

# Contents

<b>About this guide</b>	<b>5</b>
<b>Section 1: Meeting VET sector requirements</b>	<b>7</b>
1.1 How Aspire's resources assist in meeting requirements	7
1.2 Resource quality assurance processes	16
<b>Section 2: Unit of competency information</b>	<b>17</b>
2.1 Unit of competency	17
2.2 Unit of competency assessment requirements	20
2.3 Aspire resources available for this unit	22
2.4 Target groups	25
<b>Section 3: Training requirements</b>	<b>26</b>
3.1 Delivery approach	26
3.2 Learning mapping	27
3.3 Solutions – general guidance	34
3.4 Solutions to practice tasks	35
3.5 Solutions to learning checkpoints	50
<b>Section 4: Assessment</b>	<b>64</b>
4.1 Assessment approach	64
4.2 Assessment procedures	65
4.3 Assessment mapping	71
4.4 Assessment solutions and marking guidance	77
4.5 Completing the record of outcome	93
<b>Section 5: Forms</b>	<b>95</b>
<b>Section 6: Glossary of VET terminology</b>	<b>96</b>

# 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
<p><b>Australian Qualifications Framework</b></p> <p>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.</p> <p>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.</p>	<p>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>.</p>
<p><b>Volume of learning</b></p> <p>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></p>	<p>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.</p>

## Section 2: Unit of competency information

### 2.1 Unit of competency

#### CHCCCS007 Develop and implement service programs

##### 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 CHCICS412E/CHCCS503B/CHCCS512C. 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 engage consumers, analyse service needs of particular groups and develop programs and services to meet those needs.

This unit applies to workers coordinating or managing teams and operations in varied service delivery 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 CHCCCS007 Develop and implement service programs

#### 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 CHCICS412E/CHCCS503B/CHCCS512C. 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 demonstrated evidence that the candidate has:</p> <ul style="list-style-type: none"> <li>developed, implemented and evaluated at least 1 community sector service program</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>program planning principles and processes, including: <ul style="list-style-type: none"> <li>program design</li> <li>program resourcing</li> <li>implementation systems and procedures</li> <li>feedback and complaints procedures</li> <li>evaluation and continuous improvement</li> <li>accountability and governance</li> <li>funding framework, including not-for-profit, government funding</li> </ul> </li> <li>supports needed for effective consumer participation at all levels of program planning</li> <li>requirements of specific service user groups and individuals, including: <ul style="list-style-type: none"> <li>diverse and multi-faceted needs and issues service user participation opportunities and barriers</li> <li>opportunities for collaboration and service partnerships</li> </ul> </li> </ul>

## 3.2 Learning mapping

CHCCCS007 *Develop and implement service programs*, Release 1

Unit of competency	Content	Practice tasks	Learning checkpoint
<b>Element 1: Engage consumers in the analysis of service needs</b>	<b>Topic 1: Engage consumers in the analysis of service needs</b>	n/a	n/a
1.1 Develop a plan for consumer participation and engagement in decisions about service provision	1A Develop a plan for consumer participation	1, 2	LC1: Part A 1
1.2 Investigate the needs of individuals as the basis for service provision in line with consumer participation and engagement plan	1B Investigate the needs of individuals	2	LC1: Part A 2
1.3 Recognise processes and communications that may be a barrier to consumer participation and develop mechanisms to overcome these	1C Recognise processes and communications	3	LC1: Part A 5 Part B 1
1.4 Interact and consult with people accessing the service to monitor changing needs so they can be addressed	1D Interact and consult with people	4	LC1: Part A 1, 3 Part B 2
1.5 Consult and collaborate with other services and networks to address multi-faceted needs of individuals and client groups	1E Consult and collaborate with other services and networks	5	LC1: Part A 4 Part B 3
1.6 Evaluate broader organisation context and its impact on service delivery	1F Evaluate the broader organisation context	6	LC1: Part A 3 Part B 3, 4, 5
<b>Element 2: Develop programs</b>	<b>Topic 2: Develop programs</b>	n/a	n/a
2.1 Facilitate input to program development from internal and external stakeholders	2A Facilitate input into program development	7	LC2: Part A 1, 3

## 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 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>
<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 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:	CHCCCS007 Develop and implement service programs, 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

CHCCCS007 Develop and implement service programs, Release 1

Unit of competency	Part A – Questions	Part B – Case study questions	Practical placement
<b>Element 1: Engage consumers in the analysis of service needs</b>			
1.1 Develop a plan for consumer participation and engagement in decisions about service provision	Q1	CS1	O1
1.2 Investigate the needs of individuals as the basis for service provision in line with consumer participation and engagement plan	Q2	CS4	O3
1.3 Recognise processes and communications that may be a barrier to consumer participation and develop mechanisms to overcome these	Q3, Q4	CS5	O4
1.4 Interact and consult with people accessing the service to monitor changing needs so they can be addressed	Q5		O6
1.5 Consult and collaborate with other services and networks to address multi-faceted needs of individuals and client groups	Q7		O9
1.6 Evaluate broader organisation context and its impact on service delivery	Q8		O10
<b>Element 2: Develop programs</b>			
2.1 Facilitate input to program development from internal and external stakeholders	Q10		O11



## 4.4 Assessment solutions and marking guidance

### General guidance

Assessors should review the solutions provided and adapt and/or contextualise them (and the final assessment tasks themselves where necessary) to suit the training and assessment context as part of their assessment planning activities.

The solutions to final assessment tasks presented in this section should serve as a reliable guide to the type of information that should be included in the assessment candidate's response. The answers provided by the assessment candidate will vary due to a number of factors, including the:

- candidate's own experiences
- candidate's workplace experiences
- interpretation of the assessment task by the assessment candidate/assessor
- type of organisation, work practices, processes and systems encountered by the candidate.

The nature and variety of the tasks presented means that, in some cases, there will be numerous correct responses and the solutions provided cannot cater for all contexts and eventualities.

In general terms:

- For questions with a single answer, Aspire has provided the correct answer.
- For questions that do not have a single answer, it is understood that answers will vary within certain parameters.
- For questions where the candidate has to list a certain number of items, Aspire has provided a more comprehensive listing from which candidate responses may be drawn. However, this list may not in all cases be definitive, and assessors should account for other possible correct responses.
- For activities that involve responding to a scenario, Aspire has provided an example of how the candidate may respond. Depending on the question, the terminology used will indicate either what the candidate should have included in their response, or may have included. However, assessors should take into account different phrasing used by the candidate, or different responses that may be equally correct.
- For activities that take place in the workplace or involve workplace documentation, assessors should consider whether the candidate has achieved the intent of the activity, taking into account the candidate's workplace context.
- For activities that involve writing reports or completing documentation provided, Aspire can only provide an example response. Assessors should again consider whether the candidate's response is appropriate to the task within the context of the candidate's training and/or workplace.

## 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>	CHCCCS007 Develop and implement service programs, 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>	