Australian Government

CHCFAM002 Work with a child-focused approach

Release: 1

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Modification History

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

Application

This unit describes the skills and knowledge required to use, support and evaluate child-focused approaches in service delivery in the context of family law. A key tenet of the family law system and associated service provision is acting and promoting the best interests of the child.

This unit applies to individuals working with families in complex situations. They would be working in accordance with established policies and procedures.

The skills in this unit must be applied in accordance with Commonwealth and State/Territory legislation, Australian/New Zealand Standards and industry codes of practice.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
Elements define the essential outcomes	Performance criteria describe the performance needed to demonstrate achievement of the element.
1. Make child needs central to service provision	1.1 Review client information to establish the context for the family and the child
	1.2 Seek clarification and understanding of court orders to determine legal parameters of any service provision or interventions
	1.3 Plan and document activities and interactions that are suited to individual child needs in collaboration with

ELEMENT	PERFORMANCE CRITERIA
	parents
	1.4 Provide an environment, equipment and resources that supports safe interactions of child and parents
	1.5 Recognise and respond to the needs of reluctant or non-participative children
	1.6 Identify and report information according to legislative requirements
2. Support parents to maintain child focused approaches	2.1 Focus on children's issues as a matter of priority in interactions with parents
	2.2 Ensure the child is at the centre of support and intervention plans
	2.3 Select and use interpersonal skills that engage parents/carers and facilitate understanding of required behaviour
	2.4 Recognise and manage parents' inappropriate attempts to exchange information
	2.5 Recognise and manage inter parental disputes
3. Respond to situations requiring child inclusive process	3.1 Recognise situations when child inclusive process is required
	3.2 Discuss with parents/carers the appropriateness and usefulness of engaging children
	3.3 Communicate the role of child consultant to parents/carers and children, and the differences from own role
	3.4 Obtain consent from children and adults to engage a child consultant
	3.5 Engage the services of a child consultant to represent the needs, perceptions and attachments of children according to organisation procedures
	3.6 Communicate with the child consultant about the child's best interests and methods of integrating child's need and views into own work processes
4. Monitor and evaluate child-focused practice	4.1 Obtain and use feedback from parents/carers and children about the experiences of the service to inform

ELEMENT	PERFORMANCE CRITERIA
	improvements
	4.2 Review practices and policies for their effectiveness in relation to child-focused practice
	4.3 Identify and respond to the need for guidance and direction for colleagues

Foundation Skills

The Foundation Skills describe those required skills (language, literacy, numeracy and employment skills) that are essential to performance.

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency.

Unit Mapping Information

No Equivalent Unit

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=5e0c25cc-3d9d-4b43-80d3-bd22cc4f1e53