GROUP Training plan

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| **Learner/s:** *First name and initial only* | Semester 1 intake, 2025 |
| **Qualification Code and Title:** | CHC40321 Certificate IV in Child, Youth and Family Intervention |
| **Entry Requirements:** | * No formal entry requirements, but students must demonstrate proficiency in Language, Literacy, and Numeracy (LLN) at a level appropriate for the qualification. * Access to a workplace or simulated environment that supports the delivery of child, youth, and family services. |
| **Specific requirements of the qualification as per the Companion Volume:** | * Practical application of skills in a work placement environment. * Understanding of legal and ethical requirements for child and youth services. * Ability to develop and implement intervention strategies tailored to family needs. |
| **Unit Code and Title:** | e.g., CHCCCS004 - Assess co-existing needs |
| **Pre-requisite units:** | None for most units; however, foundational knowledge of WHS and child protection principles is advantageous. |
| **Licensing and Regulatory Requirements:** | * Adherence to child protection laws, including mandatory reporting. * Compliance with relevant state/territory requirements for working with children and vulnerable individuals, such as a Working with Children Check (WWCC). |

# Section 1

Complete this section in relation to the learner group.

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| A summary of the learners’ characteristics (including diversity and accessibility) as relevant to this training session. |
| * Learners are typically adults with varying levels of experience in child, youth, and family services. * Many learners are passionate about supporting vulnerable populations and improving family outcomes. * Some learners may require additional support to navigate complex legislation and documentation. |
| A summary of the learners’ needs as relevant to this training session. |
| * Practical experience in developing intervention plans and working with at-risk families. * Training on managing crisis situations and working collaboratively with other professionals. * Guidance on legal, ethical, and safety frameworks relevant to child and youth services. |
| A summary of the learners’ expectations as relevant to this training session. |
| * To acquire the skills needed to provide effective child, youth, and family interventions. * To gain knowledge of the sector's current practices, regulations, and frameworks. * To prepare for roles such as caseworker, family support worker, or youth worker. |

# Section 2

Complete this section in relation to the industry sector the group belongs to.

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| Outline the technical skills employees need in this sector, now and in the future. |
| * Ability to assess client needs and develop tailored intervention strategies. * Proficiency in managing case files and ensuring compliance with legal requirements. * Knowledge of trauma-informed care and risk assessment practices. |
| Outline the soft skills employees need in this sector, now and in the future. |
| * Strong communication and interpersonal skills to engage clients and stakeholders. * Empathy and cultural sensitivity when working with diverse populations. * Conflict-resolution and problem-solving skills for addressing complex family dynamics. |
| Explain how the above information informed your choice of training product. |
| The qualification includes units focusing on risk management, legal compliance, and client-centred approaches. These components ensure learners are well-equipped to meet the sector's demands while addressing the needs of children, youth, and families. |

# Section 3

Complete this section in relation to the training methods and resources you will be using during your training session.

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| List the training resources you will be using. |
| * Legal and ethical guidelines, including child protection legislation. * Case studies and real-world scenarios for practical application. * Interactive e-learning modules focusing on intervention planning and trauma-informed care. |
| Where and how did you access these resources? |
| * Guidelines sourced from government and sector-specific publications. * Case studies and modules developed in collaboration with industry partners. |
| Why did you choose these specific resources? |
| * They provide comprehensive coverage of industry expectations and best practices. * They cater to diverse learning styles and support the application of theoretical knowledge. |
| List the physical resources/equipment you will be using. |
| * Computers for accessing online learning and case management systems. * Tools and resources for creating intervention plans and client assessments. * Simulated environments for practising intervention techniques. |
| Where and how did you access these resources? |
| * Resources provided by the RTO and workplace partners. * Additional materials sourced from sector-specific agencies and organizations. |
| Why did you choose these specific resources? |
| * They replicate real-world environments, enhancing learner readiness. * They align with legal and ethical requirements in the child, youth, and family intervention sector. |