



**Australian Government**

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

# **CHCLD315A Recognise stages of lifespan development**

**Release: 1**

## **CHCLD315A Recognise stages of lifespan development**

### **Modification History**

Not Applicable

### **Unit Descriptor**

#### **Descriptor**

This unit describes the fundamental knowledge of life stages and human development required to recognise individuals functioning effectively at various life stages and to identify variations from the norm for appropriate referral in the context of community services work

### **Application of the Unit**

#### **Application**

The application of knowledge and skills described in this unit of competency may underpin functions such as obtaining and documentation of client information

Functions at this level require a broad overview of appearance and functioning of individuals at different stages of human development across the lifespan

### **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

1. Apply knowledge of human development

2. Apply fundamental knowledge of factors that influence human development

### PERFORMANCE CRITERIA

1.1 Use accepted terminology to describe commonly accepted life stages relevant to community services work

1.2 Work with fundamental knowledge of physical and psychological *stages of human development* relevant to delivery of community services

1.3 Apply a fundamental understanding of *key indicators of human development*

2.1 Apply a fundamental understanding of factors that enhance human development

2.2 Demonstrate a fundamental understanding of factors that may inhibit human development

**ELEMENT****PERFORMANCE CRITERIA**

- |  |  |
|--|--|
| 3. Identify and report observable broad variations | 3.1 Identify key behaviours that may indicate variations in human development at each life stage |
|  | 3.2 Identify observable variations at each life stage  |
|  | 3.3 Describe and document variations using appropriate terminology                               |
|  | 3.4 Report identified variations in life stage development in line with industry requirements    |

## 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:

- Fundamental knowledge of stages of biological and psychological development of the human being throughout the lifespan
- Varying emotional, relationship building and dependence and independence issues and responses associated with differing life stages
- Awareness of key indicators of developmental milestones at identified stages of human development
- Key factors required to support and enhance human development
- Key factors that may inhibit human development

#### *Essential skills:*

It is critical that the candidate demonstrate the ability to:

- Identify and describe key physical and psychological features of each life stage
- Identify and describe key behaviours and aspects of appearance that may indicate variation in development at each life stage

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:

- Document variations using appropriate terminology
- Report identified variations of life stage development in line with industry requirements

## 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 fundamental essential knowledge as well as skills
- This unit is most appropriately assessed in conjunction with units involving application of knowledge in a work context
- Essential knowledge covered in this unit is to be assessed *before* application in a work context, especially where client safety issues are involved
- Consistency in performance should consider the range of clients and situations encountered in the workplace

*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

## EVIDENCE GUIDE

*Context of and specific resources for assessment:*

- This unit may be assessed through a range of assessment activities that include workplace tasks and questioning contextualised to address specific work applications
- Assessment should reflect the diversity of settings within which work takes place and a representative range of client groups
- Resources required may include access to relevant workplace or simulated setting

*Method of assessment:*

- Assessment of this unit of competence may include observation of processes and procedures, oral and/or written questioning on Essential knowledge and skills and consideration of required attitudes
- Some aspects may be assessed through realistic simulations, projects, previous relevant experience or oral questioning on 'What if?' scenarios
- Evidence of application of knowledge addressed in this unit may be authenticated by colleagues, supervisors, clients or other appropriate persons

## 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.

**RANGE STATEMENT**

*Stages of human development include:*

- Infancy
- Early childhood
- Childhood
- Adolescence
- Early adulthood
- Middle adulthood
- Late adulthood
- Very elderly

*Stages of development may relate to:*

- Stages of physical development
- Stages of psychosocial development
- Stages of cognitive development

*Key indicators of human development may relate to:*

- Self care
- Independence
- Responsibility for emotional, physical and spiritual well being

**Unit Sector(s)**

Not Applicable