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

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

CHCCCS008 Develop strategies to address unmet needs

Modification history

Release	Comments
Release 1	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. New unit.

Application

This unit describes the skills and knowledge required to assess unmet needs of individuals and to develop and monitor individualised plans in response.

This unit applies to workers in a range of community services 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.

2.2 Unit of competency assessment requirements

Assessment Requirements CHCCCS008 Develop strategies to address unmet needs

Modification History

Release	Comments
Release 1	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. New unit.

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"> developed strategies in response to at least 3 different situations of unmet needs of a person.
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"> indicators that a person has unmet needs factors that may contribute to unmet needs, including: <ul style="list-style-type: none"> physical well being emotional well being environmental context medications conditions and dual diagnosis principles and practices that focus on addressing individual unmet needs: <ul style="list-style-type: none"> methods of data collection functional/cognitive assessment features and inclusions of support plans specific response strategies: <ul style="list-style-type: none"> ecological manipulations focussed support positive programming reactive strategies competency and image enhancement as a means of

3.2 Learning mapping

CHCCCS008 Develop strategies to address unmet needs, Release 1

Unit of competency	Content	Practice tasks	Learning checkpoint
Element 1: Identify potential unmet needs	Topic 1: Identify potential unmet needs	n/a	n/a
1.1 Recognise signs that the person may have unmet needs	1A Recognise signs that the person may have unmet needs	1	LC1: Part A 2, 3, 4 Part B 1, 2, 3
1.2 Determine information needed to inform full assessment of unmet needs	1B Determine information needed to fully assess unmet needs	2	LC1: Part A 1 Part B 4, 5, 6, 7, 8
1.3 Establish ways of gathering information to confirm the scope and nature of the unmet needs	1C Gather information to confirm scope and nature of unmet needs	3	LC1: Part A 5, 6 Part B 9, 10, 11, 12, 13
1.4 Identify other people who should be involved in the assessment process and facilitate their involvement	1D Identify and support people involved in the assessment	4	LC1: Part B 14, 15, 16, 17
1.5 Collect information to support reporting, analysis and development of individualised plans for the person	1E Collect information to report, analyse and develop individualised plans	5	LC1: Part B 18, 19, 20
Element 2: Develop individualised strategies to meet the person's needs	Topic 2: Develop individualised strategies to meet the person's needs	n/a	n/a
2.1 Contribute to the development of proactive support strategies that respect the dignity, rights and personal choices of the person	2A Contribute to proactive support strategies that respect the person	6	LC2: Part A 1 Part B 1, 2, 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>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:	CHCCCS008 Develop strategies to address unmet needs, 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

CHCCCS008 Develop strategies to address unmet needs, Release 1

Unit of competency	Part A – Questions	Part B – Case study questions	Practical placement
Element 1: Identify potential unmet needs			
1.1 Recognise signs that the person may have unmet needs		CS1	O1
1.2 Determine information needed to inform full assessment of unmet needs	Q2		
1.3 Establish ways of gathering information to confirm the scope and nature of the unmet needs	Q8		O3
1.4 Identify other people who should be involved in the assessment process and facilitate their involvement		CS7	O4
1.5 Collect information to support reporting, analysis and development of individualised plans for the person	Q12		O5
Element 2: Develop individualised strategies to meet the person's needs			
2.1 Contribute to the development of proactive support strategies that respect the dignity, rights and personal choices of the person		CS9	O7
2.2 Incorporate approaches to address impaired social judgement and decision-making capacity where necessary and use a directive approach to setting limits and boundaries		CS10	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:	CHCCCS008 Develop strategies to address unmet needs, 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>	