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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><br>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.<br>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><br>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.   |

## 1.2 Resource quality assurance processes

Aspire's resources are developed with rigorous quality assurance (QA) practices in place.

The QA process includes five components that support VET sector requirements:

1. Independent external QA of Aspire resources is carried out by QA consultants who are not employed or subcontracted by Aspire for resource development and have no other involvement or interest in the operations of Aspire. These QA consultants have vocational competencies and current industry skills relevant to the unit and/or current knowledge and skills in vocational teaching and learning. QA consultants also hold either:
  - TAE40110 Certificate IV in Training and Assessment (or its successor)
  - a diploma or higher level qualification in adult education.
2. Aspire engages with relevant industry bodies to ensure its resources meet industry needs (as identified in each individual unit of competency). This involves networking on an ongoing basis with industry networks, peak bodies and/or employers, and obtaining their feedback on resource content and assessments.
3. Resources are also reviewed by various training organisations and learner groups prior to release, to obtain and address feedback concerning resource usability.
4. Aspire uses external writers and/or subject matter experts who have relevant qualifications to an appropriate level in the subject area of the unit and current knowledge and skills in vocational teaching and learning.
5. Aspire's instructional design team has the following qualifications or similar:
  - Certificate IV in Training and Assessment or higher (with a preference for Diploma of VET)
  - TAESS00001 Assessor Skill Set or its successor.

## Section 2: Unit of competency information

### 2.1 Unit of competency

#### CHCCCS004 Assess co-existing needs

##### 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>Merged<br/>CHCCS416B/CHCAOD510B/CHCCS500B/CHCCS504 B. 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 required to assess the diverse and multi-faceted needs of people and determine both internal and external services required to meet those needs.

This unit applies in a range of community service contexts.

*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.*

### Elements and Performance Criteria

| ELEMENT                                       | PERFORMANCE CRITERIA   |
|---|--|
| <i>Elements define the essential outcomes</i> | <i>Performance criteria describe the performance needed to demonstrate achievement of the element.</i> |

## 2.2 Unit of competency assessment requirements

### Assessment Requirements for CHCCCS004 Assess co-existing needs

#### Modification History

| Release   | Comments   |
|-----------|--|
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|                      |   |
|----------------------|---|
| 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>assessed and appropriately responded to the requirements of at least 3 people presenting with co-existing needs</li><li>used analytical and critical thinking skills in each case:<ul style="list-style-type: none"><li>applying a strengths-based approach to assessment</li><li>analysing information about co-existing issues</li><li>making evidence-based judgements about the person's needs</li></ul></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>different types of assessment and their use in different contexts</li><li>assessment process:<ul style="list-style-type: none"><li>roles and responsibilities of different people</li><li>impact of the setting on the process</li><li>roles and types of assessment tools</li><li>ways of collecting information</li><li>validity and reliability requirements</li><li>reporting requirements and formats</li></ul></li><li>nature and impact of diverse and multi-faceted needs and issues affecting client groups, and potential interrelationships</li></ul> |

## 3.2 Learning mapping

CHCCCS004 Assess co-existing needs, Release 1

| Unit of competency   | Content  | Practice tasks | Learning checkpoint        |
|--|--|----------------|----------------------------|
| <b>Element 1: Prepare for assessment</b>   | <b>Topic 1: Prepare for assessment</b>                                 | n/a            | n/a                        |
| 1.1 Identify and prepare assessment tools and processes according to organisation policy and procedures  | 1A Identify and prepare assessment tools and processes                 | 1              | LC1: Part A 1, 3b, 3c, 3d  |
| 1.2 Gather existing information about the person   | 1B Gather existing information about the person                        | 2              | LC1: Part A 1c, 4a, 4b, 4c |
| 1.3 Seek additional information from specialists and other sources as required to determine the range of issues that may be affecting the person | 1C Seek additional information from specialists and other sources      | 3              | LC1: Part A 6              |
| 1.4 Organise practical aspects of assessment in consultation with the person being assessed  | 1D Organise practical aspects of assessment in consultation            | 4              | LC1: Part A 6              |
| 1.5 Provide information about the assessment process to the person and obtain consent  | 1E Provide information about the assessment process and obtain consent | 5              | LC1: Part A 5              |
| <b>Element 2: Analyse the person's needs using a collaborative approach</b>  | <b>Topic 2: Analyse the person's needs</b>                             | n/a            | n/a                        |
| 2.1 Work within scope of own role and seek assistance from colleagues and experts as required  | 2A Work within scope of own role                                       | 6              | LC2: Part A 1, 2           |
| 2.2 Empower the person to identify and prioritise their own needs  | 2B Empower the person to identify and prioritise their own needs       | 7              | LC2: Part A 3, 4           |

## 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.

|  |  |
|--|--|
| <p><b>Complete the following task</b></p>  | <ul style="list-style-type: none"> <li>• Part A – Questioning<br/>You will demonstrate a sound knowledge of the unit requirements in your responses.</li> <li>• Part B – Case study questions<br/>You will demonstrate a sound knowledge of the unit requirements in your responses.</li> <li>• Part C – Observation<br/>You will demonstrate your skills and knowledge in a simulated workplace environment.</li> </ul> |
| <p><b>Refer to the Aspire <i>Practical placement logbook</i> for this unit</b></p> | <ul style="list-style-type: none"> <li>• Practical placement<br/>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                           |  |
|---|--|
| <b>Training organisation name:</b>        |  |
| <b>Candidate name:</b>                    |  |
| <b>Phone number:</b>                      |  |
| <b>Date:</b>                              |  |
| <b>Email:</b>                             |  |
| <b>Assessor name:</b>                     |  |
| <b>Unit of competency:</b>                | CHCCCS004 Assess co-existing needs, Release 1  |
| <b>Assessment tasks to be undertaken:</b> | <input type="checkbox"/> Part A – Questions<br><input type="checkbox"/> Part B – Case study questions<br><input type="checkbox"/> Practical placement  |
| <b>Ready for assessment declaration:</b>  | <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

CHCCCS004 Assess co-existing needs, Release 1

| Unit of competency   | Part A – Questions | Part B – Case study questions | Practical placement |
|--|--------------------|-------------------------------|---------------------|
| <b>Element 1: Prepare for assessment</b>   |                    |                               |                     |
| 1.1 Identify and prepare assessment tools and processes according to organisation policy and procedures  | Q1, 2, 3           | CS9                           | O1                  |
| 1.2 Gather existing information about the person   |                    | CS7                           | O3                  |
| 1.3 Seek additional information from specialists and other sources as required to determine the range of issues that may be affecting the person |                    | CS6, CS15                     | O5                  |
| 1.4 Organise practical aspects of assessment in consultation with the person being assessed  | Q33, 34            | CS3, CS4                      | O7                  |
| 1.5 Provide information about the assessment process to the person and obtain consent  |                    | CS1, CS2                      | O8                  |
| <b>Element 2: Analyse the person's needs using a collaborative approach</b>  |                    |                               |                     |
| 2.1 Work within scope of own role and seek assistance from colleagues and experts as required  |                    | CS11                          | O9                  |
| 2.2 Empower the person to identify and prioritise their own needs  | Q25                |                               | O11                 |
| 2.3 Evaluate needs based on full range of relevant information   |                    | CS8                           | O13                 |

## 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>        | CHCCCS004 Assess co-existing needs, Release 1   |                                 |
| <b>Assessor name:</b>              |   |                                 |
| <b>Assessor email:</b>             |   |                                 |
| <b>Assessor phone number:</b>      |   |                                 |
| <b>Assessment tasks:</b>           |   | <b>Satisfactorily completed</b> |
|                                    | 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> |                                 |