



Australian Government

Assessment Requirements for CHCEDU011 Work with parents or carers of very young children

Release: 1

Assessment Requirements for CHCEDU011 Work with parents or carers of very young children

Modification History

Release	Comments
Release 1	This version was released in <i>CHC Community Services Training Package release 3.0</i> and meets the requirements of the 2012 Standards for Training Packages. Significant changes to the elements and performance criteria. New evidence requirements for assessment including volume and frequency requirements. Significant changes to knowledge evidence. Supersedes CHCFAM421B

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 evidence that the candidate has:

- worked collaboratively with at least 3 sets of parents/carers presenting with different situations to develop parenting skills, including:
 - first time parents/carers
 - carers who are not fathers or mothers
 - separate/single parents
 - parents/carers from diverse cultures
- worked with parents/carers experiencing challenges arising from at least 3 different types of stress.

Knowledge Evidence

The candidate must be able to demonstrate essential knowledge required to effectively complete tasks outlined in elements and performance criteria of this unit, manage tasks and manage contingencies in the context of the work role. This includes knowledge of:

- legal and ethical considerations for working with parents/carers, and how these are applied in organisations and individual practice:
 - codes of conduct

- duty of care
- mandatory reporting
- privacy, confidentiality and disclosure
- records management
- rights and responsibilities of workers, employers and clients
- work role boundaries – responsibilities and limitations
- work health and safety
- models and theories for working with parents, including infant attachment theory and the impact of good attachment on child development
- roles of fathering and mothering, parenting, parenting skills and the important role played by fathers, mothers/carers and parents in the life of their child/children
- types of issues and stresses that may affect fathers, mothers, caregivers and families of very young children, and their key indicators including:
 - addictions
 - attachment
 - breast feeding challenges
 - changes in relationship
 - cultural or religious considerations
 - developmental delays
 - financial stresses and economic factors
 - housing
 - levels of natural supports
 - lifestyle changes
 - mental health
 - post-natal depression
 - relationship changes
 - relationships between siblings and baby
 - sleep deprivation
 - social isolation
 - value placed on the role of father, mother, caregiver
- child development and corresponding needs of babies and very young children including key social, physical, psychological, cognitive and emotional development
- general health and well being requirements for babies including general requirements for sleep, nutrition, stimulation and settling
- types of tools and strategies that may assist clients develop parenting skills, including:
 - developing understanding of other perspectives
 - respecting roles played by others
 - time management skills
 - honest, assertive and respectful communication
 - active listening
 - importance of compromise

- maximising equitable opportunities to meet personal needs
- building confidence and competence in parenting skills
- recognising the importance of the relationship between the partners and ensuring time to maintain this relationship
- sources for referral and ways in which these can be accessed
- own experience, biases, values and beliefs and their potential impact on ability to work effectively with various client groups.

Assessment Conditions

Skills must have been demonstrated in the workplace or in a simulated environment that reflects workplace conditions. The following conditions must be met for this unit:

- use of suitable facilities, equipment and resources, including:
 - client information
 - organisation policies and procedures
- modelling of industry operating conditions, including:
 - scenarios that involve interactions with other people.

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