



Australian Government

Assessment Requirements for CHCFAM008 Work within a child inclusive framework

Release: 1

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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 change to knowledge evidence. Pre-requisite removed. Supersedes CHCFAM802B

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 in the child consultant role with at least 5 different children impacted by parental separation, conflict or divorce to ascertain and address their needs including working with:
 - abnormal developmental process and psychopathology
 - situations involving domestic and family violence
 - situations involving abuse of the child
- engaged children using effective:
 - age appropriate language and interview techniques
 - non-verbal communication
 - case notes recording
 - empathy and rapport building
 - observation
 - active listening
 - verbal and non-verbal and projective interview methods
- applied critical thinking and content management skills including:
 - obtaining, identifying, analysing, prioritising and evaluating information
 - assessing issues and options and reasoning logically
 - reading, comprehending and using relevant documentation

- writing clearly and concisely using neutral language
- used the following skills with parents/carers
 - conflict resolution
 - negotiation.

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 (national and state/territory) for child inclusive practice, and how these are applied in organisations and individual practice:
 - codes of conduct
 - discrimination
 - duty of care
 - human rights
 - mandatory reporting
 - privacy, confidentiality and disclosure and limitation in child inclusive practice
 - records management and reporting
 - rights and responsibilities of workers and employers
 - specific legislation that impacts child inclusive practice, including:
 - child protection legislation
 - family law, including the intentions of the Shared Parenting provisions of the Family Law Act 1975 and practices that will support families to achieve these goals
 - domestic and family violence laws
 - work role boundaries – responsibilities and limitations
 - work health and safety, including risk management
- principles and practice standards for working within the child's best interests
- differences between child-focused practice and child centred practice
- child inclusive/centred practice strategies
- impacts of family separation and attachment distress, and how to identify them through observation
- developmental sequelae of separation and conflict
- child development (social, physical, cognitive and emotional) and lifespan development, including:
 - attachment theory
 - developmental models
 - family systems theory
 - psycho-emotional development
 - child psychopathology

- inner world of the child and its expression through play and behaviour
- theories on the vulnerability and resilience of children in high level parental conflict contexts
- importance of peer relationships for children
- communication models working with and engaging children
- indicators of, child physical and emotional responses to, and implications of:
 - abuse and neglect
 - blended families
 - alcohol and other drugs
 - disability
 - domestic and family violence
 - hostility and aggression
 - grief and loss
 - mental illness
 - parental conflict and separation
 - social isolation
 - trauma
- parenting and family dynamics in different cultures
- case management processes
- child rights to protection, active right to participate, to choose course of action and make decision at their level of ability
- service options for referral.

Assessment Conditions

Skills must have been demonstrated in the workplace with the addition of simulations and scenarios where the full range of contexts and situations have not been provided in the workplace. The following conditions must be met for this unit:

- use of suitable facilities, equipment and resources, including:
 - client information
 - family law information
 - organisation policies and procedures
- modelling of industry operating conditions, including:
 - scenarios that involve complex interactions with children
 - scenarios that involve problem-solving.

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>