



**Australian Government**

**Assessment Requirements for CHCECE028  
Collaborate with families to plan service  
and supports**

**Release: 1**

# Assessment Requirements for CHCECE028 Collaborate with families to plan service and supports

## Modification History

Release	Comments
Release 1	<p>This version was released in <i>CHC Community Services Training Package release 2.0</i> and meets the requirements of the 2012 Standards for Training Packages.</p> <p>Significant changes to performance criteria</p> <p>New evidence requirements for assessment including volume and frequency requirements</p> <p>Removed pre-requisite</p> <p>Significant changes to knowledge evidence</p>

## Performance Evidence

The candidate must show evidence of the ability to complete tasks outlined in elements and performance criteria of this unit, manage tasks and manage contingencies in the context of the job role. There must be evidence that the candidate has:

- identified and documented the needs of 3 children and their family using a collaborative approach
- provided information about the service to 3 sets of parent/s
- implemented families intervention or crisis support procedures for 1 family
- collaboratively planned and reviewed service provision with 3 families through feedback and negotiation

## Knowledge Evidence

The candidate must be able to demonstrate essential knowledge required to effectively complete tasks outlined in elements and performance criteria of this unit, manage tasks and manage contingencies in the context of the work role. This includes knowledge of:

- parent's perspectives about early childhood education and care - its importance, its purposes, reactions to using the service
- boundaries and limits of the service
- cross cultural communication
- use of interpreters
- referral networks, including:
  - resources available in other services

- types of early childhood education and care services
- cultural diversity of care practices
- custody arrangements policies
- organisation standards, policies and procedures
- consultation processes and tools and/or templates for planning with parent/s
- models of family intervention theory and practice
- family intervention strategies, scope and processes
- methods, tools and techniques for determining family needs

## **Assessment Conditions**

Skills must be demonstrated in a workplace that provides services or support to children and families.

In addition, simulations and scenarios must be used where the full range of contexts and situations cannot be provided in the workplace or may occur only rarely. These are situations relating to emergency or unplanned procedures where assessment in these circumstances would be unsafe or is impractical.

Simulated assessment environments must simulate the real-life working environment where these skills and knowledge would be performed, with all the relevant equipment and resources of that working environment.

Assessors must satisfy the Standards for Registered Training Organisations (RTOs) 2015/AQTF mandatory competency requirements for assessors.

## **Links**

Companion Volume implementation guides are found in VETNet - <https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=5e0c25cc-3d9d-4b43-80d3-bd22cc4fle53>