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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
Australian Qualifications Framework 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: www.aqf.edu.au .
Volume of learning 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: www.aqf.edu.au/wp-content/uploads/2013/06/Volume-of-Learning-Explanation.pdf	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

CHCCCS006 Facilitate individual service planning and delivery

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 CHCICS402B/CHCICS401B/CHCAC507E. 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 contribute to the development, implementation and review of individualised support.

This unit applies to workers in a range of community services and service delivery contexts. Work will involve collaborating with the person requiring support and other people involved in the support network. Service needs may be complex or multiple.

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 CHCCCS006 Facilitate individual service planning and delivery

Modification History

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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"> worked within established guidelines to contribute to the planning and reviewing of services which meet the needs of at least 3 people contributed to the planning processes by communicating effectively with the person and other stakeholders using active listening and questioning
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"> role and responsibilities of different people in the planning process: <ul style="list-style-type: none"> person's assessor carers and other support workers health professionals other service providers service delivery workers human development across the lifespan and influences on service delivery strengths-based planning processes: <ul style="list-style-type: none"> assessment process collaborative approach

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">• how to work through the learner guide• foundation skills. <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">• information about the assessment and its scope• 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• an overview of the final assessment tasks, outlining task options• an assessment plan that the assessor and candidate can use to determine the tasks to be undertaken• the final assessment tasks themselves, which cover questioning, project/report and observation methods of assessment• a record of outcome for the assessor to use to confirm competency.
eBook	An eBook version of the learner guide is also available from Aspire.

3.2 Learning mapping

CHCCCS006 Facilitate individual service planning and delivery, Release 1

Unit of competency	Content	Practice tasks	Learning checkpoint
Element 1: Establish and maintain relationships	Topic 1: Establish and maintain relationships	n/a	n/a
1.1 Conduct interpersonal exchanges in a manner that develops and maintains trust and goodwill	1A Conduct interpersonal exchanges in a manner that develops and maintains trust and goodwill	1	LC 1: Part A 1
1.2 Maintain confidentiality and privacy of the person within organisation policy and protocols	1B Maintain confidentiality and privacy of the person	2	LC 1: Part B 1, 2
1.3 Recognise and respect diverse and multi-faceted needs of the individual and collaborate with other service providers as needed	1C Recognise and respect diverse and multifaceted needs of the individual and collaborate with others	3	LC 1: Part A 2, 3
1.4 Provide clear and current information about service delivery and support the interests, rights and decision-making of the person in all dealings	1D Provide accurate information about service delivery and support the interests, rights and decision-making of the person	4	LC 1: Part B 1, 2, 3
Element 2: Prepare for planning	Topic 2: Prepare for planning	n/a	n/a
2.1 Determine the physical and psychological factors relevant to the person's life stage that will influence service delivery	2A Determine the person's life stage physical and psychological factors that will influence service delivery	5	LC 2: Part B 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.

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

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:	CHCCCS006 Facilitate individual service planning and delivery, 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

CHCCCS006 Facilitate individual service planning and delivery, Release 1

Unit of competency	Part A – Questions	Part B – Case study questions	Practical placement
Element 1: Establish and maintain relationships			
1.1 Conduct interpersonal exchanges in a manner that develops and maintains trust and goodwill	Q1	CS1	O1
1.2 Maintain confidentiality and privacy of the person within organisation policy and protocols	Q2	CS2	O2
1.3 Recognise and respect diverse and multi-faceted needs of the individual and collaborate with other service providers as needed		CS3, CS4	O4
1.4 Provide clear and current information about service delivery and support the interests, rights and decision-making of the person in all dealings		CS5, CS6	O7
Element 2: Prepare for planning			
2.1 Determine the physical and psychological factors relevant to the person's life stage that will influence service delivery		CS7	
2.2 Explain the purpose of the planning process and discuss different service options with the person		CS8, CS9	O8

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

Training organisation name:		
Candidate name:		
Unit code and title:	CHCCCS006 Facilitate individual service planning and delivery, Release 1	
Assessor name:		
Assessor email:		
Assessor phone number:		
Assessment tasks:		Satisfactorily completed
	Part A – Questions	<input type="checkbox"/>
	Part B – Case study questions	<input type="checkbox"/>
	Practical placement	<input type="checkbox"/>
Declaration:	<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>	