



**Australian Government**

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

# **CHCLD515A Analyse client information for service planning and delivery**

**Release: 1**

## **CHCLD515A Analyse client information for service planning and delivery**

### **Modification History**

Not Applicable

### **Unit Descriptor**

#### **Descriptor**

This unit of competency describes the application of in-depth level of knowledge of human development required to analyse available information in relation to specific services to be provided

### **Application of the Unit**

#### **Application**

The application of knowledge and skills described in this unit of competency relate to functioning independently to plan and provide services

This unit ensures individuals can apply in-depth knowledge of human development in the delivery of specific services

### **Licensing/Regulatory Information**

Not Applicable

## Pre-Requisites

### Pre-requisite

This unit must be assessed after achievement of the following related unit of competency:

- CHCLD415A Confirm client developmental status

## 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. Analyse available client information

### PERFORMANCE CRITERIA

- 1.1 Analyse client information in relation to planning services and in line with organisation requirements
- 1.2 Recognise normal readings on the findings of available tests, observations and assessments that assist in determining client status within scope of work role
- 1.3 Use comprehensive knowledge to identify significant variations from the norm through observation and analysis of associated available information
- 1.4 Use detailed knowledge to analyse information that may indicate specific social, psychological and/or developmental issues for the client
- 1.5 Identify the likely impact of specific interventions

**ELEMENT****PERFORMANCE CRITERIA**

- |   |  |
|---|--|
| 2. Plan action/s to address client developmental status and identified issues | 2.1 Apply detailed knowledge of human development across the lifespan to take a problem solving approach to plan services to reflect identified developmental status and address needs     |
|   | 2.2 Consider and note implications of any contra-indications in relation to analysis of client information in relation to planned service delivery   |
|   | 2.3 Document action plan within scope of work role and in line with organisation policies and procedures   |
|   |  |
| 3. Implement services   | 3.1 Make informed decisions to implement the action plan based on in-depth knowledge and detailed analysis of available client information in relation to specific services to be provided |
|   | 3.2 Provide services in accordance with the action plan, organisation policies and procedures and occupational health and safety requirements  |
|   | 3.3 Maintain current, complete, accurate and relevant records for each client contact as required by the organisation  |
|   | 3.4 Monitor impact of services in line with scope of own work role and organisation policies and procedures  |

## 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:

- In-depth knowledge of biological and psychological development of the human being throughout the lifespan
- In-depth knowledge of factors that may impact on the individual at identified stages of human development and their potential effects
- Clear understanding of legislative requirements and obligations relating to delivery of community services, including mandatory notification issues
- Detailed knowledge of protocols and available resources associated with service delivery and referral
- Legislative requirements and provisions relevant to area of service delivery and delegated responsibility
- Awareness of own values and attitudes and their potential impact on clients
- Indicators of significant issues including:
  - child abuse (including different types of child abuse)
  - child trafficking
  - abuse, neglect or harm including self-harm
  - domestic and family violence
  - elder abuse
  - presence of unintended injuries
- Child protection policy of service
- State/territory requirements about responding to indications of abuse and reporting process
- Relevant organisation standards, policies and procedures

#### *Essential skills:*

## REQUIRED SKILLS AND KNOWLEDGE

It is critical that the candidate demonstrate the ability to:

- Describe in detail and articulate using appropriate and accurate terminology, key aspects of human development across the lifespan, especially in relation to factors relating to various life stages with a focus on implications for planning and delivery of specific health care services
- Explain processes of human development in relation to potential issues associated with provision of specific community services
- Identify variations from the norm and potential interactions between components of human social, psychological and physical development
- Undertake detailed analysis of available client information in the context of planning and delivering community services
- Plan and deliver services appropriate to client status in line with specific approaches, philosophies and regimes of community service work
- Refer to an appropriate authority for advice, guidance or confirmation in relation to issues outside normal practice or own experience
- Identify potential factors responsible for significant variations from normal developmental status and determine an appropriate response in terms of:
  - appropriate referral and reporting in line with organisation requirements
  - provision of appropriate services
- Articulate scope of practice and boundaries in relation to client status
- Complete risk assessments

## 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
- 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

## EVIDENCE GUIDE

- 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
- 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
  - Resources required for assessment include access to relevant workplace or simulated realistic workplace setting where assessment may take place
- 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

## EVIDENCE GUIDE

### *Related units:*

Assessment of this unit is recommended to be undertaken in conjunction with units of competency related to a particular area of community service delivery

## 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.

### *Life stages include:*

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

### *Stages of development may relate to:*

- Stages of physical development
- Stages of psychosocial development
- Stages of cognitive development
- Psychosexual stages
- Stages of moral development
- Stages of ego development



**RANGE STATEMENT**

*Issues requiring notification of authorities include:*

- Certain infectious diseases
- Suspected or known child abuse
- Suspected or known child trafficking
- Issues that impact on public safety

*Other issues may include:*

- Misuse of alcohol and other drugs
- A history of mental health issues
- Indicators of abuse, neglect or harm including self-harm
- Having no accommodation, employment or money
- Indications of domestic and family violence

**Unit Sector(s)**

Not Applicable