Suspecting abuse
1.3 Routinely employ child-focused work practices to uphold the rights of the child and encourage them to participate in age-appropriate decision-making	1A Understanding children's rights
1.4 Employ communication and information-gathering techniques with children and young people in accordance with current recognised good practice	1C Suspecting abuse
1.5 Ensure decisions and actions taken are within own level of responsibility, work role, state legislation and service policies and procedures	1A Understanding children's rights
Element 2: Report indications of possible risk of harm	Chapter 2: Reporting indications of possible risk of harm
2.1 Accurately record relevant specific and general circumstances surrounding risk of harm in accordance with state legislation, service policies and procedures and ethics	2A Preparing to report abuse

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 *CHCPRT001 Identify and respond to children and young people at risk*. 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 work practices that support the protection of children and young people	
Suggested time allocation: 15 hours Suggested resources: <ul style="list-style-type: none"> ▪ Recommended reading ▪ Slide presentation software 	Slide nos: 2–17
Recommended reading	Terminology checklist
Aspire learner guide <i>CHCPRT001 Identify and respond to children and young people at risk</i> Chapter 1: Implementing work practices that support the protection of children and young people	<ul style="list-style-type: none"> ▪ Child-centred practice ▪ Duty of care ▪ Position description ▪ Legislation ▪ Privacy ▪ National Quality Framework (NQF) ▪ National Quality Standard (NQS) ▪ Abuse ▪ Indicators of harm ▪ Neglect ▪ Trauma
Suggested training strategies	
<ul style="list-style-type: none"> ▪ Commence facilitation of this unit of competency by introducing learners to the Aspire learner guide for <i>CHCPRT001 Identify and respond to children and young people at risk</i>. 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. 	
<ul style="list-style-type: none"> ▪ 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. 	
<ul style="list-style-type: none"> ▪ Encourage learners to develop a personal glossary to record any terms that are new to them. They should record a definition and use the term in the correct context. The personal glossary could be included in a portfolio of evidence for 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 *CHCPRT001 Identify and respond to children and young people at risk*.

Part	Element	Performance criteria
A	1, 2, 3	1.1, 1.2, 1.4, 1.5, 2.1, 2.2, 2.3, 2.4, 3.1
B	1, 3	1.3, 1.5, 3.1, 3.2, 3.3, 3.4

Purpose

This assessment activity is designed to assess your skills and knowledge across the whole unit *CHCPRT001 Identify and respond to children and young people at risk*.

Requirements

To complete this assessment activity, you need:

- access to a children's services environment
- internet access
- to answer the questions and submit responses as directed by your trainer/assessor/training organisation.

Part A

Read the case study, then answer the questions that follow.

Case study

Caitlyn is an educator in a preschool centre for 3–5-year-olds. Caitlyn observes that one of the children, Habib Ali al-Jifri (5 years) has been displaying uncharacteristic behaviour in the last few weeks. Habib is usually chatty and vibrant, but lately he has been withdrawn. He sits alone during play sessions and refuses to participate. He refuses to get up after rest time. He eats less than usual – he just pushes his food around during morning tea, lunch and afternoon snack time. One afternoon, a car backfires in the car park, and Caitlyn observes that Habib has an unusually heightened response to the sound. He appears shaken for over an hour afterwards.

Caitlyn becomes particularly concerned about Habib's welfare when, one evening, she is working late and no-one comes to collect Habib. Caitlyn tries to contact Habib's home, but nobody answers the phone. Eventually she gets through to Habib's father's workplace, and Habib's father comes to collect Habib. He doesn't arrive until after 7 pm, well after the centre closes. His manner is abrupt and unfriendly towards both Caitlyn and Habib. He shoves Habib roughly into the car.

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 *CHCPRT001 Identify and respond to children and young people at risk*.

Methods of assessment				
Assessment method	Practice task	Assessment activity	Final assessment	Alternative final assessment
Question/answer	4, 5, 6, 7, 8, 9, 10	Activity 1: Part B 1, 2, 3, 4, 5, 6, 7 Activity 3: 1, 2, 3, 4, 5, 6, 7, 8, 9		Part A 1, 2, 3, 4, 5, 6, 7, 8, 9 Part B 1, 2, 3, 4, 5, 6
Observation/demonstration			Part A	Part A 8
Case study		Activity 1: Part A 1, 2, 3, 4, 5, 6, 7 Activity 2: 1, 2, 3, 4, 5	Part B 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16	Part A 1, 2, 3, 4, 5, 6, 7, 8, 9 Part B 1, 2, 3, 4, 5
Role-play				
Training log, diary or journal				
Portfolio, reports, work samples	1, 2, 3			
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: <i>CHCPRT001 Identify and respond to children and young people at risk</i> Trainer/assessor: Date:		
I can: <ul style="list-style-type: none"> implement work practices which support the protection of children and young people, including: <ul style="list-style-type: none"> complying with regulations, legislations and duty of care responsibilities employing child-focused work practices to uphold the rights of children and young people maintaining confidentiality providing appropriate responses in the protection of children and young people. 	<input type="checkbox"/> Confident <input type="checkbox"/> Basic understanding <input type="checkbox"/> Not confident	Comments
I can: <ul style="list-style-type: none"> read and interpret the procedures for reporting children at risk in line with organisational expectations and legislative requirements. 	<input type="checkbox"/> Confident <input type="checkbox"/> Basic understanding <input type="checkbox"/> Not confident	
I understand: <ul style="list-style-type: none"> indicators of the different types and dynamics of abuse as they may apply to age, gender, disability, culture and sexuality. 	<input type="checkbox"/> Confident <input type="checkbox"/> Basic understanding <input type="checkbox"/> Not confident	
I understand: <ul style="list-style-type: none"> child protection legislation in the relevant state or territory. 	<input type="checkbox"/> Confident <input type="checkbox"/> Basic understanding <input type="checkbox"/> Not confident	
I understand: <ul style="list-style-type: none"> United Nations Convention on the Rights of the Child. 	<input type="checkbox"/> Confident <input type="checkbox"/> Basic understanding <input type="checkbox"/> Not confident	
I understand: <ul style="list-style-type: none"> impact of risk of harm. 	<input type="checkbox"/> Confident <input type="checkbox"/> Basic understanding <input type="checkbox"/> Not confident	