



Australian Government

Assessment Requirements for CHCECE052 Plan service and supports for children and families

Release: 1

Assessment Requirements for CHCECE052 Plan service and supports for children and families

Modification History

Release 1. CHCECE052 Plan service and supports for children and families supersedes and is equivalent to CHCECE028 Collaborate with families to plan service and supports.

Performance Evidence

Evidence of the ability to complete tasks outlined in elements and performance criteria of this unit in the context of the job role, and:

- plan services and supports for three children and their families experiencing complex challenges:
 - use collaborative approaches to identify, document and reflect on the needs
 - communicate information about services in ways suited to their specific situation
 - review service provision through feedback and negotiation
- implement family intervention or crisis support procedures for one family.

Knowledge Evidence

Demonstrated knowledge required to complete the tasks outlined in elements and performance criteria of this unit:

- methods, tools and techniques for determining family needs
- collaboration and consultation:
 - theories and research about why it is important
 - processes and tools for working with family members and other professionals and service providers
- role and importance of family perspectives on early childhood education and care – its importance and purpose
- value of the family as the first educator
- contemporary family structures
- evolution of family
- diversity of family
- principles of relevant human rights and anti-discrimination legislation and regulation:
 - federal
 - state/territory
 - international
- hard to reach populations:
 - barriers to engagement
 - techniques for engaging

- importance of equity and diversity in early childhood learning, development and teaching:
 - contemporary practice models
 - processes for evaluation of current practice against access and equity principles
- boundaries and limits of service provision and when referral to other services may be appropriate
- referral networks for interventions and crisis support:
 - resources available in other services
 - relationships and collaborative partnerships between different services
 - referral procedures
- use of interpreters in family consultation
- cross cultural communication
- culturally diverse care practices and how these impact interactions with individual families
- legal and ethical considerations when dealing with families:
 - child custody
 - child protection
 - confidentiality and privacy
 - family and service rights and responsibilities
- key features of models of family intervention theory and practice:
 - current and emerging models
 - intervention strategies, their scope and limitations
 - processes for implementation
- service standards, policies and procedures for collaborative partnerships with families and community.

Assessment Conditions

Skills must be demonstrated in a workplace that provides services or support to children and families.

Where there is documented evidence that the service does not permit performance of one or more of the above skills by individuals who are not staff members, those skills may be demonstrated through simulated activities and scenarios.

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

Assessment must ensure access to:

- information about children and family from multiple sources
- information technology for research and documentation
- service standards, policies and procedures for collaborative partnerships with families and community
- families experiencing complex challenges.

Assessors must satisfy the Standards for Registered Training Organisations' 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>