



**Australian Government**

# **Assessment Requirements for CHCFAM002 Work with a child-focused approach**

**Release: 1**

# Assessment Requirements for CHCFAM002 Work with a child-focused approach

## Modification History

Release	Comments
Release 1	<p>This version was released in <i>CHC Community Services Training Package release 3.0</i> and meets the requirements of the 2012 Standards for Training Packages.</p> <p>Significant changes to the elements and performance criteria. New evidence requirements for assessment including volume and frequency requirements. Significant change to knowledge evidence.</p> <p>Merged CHCFAM503B/CHCFAM801B</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:

- consistently applied the concepts and intention of working in the child's best interests as stated in the Family Law Act 1975 in the planning, provision and monitoring of services to at least 3 families with children experiencing conflict
- responded appropriately to situations where:
  - the child is vulnerable or at risk
  - there is a requirement for child inclusive practice.

## 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:

- legal and ethical considerations for child-focused practice, and how these are applied in organisations and individual practice:
  - codes of conduct
  - discrimination
  - duty of care
  - human rights, including:

- child rights to protection
- active right to participate
- right to choose course of action and make decision at their level of ability in any planning processes
- mandatory reporting
- privacy, confidentiality and disclosure
- records management
- rights and responsibilities of workers, employers and clients
- specific legislative frameworks that apply to child-focused practice, including:
  - principles and practice standards for working within the child's best interests as stated in Family Law Act
  - the key components of, and differences between, child-focused practice and child inclusive practice, and when they are used
  - types of court orders that may influence the delivery of services
- work role boundaries – responsibilities and limitations, including the separate role of child consultants and when this may be appropriate
- work health and safety
- case management principles of assessment, planning, monitoring and review
- stages of child development and relevance to work with vulnerable children
- attachment and family systems theories and how these are applied to working with vulnerable and traumatised children
- importance of peer relationships for vulnerable and isolated children
- principles of empowerment and application of these to work practice
- types of issues that are important to children in situations involving family conflict
- equipment, activities and resources that support engagement with children
- indicators of abuse, types of abuse, children who are particularly vulnerable and reporting systems
- indicators, effects and dynamics on family relationships, and implications for children of:
  - conflict
  - family violence and abuse
  - substance use
  - mental illness
  - disability
  - separation and divorce
  - trauma
- parenting and family dynamics in different cultures
- service options for referral to relationship support and interventions services
- concepts of parent alienation in separation and divorce and their application to work
- effects of loss, grief and depression on children experiencing family conflict
- indicators of, and responses to, child anxiety including childhood resilience
- ways that parents may make inappropriate attempts to exchange information
- strategies to manage inter parental disputes including:

- ensuring safety of vulnerable clients
- using assertiveness and negotiation skills
- modelling
- reinforcing the organisations policy on rights and responsibilities of both clients and workers
- undertaking risk assessments for vulnerability
- re-focusing attention on child's expressed wants and needs.

## Assessment Conditions

Skills must have been demonstrated in the workplace or in a simulated environment that reflects workplace conditions. The following conditions must be met for this unit:

- use of suitable facilities, equipment and resources, including:
  - current family law information
  - client information
  - resources to support interactions with children
- modelling of industry operating conditions, including:
  - scenarios that involve complex interactions with other people.

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-bd22cc4fe53>