



Australian Government

Assessment Requirements for CHCFAM004 Facilitate changeovers

Release: 1

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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>Supersedes CHCCONS401C</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:

- followed all required processes to facilitate at least 5 changeovers for different clients presenting with varied circumstances, including situations where there are:
 - involuntary or resistant children
 - inter parental abuse and conflict
 - parents with mental health or alcohol and other drugs issues
- communicated effectively with vulnerable or hostile parents and children in crisis using the following interpersonal skills:
 - listening and understanding
 - speaking clearly and directly
 - rapport building
 - negotiating responsively
 - persuading effectively
 - being appropriately assertive
 - empathising
 - using age appropriate language
 - using neutral language
- completed both case notes and incident reports, showing effective use of:

- objective observational skills
- clear written communication.

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 (national and state/territory) for workers in children's contact services, and how these are applied in organisations and individual practice:
- codes of conduct
 - discrimination
 - duty of care
 - human rights
 - mandatory reporting
 - privacy, confidentiality and disclosure and limitation in children's contact services work
 - records management and reporting
 - rights and responsibilities of workers and employers
 - specific legislation that impacts the changeover process in children's contact services work, including:
 - child protection legislation
 - family law
 - domestic and family violence laws
 - work role boundaries – responsibilities and limitations
 - work health and safety, including risk management
- the changeover process, and its components, including:
 - client rights and responsibilities
 - expectations on behaviour
 - limitations of the changeover process
 - communication strategies related to late arrival, non-attendance, review of the process, concerns and complaints
 - clarification of client's expectations of the changeover service
 - provision of written and other forms of information to meet specific communication need of clients
- risk factors for child and parents including:
 - parents presenting under the influence of substances
 - parents with unmanaged mental health issues
 - displays of volatile behaviour
 - aggressive physical and verbal behaviour
 - unmanaged physical and mental illness

- indicators of violence or family abuse
- child protection concerns
- social, geographical and emotional isolation of family members
- financial difficulty
- components of what constitutes a safe changeover environment including:
 - ensuring parents do not interact during changeover
 - monitoring and observing behaviour of all parties at points of handover
 - ensuring parents are aware of the limitations of the organisation and expected client behaviour
 - confidently activating incident response when needed
 - commitment to child safety measures in all aspects of work practices
 - ensuring the physical environment of the changeover site is free from hazards and potential risk for clients
- communication techniques and their appropriateness in different situations, including:
 - listening and understanding
 - speaking clearly and directly
 - rapport building
 - negotiating responsively
 - persuading effectively
 - being appropriately assertive
 - empathising
 - using age appropriate language
 - using neutral language
- factors affecting family dynamics and particularly children, with incidents or history of high levels of parental conflict, violence, abuse or mental health concerns
- family systems and how this is relevant to the role of contact worker in the changeover and contact process
- child developmental norms at different ages and stages
- separation anxiety and attachment theory, child development, loss and grief issues and family violence and how this is relevant to the role of contact worker in the changeover and contact process, particularly observing child's emotional reaction and interactions with carers/parents
- factors that may impact both children and parents behaviour at changeover, including:
 - impact of high conflict in post separation involving children
 - reactions of children experiencing re victimisation and who are affected by trauma
 - how the observer role can influence the interaction and behaviour of others
- emergency response procedures in situations of critical incidents eventuating from a breakdown in the changeover process
- case work practices and how to contribute to these process through documentation and consultation with senior staff or supervisors

- local support services available to clients needing external information, support or interventions.

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:
 - client information
 - family law information
 - organisation policies and procedures
- modelling of industry operating conditions, including:
 - scenarios that involve interactions with other people, including children
 - scenarios that involve problem-solving.

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-bd22cc4f1e53>