

Contents

About this guide	5
Section 1: Meeting VET sector requirements	7
1.1 How Aspire's resources assist in meeting requirements	7
1.2 Resource quality assurance processes	15
Section 2: Unit of competency information	17
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
Section 3: Training requirements	26
3.1 Delivery approach	26
3.2 Learning mapping	27
3.3 Solutions – general guidance	35
3.4 Solutions to practice tasks	36
3.5 Solutions to learning checkpoints	47
Section 4: Assessment	66
4.1 Assessment approach	66
4.2 Assessment procedures	67
4.3 Assessment mapping	73
4.4 Assessment solutions and marking guidance	80
4.5 Completing the record of outcome	101
Section 5: Forms	103
Section 6: Glossary of VET terminology	104

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.
Training packages Training packages are developed and endorsed in	Aspire resources have been developed with full coverage of unit of competency and assessment

Section 2: Unit of competency information

2.1 Unit of competency

CHCCCS016 Respond to client 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 respond holistically to client needs. Clients may have a range of issues outside and in addition to the area of immediate focus or expertise of the worker and their organisation.

The unit applies to workers in a range of community services contexts who provide person-centred support to clients.

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 CHCCCS016 Respond to client 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"> responded holistically to the needs of at least 5 clients
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"> legal and ethical considerations for working with clients and how these are applied in an organisation and individual practice, including: <ul style="list-style-type: none"> duty of care dignity of risk human rights discrimination mandatory reporting privacy, confidentiality and disclosure work role boundaries – responsibilities and limitations work health and safety organisation policies and procedures for: <ul style="list-style-type: none"> responding to indicators of actual or potential risk of abuse, neglect or harm collecting and analysing client information transitioning or exiting a client from the service identification of the impact of, and interrelationships between issues relating to: <ul style="list-style-type: none"> physical health mental health

3.2 Learning mapping

CHCCCS016 *Respond to client needs*, Release 1

Unit of competency	Content	Practice tasks	Learning checkpoint
Element 1: Establish an interpersonal relationship with the client	Topic 1: Establish an effective interpersonal relationship	n/a	n/a
1.1 Define boundaries and use communication skills to establish trust and respect	1A Define boundaries and establish trust and respect	1	LC 1: Part A 1, 2, 3, 4
1.2 Assist the client to identify areas of concern and to determine options for action	1B Assist person to identify concerns and determine options	2	LC 1: Part B 1, 2
1.3 Share information with client about options and services available to enable them to make informed decisions	1C Share information to enable person to make informed decisions	3	LC 1: Part B 3
Element 2: Identify the range of issues impacting on the client	Topic 2: Identify the range of issues that impact the person	n/a	n/a
2.1 Identify indicators of harm, neglect, abuse or risk of harm	2A Identify indicators of harm, neglect, abuse or risk of harm	4	LC 2: Part A 10, 11, 12, 13
2.2 Seek information from a range of appropriate sources to identify possible presenting issues	2B Seek information to identify possible presenting issues	5	LC 2: Part B 1, 2, 3
2.3 Apply organisation procedures for collecting and analysing client information	2C Collect and analyse information in accordance with procedures	6	LC 2: Part B 4
Element 3: Analyse information to determine course of action	Topic 3: Analyse information to	n/a	n/a

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.

Complete the following task	<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.
Refer to the Aspire <i>Practical placement logbook</i> for this unit	<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:	CHCCCS016 Respond to client 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

CHCCCS016 Respond to client needs, Release 1

Unit of competency	Part A – Questions	Part B – Case study questions	Practical placement
Element 1: Establish an interpersonal relationship with the client			
1.1 Define boundaries and use communication skills to establish trust and respect	Q1, Q2, Q3		O1
1.2 Assist the client to identify areas of concern and to determine options for action	Q5, Q6		O4
1.3 Share information with client about options and services available to enable them to make informed decisions	Q7		O6
Element 2: Identify the range of issues impacting on the client			
2.1 Identify indicators of harm, neglect, abuse or risk of harm	Q9, Q10, Q11, Q12		O8
2.2 Seek information from a range of appropriate sources to identify possible presenting issues	Q13, Q14, Q15, Q16, Q17, Q18		O9
2.3 Apply organisation procedures for collecting and analysing client information	Q19		O12
Element 3: Analyse information to determine course of action			
3.1 Identify and prioritise client's current needs and available sources of assistance		CS1, CS2, CS3	O16

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:	CHCCCS016 Respond to client needs, Release 1									
Assessor name:										
Assessor email:										
Assessor phone number:										
Assessment tasks:	<table><thead><tr><th></th><th>Satisfactorily completed</th></tr></thead><tbody><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></tbody></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"/>									
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> <table><tbody><tr><td><input type="checkbox"/> Valid</td><td><input type="checkbox"/> Sufficient</td></tr><tr><td><input type="checkbox"/> Current</td><td><input type="checkbox"/> Authentic</td></tr></tbody></table>		<input type="checkbox"/> Valid	<input type="checkbox"/> Sufficient	<input type="checkbox"/> Current	<input type="checkbox"/> Authentic				
<input type="checkbox"/> Valid	<input type="checkbox"/> Sufficient									
<input type="checkbox"/> Current	<input type="checkbox"/> Authentic									