



Australian Government

CHCDEV001 Confirm client developmental status

Release: 2

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Modification History

Release	Comments
Release 2	Updated: • assessor requirements statement • foundation skills lead in statement • licensing statement • modification history to reflect 2012 standards Equivalent outcome.
Release 1	This version was released in <i>CHC Community Services Training Package release 1.0</i> and meets the requirements of the 2012 Standards for Training Packages. Significant changes to elements and performance criteria. New evidence requirements for assessment.

Application

This unit describes the skills and knowledge required to review the developmental status of a client. Note that the client may be a child or a young person.

Work at this level may require guidance and/or supervision from appropriately qualified personnel, especially where provision of direct client services is involved.

This unit applies to people working in a range of community service contexts including: juvenile justice, alcohol and other drugs services, mental health, and child protection.

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 specify the level of performance needed to demonstrate achievement of the element.

1. Apply knowledge of human development to check client's

1.1 Observe and/or question the client appropriately to obtain information about client's developmental status

ELEMENT**PERFORMANCE CRITERIA**

Elements define the essential outcomes.

developmental status

Performance criteria specify the level of performance needed to demonstrate achievement of the element.

1.2 Review any available documented information about the client's developmental status

1.3 Consult with the client's carer, family or significant others to gather relevant information where appropriate

1.4 Apply knowledge of lifespan development theories to clarify client's development status

2. Identify developmental issues

2.1 Recognise factors that may have impacted on appearance and behaviour of the client

2.2 Clarify suitability of community services being delivered in relation to client's developmental status

2.3 Consult appropriate person/s to clarify concerns about client's developmental status

2.4 Identify potential risk factors associated with developmental issues

2.5 Recognise and refer potentially serious issues in line with organisational requirements

2.6 Document developmental issues in line with organisational policies and procedures

3. Check for and respond appropriately to specific issues

3.1 Check for any issues that may require notification, and report if necessary

3.2 Check for any indications of other issues that may impact the provision of services and/or require referral

3.3 Report and document accurately and with the detail required by the organisational policies and procedures

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>

Assessment Requirements for CHCDEV001 Confirm client developmental status

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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 demonstrated evidence that the candidate has completed the following tasks:

- observed and questioned at least one client and their family and documented information relevant to the developmental status of the client
- confirmed client's developmental status prior to delivering services
- identified variations from normal development status and recognised and referred potentially serious issues in line with organisational requirements
- identified potential factors responsible for significant variations from normal developmental status and determined an appropriate response in terms of:
 - appropriate referral and reporting in line with organisational requirements
 - provision of appropriate services
- referred to or sought assistance from an appropriate person or authority in relation to variations from normal functioning
- complied with mandatory reporting requirements where appropriate.

Knowledge Evidence

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 work role. These include knowledge of:

- detailed aspects of human development throughout the lifespan, including:
 - physical
 - psychological
 - cognitive
 - social
 - affective
- attachment theory
- key factors that may impact on the individual at identified stages of human development and their potential effects, e.g. the impact of trauma
- legal obligations, particularly in relation to child protection and elder abuse issues
- appropriate range of referral sources and associated protocols
- awareness of own values and attitudes and their potential impact on clients
- indicators of significant issues including:
 - child abuse (i.e. different types of child abuse)
 - abuse, neglect or harm including self-harm
 - domestic and family violence
 - elder abuse
- organisational standards, policies and procedures.

Assessment Conditions

Skills must be demonstrated in the workplace.

In addition, simulations and scenarios must be used where the full range of contexts and situations cannot be provided in the workplace or may occur only rarely. These are situations relating to emergency or unplanned procedures where assessment in these circumstances would be unsafe or is impractical.

Simulated assessment environments must simulate the real-life working environment where these skills and knowledge would be performed, with all the relevant equipment and resources of that working environment.

Assessors must satisfy the Standards for Registered Training Organisations (RTOs) 2015/AQTF mandatory competency requirements for assessors

Links

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