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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
<b>Australian Qualifications Framework</b> 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: <a href="http://www.aqf.edu.au">www.aqf.edu.au</a> .
<b>Volume of learning</b> 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>	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

#### CHCCOM002 Use communication to build relationships

##### 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 CHCCOM302D/CHCCOM403A/HLTAMBFC301D. Significant changes to 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 to apply specific communication techniques to establish, build and maintain relationships with clients, colleagues and other stakeholders based on respect and trust.

This unit applies to work across a range of workplace contexts where workers at all levels may communicate with individuals and/or groups both in person and in writing.

*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 CHCCOM002 Use communication to build relationships

#### 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 CHCCOM302D/ CHCCOM403A/HLTAMBFC301D. Significant changes to 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>obtained feedback from 3 clients or colleagues on effectiveness of communication and responded appropriately</li> <li>prepared 3 types of written correspondence in accordance with organisation communication protocols</li> <li>facilitated resolution of 1 difficult situation with a client, colleague or service provider</li> <li>facilitated 1 meeting around a workplace issue</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 the task and manage contingencies in the context of the work role. This includes knowledge of:</p> <ul style="list-style-type: none"> <li>organisation communication policies and protocols</li> <li>different communication styles and techniques, and how they impact on interpersonal communication, including: <ul style="list-style-type: none"> <li>strategies for effective interpersonal communication</li> <li>person centred and rights based approaches</li> <li>cross-cultural communication protocols</li> <li>non-verbal communication cues</li> <li>group processes and dynamics</li> <li>motivational interviewing versus coercive approach</li> <li>collaboration versus confrontation</li> </ul> </li> <li>communication strategies to:</li> </ul>

## 3.2 Learning mapping

CHCCOM002 Use communication to build relationships, Release 1

Unit of competency	Content	Practice tasks	Learning checkpoint
<b>Element 1: Communicate with clients and co-workers</b>	<b>Topic 1: Communicate with co-workers and people who have support needs</b>	n/a	n/a
1.1 Identify and use appropriate communication techniques to communicate with clients and colleagues	1A Identify and use appropriate communication techniques	1	LC1: Part A 3
1.2 Communicate in a manner that demonstrates respect, accepts individual differences and upholds rights	1B Demonstrate respect and uphold rights in communication	2	LC1: Part A 4
1.3 Represent the organisation appropriately and in accordance with communication policies and protocols	1C Represent the organisation appropriately	3	LC1: Part A 4, 5
1.4 Provide information to clients and service providers in accordance with communication policies and protocols	1D Provide information in accordance with policies and protocols	4	LC1: Part B 3
<b>Element 2: Address communication needs</b>	<b>Topic 2: Address communication needs</b>	n/a	n/a
2.1 Recognise and support communication needs of clients, colleagues and external networks	2A Recognise and support communication needs	5	LC2: Part B 3
2.2 Facilitate access to interpreter and translation services as required	2B Access interpreter and translation services	6	LC2: Part A 1
2.3 Identify and address problems and communication barriers	2C Identify and address problems and communication barriers	7	LC2: Part A 3

### 3.3 Solutions – general guidance

Practice tasks and learning checkpoints within Aspire's learner guides are designed for formative assessment only; that is, for the purpose of determining how well a learner is progressing in their learning. These activities are not designed for use in summative (final) assessments.

The solutions to practice tasks and learning checkpoints presented in sections 3.4 and 3.5 should serve as a reliable guide to the type of information that should be included in the learner's response. Refer to the learning checkpoints when evaluating learner responses.

The answers provided by the learner will vary due to a number of factors, including the:

- learner's own experiences
- learner's workplace experiences
- training situations and strategies presented by the trainer
- interpretation of the activity by the learner/trainer
- type of organisation, work practices, processes and systems encountered by the learner.

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 trainers should account for other possible correct responses.
- For activities that involve responding to a case study, Aspire has provided an example of how the learner may respond. Depending on the question, the terminology used will indicate either what the learner should have included in their response, or may have included. However, trainers should take into account different phrasing used by the learner, or different responses that may be equally correct.
- For activities that take place in the workplace or involve workplace documentation, Aspire can only provide an example response. Trainers should consider whether the learner has achieved the intent of the activity, taking into account the learner's workplace context.
- For activities that involve writing reports or completing documentation provided, Aspire can only provide an example response. Trainers should again consider whether the learner's response is appropriate to the task within the context of the learner's training and/or workplace.

## 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:	CHCCOM002 Use communication to build relationships, 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

CHCCOM002 Use communication to build relationships, Release 1

Unit of competency	Part A – Questions	Part B – Case study questions	Practical placement
<b>Element 1: Communicate with clients and co-workers</b>			
1.1 Identify and use appropriate communication techniques to communicate with clients and colleagues	Q2, Q3, Q5		O1
1.2 Communicate in a manner that demonstrates respect, accepts individual differences and upholds rights	Q5, Q8		O3
1.3 Represent the organisation appropriately and in accordance with communication policies and protocols	Q11		O5
1.4 Provide information to clients and service providers in accordance with communication policies and protocols		CS7	O9
<b>Element 2: Address communication needs</b>			
2.1 Recognise and support communication needs of clients, colleagues and external networks	Q14	CS1	O15
2.2 Facilitate access to interpreter and translation services as required	Q15, Q16		O17
2.3 Identify and address problems and communication barriers	Q17, Q18	CS13	O20
2.4 Defuse conflict or potentially difficult situations with clients and colleagues and refer in accordance with organisational requirements	Q6	CS21, CS22, CS23	

## 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>	CHCCOM002 Use communication to build relationships, 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>	