



**Australian Government**

**Department of Education, Employment and Workplace Relations**

# **CHCFAM519B Prepare client court reports**

**Release: 1**

## **CHCFAM519B Prepare client court reports**

### **Modification History**

Not Applicable

### **Unit Descriptor**

#### **Unit Descriptor**

This unit describes the skills and knowledge required to write reports about client circumstances and situations within the workers professional domain

### **Application of the Unit**

#### **Application**

Preparation of client court reports to a level of job role responsibility

### **Licensing/Regulatory Information**

Not Applicable

### **Pre-Requisites**

Not Applicable

## Employability Skills Information

### Employability Skills

This unit contains Employability Skills

## Elements and Performance Criteria Pre-Content

Elements define the essential outcomes of a unit of competency.

The Performance Criteria specify the level of performance required to demonstrate achievement of the Element. Terms in italics are elaborated in the Range Statement.

## Elements and Performance Criteria

### ELEMENT

### PERFORMANCE CRITERIA

#### 1. Collect and prepare material

- 1.1 *Interview relevant individuals* to obtain *factual information* and records as required
- 1.2 Collect, analyse and record all *sources of information* gathered
- 1.3 Analyse information to confirm its authenticity and identify any further information that needs to be obtained,
- 1.4 Prepare information for consideration of courts using established *organisation procedures* and compliance with any *legislative requirements*
- 1.5 Liaise with relevant parties to keep them informed of the report progress
- 1.6 *Arrange support*, within organisation guidelines, for clients during the preparation and final submission of the report
- 1.7 *Record, and store information* in accordance with legislative requirements and organisation policies and procedures

**ELEMENT****PERFORMANCE CRITERIA**

## 2. Provide information about the reporting process

- 2.1 Provide information about the progress of the court report preparation to relevant parties as requested
- 2.2 Check levels of client understanding for potential consequences of the submission of a court report where this is part of the workers job role,
- 2.3 Refer the client to *experts* for exploration of options arising from the preparation and submission of a court report

## 3. Prepare reports

- 3.1 Record and report only factual information as needed within the professional domain of the worker
- 3.2 Cite sources of information clearly with due regard for *confidentiality and privacy* and within legislative requirements
- 3.3 Write clearly and concisely using objective statements without value or personal judgement
- 3.4 Ensure the report focuses on the purpose for which it was requested
- 3.5 Prepare a summary or concluding statement at the end of the report and include recommendations if requested and if it is within own professional domain and expertise
- 3.6 Present copies of the file marked confidential to the intended audience and register an entry of its distribution
- 3.7 Present copies of reports to clients where this is a policy of the organisation

## Required Skills and Knowledge

### REQUIRED SKILLS AND KNOWLEDGE

This describes the essential skills and knowledge and their level required for this unit.

#### *Essential knowledge:*

The candidate must be able to demonstrate essential knowledge required to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

These include knowledge of:

- Legal implications and responsibilities of preparing a report on a clients present and past circumstance, including, privileged information, confidentiality, mandated reporting, consequences of potential domestics and family violence and/or abuse
- Legislation as it applies to the gathering, preparation and recording of information for purpose of justice processes
- Relevant organisation policy and procedures for the collecting, preparation and recording of client information and its distribution to external parties
- Processes for interviewing to obtain information for the purpose for preparing a court report
- Legal implications of material gained through interview
- Workings of the justice process for which the report is to be submitted, including timeframes for submission of material and other protocols
- Objective and concise methods of writing acceptable to justice process standards
- Written communication which includes:
  - reading and interpreting workplace documentation
  - writing to the intended audience needs
  - interpreting the needs of internal and external individuals
- Acceptable sources of information for the preparation reports

#### *Essential skills:*

It is critical that the candidate demonstrate the ability to:

- Apply interview skills with a diverse range of people for the purpose of obtaining information for preparing a court report
- Address concise and acceptable writing standards to a level of formality acceptable to organisation and court

## REQUIRED SKILLS AND KNOWLEDGE

- Use word processing skills for the preparation of reports
- Maintain impartiality, and non-judgemental attitude in the preparation of court reports
- Identify and implement organisation procedures for obtaining, recording, and storing of information
- Distinguish between factual and subjective information and what is critical for inclusion in the report
- Seek expert advice on the preparation of the report and its content, e.g. legal advice, medical experts
- Implement confidentiality and privacy limitations where and when appropriate and in meeting legislative and organisation requirements

In addition, the candidate must be able to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

These include the ability to:

- Use communication techniques; active listening, reflection, summarising, questions and statements, gaining agreements on actions and explaining outcomes
- Interpret legalese into language understood by client and significant others
- Set boundaries for roles and actions
- Demonstrate empathy and rapport building
- Manage cross cultural issues

## Evidence Guide

### EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment Guidelines for this Training Package.

*Critical aspects for assessment and evidence required to demonstrate this unit of competency:*

- The individual being assessed must provide evidence of specified essential knowledge as well as skills
- Consistency of performance should be demonstrated over the required range of situations relevant to the workplace

## EVIDENCE GUIDE

- Access and equity considerations:*
- All workers in community services should be aware of access, equity and human rights issues in relation to their own area of work
  - All workers should develop their ability to work in a culturally diverse environment
  - In recognition of particular issues facing Aboriginal and Torres Strait Islander communities, workers should be aware of cultural, historical and current issues impacting on Aboriginal and Torres Strait Islander people
  - Assessors and trainers must take into account relevant access and equity issues, in particular relating to factors impacting on Aboriginal and/or Torres Strait Islander clients and communities
- Context of and specific resources for assessment:*
- This unit can be assessed independently, however holistic assessment practice with other community services units of competency is encouraged
  - Resource requirements for assessment include access to:
    - a relevant workplace or an appropriately simulated environment where assessment may take place

## EVIDENCE GUIDE

### *Method of assessment:*

- Observation in the workplace (if possible)
  - where performance is not directly observed and/or is required to be demonstrated over a period of time and/or in a number of workplace settings, any evidence should be authenticated by colleagues, supervisors, clients or other appropriate persons
  - in cases where the learner does not have the opportunity to cover all relevant aspects in the work environment, the remainder should be assessed through realistic simulations, projects, previous relevant experience or oral questioning on 'What if?' scenarios
- Assessment of this unit of competence will usually include observation of processes and procedures, oral and/or written assignments/projects or questioning on essential knowledge and skills and consideration of required attitudes
- Case study and scenario as a basis for discussion of issues and strategies to contribute to best practice
- The assessment environment should not disadvantage the candidate
- Assessment practices should take into account any relevant language or cultural issues related to Aboriginality, gender or language barriers other than English
- Where the candidate has a disability, reasonable adjustment may be applied during assessment
- Language and literacy demands of the assessment task should not be higher than those of the work role



## Range Statement

### RANGE STATEMENT

The Range Statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Add any essential operating conditions that may be present with training and assessment depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts.

*Interview relevant individuals may include:*

- Interviews are to be conducted in accordance with any legislative requirements and regard for confidentiality and informed consent of the client
- Relevant individuals:
  - clients and significant others
  - specialists
  - colleagues and other staff with factual and critical knowledge of the client's circumstance

*Factual information includes:*

- Establishing the who, what, when, where, how of the clients circumstance in objective terms
- Clients presenting circumstances including, referred by, purpose of engagement, observations of interactions and participation, current situation and any recommendations is appropriate
- A level of detail that is descriptive, objective yet not over interpretive and where personal bias and prejudices are not present.

*Sources of information may include:*

- Client interview
- Client records
- Observational notes and recordings of other staff
- Documentation of other services, specialist or agencies as relevant
- Interviews with clients significant others

## RANGE STATEMENT

*Organisation procedures may include:*

- Privacy and confidentiality
- Access and equity
- Information systems obtaining, recording and storing
- Information dissemination
- Communications
- Professional indemnity
- Court report and observational note taking

*Legislative requirements may relate to:*

- Family Law
- Child Protection
- Domestic and Family Violence
- Privacy
- Child Support (Assessment) Act

*Record and store information include:*

- Recording and storing information in accordance with privacy and confidentiality policies
- Ensure that all notes, hard copy or electronic are maintained in a safe secure systems with appropriate backup systems where possible
- Ensuring the maintenance of such systems meets legislative and quality assurance standards of the organisation

*Arrange support for clients may include:*

- Family and friends
- Community based services
- Advocacy
- Legal Advice
- Child Support Agency
- Support and education groups

*Experts may include:*

- Legal advisers
- Specialist medical services
- Court staff
- Government offices
- Community based agencies with specific target groups

## **Unit Sector(s)**

Not Applicable