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# Section 1: Meeting VET sector requirements

Training organisations have a range of requirements that they must meet in developing and implementing quality training and assessment strategies and practices for course programs. As a trainer, you also have a range of requirements that must be considered when implementing programs for your specific group of learners.

## 1.1 How Aspire's resources assist in meeting requirements

The following section outlines a range of VET sector requirements and how Aspire's resources may assist you and your training organisation in implementing a quality learning experience.

VET sector requirement	Aspire's approach
<b>Australian Qualifications Framework</b> The Australian Qualifications Framework is the national policy for regulated qualifications in the Australian education and training system. The AQF incorporates the quality assured qualifications from each education and training sector into a single comprehensive national qualifications framework. You and your training organisation must be aware of the requirements of the relevant AQF qualification or course requirements, from the endorsed training package, as you implement course delivery.	Aspire's learning resources, practice tasks and learning checkpoints have been pitched at a level suitable for the unit of competency and the qualifications for which it is relevant, based on the specifications in the Australian Qualifications Framework (AQF) (Second edition, January 2013). For more information regarding these specifications, and to download the Australian Qualifications Framework, visit the AQF website at: <a href="http://www.aqf.edu.au">www.aqf.edu.au</a> .
<b>Volume of learning</b> When developing training and assessment strategies for this unit and the qualification for which it is relevant, you and your training organisation must take into account the volume of learning requirements as defined by the Australian Qualifications Framework. An explanation of volume of learning can be accessed at: <a href="http://www.aqf.edu.au/wp-content/uploads/2013/06/Volume-of-Learning-Explanation.pdf">www.aqf.edu.au/wp-content/uploads/2013/06/Volume-of-Learning-Explanation.pdf</a>	Aspire ensures that each unit of competency is covered completely and in depth in both the learning content and the assessment. This approach will help you meet volume of learning requirements as you develop your training and assessment strategies.

## Section 2: Unit of competency information

### 2.1 Unit of competency

#### CHCCCS003 Increase the safety of individuals at risk of suicide

##### Modification history

Release	Comments
Release 1	<p>This version was released in <i>CHC Community Services Training Package release 2.0</i> and meets the requirements of the 2012 Standards for Training Packages.</p> <p>Significant change to the elements and performance criteria. New evidence requirements for assessment including volume and frequency requirements. Significant changes to knowledge evidence.</p>

##### Application

This unit describes the skills and knowledge to identify and manage immediate suicide risk and work with the individual to achieve safe outcomes. It includes the requirements for developing a clear safety plan for addressing any immediate danger to the person at risk or others, mobilising access to emergency medical help when needed and facilitating links with further support.

This unit applies to people in formal helping roles in any community service context. Suicide safety may involve face-to-face, telephone or remote contact with the person involved.

*The skills in this unit must be applied in accordance with Commonwealth and State/Territory legislation, Australian/New Zealand standards and industry codes of practice.*

## 2.2 Unit of competency assessment requirements

### Assessment Requirements for CHCCCS003 Increase the safety of individuals at risk of suicide

#### Modification History

Release	Comments
Release 1	<p>This version was released in <i>CHC Community Services Training Package release 2.0</i> and meets the requirements of the 2012 Standards for Training Packages.</p> <p>Significant change to the elements and performance criteria. New evidence requirements for assessment including volume and frequency requirements. Significant changes to knowledge evidence.</p>
Performance Evidence	<p>The candidate must show evidence of the ability to complete tasks outlined in elements and performance criteria of this unit, manage tasks and manage contingencies in the context of the job role. There must be evidence that the candidate has:</p> <ul style="list-style-type: none"> <li>responded to at least 3 different situations where there is risk of suicide</li> </ul>
Knowledge Evidence	<p>The candidate must be able to demonstrate essential knowledge required to effectively complete tasks outlined in elements and performance criteria of this unit, manage tasks and manage contingencies in the context of the work role. This includes knowledge of:</p> <ul style="list-style-type: none"> <li>indicators of potential suicide risk, including risk of any type of self-harm</li> <li>principles and practices of suicide intervention, including: <ul style="list-style-type: none"> <li>assessment</li> <li>suicide safety</li> <li>facilitating emergency interventions</li> <li>identifying safe actions to implement safety plans</li> <li>facilitation of ongoing support</li> </ul> </li> <li>referral options and procedures for accessing services</li> <li>procedures for facilitating emergency interventions</li> <li>personal values, beliefs and attitudes that facilitate or impede suicide intervention: <ul style="list-style-type: none"> <li>assumptions about who may be at risk</li> <li>common notions about suicide</li> <li>assumptions about what might keep someone safe or unsafe</li> </ul> </li> </ul>

## 2.3 Aspire resources available for this unit

Aspire's resources are structured to meet the requirements of the unit of competency. They are designed to **complement**, not replace, the learning and assessment strategies you or your training organisation have put in place.

As the trainer, **you are in the best position to judge** the full training and assessment requirements of a unit of competency. The judgments that you make in this regard should form part of your training organisation's broader training and assessment strategy.

The following Aspire resources are available to support delivery in this unit.

Resource	General overview/how to use
Learner guide	<p>The learner guide's preliminary pages include information on:</p> <ul style="list-style-type: none"><li>• how to work through the learner guide</li><li>• foundation skills.</li></ul> <p>The preliminary pages also include a checklist the learner can use to identify the topics they may already know.</p> <p>Each topic matches an element in the unit of competency.</p> <p>The learner guide content is presented in plain English so it is easy for the learner to understand. It describes procedures and current industry practice, and includes examples, checklists, documents, images and case studies. There are also illustrations or diagrams to add interest and aid learning.</p> <p>The topic summaries provide an opportunity to review the topic content.</p> <p>The learner guide practice tasks and learning checkpoints can be used to consolidate and evaluate learning. It is up to you and the learner to decide which ones are necessary. Remember, these tasks and activities are not finite. You can add to them, change them or substitute your own tasks according to the interest level, the experience of the learners and the specific situation. Encourage learners to keep their answers to activities as these will build towards their evidence and demonstration of competency.</p> <p>A final assessment is included in the learner guide, which is designed to assess the learner's competency across the whole unit. Features of the final assessment include:</p> <ul style="list-style-type: none"><li>• information about the assessment and its scope</li><li>• an „Are you ready for assessment?“ checklist that the candidate can use to confirm they hold the skills and knowledge required to undertake the final assessment</li><li>• an overview of the final assessment tasks, outlining task options</li><li>• an assessment plan that the assessor and candidate can use to determine the tasks to be undertaken</li><li>• the final assessment tasks themselves, which cover questioning, project/report and observation methods of assessment</li><li>• a record of outcome for the assessor to use to confirm competency.</li></ul>
eBook	An eBook version of the learner guide is also available from Aspire.

## 4.5 Completing the record of outcome

Once all required assessment tasks and options have been completed satisfactorily by the candidate, the final assessment record of outcome form must be completed.

This must be submitted to your training organisation's records administration as soon as possible after the final assessment tasks are completed and marked. An example is provided here.

### Record of outcome

<b>Training organisation name:</b>										
<b>Candidate name:</b>										
<b>Unit code and title:</b>	CHCCCS003 Increase the safety of individuals at risk of suicide, Release 1									
<b>Assessor name:</b>										
<b>Assessor email:</b>										
<b>Assessor phone number:</b>										
<b>Assessment tasks:</b>	<table><tr><th></th><th>Satisfactorily completed</th></tr><tr><td>Part A – Questions</td><td><input type="checkbox"/></td></tr><tr><td>Part B – Case study questions</td><td><input type="checkbox"/></td></tr><tr><td>Practical placement</td><td><input type="checkbox"/></td></tr></table>			Satisfactorily completed	Part A – Questions	<input type="checkbox"/>	Part B – Case study questions	<input type="checkbox"/>	Practical placement	<input type="checkbox"/>
	Satisfactorily completed									
Part A – Questions	<input type="checkbox"/>									
Part B – Case study questions	<input type="checkbox"/>									
Practical placement	<input type="checkbox"/>									
<b>Declaration:</b>	<p>In completing this assessment, I confirm that the candidate has demonstrated all unit outcomes through consistent and repeated application of skills and knowledge with competent performance demonstrated in multiple instances over a period of time.</p> <p>Evidence collected has been confirmed as:</p>									

## 3.2 Learning mapping

*CHCCCS003 Increase the safety of individuals at risk of suicide, Release 1*

Unit of competency	Content	Practice tasks	Learning checkpoint
<b>Element 1: Identify and assess the person's current suicide risk</b>	<b>Topic 1: Identify and assess the person's current suicide risk</b>	n/a	n/a
1.1 Recognise and respond to signs indicating that a person maybe considering suicide	1A Recognise and respond to signs that a person maybe considering suicide	1	LC 1: Part A 1, 3 Part B 3
1.2 Explore any indications, direct or indirect, that the person maybe considering suicide	1B Explore any indications that the person maybe considering suicide	2	LC 1: Part B 3
1.3 Ask specifically about thoughts of suicide whenever there are grounds for concern	1C Ask specifically about thoughts of suicide when there are concerns	3	LC 1: Part B 1
1.4 Inform and facilitate the intervention by seeking understanding of why the person is considering suicide and what links them to life	1D Inform and facilitate the intervention by seeking understanding	4	LC 1: Part A 2
<b>Element 2: Collaborate to increase immediate safety</b>	<b>Topic 2: Collaborate to increase immediate safety</b>	n/a	n/a
2.1 Build a collaborative empathic helping relationship that acknowledges how thoughts of suicide and the pain behind them may affect their safety	2A Build a collaborative empathic relationship that acknowledges thoughts of suicide and the pain behind them	5	LC 2: Part A 1

## Final assessment tasks

The final assessment provided in Aspire's print learner guide or online resource includes an overview that is laid out as follows (or similar):

To demonstrate your competency using this final assessment you must successfully complete four assessment tasks.

<b>Complete the following task</b>	<ul style="list-style-type: none"><li>• Part A – Questioning You will demonstrate a sound knowledge of the unit requirements in your responses.</li><li>• Part B – Case study questions You will demonstrate a sound knowledge of the unit requirements in your responses.</li><li>• Part C – Observation You will demonstrate your skills and knowledge in a simulated workplace environment.</li></ul>
<b>Refer to the Aspire <i>Practical placement logbook</i> for this unit</b>	<ul style="list-style-type: none"><li>• Practical placement Your performance will be assessed in the workplace.</li></ul>

Please note that Part C is only included where the Assessment requirements for the unit of competency specify aspects of performance evidence that must be demonstrated in a simulated environment before practical placement. In all other cases, observation tasks have been incorporated into the practical placement assessment. Please refer to Aspire's *Practical placement logbook – User guide* for further information.



## How to use the assessment plan

Once assessment tasks and options have been discussed with the candidate, required and preferred tasks should be selected and documented in the assessment plan. An example of the assessment plan is provided here.

Assessment plan	
Training organisation name:	
Candidate name:	
Phone number:	
Date:	
Email:	
Assessor name:	
Unit of competency:	CHCCCS003 Increase the safety of individuals at risk of suicide, Release 1
Assessment tasks to be undertaken:	<input type="checkbox"/> Part A – Questions <input type="checkbox"/> Part B – Case study questions <input type="checkbox"/> Practical placement
Ready for assessment declaration:	<p>I confirm that the purpose and procedures of this assessment have been clearly explained to me. I have been consulted about any special needs I might have in relation to the assessment process. The criteria to be used for this assessment have been discussed with me, as have the consequences and possible outcomes of the assessment.</p> <p>I have accessed and understand general assessment information as provided by my training organisation.</p> <p>I have been given fair notice of the date, time, venue and other arrangements for this assessment. I have completed a self-assessment of my performance of the skills and knowledge for this unit and confirm that I am ready for assessment.</p>

## 4.3 Assessment mapping

*CHCCCS003 Increase the safety of individuals at risk of suicide, Release 1*

Unit of competency	Part A – Questions	Part B – Case study questions	Practical placement
<b>Element 1: Identify and assess the person's current suicide risk</b>			
1.1 Recognise and respond to signs indicating that a person maybe considering suicide		CS1	O1
1.2 Explore any indications, direct or indirect, that the person maybe considering suicide		CS2	O6
1.3 Ask specifically about thoughts of suicide whenever there are grounds for concern		CS3	O8
1.4 Inform and facilitate the intervention by seeking understanding of why the person is considering suicide and what links them to life		CS4	O9
<b>Element 2: Collaborate to increase immediate safety</b>			
2.1 Build a collaborative empathic helping relationship that acknowledges how thoughts of suicide and the pain behind them may affect their safety		CS5	O11
2.2 Listen to what lies behind any thoughts of suicide while affirming and strengthening life connections and safety support	Q8		O12
2.3 Work with the person to develop and implement a safety plan that reduces immediate danger to the person and others			O13