

# Assessment record

Step by step Victoria

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A competency-based resource for  
assessing potential foster carers

**Note**

**This is a sample of a blank record. Do not write on this sample!**

Make a photocopy of this sample to complete for a new application received

**OR**

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Published by the Victorian Government Department of Human Services,  
Melbourne, Victoria, Australia.

November 2006

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## **Implementation of *Step by step in Victoria***

*Step by step Victoria* is based on the *Step by step* package developed in New South Wales. The material has been adapted for use by Victorian community service organisations that deliver foster care, including shared family care, adolescent community placement and intensive home-based care.

The Victorian Department of Human Services acknowledges that copyright of the *Step by step* and *Shared stories, shared lives* packages is held by and remains the property of the New South Wales Department of Community Services. The New South Wales Department of Community Services has granted permission for the Department of Human Services to adapt and use these packages in Victoria.

# Introducing *Step by step Victoria*

This booklet is part of *Step by step Victoria*, a resource package to assist foster care community service organisations in assessing potential foster carers.

## The package contains seven booklets.

### Background paper

An outline of the research and practice base for the package.

### Familiarisation guide

A detailed outline for a two-day workshop to familiarise assessors with the package and how to use it.

### Foster care information pack

A resource for people making enquiries about being a foster carer which can be adapted to the particular needs of your community service organisation. This information pack was developed in Victoria by the Department of Human Services in collaboration with the Foster Care Association of Victoria, the Centre for Excellence in Child and Family Welfare, the CREATE Foundation and home-based care community service organisations.

### Manual for assessors

A detailed outline of the assessment activities undertaken with applicants.

### Applicant booklet

A collection of handouts and worksheets used by the applicant during the assessment interviews.

### Assessment record

A tool for recording and analysing information gathered in the assessment process.

### Assessment resources

A collection of materials to support the assessment process.

## Key

 This symbol indicates booklets that can be downloaded by authorised community service organisations as a pdf file from the Department of Human Services' Funded Agency Channel at <https://fac.dhs.vic.gov.au/>

 This symbol indicates booklets that can be downloaded by authorised community service organisations as a Word file (able to be altered or containing forms that can be completed on computer) from the Department of Human Services' Funded Agency Channel at <https://fac.dhs.vic.gov.au/>

## **Additional printed copies**

For additional hard copies of booklets, contact:

Placement and Support Unit  
Child Protection and Family Services  
Department of Human Services  
Level 9, 50 Lonsdale Street  
GPO Box 4057  
Melbourne, Victoria, 3001

## Acknowledgements (Victoria)

Special thanks to members of the central reference group who participated in meetings and shared their insights, expertise and feedback throughout the process of developing a common foster carer assessment and training approach for use by community service organisations providing home-based care in Victoria. The following is a list of central reference group members:

David Clements	Chair/Manager Placement and Support, Child Protection and Family Services
Nora Risso	Project Officer, Department of Human Services Placement and Support, Child Protection and Family Services
Joanne Cowell	Project Officer, Department of Human Services Placement and Support, Child Protection and Family Services
Jill Armstrong	Adolescent community placement foster carer
Janet Attrill	Foster Care Association of Victoria committee member and foster carer
Kaye Bearlin	St Luke's Anglicare, Bendigo
Helen Brain	Department of Human Services Placement and Support, Child Protection and Family Services
Janet Brooks	Past Foster Care Association of Victoria Vice President and foster carer
Ray Carroll	Department of Human Services, Office of the Advocate for Children in Care
Sharyn Corben	Upper Murray Family Care, Wodonga
Natasha Courtney	Child Protection and Juvenile Justice Professional Development Unit
Georgia Crilis	Department of Human Services Placement and Support, Southern Metropolitan Region
Christine Cuff	MacKillop Family Services, Barwon
Libby Dyer	Department of Human Services Placement and Support, North and West Metropolitan Region
Alyson Ferguson	Gippsland and East Gippsland Aboriginal Co-op, Bairnsdale
Fiona Fischer	Children Australia Inc – Oz Child
Grant Holland	Waverley Emergency Accommodation and Care
Genni Huf	MacKillop Family Services, North and West Metropolitan Region
Janice Hughes	Past Foster Care Association of Victoria President and foster carer
Chris Jones	The Salvation Army Westcare
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Bernadette Marantelli	The Salvation Army Westcare
Kerrie McCormick	Department of Human Services Placement and Support, Hume Region
Jeannie McIntyre	Department of Human Services Indigenous Initiatives Unit, Child Protection and Family Services

Anita Pell	Berry Street Victoria – Hume
Jenny Potten	Anglicare Victoria
Sallie Rogers	Orana Family Services
Gwen Rogers	Victorian Aboriginal Child Care Agency
Janine Slinger	Foster carer
Caitlin Telford	CREATE Foundation
Julie Toohey	Victorian Aboriginal Child Care Agency
Michael White	Centre for Excellence in Child and Family Welfare

## Particular thanks

We would like to particularly acknowledge and thank members of the small working group for their generous contribution of time, knowledge and expertise to adapt the original material into the Victorian version of *Step by step*. The small working group put a great deal of valuable and practical work into developing the adaptations that have been included in these materials. Sincere thanks to the following small working group members:

Nora Riso	Project Officer, Department of Human Services Placement and Support, Child Protection and Family Services
Joanne Cowell	Project Officer, Department of Human Services Placement and Support, Child Protection and Family Services
Jill Armstrong	Adolescent community placement foster carer
Ruth Chattey	Children Australia Inc – Oz Child
Alyson Ferguson	Gippsland and East Gippsland Aboriginal Co-op, Bairnsdale
Fiona Fischer	Children Australia Inc – Oz Child
Bernadette Marantelli	The Salvation Army Westcare
Anita Pell	Berry Street Victoria – Hume
Sallie Rogers	Orana Family Services
Gail Walton	The Salvation Army Westcare
Michael White	Centre for Excellence in Child and Family Welfare

## Acknowledgements (New South Wales)

Special thanks to all those who contributed to the original *Step by step*. They gave the *Step by step Victoria* a valuable starting point.

The Association of Children's Welfare Agencies acknowledges the members of the steering, reference and initial pilot groups who shared their experience and gave a great deal of time providing invaluable guidance and feedback in the process of developing the original project. They also acknowledge those who participated in consultation and the second round of pilots. This involved more than 200 people and their participation was vital in helping to develop a useful and credible resource.

The Association of Children's Welfare Agencies would like to acknowledge the following organisations which have produced and made available material relating to assessment of foster carers:

- Anglicare (Sydney) Child and Family Services
- Barnardos Australia
- Berry Street Victoria
- British Agencies for Adoption and Fostering
- Centacare Sydney
- KARI Aboriginal Resources Inc
- Macarthur District Temporary Family Care
- National Foster Care Association, Britain
- New South Wales Department of Community Services
- St Luke's Anglicare, Bendigo
- Wesley Dalmar Child and Family Care
- UnitingCare Burnside.

In particular, the Association of Children's Welfare Agencies would like to acknowledge the following organisations for giving permission to adapt specific activities or forms developed within their organisations for use in *Step by step*:

- Barnardos Australia: criteria for applicants used in the *Foster care information pack*
- KARI Aboriginal Resources Inc: assessment process flowchart in the *Foster care information pack*
- New South Wales Department of Community Services: covering letter to applicant's doctor and the code of conduct for authorised foster carers in the *Assessment resources*.

## Using the *Assessment record*

This record is designed as part of *Step by step Victoria*, a resource for assessing potential foster carers. *Step by step Victoria* contains a range of material to help the applicant and the assessors to make an informed decision about the applicant's suitability to undertake the tasks of foster caring.

The *Assessment record* is a tool for analysing and recording evidence that an applicant has the competencies necessary to undertake the tasks of fostering. The evidence will include:

- responses by the applicant to interview questions and activities (as described in the *Manual for assessors*)
- legal and other background checks
- other external reports.

Therefore, the *Assessment record* forms the basis for the decision to approve or decline the applicant. It may be used in any appeal process.

The *Assessment record* is based on four key competencies which have been identified as essential when undertaking effective foster caring. These are:

- demonstrate personal readiness to become a foster carer
- work effectively as part of a team
- promote the positive development of children and young people in foster care
- provide a safe environment that is free of abuse.

More details of the competencies, including detailed performance criteria, are set out on pages 9–13 of the *Manual for assessors*.

# Record cover page

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**This record should be commenced when:**

- The applicant has completed the 'Registration of interest in foster care' (Form 1.3)  
**and**
- an appointment for an Information exchange session has been made.

**1. Name of applicant(s)**

**2. Date initial enquiry received**

**3. Date the *Foster care information pack* was sent**

**4. Name of assessors**

**5. Date assessment completed**

# Assessment record checklist

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**Note:** This checklist should be copied and included at the front of the approval panel report.

	Date form completed or returned
<b>1. Data forms</b>	
1.1 Initial enquiry information <i>(completed by assessor)</i>	<input type="text"/>
1.2 Action sheet following enquiry <i>(completed by assessor)</i>	<input type="text"/>
1.3 Registration of interest in foster care <i>(completed by applicant(s))</i>	<input type="text"/>
1.4 Application to become a foster carer <i>(completed by applicant(s))</i>	<input type="text"/>
<b>2. Withdrawal of application</b>	
2.1 Withdrawal of application <i>(completed by applicant(s) and assessor)</i>	<input type="text"/>
<b>3. Health checks</b>	
3.1 Health checklist <i>(completed by applicant(s))</i>	<input type="text"/>
3.2 Medical questionnaire <i>(completed by doctor for each applicant)</i>	<input type="text"/>
3.3 Medical check outcomes <i>(completed by assessor)</i>	<input type="text"/>
<b>4. Background record checks</b>	
4.1 Consent documents for police record check <i>(completed by applicant(s))</i>	<input type="text"/>
4.2 Receipt for Working with Children Check <i>(provided by applicant(s))</i>	<input type="text"/>
4.3 Results of Disqualified Register check <i>(completed by assessor)</i>	<input type="text"/>
4.4 Notification of results of police record check <i>(provided by external agency)</i>	<input type="text"/>
4.5 Notification of results of Working with Children Check <i>(provided by external agency)</i>	<input type="text"/>
4.6 Background record check outcomes <i>(completed by assessor)</i>	<input type="text"/>
<b>5. Home and environment check</b>	
5.1 Home and environment check <i>(completed by assessor)</i>	<input type="text"/>
5.2 Home and environment check outcomes <i>(completed by assessor)</i>	<input type="text"/>

## 6. Personal references

6.1 Personal reference form *(completed by referee)*

Referee 1

Referee 2

Referee 3

6.2 Personal reference outcomes *(completed by assessor)*

## 7. Community service organisation check

7.1 Community service organisation check outcomes  
*(completed by assessor)*

## 8. Dates of interviews and training

8.1 Dates of interviews and sessions:

Information exchange session

Interview A

Interview B

Session with children of the household

Interview C

Interview D

8.2 Training dates and who attended training

**Date:**

**Attended by:**

**Module 1**

**Module 2**

**Module 3**

**Module 4**

**Module 5**

**Module 6**

**Module 7**

**Module 8**

8.3 Observations from training *(completed by trainer)*

**9. Outcomes of sessions**

- 9.1 Outcomes of Information exchange session  
*(completed by assessor)*
- 9.2 Outcomes of session with children of the household  
*(completed by assessor)*

**10. Evidence of competency**

- 10.1 Summary report and recommendations coversheet and genogram  
*(completed by assessor)*
- 10.2 Evidence of Competency A: Demonstrate personal readiness to become a foster carer  
*(completed by assessor)*
- 10.3 Evidence of Competency B: Work effectively as part of a team  
*(completed by assessor)*
- 10.4 Evidence of Competency C: Promote the positive development of children and young people in foster care  
*(completed by assessor)*
- 10.5 Evidence of Competency D: Provide a safe environment that is free of abuse  
*(completed by assessor)*
- 10.6 Summary report and recommendations provided to applicant(s)  
*(completed by assessor and applicant(s))*

**11. Household information**

- 11.1 Life history *(completed by applicant(s) and submitted with application form)*
- 11.2 Family/household drawings (optional)  
*(done by household members during Information exchange session or session with children of the household)*
- 11.3 Household profile *(completed by assessor)*

**12. Applicant's preferred options**

- (completed by applicant(s) during Interview D)*

**13. Approval panel recommendations and minutes**

- (completed by assessor)*
- (signed by chairperson of panel)*

# 1.1 Initial enquiry information

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1.1.1 Date of enquiry

1.1.2 Name of worker

1.1.3 Name(s) of enquirer

1.1.4 Address

*If address is outside the community service organisation boundaries, advise the enquirer.*

1.1.5 Telephone

*Home*

*Work*

*Mobile*

*Email*

1.1.6 Date of birth of enquirer

*If age of enquirer is outside community service organisation policy on age of foster carers, advise the enquirer.*

1.1.7 Names and ages of all household members

(Include people who regularly stay overnight because if aged over 18 years they will need to have a police check and under certain circumstances may need a Working with Children Check)

Name:	DOB:	Relationship to enquirer:	Occupation:

*Advise the enquirer that the process of assessing suitability to become foster a carer involves all household members, including children, in at least one information session. Adults in the household will also need to be part of training sessions.*

1.1.8 If applicable, how long have you and your partner been together?

How long have you lived together?

*If length of relationship is outside the community service organisation policy about this, advise the enquirer.*

**1.1.9 How did you hear about our foster care program?**

**1.1.10 Have you applied to any other community service organisations to foster or for permanent care or adoption (now or previously) in Victoria or elsewhere?**

(Mark one)  Yes  No

Any details provided

*Explain that your community service organisation will only proceed if there are no other current applications, and your organisation will request information from previous applications from other community service organisations.*

**1.1.11 What has made you decide to call us today about fostering?**

**1.1.12 Are you interested in a particular type of fostering?**

(For example, length of care, age range of child or young person)

*Explain types of care available through your community service organisation.*

**1.1.13 What work or other commitments on your time do you have?**

*Advise enquirer if the time they have available is not appropriate for the type of care they are interested in.*

**1.1.14 Are there likely to be any significant changes in your family over the next 12 months?**

(For example, renovations, moving house, returning to work, changing work hours, students studying VCE, becoming grandparents, children moving out)

(Mark one)  Yes  No

*If yes, advise that assessment process will only start once their housing environment is stable.*

**1.1.15 Is there space in your home for a child or young person (or for another child or young person if you already have children)?**

(For example, is there a spare bedroom and suitable play and homework space?)

*Advise enquirer if your community service organisation would not consider the space they describe adequate.*

**1.1.16 Do you plan to have any (or any more) children?**

(Mark one)  Yes  No

Please comment:

*If **yes**, explain that applications to foster are only considered once people are no longer involved in fertility or adoption processes because it is not helpful to start a foster placement with a child or young person that may be disrupted when the foster carer becomes pregnant or adopts a child.*

**1.1.17 Have you had any involvement with the Department of Human Services (Child Protection) regarding allegations of abuse or neglect of any child or young person in your care?**

(Mark one)  Yes  No

Any details provided:

*If **yes**, explain that your community service organisation will not take an application if any allegation of abuse or neglect has been substantiated or is currently being investigated.*

**1.1.18 Other issues**

*Add questions relating to any policies your community service organisation has about essential criteria for applicants; for example, religious affiliations or beliefs, smoking, police checks, health checks, home and environment check .*

**1.1.19 Questions asked by enquirer:**

**1.1.20 Briefly describe the process of application and assessment.**

Ensure the following topics are covered:

- need to check criminal record
- need for medical and referee checks
- anticipated length of process, including the number of interviews involved
- next step: the applicant to contact the community service organisation again after reading the *Foster care information pack*.

**1.1.21 Do you want me to send out a *Foster care information pack*?**

(Mark one)  Yes  No

Form completed by:

*Assessor* *Date*

---

**At conclusion of enquiry, assessor to complete  
Form 1.2 'Action sheet following enquiry'**

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## 1.2 Action sheet following enquiry

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*(To be completed by assessor following enquiry)*

### 1.2.1 Name of person making enquiry

### 1.2.2 Foster care information pack sent

*(Mark one)*  Yes  No

If **yes**, date sent:

Now go straight to section 1.2.6 at the end of this form.

If **no**, complete sections 1.2.3–1.2.6 below.

### 1.2.3 Please mark one of the boxes below and complete any necessary details.

Enquirer placed on waiting list because community service organisation is not recruiting at this time.

Enquirer did not fulfil the following essential criteria of our community service organisation.

*Provide details:*

Enquirer demonstrated inability to meet competencies.

Competency	Evidence that enquirer cannot demonstrate this competency*
Personal readiness	
Work as a team	
Promote positive development of child or young person	
Provide a safe environment	

\* See pages 30, 48, 67, 83, 93 and 113 of this manual for examples of evidence indicating that competencies cannot be demonstrated.

Enquirer decided not to pursue their enquiry at this time.

Other

*Provide details:*

**1.2.4 When and how was enquirer informed that community service organisation would not proceed: (mark one)**

During the initial telephone enquiry conversation

Other

*Provide details:*

**1.2.5 What other options (if any) were provided to enquirer?**

**1.2.6 Form completed by:**

*Assessor*

*Date*

## 1.3 Registration of interest in foster care

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I have:

- read the *Foster care information pack* **and**
- would like to be contacted by a worker from your community service organisation to arrange an Information exchange session.

1.3.1 Your name

*First name*

*Last name*

1.3.2 Your address

1.1.5 Telephone

*Home*

*Work*

*Mobile*

1.3.4 Email address

1.3.5 Please complete for all members of your household

*(include all people who regularly stay overnight and any children or young people who live elsewhere)*

Name	Date of birth	Male/ female	Relationship to you

1.3.6 What language(s) do you speak at home?

**1.3.7 Are you of Aboriginal background?**

(Mark one)  Yes  No

**1.3.8 Are you of Torres Strait Islander background?**

(Mark one)  Yes  No

**1.3.9 Have you previously applied to any other community service organisations to foster either in Victoria or elsewhere?**

(Mark one)  Yes  No

*If yes, please provide details and the result of the application:*

**1.3.10 What type of care are you interested in applying for, if known?**

*(Mark any you are interested in)*

- Respite care
- Short term care
- Long term care

**Please return to**

\_\_\_\_\_  
*(Name of community service organisation worker)*

\_\_\_\_\_  
*(Address of community service organisation worker)*

## 1.4 Application to become a foster carer

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*Applicant to complete after participating in an Information exchange session*

### 1.4.1 Personal details

<b>Applicant 1</b>	<b>Applicant 2 (if a couple)</b>	
Last name	<input type="text"/>	<input type="text"/>
First name	<input type="text"/>	<input type="text"/>
Previous names	<input type="text"/>	<input type="text"/>
Date of birth	<input type="text"/>	<input type="text"/>
Aboriginal?	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No
Torres Strait Islander?	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No
Country of birth	<input type="text"/>	<input type="text"/>
Occupation	<input type="text"/>	<input type="text"/>
No. of employed hours a week	<input type="text"/>	<input type="text"/>
Home address	<input type="text"/>	<input type="text"/>
Contact telephone	<input type="text"/>	<input type="text"/>
Email address	<input type="text"/>	<input type="text"/>
Date of arrival in Australia, if applicable	<input type="text"/>	<input type="text"/>

### 1.4.2 Referees

I/ we provide the following names and addresses of three responsible persons to act as referees to my/our application. These persons:

- are currently in contact with me/us
- have known me/us and my/our family for at least two years
- have observed me/us interacting with children or young people on a regular basis
- are not directly related to me/us
- are willing to provide a reference if required.

	Referee 1	Referee 2	Referee 3
Name			
Home address			
Home telephone			
Work telephone			
Mobile telephone			

**1.4.3 All other members of your household** *(please include any people who regularly stay overnight)*

Name	Date of birth	Ethnicity	Relationship to you	Occupation

Are any of these individuals subject to a court order?

If **yes**, please provide details:

**1.4.4 Do you have children residing away from home?**

(Mark one)  Yes  No

If **yes**, please give the name, age and location of the child or young person and the reason why they are living elsewhere if under 18 years of age:

**1.4.5 Do you speak a language other than English?**

(Mark one)  Yes  No

If yes, please detail:

**1.5.6 What previous experience do you have in caring for children or young people?**

**1.4.7a Do you have a current driver's license ?**

(Mark one)  Yes  No

**1.4.7b Do you have a motor vehicle that is insured?**

(Mark one)  Yes  No

*Ability to drive is not essential, but may affect the type of placement considered.*

**1.4.8 Conditions of application**

I/we apply to be foster carer(s) for .....  
(Name of community service organisation)

*Please mark each box to indicate you have read and agreed and provided any attachments requested:*

- I/we understand that I/we can withdraw the application at any stage. This will not prevent my/our re-application, but my/our reason(s) for withdrawal will be documented and discussed with me/us if I/we do re-apply.
- I/we have signed and attached:
  - police record check form\*  
*(This form is to give consent for background screening, including relevant criminal record. I/we understand that a criminal record does not automatically debar me/us from foster caring, but the implication of any convictions on my/our suitability to be a foster carer(s) will be discussed with me/us and will be taken into account in the assessment process.)*
  - authorisation for release of medical information from my/our doctor.
- I/we have attached additional police record check forms, completed and signed by each member of our household who is 18 years of age or older.
- I/we have submitted the form(s) for a Working with Children Check and have attached the receipt(s).
- I/we understand additional Working with Children Checks<sup>o</sup> may be required for each member of our household who is 18 years of age or older.
- I/we understand international police checks<sup>#</sup> will be undertaken, if applicable.
- I/we have attached my/our life history.

- I/we agree to take part in the process to assess foster carers for approval and I/we understand it will include interviews with any children or young people who are a part of my/our household.
- I/we understand that I/we will need to complete a training course prior to being approved as a foster carer.
- I/we understand that (*name of community service organisation*) ..... will ask my/our permission to contact any other people or community service organisations who are able to provide relevant information about my/our suitability to provide foster care.
- I/we understand that (*name of community service organisation*) ..... will check the register<sup>+</sup> held by the Victorian Department of Human Services which records the names of people disqualified from caring.
- I/we state that the information contained in this application, including all attachments, is correct to the best of my/our knowledge.

	<b>Applicant 1</b>	<b>Applicant 2 (if a couple)</b>
Signed	<input type="text"/>	<input type="text"/>
Name	<input type="text"/>	<input type="text"/>
Date	<input type="text"/>	<input type="text"/>

\* The police record check and the Working with Children Check are a legal requirement in Victoria.

Ø In certain circumstances a Working with Children Check is required for household members over 18 years. Applicant(s) should clarify their circumstances with the community service organisation.

# If applicant(s) has/have lived outside of the Australia in the past five years, consideration must be given to requesting a criminal record check from the country in which they previously lived. In these circumstances the applicant(s) should contact the relevant embassy and request this information.

+ The register is to be established following proclamation of the *Children, Youth and Families Act 2005*.

## 2. Withdrawal of application

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### 2.1 Details of withdrawal

*(Name of applicant(s))*

withdrew his/her/their application to be a foster carer on

*(Date)*

### 2.2 Reasons given for withdrawal by applicant(s)

### 2.3 Comment by assessor

*Must include any advice given to the applicant(s):*

- that a particular issue (or issues) indicated that the applicant(s) could not currently meet all required competencies*
- about possible strategies to address relevant issues before re-submitting an application.*

### 2.4 Signed

*Assessor*

*Date*

*Applicant(s)*

*Date*

## 3.1 Health checklist

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- *One copy of this checklist will be put on the Assessment record.*
- *One copy will be forwarded to your doctor, when he or she is provided with the Medical questionnaire.*

### 3.1.1 Name of applicant(s)

Name of applicant 1

Name of applicant 2

### 3.1.2 What, if any, illnesses or physical conditions do you or your children have (or have you or you children had in the past)?

Applicant 1

Applicant 2

Children, if applicable

### 3.1.3 Do you currently have, or have you had in the past, psychological or mental health conditions?

*If so, please provide details:*

Applicant 1

Applicant 2

**3.1.4 Have you or your children seen any specialists within the past three years?**

*If so, please provide details:*

Name of specialist	Contact details

**3.1.5 Do you smoke?**

Applicant 1 (Mark one)  Yes  No

a. If **yes**, how many cigarettes a day do you smoke?

b. Are you prepared to follow our community service organisation policy of no smoking inside a house or car in which a foster child or young person is residing or travelling?

(Mark one)  Yes  No

Applicant 2 (Mark one)  Yes  No

a. If **yes**, how many cigarettes a day do you smoke?

b. Are you prepared to follow our community service organisation policy of no smoking inside a house or car in which a foster child or young person is residing or travelling?

(Mark one)  Yes  No

**3.1.6 Do you drink alcohol?**

Applicant 1 (Mark one)  Yes  No

*If yes, when and how much?*

Applicant 2 (Mark one)  Yes  No

*If yes, when and how much?*

**3.1.7 Do you use (or have you used in the past) other unprescribed drugs?**

Applicant 1 (Mark one)  Yes  No

*If yes, please describe your usage:*

Applicant 2 (Mark one)  Yes  No

*If yes, please describe your usage:*

**3.1.8 Are you currently using any prescribed drugs?**

Applicant 1 (Mark one)  Yes  No

*If yes, please describe your usage:*

Applicant 2 (Mark one)  Yes  No

*If yes, please describe your usage:*

**3.1.9 Signed**

**Applicant 1**

**Applicant 2**

*(if a couple)*

Signed	<div style="border: 1px solid black; height: 25px;"></div>	<div style="border: 1px solid black; height: 25px;"></div>
Name	<div style="border: 1px solid black; height: 25px;"></div>	<div style="border: 1px solid black; height: 25px;"></div>
Date	<div style="border: 1px solid black; height: 25px;"></div>	<div style="border: 1px solid black; height: 25px;"></div>

## 3.2 Medical questionnaire

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**Note:** *If application is being made by a couple, the doctor is to complete a separate form for each applicant.*

**3.2.1 Name of applicant to be a foster carer**

**3.2.2 Name of doctor completing questionnaire**

**3.2.3 Address of doctor**

**3.2.4 Telephone number of doctor**

**3.2.5 How long have you been the applicant's doctor?**

**3.2.6 Please comment on the general health and health history of the applicant, with reference to both physical and psychological aspects.**

**3.2.7 In your professional opinion, does the applicant currently have any illnesses or medical conditions that may affect their ability to care for a child or young person? *(Please provide full details.)***

**3.2.8 Is there any potential for recurring or developing illnesses or medical conditions that may affect their ability to care for a child or young person?**  
*(Please provide full details.)*

**3.2.9 Is the applicant currently taking medication or having treatment?**  
*(Please provide full details.)*

**3.2.10 If applicable, do any of the applicant's children currently have any illnesses or medical conditions that may impact on the applicant's ability to provide care for a child or young person?** *(If yes, please provide full details.)*

**3.2.11 Is the applicant unable to have children because of fertility issues?**

*(Mark one)*  Yes  No

***If yes, please detail:***

**3.2.12 Are you aware of the applicant having any past or present psychiatric conditions?** *(Please provide full details.)*

**3.2.13 Please comment on any aspects of the applicant's suitability and/or parenting ability (if known to you) that would deem them as suitable or unsuitable as a foster carer.**

**3.2.14 Are you aware of whether the applicant is currently seeing any specialists?**  
*(If so, please provide the name of the specialist(s) and contact details.)*

**3.2.15 Do you consider that further specialist reports may be of use in the assessment of the applicant's physical, emotional or psychological wellbeing?** *(If so, please detail.)*

**3.2.16 Any other comments?**

*Signature of doctor*

*Date*

## 3.3 Medical check outcomes

---

### 3.3.1 Details of information supplied:

*(Mark those completed)*

- health checklist *(completed by applicant)*
- medical questionnaire *(completed by applicant's doctor)*
- other

### 3.3.2 Is there evidence from the medical information gathered that the application should not proceed?



*(Mark one)*  Yes  No

*If no, proceed to next question on this form (3.3.3)*

*If yes, complete parts a and b of this question, then proceed to question 3.3.5.*

#### a. Complete the relevant boxes of the following table

Competency	Evidence that applicant(s) cannot demonstrate this competency*
Personal readiness to care	
Work as a team	
Promote positive development of a child or young person	
Provide a safe environment	

\* See pages 30, 48, 67, 83, 93, and 113 of the *Manual for assessors* for examples of evidence indicating that competencies cannot be demonstrated.

#### b. Make arrangements to contact the applicant(s) and inform them that there will be a recommendation that their application will not be approved.

*See page 16 of the Manual for assessors for more details of this process.*

**3.3.3 From the medical information provided, have the assessors identified issues that need to be further explored before the assessment is completed?**



(Mark one)  Yes  No

If **yes**, complete parts a, b and c of this question below.

If **no**, go to the next part of this form (3.3.4).

**a. Provide a brief description of the issue:**

**b. Which competency does the issue relate to?**

**c. How will this issue be explored with the applicant(s)?**

- Interview (A, B, C or D)
- Referee checks
- An additional interview
- Other

*Please detail*

**3.3.4 Evidence that the applicant(s) can demonstrate competency**



If the medical check provided evidence of the applicant's competency, please detail this in Section 10 of this record.

### 3.3.5 Interim assessment recommendation

Mark a, b or c only. If b is marked, you must complete relevant details in space provided.

- a. This application should not proceed.
- b. Further work should be undertaken in relation to

There would need to be evidence of:

before proceeding to the next stage of the assessment process.

- c. This application can proceed to the next stage of assessment.

## 4.1 Consent document(s) for police record check(s)

---

Place copy of completed, signed document(s) here.

## 4.2 Receipt(s) for Working with Children Check(s)

---

Place receipt(s) here.

## 4.3 Results of check of Disqualified Register

---

**Outcome of contact with the Disqualified Register is:**

Applicant(s) is/are not disqualified

Applicant(s) is/are disqualified

## 4.4 Notification of results of police record check(s)

---

Place notification results here.

## **4.5 Notification of results of Working with Children Check(s)**

---

Place notification results here.

## 4.6 Background record check outcomes

---

### 4.6.1 Details of information supplied:

*(Mark those completed)*

- police record check
- Working with Children Check
- check of Disqualified Register held by the Department of Human Services
- other

### 4.6.2 Is there evidence from the background record checks that the application should not proceed?



*(Mark one)*  Yes  No

*If no, proceed to next question on this form (4.6.3).*

*If yes, complete parts a, b and c of this question below.*

#### a. Complete the relevant boxes of the following table

Competency	Evidence that applicant(s) cannot demonstrate this competency*
Personal readiness to care	
Work as a team	
Promote positive development of a child or young person	
Provide a safe environment	

\* See pages 30, 48, 67, 83, 93 and 113 of the *Manual for assessors* for examples of evidence indicating that competencies cannot be demonstrated.

**b. Make arrangements to contact the applicant(s) and inform them that there will be a recommendation that their application will not be approved.**

*See page 16 of the Manual for assessors for more details of this process.*

**c. Go to the last section (4.6.5) of this form.**

**4.6.3 From the background record checks, have the assessors identified issues that need to be further explored before the assessment is completed?**



*(Mark one)*  Yes  No

*If yes, complete parts a, b and c of this question below.*

*If no, go to the next part of this form (4.6.4).*

**a. Provide a brief description of the issue:**

**b. Which specific competency does the issue relate to?**

**c. How will this issue be explored with the applicant(s)?** *(Mark one)*

- Issue will be covered in more depth in:
- Interview A
- Interview B
- Interview C
- Interview D
- Referee checks
- An additional interview
- Other

*Please detail*

**4.6.4 Evidence that applicant(s) can demonstrate competency**



**If the background check provided evidence of the applicant's competency, please detail this in Section 10 of this record.**

#### 4.6.5 Interim assessment recommendation

Mark a, b or c only. If b is marked, you must complete relevant details in space provided.

- a. This application should not proceed.
- b. Further work should be undertaken in relation to

There would need to be evidence of:

before proceeding to the next stage of the assessment process.

- c. This application can proceed to the next stage of assessment.

## 5.1 Home and environment check

---

**Name of applicant(s)**

Name of applicant 1

Name of applicant 2

**Address**

**Telephone**

*Home*

*Work*

*Mobile*

**Assessor**

**Date of assessment**

**Date of review**

This assessment tool will assist the assessor to make an assessment about a potential foster carer's capacity to be responsible for the safety of a child in their home. The tool is used in both an initial assessment and then yearly as part of a carer's annual review. The tool enables Community Service Organisations to demonstrate compliance with Standard 5.1 of the Registration Standards for Community Service Organisations to provide a safe and nurturing environment (Evidence Guide for Registered Community Service Organisations DHS - [http:// www.cyf.vic.gov.au/every-child-every-chance/ registration-of-community-service-organisations/review-tools-and-guides](http://www.cyf.vic.gov.au/every-child-every-chance/registration-of-community-service-organisations/review-tools-and-guides)).

During an initial assessment, outcomes are recorded in *5.2 Home and environment check outcomes*. The recommendation should include evidence to support any concerns that the application should not be approved or that safety needs to be further explored. The information recorded in both documents, including the assessor's recommendation about the carer's capacity to manage safety issues, will assist the accreditation panel to make a judgement about the suitability of the carer's home environment.

It is not possible for the checklist to be a complete list of all possible risks in the home environment; either at the time the tool is administered or in the future. The tool should prompt the assessor and potential carer to identify together possible areas of risk or concern, engage in discussion, collate information, and prompt the carer to address any concerns. A common sense and collaborative approach is required when discussing issues arising from the check and any changes needed.

## General home environment

The carer's home and property must be safe, hygienic and appropriately furnished in line with community standards and expectations.

- Blind and curtain cords are secured and out of reach of children.
- Areas where people may possibly trip over, i.e. steps, loose cables or cords, are made safe.
- Glass doors have safety glass and/or marking stickers.
- Electric socket covers are fitted (*if small children in family*).
- Safety locks are fitted on lower cupboards (*if applicable*).
- Food is appropriately and hygienically stored.
- Stairs are fitted with safety gates (*if applicable*).
- Banister is secured (*if applicable*).

Concerns identified:

## Smoke-free environment

Community Service Organisations will ensure that all children and young people in home-based care reside in a smoke-free environment; that is, carers and their families must not smoke in their home or their car, whilst a child or young person is in their care.

Community Service Organisations will ensure that potential foster carers are made aware of this requirement prior to commencing an assessment.

- No smoking in the home, whilst the carer is engaged in active care giving responsibilities.
- No smoking in the car whilst the carer is engaged in active care giving responsibilities.
- The external area used for smoking does not contaminate internal environment of the home.
- Cigarette butts are disposed of safely, with ashtrays not accessible to children and young people.

Concerns identified:

## Sleeping arrangements and privacy

**Sleeping arrangements for a child or young person must be age appropriate and meet the child or young person's individual needs, including when a child shares a bedroom.**

The following are details of a child or young person's bedroom:

- Own bedroom.
- Shares a bedroom with
- There is adequate space for appropriate furniture and storage.
- There is adequate privacy available for the child or young person.
- There is adequate space to securely store belongings.

**Concerns identified:**

## Equipment and furniture

**All equipment and furniture used by a child or young person must be safe, stable and appropriate, and must comply with Australian safety standards where they exist (information can be sourced from [www.consumer.vic.gov.au](http://www.consumer.vic.gov.au) > *Banned & Regulated Products > Toy and Nursery Safety Line*).**

- Space and opportunity for play indoors and outdoors.
- Cots, high chairs, prams, pushers and other relevant equipment used for infants and toddlers are safe and stable and comply with Australian safety standards.
- Furniture, toys and recreational equipment are safe and stable.
- The sandpit has a cover.
- Play equipment is appropriate for the age of the child or young person the foster carer is wanting to care for.
- Toys or objects that are unsuitable for a younger child are able to be safely stored out of their reach.
- The top bunk bed is fitted with a safety rail.

**Concerns identified:**

## Hazardous and dangerous materials

Community Service Organisations will ensure that hazardous or dangerous materials in a carer's home, including any materials that may be used as inhalants, will be securely stored and will not be accessible to children or young people.

Safe storage of:

- utensils and sharp knives;
- dangerous materials, garden chemicals, cleaning fluids, medicines and alcohol;
- machinery and other equipment;
- aerosol and toilet tablets are not stored next to the toilet.

Concerns identified:

## Fire safety

Community Service Organisations will comply with the most current departmental fire risk management guidelines, to ensure that children and young people are appropriately protected from the risk posed by fire. (Refer to the Funded Agency Channel - <http://www.dhs.vic.gov.au/facs/bdb/fmu/service-agreement> 5.1-fire-risk-management).

The carer's home must be fitted with smoke detectors and, where the Community Service Organisation considers appropriate, fitted with a fire blanket and/or fire extinguishers.

- Smoke detectors are installed and working.
- Access doors and windows can be easily opened in event of fire.
- A fire blanket or fire extinguisher is fitted (as per Community Service Organisation policy).
- A fire evacuation plan is in place.
- There is safe storage of matches and lighters.
- Open fires and heaters have fire guards fitted.

Concerns identified:

## Vehicles

**Carer's vehicles must be registered and bolts for seat restraints must be fitted correctly.**

**All child car seats used by a child or young person must be fitted correctly, age appropriate and meet Australian safety standards**

(<http://www.vicroads.vic.gov.au/Home/RoadSafety/>).

- Bolts for seat restraints are correctly fitted by an authorised service.
- All children under 12 in care are required to sit in the backseat of a vehicle.
- Sufficient room and a seatbelt available in the family vehicle for the extra child or young person.
- The vehicle is registered and roadworthy.
- The vehicle is insured.
- There is a first aid kit in the vehicle.

**Concerns identified:**

## Fencing

**Perimeter fencing on a carer's property must restrict a child or young person's access to hazards, such as access to roads. Fencing for swimming pools (including spas) must comply with relevant legislation and not prove a hazard for children and young people ([www.buildingcommission.com.au](http://www.buildingcommission.com.au) > swimming pools & spas or contact your local council for the current guidelines). Access to other waterways, dams, creeks, rivers, ponds and water features must not prove a hazard for children and young people. It is acknowledged that this will require careful consideration by Community Service Organisations for carers living on farms or large properties. Where completely restricted access to waterways is impracticable, carers will be required to provide vigilant supervision of children and young people.**

- Play areas are safely fenced.
- Fencing for pools and spas comply with relevant legislation.
- Access to other waterways, rivers, creeks, ponds, dams, farm effluent ponds and water features do not present a hazard for children and young people.
- Gates are able to be locked/secured.

**Concerns identified:**

## Pets or animals

**Pets or animals kept by a carer must not present a risk to children or young people in a placement. The Community Service Organisation must assess where, pets/animals must be kept in areas not accessible to children and young people.**

- Appropriate and hygienic feeding, sleeping and waste disposal for pets or animals.
- Fish tanks placed appropriately according to the age of the child.
- Pets or animals kept by a carer do not prove a risk to children or young people in a placement.
- Foster carer(s) has/have capacity to secure animals away from children and young people if required.

**Concerns identified:**

## Firearms

**Carers who have a firearm must comply with relevant legislation**

**([www.legislation.vic.gov.au](http://www.legislation.vic.gov.au) Acts > *Firearms Amendment Act 2007* or contact your local police station for relevant guidelines) in relation to safe storage of firearms and cartridge ammunition and must have a current firearms licence, which has been viewed by the Community Service Organisation.**

- The foster carer has a current firearms licence, which the assessor has sighted.
- Firearms and cartridges are adequately stored in separate lockable locations.

**Concerns identified:**

The following is a full list of firearms and similar equipment (guns, pistols, spear guns, air rifles, cross bows) kept at the above address.

Details of firearm/missile discharging equipment	Details of licence and/or relevant certificates	Current from	Expiry date

I/we

agree to maintain a home environment that meets the needs of children and young people in line with the requirements of the Registration Standards for Community Service Organisations.

Signed  Dated

Signed  Dated

Re-assessment date *(if applicable)*

Signed  Dated

Signed  Dated

Assessor  Dated

## 5.2 Home and environment check outcomes

---

### 5.2.1 Details of information supplied:

*(Mark those completed)*

- home and environment check (completed by assessor)  
 other

### 5.2.2 Is there evidence from the home and environment check that the application should not proceed?



*(Mark one)*  Yes  No

*If no, proceed to next question on this form (5.2.3).*

*If yes, complete parts a, b and c of this question below.*

#### a. Complete the relevant boxes of the following table

Competency	Evidence that applicant(s) cannot demonstrate this competency*
Personal readiness to care	
Work as a team	
Promote positive development of a child or young person	
Provide a safe environment	

\* See pages 30, 48, 67, 83, 93 and 113 of the *Manual for assessors* for examples of evidence indicating that competencies cannot be demonstrated.

- b. **Make arrangements to contact the applicant(s) and inform them that there will be a recommendation that their application will not be approved.**  
*See page 16 of the Manual for assessors for more details of this process.*
- c. **Go to last section (5.2.5) of this form.**

**5.2.3 From the home and environment check, have the assessors identified issues that need to be further explored before the assessment is completed?**

(Mark one)  Yes  No



*If yes, complete parts a, b and c of this question below.*

*If no, go to the next part of this form (5.2.4).*

**a. Provide a brief description of the issue:**

**b. Which specific competency does the issue relate to?**

**c. How will this issue be explored with the applicant(s)? (Mark one)**

- Issue will be covered in more depth in:
- Interview A
- Interview B
- Interview C
- Interview D
- Referee checks
- An additional interview
- Other

*Please detail*

**5.2.4 Evidence that applicant(s) can demonstrate competency**



**If the home and environment check provided evidence of the applicant's competency, please detail this in Section 10 of this record.**

### 5.2.5 Interim assessment recommendation

*Mark a, b or c only. If b is marked, you must complete relevant details in space provided.*

**a. This application should not proceed.**

**b. Further work should be undertaken in relation to:**

There would need to be evidence of:

before proceeding to the next stage of the assessment process.

**c. This application can proceed to the next stage of assessment.**

## 6.1 Personal reference form

---

*Direct contact (either face-to-face or by telephone) must be made with three referees. Either the referee or the assessor can fill out this form when making direct contact.*

**6.1.1 Name of applicant 1**

**Name of applicant 2**

**6.1.2 Name of referee**

**6.1.3 Telephone numbers of referee**

*Home*

*Work*

*Mobile*

**6.1.4 How long have you known the applicant(s)?**

**Applicant 1**    2–3 years    4–10 years    11 or more years

**Applicant 2**    2–3 years    4–10 years    11 or more years

**6.1.5 What is the nature of your relationship to each applicant?**

*(For example, work colleague, friend, neighbour, minister, relative)*

**Applicant 1**

**Applicant 2**

**6.1.6 Approximately how often are you in contact with the applicant(s)?**

*(For example, daily, weekly, monthly, a couple of times a year)*

**Applicant 1**

**Applicant 2**

**6.1.7 How does this contact mostly occur?**

*(For example, by telephone, letter, face-to-face, during visits to your home, during visits to their home, in community places, such as work, church or school)*

**6.1.8 Please describe your experience of the parenting and caring abilities of the applicant(s).**

**6.1.9 Children and young people coming into care often have special needs and may have behavioural or other problems. Do you have any reservations at all about the applicant's ability to care for and respond to the needs of such children or young people?**

(Mark one)  Yes  No

*If yes, please detail:*

**6.1.10 How would a foster child or young person fit in with the lifestyle and routine of the applicant(s)?**

**6.1.11 Please comment on your knowledge of the applicants' relationship as a couple (if applicable).**

**6.1.12 Please comment on the ability of the applicant(s) to work through problems or differences of opinion.**

**Applicant 1**

**Applicant 2**

**6.1.13 Please comment on the ability of the applicant(s) to cope with a major crisis or difficulties.**

**Applicant 1**

**Applicant 2**



## 6.2 Personal reference outcomes

### 6.2.1 Details of information supplied:

(Mark those completed)

direct contact (either face-to-face or by telephone) with three referees

follow-up contact

<i>Name of referee</i>	<i>Date of contact</i>
(1)	
(2)	
(3)	

Other

### 6.2.2 Is there evidence from the referees that the application should not proceed?



(Mark one)  Yes  No

If **no**, proceed to next question on this form (6.2.3).

If **yes**, complete parts a, b and c of this question below.

a. Complete the relevant boxes of the following table

<b>Competency</b>	<b>Evidence that applicant(s) cannot demonstrate this competency*</b>
Personal readiness to care	
Work as a team	
Promote positive development of a child or young person	
Provide a safe environment	

\* See pages 30, 48, 67, 83, 93 and 113 of the *Manual for assessors* for examples of evidence indicating that competencies cannot be demonstrated.

**b. Make arrangements to contact the applicant(s) and inform them that there will be a recommendation that their application will not be approved.**

*See page 16 of the Manual for assessors for more details of this process.*

**c. Go to last section (6.2.5) of this form.**

**6.2.3 From the referees, have the assessors identified issues that need to be further explored before the assessment is completed?**

(Mark one)  Yes  No



*If yes, complete parts a, b and c of this question below.*

*If no, go to the next part of this form (6.2.4).*

**a. Provide a brief description of the issue:**

**b. Which specific competency does the issue relate to?**

**c. How will this issue be explored with the applicant(s)? (Mark one)**

Issue will be covered in more depth in:

- Interview A
- Interview B
- Interview C
- Interview D
- An additional interview
- Other

*Please detail*

**6.2.4 Evidence that applicant(s) can demonstrate competency**



**If the personal referees provided evidence of the applicant's competency, please detail this in Section 10 of this record.**

### 6.2.5 Interim assessment recommendation

Mark a, b or c only. If b is marked, you must complete relevant details in space provided.

a. This application should not proceed.

b. Further work should be undertaken in relation to:

There would need to be evidence of:

before proceeding to the next stage of the assessment process.

c. This application can proceed to the next stage of assessment.

# 7.1 Community service organisation check outcomes

## 7.1.1 Details of information supplied *(mark those completed)*

Own community service organisation information records

Other community service organisation

Name of community service organisation

Contact person at community service organisation

**Please attach copy of any completed documentation provided.**

## 7.1.2 Is there evidence from the community service organisation that the application should not proceed?



*(Mark one)*  Yes  No

*If no, proceed to next question on this form (7.1.3).*

*If yes, complete parts a, b and c of this question below.*

### a. Complete the relevant boxes of the following table

Competency	Evidence that applicant(s) cannot demonstrate this competency*
Personal readiness to care	
Work as a team	
Promote positive development of a child or young person	
Provide a safe environment	

\* See pages 30, 48, 67, 83, 93 and 113 of the *Manual for assessors* for examples of evidence indicating that competencies cannot be demonstrated.

- b. **Make arrangements to contact applicant(s) and inform them that there will be a recommendation that their application will not be approved.**  
*See page 16 of the Manual for assessors for more details of this process.*
- c. **Go to last section (7.1.5) of this form.**

**7.1.3 From the community service organisation check, have the assessors identified issues that need to be further explored before the assessment is completed?**



(Mark one)  Yes  No

*If yes, complete parts a, b and c of this question below.*

*If no, go to the next part of this form (7.1.4).*

**a. Provide a brief description of the issue:**

**b. Which specific competency does the issue relate to?**

**c. How will this issue be explored with the applicant(s)? (Mark one)**

- Issue will be covered in more depth in:
- Interview A
- Interview B
- Interview C
- Interview D
- Referee checks
- An additional interview
- Other

*Please detail*

**7.1.4 Evidence that applicant(s) can demonstrate competency**



**If the community service organisation check provided evidence of applicant's competency, please detail this in Section 10 of this record.**

**7.1.5 Interim assessment recommendation**

*Mark a, b or c only. If b is marked, you must complete relevant details in space provided.*

**a. This application should not proceed.**

**b. Further work should be undertaken in relation to:**

There would need to be evidence of:

before proceeding to the next stage of the assessment process.

**c. This application can proceed to the next stage of assessment.**

**If applicable, attach documentation of community service organisation check.**

## 8.3 Observations from training

---

**8.3.1 Attach any copies of "Observations from training" sheets completed by trainers for Modules 1–8 of Shared stories shared lives Victoria pre-service training. Make sure information about other participants is not included on copies.**

Any issues raised will be covered in more depth in:

- Interview A
- Interview B
- Interview C
- Interview D
- Referee checks
- An additional interview
- Other

*Please detail*

# 9.1 Outcomes of Information exchange session

## 9.1.1 Session details

Date of session

Those present

Did this session enable:

*(Mark those areas covered)*

- the enquirers to have their initial questions about fostering answered?
- the assessors to provide information about the assessment process?
- the assessors to provide fundamental and practical details about fostering arrangements?
- the enquirers to provide information about their family?

## 9.1.2 Is there evidence from the Information exchange session that the application should not proceed?



*(Mark one)*  Yes  No

*If no, proceed to next question on this form (9.1.3).*

*If yes, complete parts a, b and c of this question below.*

### a. Complete the relevant boxes of the following table

Competency	Evidence that applicant(s) cannot demonstrate this competency*
Personal readiness to care	
Work as a team	
Promote positive development of a child or young person	
Provide a safe environment	

\* See pages 30, 48, 67, 83, 93 and 113 of the *Manual for assessors* for examples of evidence indicating that competencies cannot be demonstrated.

- b. **Make arrangements to contact applicant(s) and inform them that there will be a recommendation that their application will not be approved.**  
*See page 16 of the Manual for assessors for more details of this process.*
- c. **Go to last section (9.1.5) of this form.**

**9.1.3 From the Information exchange session, have the assessors identified issues that need to be further explored before the assessment is completed?**

(Mark one)  Yes  No



*If yes, complete parts a, b and c of this question below.  
If no, go to the next part of this form (9.1.4).*

**a. Provide brief description of the issue:**

**b. Which specific competency does the issue relate to?**

**c. How will this issue be explored with the applicant(s)? (Mark one)**

Issue will be covered in more depth in:

- Interview A
- Interview B
- Interview C
- Interview D
- Referee checks
- An additional interview
- Other

*Please detail*

**9.1.4 Evidence that applicant(s) can demonstrate competency**



**If the Information exchange session provided evidence of the applicant's competency, please detail this in Section 10 of this record.**

**9.1.5 Interim assessment recommendation**

*Mark a, b or c only. If b is marked, you must complete relevant details in space provided.*

**a. This application should not proceed.**

**b. Further work should be undertaken in relation to:**

There would need to be evidence of:

before proceeding to the next stage of the assessment process.

**c. This application can proceed to the next stage of assessment.**

## 9.2 Outcomes of session with children of the household

---

### 9.2.1 Session details

Date of session

Those present

Did this session explore:

*(Mark those areas covered)*

- the family relationships from the children and young people's perspective?
- the children and young people's expectations of the rewards and challenges of fostering?
- the children and young people's readiness to foster?

### 9.2.2 Is there evidence from the session with children and young people that the application should not proceed?

*(Mark one)*

Yes

No



*If no, proceed to next question on this form (9.2.3).*

*If yes, complete parts a, b and c of this question below.*

#### a. Complete the relevant boxes of the following table

Competency	Evidence that applicant(s) cannot demonstrate this competency*
Personal readiness to care	
Work as a team	
Promote positive development of a child or young person	
Provide a safe environment	

\* See pages 30, 48, 67, 83, 93 and 113 of the *Manual for assessors* for examples of evidence indicating that competencies cannot be demonstrated.

- b. Make arrangements to contact applicant(s) and inform them that there will be a recommendation that their application will not be approved.  
*See page 16 of the Manual for assessors for more details of this process.*
- c. Go to last section (9.2.5) of this form.

**9.2.3 From the Session with young children of the household, have the assessors identified issues that need to be further explored before the assessment is completed?**



(Mark one)  Yes  No

*If yes, complete parts a, b and c of this question below.  
If no, go to the next part of this form (9.2.4).*

**a. Provide brief description of the issue:**

**b. Which specific competency does the issue relate to?**

**c. How will this issue be explored with the applicant(s)? (Mark one)**

Issue will be covered in more depth in:

- Interview A
- Interview B
- Interview C
- Interview D
- Referee checks
- An additional interview
- Other

*Please detail*

**9.2.4 Evidence that applicant(s) can demonstrate competency**



**If the session with children and young people provided evidence of the applicant's competency, please detail this in Section 10 of this record.**

### 9.2.5 Interim assessment recommendation

*Mark a, b or c only. If b is marked, you must complete relevant details in space provided.*

**a. This application should not proceed.**

**b. Further work should be undertaken in relation to:**

There would need to be evidence of:

before proceeding to the next stage of the assessment process.

**c. This application can proceed to the next stage of assessment.**

# 10.1 Summary report and recommendations coversheet

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## 10.1.1 Application details

Surname:

Assessing workers:

Manager:

Date of report:

## 10.1.2 Identifying information

Family names:

Given names:

Address

Dates of birth:

Places of birth:

Occupations:

Citizenship/residency:

Ethnicity:

Children in the family:

## 10.1.3 General information

Date of application:

Previous applications and outcomes:

Experience or knowledge of children or young people, including through fostering, permanent care, adoption and so on:

10.1.4 Report completed by:

Date:

### **10.1.5 Genogram**

*Include here*

## 10.2 Evidence of Competency A: Demonstrate personal readiness to become a foster carer

---

### 10.2.1 Interview A details

Date of session

Those present

Did this interview explore:

*(Mark those areas covered)*

- the applicant's motivation to care?
- the nature and significance of family relationships in the applicant's life?
- the response of the applicant to loss and grief?
- the response of the applicant to change and stress?
- (if applicable)* the impact of fostering on the applicant's own children?
- (if applicable)* dealing with infertility?

### 10.2.2 Is there evidence from Interview A that the application should not proceed?

*(Mark one)*  Yes  No



*If no, proceed to next question on this form (10.2.3).*

*If yes, complete parts a, b and c of this question below.*

#### a. Complete the relevant boxes of the following table

Competency	Evidence that applicant(s) cannot demonstrate this competency*
Personal readiness to care	
Work as a team	
Promote positive development of a child or young person	
Provide a safe environment	

\* See pages 30, 48, 67, 83, 93 and 113 of the *Manual for assessors* for

examples of evidence indicating that competencies cannot be demonstrated.

- b. Make arrangements to contact applicant(s) and inform them that there will be a recommendation that their application will not be approved.**

*See page 16 of the Manual for assessors for more details of this process.*

- c. Go to last section (10.2.5) of this form.**

**10.2.3 From Interview A, have the assessors identified issues that need to be further explored before the assessment is completed?**



(Mark one)  Yes  No

*If yes, complete parts a, b and c of this question below.*

*If no, go to the next part of this form (10.2.4).*

- a. Provide brief description of the issue:**

- b. Which specific competency does the issue relate to?**

- c. How will this issue be explored with the applicant(s)? (Mark one)**

Issue will be covered in more depth in:

- Interview B  
 Interview C  
 Interview D  
 Referee checks  
 An additional interview  
 Other

*Please detail*

**10.2.4a Evidence that applicant(s) can demonstrate Competency A**



**This competency covers the requirement to recognise and apply relevant personal experiences to the task of caring for children and young people in foster care.**

*Note: Assessors must take account of cultural assumptions and norms when gathering information that relates to emotional responses.*

Element	Evidence of performance indicator
<p><b>A1.</b>  <b>Applicant can identify personal issues that may affect the decision to become a foster carer</b></p>	<p><b>Evidence that applicant's motivation to become a foster carer includes a focus on the needs of children and young people in foster care</b></p> <p><i>Details of evidence (must be specific, concrete information or example provided by applicant)</i></p> <div data-bbox="507 465 1428 734" style="border: 1px solid black; height: 120px;"></div>
	<p><b>Evidence that applicant can identify relevant experiences in their own life history which may have impacted on their emotional stability, resilience and the ability to deal with stress</b></p> <p><b>Tips for assessors</b></p> <p><i>Evidence that applicant has identified relevant experiences includes:</i></p> <ul style="list-style-type: none"> <li>• <i>Applicant is not preoccupied with only one aspect or section of their life history.</i></li> <li>• <i>The effect on the applicant is congruent with the emotional content of the material identified in their life history.</i></li> </ul> <p><i>Details of evidence (must be specific, concrete information or example provided by applicant)</i></p> <div data-bbox="507 1299 1428 1568" style="border: 1px solid black; height: 120px;"></div>
	<p><b>Evidence that applicant can identify the quality of relationships within their family of origin</b></p> <p><i>Details of evidence (must be specific, concrete information or example provided by applicant)</i></p> <div data-bbox="507 1774 1428 2042" style="border: 1px solid black; height: 120px;"></div>

Element	Evidence of performance indicator
	<p><i>(If applicable)</i> Evidence that applicant identifies issues relating to own children which may be relevant to the decision to become a foster carer</p> <p><b>Details of evidence</b> <i>(must be specific, concrete information or example provided by applicant)</i></p> <div data-bbox="507 470 1426 734" style="border: 1px solid black; height: 118px; width: 576px;"></div>
<p><b>A2.</b> Applicant can reflect on own experience, capacity and readiness to become a foster carer</p>	<p><b>Evidence that experiences of grief and loss will not impede the ability of the applicant to provide appropriate support to a child or young person in care</b></p> <p><b>Tips for assessors</b></p> <p><i>Evidence that applicant has dealt with grief and loss appropriately includes:</i></p> <ul style="list-style-type: none"> <li>• <i>Life history is not dominated by grief experiences.</i></li> <li>• <i>Applicant can discuss grief experiences with a degree of comfort.</i></li> <li>• <i>Applicant can highlight positive outcomes from grief experiences.</i></li> <li>• <i>Issues of infertility do not dominate the applicant's life history.</i></li> </ul> <p><b>Details of evidence</b> <i>(must be specific, concrete information or example provided by applicant)</i></p> <div data-bbox="507 1375 1426 2011" style="border: 1px solid black; height: 284px; width: 576px;"></div>
	<p><b>Evidence that applicant can identify a range of enduring</b></p>

**Element****Evidence of performance indicator****emotional attachments****Tips for assessors**

*Evidence that applicant enjoys enduring emotional attachments can include:*

- *The applicant has experienced positive attachments and bonds with own parents or carers or other significant people.*
- *Patterns of relationship within family indicate applicant has the ability to maintain family connections where possible and deal with family tensions and conflict appropriately.*
- *Life history covers all stages in the applicant's life and does not have any unexplained gaps or preoccupations with particular experiences.*

***Details of evidence*** (must be specific, concrete information or example provided by applicant)

***(If applicable) Evidence that applicant can describe a process of resolution of issues associated with infertility which will enable the applicant to focus on the needs of a child or young person in care, not their need to have a child of their own***

***Details of evidence*** (must be specific, concrete information or example provided by applicant)

Element	Evidence of performance indicator
	<p><b>Evidence that applicant demonstrates ability to deal with stress constructively</b></p> <p><b>Tips for assessors</b></p> <p><i>Evidence that applicant can deal with stress constructively includes:</i></p> <ul style="list-style-type: none"> <li>• <i>The applicant can recognise the impact of stress on them.</i></li> <li>• <i>The applicant can identify appropriate sources of support.</i></li> <li>• <i>The applicant is not currently experiencing stress that dominates their life.</i></li> <li>• <i>The applicant uses humour appropriately to diffuse situations.</i></li> </ul> <p><b>Details of evidence</b> (must be specific, concrete information or example provided by applicant)</p> <div style="border: 1px solid black; height: 80px; width: 100%;"></div>
<p><b>A3. Applicant can determine the course of action to be followed in their application</b></p> <p><i>Note: This element cannot be assessed until the conclusion of the assessment process, so should be completed at the conclusion of the final interview.</i></p>	<p><b>Evidence that the applicant applies relevant information, including needs of children and young people in care and any risk to self and family, to determine capacity to become a foster carer</b></p> <p><b>Details of evidence</b> (must be specific, concrete information or example provided by applicant)</p> <div style="border: 1px solid black; height: 100px; width: 100%;"></div> <p><b>Evidence that applicant can identify areas of concern about readiness to become a foster carer and can identify workable strategies to address them</b></p> <p><b>Details of evidence</b> (must be specific, concrete information or example provided by applicant)</p> <div style="border: 1px solid black; height: 100px; width: 100%;"></div>

Element	Evidence of performance indicator
	<p><b>Evidence that applicant has a realistic commitment to upgrading skills and knowledge</b></p> <p><i>Details of evidence (must be specific, concrete information or example provided by applicant)</i></p> <div data-bbox="507 432 1428 748" style="border: 1px solid black; height: 141px; width: 577px;"></div>

**10.2.4b Any other evidence of the ability of the applicant(s) to make an informed decision about personal readiness to become a foster carer?**

**Worker's assessment**

**10.2.5 Interim assessment recommendation**

*Mark a, b or c only. If b is marked, you must complete relevant details in space provided.*

**a. This application should not proceed.**

**b. Further work should be undertaken in relation to:**

There would need to be evidence of:

before proceeding to the next stage of the assessment process.

**c. This application can proceed to the next stage of assessment.** (The applicant(s) is/are competent in the area of demonstrating personal readiness to become a foster carer.)

## 10.3 Evidence of Competency B: Work effectively as part of team

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### 10.3.1 Interview B details

Date of session

Those present

Did this interview explore:

*(Mark those areas covered)*

- the personal and emotional support available to the applicant as an individual and within their relationships?
- dealing with conflict?
- local networks of support?
- working as part of a community service organisation team?

### 10.3.2 Is there evidence from Interview B that the application should not proceed?

*(Mark one)*  Yes  No



*If no, proceed to next question on this form (10.3.3).*

*If yes, complete parts a, b and c of this question below.*

#### a. Complete the relevant boxes of the following table

Competency	Evidence that applicant(s) cannot demonstrate this competency*
Personal readiness to care	
Work as a team	
Promote positive development of a child or young person	
Provide a safe environment	

\* See pages 30, 48, 67, 83, 93, and 113 of the *Manual for assessors* for examples of evidence indicating that competencies cannot be demonstrated.

- b. **Make arrangements to contact the applicant(s) and inform them that there will be a recommendation that their application will not be approved.**

*See page 16 of the Manual for assessors for more details of this process.*

- c. **Go to last section (10.3.5) of this form.**

**10.3.3 From Interview B, have assessors identified issues that need to be further explored before the assessment is completed?**

(Mark one)  Yes  No



*If yes, complete parts a, b and c of this question below.*

*If no, go to the next part of this form (10.3.4).*

- a. **Provide brief description of the issue:**

- b. **Which specific competency does the issue relate to?**

- c. **How will this issue be explored with the applicant(s)?** *(Mark one)*

Issue will be covered in more depth in:

- Interview C  
 Interview D  
 Referee checks  
 An additional interview  
 Other

*Please detail*

**10.3.4a Evidence that applicant(s) can demonstrate Competency B**



**This unit covers the requirement to operate and communicate collaboratively within personal networks and with community service organisation staff, families of children and young people and other key people involved in the care and placement plan for the child or young person in care.**

**Element**

**Evidence of performance indicator**

**B1.**  
**Applicant can network effectively with others**

**Evidence that applicant can identify sources of personal and emotional support that will enable them to focus on the needs of a child or young person in foster care**

**Tips for assessors**

*Evidence that applicant has sources of personal and emotional support includes:*

- *Applicant can give examples of times they have sought and received significant personal and emotional support.*
- *(If applicable) Applicant's description of the history of marriage or partnership is congruent and expressed in positive terms.*
- *(If applicable) Applicant's description of their partner(s) is realistic and respectful.*
- *(If applicable) Applicant's description of decision making processes within the partnership is constructive.*
- *(If applicable) Applicant can identify patterns of dealing with conflict within their partnership that lead to resolution.*

**Details of evidence** *(must be specific, concrete information or example provided by applicant)*

**Evidence that applicant can realistically identify the impact of foster caring on their existing support networks**

**Details of evidence** *(must be specific, concrete information or example provided by applicant)*

Element	Evidence of performance indicator
	<p><b>Evidence that applicant describes potentially positive outcomes of working as a team within foster care</b></p> <p><i>Details of evidence (must be specific, concrete information or example provided by applicant)</i></p> <div data-bbox="523 434 1437 645" style="border: 1px solid black; height: 94px;"></div>
<p><b>B2. Applicant is committed to establishing a positive relationship with family members of child or young person</b></p>	<p><b>Evidence that applicant can identify strategies to promote ongoing contact between a child or young person in foster care, their family and other significant relationships</b></p> <p><i>Details of evidence (must be specific, concrete information or example provided by applicant)</i></p> <div data-bbox="523 931 1437 1142" style="border: 1px solid black; height: 94px;"></div>
	<p><b>Evidence that applicant can describe ways of managing communication and conflict effectively to keep opportunities open for a positive relationship between the child or young person in foster care and their family</b></p> <p><i>Details of evidence (must be specific, concrete information or example provided by applicant)</i></p> <div data-bbox="523 1429 1437 1639" style="border: 1px solid black; height: 94px;"></div>
<p><b>B3. Applicant can communicate appropriately</b></p>	<p><b>Evidence that applicant has a clear communication style</b></p> <p><i>Details of evidence (must be specific, concrete information or example provided by applicant)</i></p> <div data-bbox="523 1816 1437 2027" style="border: 1px solid black; height: 94px;"></div>
	<p><b>Evidence that applicant seeks clarification in</b></p>

Element	Evidence of performance indicator
	<p><b>understanding when required</b>  <i>Details of evidence (must be specific, concrete information or example provided by applicant)</i></p> <div data-bbox="523 398 1441 611" style="border: 1px solid black; height: 95px;"></div>
	<p><b>Evidence that applicant uses skills of assertive communication when appropriate</b>  <i>Details of evidence (must be specific, concrete information or example provided by applicant)</i></p> <div data-bbox="523 824 1441 1037" style="border: 1px solid black; height: 95px;"></div>
	<p><b>Evidence that applicant can describe appropriate strategies to resolve conflict and misunderstandings</b>  <i>Details of evidence (must be specific, concrete information or example provided by applicant)</i></p> <div data-bbox="523 1249 1441 1462" style="border: 1px solid black; height: 95px;"></div>

**10.3.4b Any other evidence of the ability of the applicant(s) to work effectively as part of a team?**

**Worker's assessment**

**10.3.5 Interim assessment recommendation**

*Mark a, b or c only. If b is marked, you must complete relevant details in space*

*provided.*

a. **This application should not proceed.**

b. **Further work should be undertaken in relation to:**

There would need to be evidence of:

before proceeding to the next stage of the assessment process.

**c. This application can proceed to the next stage of assessment.**

*(The applicant(s) is/are competent in the area of working effectively as part of a team.)*

## 10.4 Evidence of Competency C: Promote the positive development of children and young people in foster care

### 10.4.1 Interview C details

Date of session

Those present

Did this interview explore: *(Mark those areas covered)*

- an awareness of the needs of children and young people?
- an ability to communicate with children and young people?
- an ability to set boundaries and manage behaviour?
- an understanding of the need to promote a child or young person's identity?
- a commitment to encourage children and young people to participate in decision making?
- an awareness of diversity and special needs?
- the ability to advocate for a child or young person?

### 10.4.2 Is there evidence from Interview C that the application should not proceed?



*(Mark one)*  Yes  No

*If no, proceed to next question on this form (10.4.3.)*

*If yes, complete parts a, b and c of this question below.*

#### a. Complete the relevant boxes of the following table

Competency	Evidence that applicant(s) cannot demonstrate this competency*
Personal readiness to care	
Work as a team	
Promote positive development of a child or young person	
Provide a safe environment	

\* See pages 30, 48, 67, 83, 93 and 113 of the *Manual for assessors* for examples of evidence indicating that competencies cannot be demonstrated.

- b. **Make arrangements to contact the applicant(s) and inform them that there will be a recommendation that their application will not be approved.**

*See page 16 of the Manual for assessors for more details of this process.*

- c. **Go to last section (10.4.5) of this form.**

**10.4.3 From Interview C, have assessors identified issues that need to be further explored before the assessment is completed?**

(Mark one)  Yes  No



*If yes, complete parts a, b and c of this question below.*

*If no, go to the next part of this form (10.4.4).*

- a. **Provide brief description of the issue:**

- b. **Which specific competency does the issue relate to?**

- c. **How will this issue be explored with the applicant(s)? (Mark one)**

Issue will be covered in more depth in:

- Interview D  
 Referee checks  
 An additional interview  
 Other

*Please detail*

**10.4.4a Evidence that applicant(s) can demonstrate Competency C**



**This unit covers the requirement to support and advocate for the developmental and special needs of children and young people in foster care, including the need to promote the development of a positive identity and their active participation in decision making.**

*Note: In dealing with this competency, assessors must take account of cultural assumptions and norms when gathering information that relates to child rearing practices.*

Element	Evidence of performance indicator
<p><b>C1.</b>  <b>Applicant can promote the social, emotional psychological and intellectual development of children and young people</b></p>	<p><b>Evidence that applicant identifies importance of individual attention for each child or young person which is responsive to his or her needs and development</b></p> <p><i>Details of evidence (must be specific, concrete information or example provided by applicant)</i></p> <div data-bbox="520 506 1437 875" style="border: 1px solid black; height: 165px;"></div>
	<p><b>Evidence that applicant demonstrates ability to provide an environment that will stimulate a child or young person's development (for example, an age-appropriate daily routine)</b></p> <p><i>Details of evidence (must be specific, concrete information or example provided by applicant)</i></p> <div data-bbox="520 1160 1437 1480" style="border: 1px solid black; height: 143px;"></div>
	<p><b>Evidence that applicant has demonstrated ability to provide emotional warmth, care and appropriate affection to children and young people</b></p> <p><i>Details of evidence (must be specific, concrete information or example provided by applicant).</i></p> <div data-bbox="520 1724 1437 2045" style="border: 1px solid black; height: 143px;"></div>
	<p><b>Evidence that applicant can describe strategies to</b></p>

Element	Evidence of performance indicator
	<p><b>develop life skills in children and young people while in foster care</b></p> <p><i>Details of evidence (must be specific, concrete information or example provided by applicant)</i></p> <div data-bbox="520 432 1437 645" style="border: 1px solid black; height: 95px; margin-bottom: 10px;"></div> <p><b>Evidence that applicant identifies the importance of promoting the educational achievement of children and young people in care</b></p> <p><i>Details of evidence (must be specific, concrete information or example provided by applicant)</i></p> <div data-bbox="520 891 1437 1104" style="border: 1px solid black; height: 95px;"></div>
<p><b>C2. Applicant can promote the exploration and development of identity by children and young people</b></p>	<p><b>Evidence that applicant can identify ways of encouraging children and young people to take pride in their own cultural identity, gender identity and abilities</b></p> <p><i>Details of evidence (must be specific, concrete information or example provided by applicant)</i></p> <div data-bbox="520 1352 1437 1565" style="border: 1px solid black; height: 95px; margin-bottom: 10px;"></div> <p><b>Evidence that applicant can describe opportunities for children and young people to participate in and learn about their cultural, religious and language heritage</b></p> <p><i>Details of evidence (must be specific, concrete information or example provided by applicant)</i></p> <div data-bbox="520 1812 1437 2024" style="border: 1px solid black; height: 95px; margin-bottom: 10px;"></div> <p><b>Evidence that applicant can identify the importance of</b></p>

Element	Evidence of performance indicator
	<p data-bbox="518 259 1334 327"><b>sharing and safely storing memorabilia during the placement</b></p> <p data-bbox="518 349 1406 416"><i>Details of evidence (must be specific, concrete information or example provided by applicant)</i></p> <div data-bbox="518 434 1437 748" style="border: 1px solid black; height: 140px; margin: 5px 0;"></div> <p data-bbox="518 786 1398 887"><b>Evidence that applicant can describe opportunities for children and young people to develop strengths and abilities</b></p> <p data-bbox="518 909 1406 976"><i>Details of evidence (must be specific, concrete information or example provided by applicant)</i></p> <div data-bbox="518 994 1437 1308" style="border: 1px solid black; height: 140px; margin: 5px 0;"></div>
<p data-bbox="140 1350 475 1787"><b>C3. Applicant can create opportunities and activities that encourage children and young people to express their feelings, needs and ideas and to participate in decisions that affect them</b></p>	<p data-bbox="518 1350 1414 1451"><b>Evidence that applicant can describe the importance of listening attentively to children and young people to encourage them to express their needs and feelings</b></p> <p data-bbox="518 1473 1406 1541"><i>Details of evidence (must be specific, concrete information or example provided by applicant)</i></p> <div data-bbox="518 1559 1437 1928" style="border: 1px solid black; height: 165px; margin: 5px 0;"></div> <p data-bbox="518 1966 1406 2067"><b>Evidence that applicant can identify that the needs of children and young people can vary with their stage of development</b></p>

Element	Evidence of performance indicator
	<p data-bbox="520 257 1409 331"><b>Details of evidence</b> (must be specific, concrete information or example provided by applicant)</p> <div data-bbox="520 342 1437 506" style="border: 1px solid black; height: 73px; width: 100%;"></div> <p data-bbox="520 539 1409 685"><b>Evidence that applicant can recognise the need for children and young people in care to deal with feelings and issues that may arise from separation from their family</b></p> <p data-bbox="520 701 1409 775"><b>Details of evidence</b> (must be specific, concrete information or example provided by applicant)</p> <div data-bbox="520 786 1437 999" style="border: 1px solid black; height: 95px; width: 100%;"></div> <p data-bbox="520 1037 1398 1144"><b>Evidence that applicant can identify the importance of children and young people being involved in decisions that affect them</b></p> <p data-bbox="520 1160 1409 1234"><b>Details of evidence</b> (must be specific, concrete information or example provided by applicant)</p> <div data-bbox="520 1245 1437 1458" style="border: 1px solid black; height: 95px; width: 100%;"></div>
<p data-bbox="140 1496 448 1603"><b>C4. Applicant can manage behaviour</b></p>	<p data-bbox="520 1496 1369 1603"><b>Evidence that applicant can identify their personal responses that can impact on appropriate behaviour management</b></p> <p data-bbox="520 1619 1409 1693"><b>Details of evidence</b> (must be specific, concrete information or example provided by applicant)</p> <div data-bbox="520 1704 1437 1917" style="border: 1px solid black; height: 95px; width: 100%;"></div>
	<p data-bbox="520 1955 1433 2063"><b>Evidence that applicant can describe effective strategies to manage the behaviour of a child or young person which take into account their development and life</b></p>

Element	Evidence of performance indicator
	<p><b>experiences and the applicant's personal responses</b></p> <p><i>Details of evidence (must be specific, concrete information or example provided by applicant)</i></p> <div data-bbox="520 394 1437 555" style="border: 1px solid black; height: 72px;"></div>
	<p><b>Evidence that applicant can describe approaches to behaviour management that are flexible and responsive to changing situations</b></p> <p><i>Details of evidence (must be specific, concrete information or example provided by applicant)</i></p> <div data-bbox="520 801 1437 963" style="border: 1px solid black; height: 72px;"></div>
<p><b>C5. Applicant can advocate on behalf of a child or young person in care</b></p>	<p><b>Evidence that applicant can identify specialist care, such as medical and educational services, as relevant for children and young people in care</b></p> <p><i>Details of evidence (must be specific, concrete information or example provided by applicant)</i></p> <div data-bbox="520 1211 1437 1373" style="border: 1px solid black; height: 72px;"></div>
	<p><b>Evidence that applicant can identify the role of advocacy by a foster carer to address the needs of a child or young person in care in order to secure relevant services or support</b></p> <p><i>Details of evidence (must be specific, concrete information or example provided by applicant)</i></p> <div data-bbox="520 1659 1437 1868" style="border: 1px solid black; height: 93px;"></div>

**10.4.4b Any other evidence of the ability of the applicant(s) to promote the positive development of children and young people in foster care?**  
**Worker's assessment**

**10.4.5 Interim assessment recommendation**

*Mark a, b or c only. If b is marked, you must complete relevant details in space provided.*

- a. **This application should not proceed.**
- b. **Further work should be undertaken in relation to:**

There would need to be evidence of:

before proceeding to the next stage of the assessment process.

- c. **This application can proceed to the next stage of assessment.**  
*(The applicant(s) is/are competent in the area of promoting the positive development of children and young people in foster care.)*

## 10.5 Evidence of Competency D: Provide a safe environment that is free of abuse

### 10.5.1 Interview D details

Date of session

Those present

Did this interview explore: *(Mark those areas covered)*

- the applicant's capacity to address issues of emotional abuse?
- an understanding of the impact of sexual abuse on children and young people?
- the applicant's capacity to put strategies in place to protect children and young people?
- responding to potential allegations of abuse against foster carers?
- an understanding of the issue of confidentiality?

### 10.5.2 Is there evidence from Interview D that the application should not proceed?



*(Mark one)*  Yes  No

*If no, proceed to next question on this form (10.5.3).*

*If yes, complete parts a, b and c of this question below.*

#### a. Complete the relevant boxes of the following table

Competency	Evidence that applicant(s) cannot demonstrate this competency*
Personal readiness to care	
Work as a team	
Promote positive development of a child or young person	
Provide a safe environment	

\* See pages 30 48, 67, 83, 93 and 113 of the *Manual for assessors* for examples of evidence indicating that competencies cannot be demonstrated.

- b. **Make arrangements to contact the applicant(s) and inform them that there will be a recommendation that their application will not be approved.**

*See page 16 of the Manual for assessors for more details of this process.*

- c. **Go to last section (10.5.5) of this form.**

**10.5.3 From Interview D, have assessors identified issues that need to be further explored before the assessment is completed?**



*(Mark one)*  Yes  No

*If yes, complete parts a, b and c of this question below.*

*If no, go to the next part of this form (10.3.4).*

- a. **Provide brief description of the issue:**

- b. **Which specific competency does the issue relate to?**

- c. **How will this issue be explored with the applicant(s)?** *(Mark one)*

Issue will be covered in more depth in:

- Referee checks  
 An additional interview  
 Other

*Please detail*

**10.5.4a Evidence that applicant(s) can demonstrate Competency D**



**This unit covers the requirement to provide a safe and respectful home environment for children and young people in foster care.**

Element	Evidence of performance indicator
<p><b>D1.</b>  <b>Applicant can provide a safe environment for the physical safety of children and young people in foster care</b></p> <p><i>Tip for assessors</i>  <i>This element is assessed primarily through the home and environment check and in the applicant's acceptance of the community service organisation's code of no physical punishment of children and young people (covered in the Information exchange session prior to the assessment interviews).</i></p>	<p><b>Evidence that home of the applicant meets minimum standards required for a foster care placement</b></p> <p><i>Details of evidence (must be specific, concrete information or example provided by applicant)</i></p> <div data-bbox="523 432 1441 640" style="border: 1px solid black; height: 93px; margin-bottom: 10px;"></div>
	<p><b>Evidence that the applicant identifies the need to ensure that children and young people in care are not physically punished</b></p> <p><i>Details of evidence (must be specific, concrete information or example provided by applicant)</i></p> <div data-bbox="523 1402 1441 1615" style="border: 1px solid black; height: 95px;"></div>
	<p><b>Evidence that applicant identifies the importance of appropriate health and hygiene practices in the home</b></p> <p><i>Details of evidence (must be specific, concrete information or example provided by applicant)</i></p> <div data-bbox="523 1827 1441 2040" style="border: 1px solid black; height: 95px;"></div>
<p><b>D2.</b></p>	<p><b>Evidence that applicant can identify the impact of abuse</b></p>

Element	Evidence of performance indicator
<p><b>Applicant recognises that foster carer can implement care practices that support the protection of children and young people</b></p>	<p><b>on children and young people</b></p> <p><i>Details of evidence (must be specific, concrete information or example provided by applicant)</i></p> <div data-bbox="523 398 1439 609" style="border: 1px solid black; height: 94px;"></div>
	<p><i>(If applicable)</i> <b>Evidence that the effect of applicant's own experiences of abuse will not impede the ability of the applicant to focus on the needs of a child or young person in foster care</b></p> <p><b>Tips for assessors</b></p> <p><i>Evidence that applicant's experience of abuse will not impede their care for a child a young person includes:</i></p> <ul style="list-style-type: none"> <li>• <i>Applicant can discuss an experience of abuse without being overwhelmed by grief, anger or other strong emotion.</i></li> <li>• <i>Applicant does not assume that all children and young people will have the same response to abuse as themselves.</i></li> <li>• <i>Applicant can detail the process of dealing with their own experience of abuse.</i></li> <li>• <i>Applicant can reflect on the impact of abuse on their own parenting capacities.</i></li> </ul> <p><i>Details of evidence (must be specific, concrete information or example provided by applicant)</i></p> <div data-bbox="523 1317 1439 1527" style="border: 1px solid black; height: 94px;"></div>
	<p><b>Evidence that applicant can describe strategies to keep children and young people safe from abuse</b></p> <p><i>Details of evidence (must be specific, concrete information or example provided by applicant)</i></p> <div data-bbox="523 1742 1439 1953" style="border: 1px solid black; height: 94px;"></div>
	<p><b>Evidence that applicant can describe strategies to support and promote the wellbeing of the foster carer's own children during the foster care placement</b></p>

Element	Evidence of performance indicator
	<p><b><i>Details of evidence</i></b> (must be specific, concrete information or example provided by applicant)</p> <div data-bbox="523 342 1441 712" style="border: 1px solid black; height: 165px;"></div>
	<p><b>Evidence that applicant recognises the importance of maintaining confidentiality</b></p> <p><b><i>Details of evidence</i></b> (must be specific, concrete information or example provided by applicant)</p> <div data-bbox="523 922 1441 1292" style="border: 1px solid black; height: 165px;"></div>
	<p><b>Evidence that applicant can demonstrate the appropriate exchange of information on a need-to-know basis</b></p> <p><b><i>Details of evidence</i></b> (must be specific, concrete information or example provided by applicant)</p> <div data-bbox="523 1541 1441 1910" style="border: 1px solid black; height: 165px;"></div>

**10.5.4b Any other evidence of the ability of the applicant(s) to provide a safe environment that is free of abuse?**

**Worker's assessment**

**10.5.5 Interim assessment recommendation**

*Mark a, b or c only. If b is marked, you must complete relevant details in space provided.*

**a. This application should not proceed.**

**b. Further work should be undertaken in relation to:**

There would need to be evidence of:

before proceeding to the next stage of the assessment process.

**c. This application can proceed to the next stage of assessment.**

*(The applicant(s) is/are competent in the area of providing a safe environment that is free of abuse.)*

## 10.6 Summary report and recommendations provided to applicant(s)

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The applicant(s) has/have read the Summary report and recommendations, and has/have had the opportunity to make any additional or dissenting comments below.

**Signed**

*Signature of applicant (1)*

*Date*

*Signature of applicant (2) (if a couple)*

*Date*

Applicant(s) comments (if applicable)

**Signed**

*Name of assessor making recommendations*

*Signature of assessor*

*Date*

## 11.1 Life history

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Place copy of completed life history prepared by applicant(s) here.

*Note: The completed life history should also be copied and included as part of the Section 10 report for the approval panel.*

## 11.2 Family/household drawings

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Attach any drawings collected in the Information exchange session or the session with children of the household.

## 11.3 Household profile

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### 11.3.1 Household composition



### 11.3.2 Household members' interests and leisure activities



### 11.3.3 Communication style within household



### 11.3.4 Strengths of household



## 12.1 Applicant's preferred options

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*(Note: Applicant's preferred options should also be copied and included as part of the Section 10 report for the approval panel.)*

**Which child or young person would you be able to provide care for?**

**12.1.1 Age range**

**12.1.2 Sex**

**12.1.3 Would you be able to take siblings (that is, more than one child from the same family)?**

*(Mark one)*    Yes    No

**12.1.4 Would you consider providing care for a child or young person who:**

*(Mark if applicable)*

is from a different religion from yours?

is from a different nationality from you?

has a physical disability?

has a development delay (for example, is a slow learner or has an intellectual disability)?

**12.1.5 What needs and behaviours might you find difficult to handle and need more training in?**

**12.1.6 Any other comments**

# 13.1 Approval panel recommendations and minutes

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The following issues should be covered

13.1.1 Name of applicant(s)

13.1.2 Assessment activities undertaken:

- Information exchange session
- Interview A
- Interview B
- Interview C
- Interview D
- session with children of the household
- health check
- police check
- Working with Children Check
- Disqualified Register check
- home and environment check
- personal references
- other

*Please detail*

13.1.3 Names of assessors

13.1.4 Panel members present

13.1.5 Panel date

13.1.6 Next review date

**13.1.7 Comments on Competency A**

Applicant(s) can demonstrate personal readiness to become a foster carer.

**13.1.8 Comments on Competency B**

Applicant(s) can work effectively as part of a team.

**13.1.9 Comments on Competency C**

Applicant(s) can promote the positive development of a child or young person in foster care.

**13.1.10 Comments on Competency D**

Applicant(s) can provide a safe environment that is free of abuse.

**13.1.11 Comments on any other issues**

**13.1.12 Recommendations**

Should applicant(s) be approved as foster carer(s) at this stage?

(Mark one)  Yes  No

*If no, what steps could be undertaken to address concerns?*

*If yes, detail below:*

- type of care for which approval is being given (for example: respite, short term, long term)
- numbers, ages and genders of children or young people for whom approval to care is being given

- special conditions of approval impacting on care arrangements
  - ongoing training needs that have been identified as a priority
  - level and type of support to be provided to foster carer through community service organisation, including 24-hour and emergency contacts and training opportunities
  - other avenues of support available to foster carer, such as foster carer support organisations
  - process of review of suitability
  - copy of Code of conduct for approved foster carers to sign
  - copy of Community service organisation/foster carer agreement to sign
- (Code of conduct for approved foster carers and Community service organisation/foster carer agreement are in the *Assessment resources*).

**13.1.13 Approval documentation** (*mark when completed*)

- Approval document has been prepared and signed by chairperson of the approval panel.

Signature of chairperson of approval panel

Name of chairperson of approval panel