

Unit mapping

KQ: Knowledge questions

KQ

PA

PA: Practical assessment – Task (T), Workplace Skills (WS)

Elements and performance criteria

E 1 Provide quality care for children and young people

PC 1.1	Comply with duty of care policy, and regulatory, legislative and legal requirements	Q 1.1	T 1b-d		
		Q 1.2	T 1f		
		Q 1.3	T 1g		
		Q 1.4	T 2a		
		Q 1.5	T 2q		
		Q 1.6	T 2r		
		Q 1.7	T 3c T 4r WS 1		
PC 1.2	Identify and implement organisational policies and procedures	Q 1.8	T 1a		
		Q 1.9	T 1e-g		
		Q 1.10	T 3c		
		Q 1.11	T 3d		
		Q 1.12	T 4s		
		Q 1.13	WS 2		
PC 1.3	Reflect on personal values and attitudes and acknowledge their potential impact when working in child protection contexts	Q 1.14a	T 1h		
		Q 1.14b	T 6a		
		Q 1.15	T 6b		
		Q 1.16			
		Q 1.17			
PC 1.4	Follow risk-assessment procedures when undertaking child protection work	Q 1.18.a	T 2a-d		
		Q 1.18.b	T 2n		
		Q 1.19	T 4a-c		
		Q 1.20	WS 2		
		Q 1.21			
		Q 1.22			
		Q 1.23			
		Q 1.24.a			
		Q 1.24.b			
		PC 1.5	Support the rights, interests and needs of children, young people and families when carrying out work tasks	Q 1.25	T 2m
Q 1.26	T 2o				
Q 1.27.a	T 2p				
Q 1.27.b	T 3a				
Q 1.28	T 3b				
Q 1.29	T 4a				
Q 1.30.a	T 4b				
Q 1.30.b	T 4t				
Q 1.31	WS 3				
Q 1.32.a					
Q 1.32.b					
PC 1.6	Ensure communication is age-appropriate, sensitive and respectful when dealing with children, young people and families			Q 1.33	T 2e-l
				Q 1.34	

E 2 Perform ethical and safe work practices

PC 2.1	Observe lines of accountability in work undertaken in child protection and communicate decisions to relevant authorities	Q 2.1 Q 2.2 Q 2.3 Q 2.4	T 2s-t T 3d WS 1
PC 2.2	Use self-management techniques to support worker safety and wellbeing in professional practices	Q 2.5	T 1h T 7d
PC 2.3	Use the relevant code of ethics, professional and organisational standards to guide service delivery	Q 2.6 Q 2.7	T 3a T 3b T 3e WS 1 WS 2
PC 2.4	Develop a safety plan and responses to address emergency situations and other contingencies based on ethical standards and organisational policies and procedures	Q 2.8 Q 2.9	T 4d-q WS 1 WS 2
PC 2.5	Support staff to identify and resolve ethical dilemmas	Q 2.10 Q 2.11	T 5a-f
PC 2.6	Acknowledge the challenges inherent in the work and develop strategies to address the challenges	Q 2.12 Q 2.13 Q 2.14	T 7a-d

Knowledge evidence

KE 1	History and recent developments in child protection	Q 1.1 Q 1.2 Q 1.3 Q 1.8
KE 2	Approaches of child-centred, family-focused practice	Q 1.15 Q 1.16 Q 1.25
KE 3	Children's court procedures:	
	<ul style="list-style-type: none"> ▪ preparing and supporting children, young people and families pre- and post-court 	Q 1.32.a Q 1.32.b
	<ul style="list-style-type: none"> ▪ preparing for court 	Q 1.32.a
KE 4	Indicators, effects and dynamics of abuse and neglect:	
	<ul style="list-style-type: none"> ▪ the relationships between abuse and neglect 	Q 1.19 Q 1.20
	<ul style="list-style-type: none"> ▪ family violence 	Q 1.21
	<ul style="list-style-type: none"> ▪ substance misuse 	Q 1.22
	<ul style="list-style-type: none"> ▪ mental illness 	Q 1.23
	<ul style="list-style-type: none"> ▪ disability 	Q 1.24.a Q 1.24.b
KE 5	Issues related to the placement of children:	
	<ul style="list-style-type: none"> ▪ attachment and trauma 	Q 1.26
	<ul style="list-style-type: none"> ▪ effects of removal and incarceration 	Q 1.27.a Q 1.27.b Q 1.27.c
	<ul style="list-style-type: none"> ▪ maximising safe family involvement and contact during placement 	Q 1.28
	<ul style="list-style-type: none"> ▪ ongoing assessment of risk while in placement 	Q 1.29
	<ul style="list-style-type: none"> ▪ pre-crisis planning for young people in out-of-home care 	Q 1.30.a Q 1.30.b
	<ul style="list-style-type: none"> ▪ restoration and reunification planning for return home of children and young people 	Q 1.31

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KE 6	Legal implications and responsibilities of statutory work:	Q 1.12	
	▪ government policies	Q 1.3 Q 1.8 Q 2.1	
	▪ Commonwealth, State or Territory requirements for the interview process, mandatory reporting and reciprocal reporting	Q 1.5 Q 1.6 Q 1.7	
	▪ relationship between the legal, political and social framework	Q 2.3	
KE 7	Organisational policies and procedures relating to child protection work:		
	▪ case management processes	Q 1.10 Q 1.11 Q 1.13 Q 1.18.a Q 1.18.b Q 2.8	
	▪ duty of care	Q 1.4	
	▪ roles and responsibilities of stakeholders and relationship to own work	Q 1.12 Q 1.13 Q 2.4	
KE 8	Strategies used to address challenges of child protection work	Q 2.5 Q 2.10 Q 2.11 Q 2.13 Q 2.14	
KE 9	The ethical and social framework:		
	▪ overview of Commonwealth, State or Territory child protection orders	Q 2.1	
	▪ government strategic plans	Q 1.3 Q 1.8	
	▪ practice principles	Q 1.9 Q 1.12 Q 1.14.a Q 1.14.b Q 1.25 Q 1.34	
	▪ standards of care	Q 2.2 Q 2.7	
	▪ professional codes and ethical frameworks	Q 1.17 Q 1.18.b Q 2.4 Q 2.6 Q 2.7 Q 2.9	

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KE 10	Age appropriate oral communication techniques	Q 1.33 Q 1.34
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Performance evidence

PE 1 Work with at least two children or young people and their families, including:

- providing services in accordance with duty of care policy and legislative requirements
T 1a-h
T 3c
T 4r
T 4s
WS 1
- sensitively and appropriately communicating information about the child protection system
T 2e-l
- supporting quality care for children and young people
T 2a-c
T 2m-r
T 3a
T 3b
T 4t

PE 2 Use self-management techniques to support own safety and wellbeing, including:

- developing a safety plan for direct contact with children, young people and families
T 4a-q
- identifying and appropriately managing the challenges of child protection work, including stress on at least two occasions
T 5a-f
- overcoming barriers to effective self-care on at least two occasions
T 7a-d

PE 3 Deal effectively with stakeholders in the system, including:

- identifying and addressing challenges or barriers faced by children, young people and families on at least two occasions
T 3c
T 3d

Foundation skills

FS 1 Oral communication skills to:

- facilitate collaborative discussions with children, young people and their families
T 2d-l
T 4a
T 4b

FS 2 Writing skills to:

- complete familiar forms
T 1g
T 2a
T 2s