



Australian Government

Department of Education, Employment and Workplace Relations

CHCROT531A Interview children for investigation of child protection concerns

Release: 1

CHCROT531A Interview children for investigation of child protection concerns

Modification History

Not Applicable

Unit Descriptor

Descriptor

This unit describes the skills and knowledge required to develop and maintain good practice for interviewing children in relation to the investigation and assessment of an allegation of child abuse and neglect

Application of the Unit

Application

This unit applies to child protection workers with responsibility for interviewing children in relation to the investigation and assessment of child abuse and neglect

Licensing/Regulatory Information

Not Applicable

Pre-Requisites

Not Applicable

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

PERFORMANCE CRITERIA

1. Prepare for interview

- 1.1 Review *child development factors and impact of abuse and neglect on the child*
- 1.2 Identify most suitable person to interview child according to organisation and/or interagency guidelines
- 1.3 Identify and select the most *appropriate timing and environment* for child interviews
- 1.4 Ensure interview environment and timing meet individual needs of child and their circumstances
- 1.5 Apply principles of *best practice interviewing* in case of child protection assessment and investigation

2. Conduct interview with child

- 2.1 Conduct interview according to *organisation and legislation requirements* relevant to job role
- 2.2 Apply effective and flexible questioning strategies which consider sensitivity and development capacity of individual child
- 2.3 Select and use questioning strategies that adhere to rules of evidence as appropriate to job role

ELEMENT**PERFORMANCE CRITERIA****3. Reflect upon and improve interviewing skills**

- 3.1 *Assess interviewing skills* against accepted principles of good interviewing practice
- 3.2 Recognise and evaluate the impact of own values and attitudes on interviewing practices
- 3.3 Seek feedback from others about interviewing practices

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:

- Factors of child development stages
- Impact of child abuse and neglect on the child
- Interviewing practices appropriate to child protection situations
- Organisation policies for interviewing children in child protection matters
- Suitability of person to conduct the interview in the circumstances
- Options for timing and environment of interview
- Principles of best practice for child interviewing
- Legislation requirements relevant to child interviewing
- Effective and flexible questioning strategies
- Needs and sensitivities of children from a wide range of backgrounds
- Rules of evidence
- Own personal and professional values and attitudes

Essential skills:

It is critical that the candidate demonstrate the ability to:

- Conduct interviews with children in a child protection environment according to accepted best practice and agreed protocols

The candidate must be able 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 the ability to:

- Demonstrate effective communication and interviewing
- Conduct an interview in child protection context
- Recognise need to adapt questioning strategies to suit situations

REQUIRED SKILLS AND KNOWLEDGE

- Establish rapport with children as interviewee
- Undertake self reflection and self assessment
- Seek feedback and make changes to improve interviewing techniques

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 of competence must be assessed in the workplace and under the normal range of workplace conditions
- Consistency in performance should consider the complexity of the environment in which workers are expected to participate

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

EVIDENCE GUIDE

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 may include observation, questioning and evidence gathered from a workplace environment

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.

Child development factors and an impact of abuse and neglect on the child may include:

- Stages of child development in relation to memory and particularly the narrative language ability which is related to the age and experiences of the child
- Experience of abuse and neglect is likely to have a negative impact on the social and cognitive development of a child - capacity of child to be able to tell their story

RANGE STATEMENT

Appropriate person/ agency/ timing and environment may include:

- Determining the appropriate person/agency, timing and environment of interview requires the consideration of :
 - age and development capacity of the child
 - purpose of interview
 - level of training and experience of the individual practitioner conducting the interview
 - organisation policies of the particular agencies
 - relevant interagency guidelines or codes of practice
 - principles of best interest of the child being paramount to minimise the interviewing of children

Best practice interviewing may include:

- Interviewing practices using strategies based on the SAFE principles:
 - simple language
 - absence of specific detail or coercive techniques that suggest a desired response
 - flexibility for the interviewee to choose what to report
 - encourage elaborate responses
- Practice based upon these principles employs open questions to develop rapport and to elicit the child's free narrative

Organisation and legislation requirements may include:

- Agency policies and guidelines
- Interagency codes of practice
- Interagency guidelines
- Evidentiary requirements eg, recording of interviews

RANGE STATEMENT

Assess interviewing skills may include:

- Self assessment of interviewing practices based upon reflecting on a child focused practice that trusts the child's capacity to tell her or his story, i.e. listening to the voice of the child
- Reflecting on the challenges of maintaining good interviewing practice
- Reflecting on values and attitudes that may be in conflict with child focused practice and good interviewing practice, e.g. the perception that to elicit specific and detailed information requires specific questions

Unit Sector(s)

Not Applicable