

# 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	45
<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	99
<b>Section 5: Forms</b>	<b>101</b>
<b>Section 6: Glossary of VET terminology</b>	<b>102</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

#### CHCCCS019 Recognise and respond to crisis situations

##### 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>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 recognise situations where people may be in imminent crisis, and then to work collaboratively to minimise any safety concerns and make plans to access required support services.

This unit applies to any community services worker involved in crisis intervention.

Management of the crisis may involve face-to-face, telephone or remote contact with persons involved.

*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 CHCCCS019 Recognise and respond to crisis situations

#### 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>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 evidence that the candidate has:</p> <ul style="list-style-type: none"> <li>• been involved in crisis intervention activities on at least 3 occasions</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>• legal and ethical consideration relevant to recognising and responding to crisis situations including: <ul style="list-style-type: none"> <li>• duty of care</li> <li>• privacy, confidentiality and disclosure</li> <li>• work role boundaries, responsibilities and limitations</li> <li>• mandatory reporting</li> <li>• codes of practice</li> </ul> </li> <li>• organisation policies and procedures for responding to crisis situations</li> <li>• types of crisis situations, including: <ul style="list-style-type: none"> <li>• potential suicide</li> <li>• threats to harm others</li> <li>• self harm</li> <li>• received threats</li> <li>• abuse, including child abuse</li> <li>• domestic and family violence</li> </ul> </li> </ul>

## 3.2 Learning mapping

CHCCCS019 Recognise and respond to crisis situations, Release 1

Unit of competency	Content	Practice tasks	Learning checkpoint
<b>Element 1: Identify imminent crisis situations</b>	<b>Topic 1: Identify imminent crisis situations</b>	n/a	n/a
1.1 Recognise and respond to signs indicating that there may be safety issues for people	1A Recognise and respond to signs indicating safety issues for people	1	LC1: Part A 1–4 Part B 1, 2
1.2 Consider indicators from direct and indirect communications that suggest the presence of safety issues	1B Consider indicators from communication that suggest the presence of safety issues	2	LC1: Part A 7, 8 Part B 2, 3
1.3 Ask directly about safety issues whenever there are grounds for concern, and take immediate action based on organisation's procedures	1C Ask about safety issues and take immediate action based on organisation's procedures	3	LC1: Part A 6, 7, 8, 9 Part B 4
<b>Element 2: Address immediate safety concerns</b>	<b>Topic 2: Address immediate safety concerns</b>	n/a	n/a
2.1 Listen empathetically to details of current crisis situation	2A Listen empathetically to details of current crisis situation	4	LC2: Part B 2
2.2 Affirm and strengthen links to safety and living	2B Affirm and strengthen links to safety and living	5	LC2: Part A 1, 4
2.3 Provide structure and strategies for dealing with the immediate crisis through enabling thoughts and behaviours	2C Provide strategies for dealing with the immediate crisis	6	LC2: Part A 4, 5 Part B 2

## 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:	CHCCCS019 Recognise and respond to crisis situations, 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

CHCCCS019 Recognise and respond to crisis situations, Release 1

Unit of competency	Part A – Questions	Part B – Case study questions	Practical placement
<b>Element 1: Identify imminent crisis situations</b>			
1.1 Recognise and respond to signs indicating that there may be safety issues for people	Q1, Q2, Q3, Q4, Q5, Q6, Q7	CS1, CS2	O1
1.2 Consider indicators from direct and indirect communications that suggest the presence of safety issues		CS4, CS5	O2
1.3 Ask directly about safety issues whenever there are grounds for concern, and take immediate action based on organisation's procedures		CS6, CS7	O4
<b>Element 2: Address immediate safety concerns</b>			
2.1 Listen empathetically to details of current crisis situation	Q11	CS13	O10
2.2 Affirm and strengthen links to safety and living	Q14, Q15	CS14	O11
2.3 Provide structure and strategies for dealing with the immediate crisis through enabling thoughts and behaviours	Q12, Q13	CS15	O12
2.4 Balance collaboration and direction according to the person's current capacity for decision-making and coping	Q16		O14
2.5 Identify and agree actions to reduce immediate danger and risk to others, including mobilisation of emergency assistance as required	Q8	CS16	O15



## 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>	CHCCCS019 Recognise and respond to crisis situations, 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>	