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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.
<b>Training packages</b> 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

#### CHCCSL003 Facilitate the counselling relationship and process Modification history

Release	Comments
Release 1	<p>This version was released in <i>CHC Community Services Training Package release 3.0</i> and meets the requirements of the 2012 Standards for Training Packages.</p> <p>Significant changes to the elements and performance criteria. New evidence requirements for assessment including volume and frequency requirements.</p> <p>Significant changes to knowledge evidence. Additional assessor requirements.</p> <p>Supersedes CHCCSL503B</p>

### Application

This unit describes the skills and knowledge to support clients to identify and work through concerns, and to manage the overall counselling process to its conclusion.

This unit applies to individuals whose job role involves working with clients on personal and psychological issues within established policies, procedures and guidelines.

*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>
1. Support clients to identify concerns	<p>1.1 Follow the client's story and stay with their perspective to assist the client to feel comfortable and express their concerns freely</p> <p>1.2 Explore the client's presenting issues and establish their nature and depth, giving attention to the possibility of underlying issues</p> <p>1.3 Identify and promptly deal with situations requiring immediate</p>

## 2.2 Unit of competency assessment requirements

### Assessment Requirements for CHCCSL003 Facilitate the counselling relationship and process

#### Modification History

Release	Comments
Release 1	<p>This version was released in <i>CHC Community Services Training Package release 3.0</i> and meets the requirements of the 2012 Standards for Training Packages.</p> <p>Significant changes to the elements and performance criteria. New evidence requirements for assessment including volume and frequency requirements. Significant changes to knowledge evidence. Additional assessor requirements.</p> <p>Supersedes CHCCSL503B</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>facilitated the counselling process for at least 3 different clients with varying presenting issues, in at least 3 sessions per client</li> <li>facilitated client sessions using all aspects of the counselling process: <ul style="list-style-type: none"> <li>identifying concerns</li> <li>working through concerns</li> <li>monitoring the counselling relationship</li> </ul> </li> <li>followed processes to bring the counselling process to an end on at least 2 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 considerations for the counselling relationship, and how these are applied in individual practice: <ul style="list-style-type: none"> <li>codes of conduct/practice</li> <li>discrimination</li> <li>duty of care</li> <li>human rights</li> <li>mandatory reporting</li> </ul> </li> </ul>

## Section 3: Training requirements

### 3.1 Delivery approach

To comply with the requirements of the VET Quality Framework (VQF) and the Standards for Registered Training Organisations/Australian Quality Training Framework (AQTF), RTOs must develop a training and assessment strategy for the training programs they deliver. The training and assessment approach adopted by an RTO must accord with the need of their learners, current industry requirements and the requirements of the training package.

Trainers and assessors must make judgments about the most appropriate way to meet these requirements. These judgments should form part of the organisation's overall training and assessment strategy.

## 3.2 Learning mapping

CHCCSL003 Facilitate the counselling relationship and process, Release 1

Unit of competency	Content	Practice tasks	Learning checkpoint
<b>Element 1: Support clients to identify concerns</b>	<b>Topic 1: Support clients to identify concerns</b>	n/a	n/a
1.1 Follow the client's story and stay with their perspective to assist the client to feel comfortable and express their concerns freely	1A Follow the client's story and stay with their perspective to assist them to feel comfortable and express their concerns freely	1	LC 1: 1, 14
1.2 Explore the client's presenting issues and establish their nature and depth, giving attention to the possibility of underlying issues	1B Explore the client's presenting issues and establish their nature and depth	2	LC 1: 16, 17
1.3 Identify and promptly deal with situations requiring immediate action	1C Identify and promptly deal with situations requiring immediate action	3	LC 1: 18, 19
1.4 Support clients to identify their primary concerns in relation to the presenting issues and to prioritise concerns on which to work	1D Support clients to identify their primary concerns in relation to the presenting issues and to prioritise concerns	4	LC 1: 21
1.5 Recognise indicators of client issues requiring referral and report or refer appropriately in line with organisation requirements	1E Recognise indicators of client issues requiring referral and report or refer appropriately	5	LC 1: 28
<b>Element 2: Support clients to work through concerns</b>	<b>Topic 2: Support clients to work through concerns</b>	n/a	n/a
2.1 Identify and work with uncertainty and ambivalence of clients	2A Identify and work with uncertainty and ambivalence of clients	6	LC 2: 1, 2
2.2 Support clients to experience and process difficulties	2B Support clients to experience and process	7	LC 2: 3, 9

### 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.

## 4.2 Assessment procedures

### Contextualisation

Final assessment tasks provided to candidates may need to be contextualised to include such requirements as organisational policies and procedures, work health and safety management strategies, state/territory regulatory requirements and organisational resources or equipment.

If contextualising any resources, assessors must:

- meet with key personnel within the organisation such as supervisors, human resources personnel and team leaders to identify sources of information and establish how performance and knowledge are demonstrated within the workplace
- re-map the resources in the relevant mapping documentation to ensure the integrity of the assessment tool is unaffected
- forward contextualised resources to your training organisation's compliance manager for approval.



## 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.

<b>Complete the following task</b>	<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></ul>
<b>Refer to your assessor</b>	<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. If using the Aspire Practical placement logbook for this unit, please refer to Aspire's *Practical placement logbook – User guide* for further information.

## 4.3 Assessment mapping

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Unit of competency	Part A – Questions	Part B – Case study questions	Practical placement
<b>Element 1: Support clients to identify concerns</b>			
1.1 Follow the client's story and stay with their perspective to assist the client to feel comfortable and express their concerns freely	Q15		O1
1.2 Explore the client's presenting issues and establish their nature and depth, giving attention to the possibility of underlying issues		CS1, CS2	O3
1.3 Identify and promptly deal with situations requiring immediate action	Q18	CS3	
1.4 Support clients to identify their primary concerns in relation to the presenting issues and to prioritise concerns on which to work	Q21		O7
1.5 Recognise indicators of client issues requiring referral and report or refer appropriately in line with organisation requirements	Q23		O9
<b>Element 2: Support clients to work through concerns</b>			
2.1 Identify and work with uncertainty and ambivalence of clients	Q31		O11
2.2 Support clients to experience and process difficulties		CS4	O12
2.3 Draw attention to, and discuss parallels and links in client's experience as appropriate	Q37		O14
2.4 Identify and implement interventions that have meaning for the client's immediate situation and that are most likely to facilitate client understanding and actions	Q39		O14

## 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>	CHCCSL003 Facilitate the counselling relationship and process, 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> <table><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></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					