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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

#### CHCCSL004 Research and apply personality and development theories

##### 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 CHCCSL504A</p>

##### Application

This unit describes the skills and knowledge required to research key concepts and constructs of theories of personality and human development, and link those to counselling practice.

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>

## 2.2 Unit of competency assessment requirements

### Assessment Requirements for CHCCSL004 Research and apply personality and development theories

#### Modification History

Release	Comments
Release 1	<p>This version was released in CHC Community Services Training Package release 3.0 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 CHCCSL504A</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>used critical thinking skills to evaluate information from a range of sources about the following personality and development theories: <ul style="list-style-type: none"> <li>nature and nurture</li> <li>genetic inheritance</li> <li>lifespan development theories</li> <li>Freudian concepts</li> <li>Piaget's stages of cognitive development</li> <li>Erikson's psychosocial stages</li> <li>Maslow's hierarchy of needs</li> <li>Bowlby's attachment theory</li> </ul> </li> <li>integrated at least 3 of the above theories into counselling work with at least 3 different clients.</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>sources of information about personality and development theories</li> <li>historical, current and emerging personality and development theories, including the key concepts and application to</li> </ul>

## 2.3 Aspire resources available for this unit

Aspire's resources are structured to meet the requirements of the unit of competency. They are designed to **complement**, not replace, the learning and assessment strategies you or your training organisation have put in place.

As the trainer, **you are in the best position to judge** the full training and assessment requirements of a unit of competency. The judgments that you make in this regard should form part of your training organisation's broader training and assessment strategy.

The following Aspire resources are available to support delivery in this unit.

Resource	General overview/how to use
Learner guide	<p>The learner guide's preliminary pages include information on:</p> <ul style="list-style-type: none"><li>• how to work through the learner guide</li><li>• foundation skills.</li></ul> <p>The preliminary pages also include a checklist the learner can use to identify the topics they may already know.</p> <p>Each topic matches an element in the unit of competency.</p> <p>The learner guide content is presented in plain English so it is easy for the learner to understand. It describes procedures and current industry practice, and includes examples, checklists, documents, images and case studies. There are also illustrations or diagrams to add interest and aid learning.</p> <p>The topic summaries provide an opportunity to review the topic content.</p> <p>The learner guide practice tasks and learning checkpoints can be used to consolidate and evaluate learning. It is up to you and the learner to decide which ones are necessary. Remember, these tasks and activities are not finite. You can add to them, change them or substitute your own tasks according to the interest level, the experience of the learners and the specific situation. Encourage learners to keep their answers to activities as these will build towards their evidence and demonstration of competency.</p> <p>A final assessment is included in the learner guide, which is designed to assess the learner's competency across the whole unit. Features of the final assessment include:</p> <ul style="list-style-type: none"><li>• information about the assessment and its scope</li><li>• an 'Are you ready for assessment?' checklist that the candidate can use to confirm they hold the skills and knowledge required to undertake the final assessment</li><li>• an overview of the final assessment tasks, outlining task options</li><li>• an assessment plan that the assessor and candidate can use to determine the tasks to be undertaken</li><li>• the final assessment tasks themselves, which cover questioning, project/report and observation methods of assessment</li><li>• a record of outcome for the assessor to use to confirm competency.</li></ul>
eBook	An eBook version of the learner guide is also available from Aspire.

## 3.2 Learning mapping

*CHCCSL004 Research and apply personality and development theories*

Unit of competency	Content	Practice tasks	Learning checkpoint
<b>Element 1: Research theories of personality and human development</b>	<b>Topic 1: Research theories of personality and human development</b>	n/a	n/a
1.1 Identify and access sources of information on theories of personality and human development	1A Identify and access sources of information on theories of personality and human development	1	LC1: Part A 1
1.2 Read and interpret information, distilling key themes and messages for counselling work	1B Read and interpret information, distilling key themes and messages for counselling work	2	LC 1: Part A 3 Part B 1
1.3 Document and organise information to support current and future practice	1C Document and organise information to support current and future practice	3	LC 1: Part A 4 Part B 2
<b>Element 2: Link theories to own practice</b>	<b>Topic 2: Link theories to your own practice</b>	n/a	n/a
2.1 Evaluate potential applications of personality and lifespan development theories in the counselling process	2A Evaluate potential applications of personality and life span development theories in the counselling process	4	LC 2: Part A 1
2.2 Analyse individual behaviour using theoretical concepts of personality and lifespan development	2B Analyse individual behaviour using theoretical concepts of personality and life span development	5	LC 2: Part B 2
2.3 Assist clients to understand their personal history drawing on theoretical approaches	2C Assist clients to understand their personal history and draw on theoretical approaches to address issues	6	LC 2: Part B 1, 3
2.4 Draw on theories to address specific client issues and challenges			

## 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><li>• Part C – Observation You will demonstrate your skills and knowledge in a simulated workplace environment.</li></ul>
<b>Refer to the Aspire <i>Practical placement logbook</i> for this unit</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. 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	
<b>Training organisation name:</b>	
<b>Candidate name:</b>	
<b>Phone number:</b>	
<b>Date:</b>	
<b>Email:</b>	
<b>Assessor name:</b>	
<b>Unit of competency:</b>	CHCCSL004 Research and apply personality and development theories
<b>Assessment tasks to be undertaken:</b>	<input type="checkbox"/> Part A – Questions <input type="checkbox"/> Part B – Case study questions <input type="checkbox"/> Practical placement
<b>Ready for assessment declaration:</b>	<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

CHCCSL004 Research and apply personality and development theories, Release 1

Unit of competency	Part A – Questions	Part B – Case study questions	Practical placement
<b>Element 1: Research theories of personality and human development</b>			
1.1 Identify and access sources of information on theories of personality and human development	Q1		O1
1.2 Read and interpret information, distilling key themes and messages for counselling work	Q3, Q4		O3
1.3 Document and organise information to support current and future practice	Q5, Q6		O6
<b>Element 2: Link theories to own practice</b>			
2.1 Evaluate potential applications of personality and lifespan development theories in the counselling process	Q7		O8
2.2 Analyse individual behaviour using theoretical concepts of personality and lifespan development		CS1, CS2	O17
2.3 Assist clients to understand their personal history drawing on theoretical approaches		CS3	O20
2.4 Draw on theories to address specific client issues and challenges		CS4	O25
<b>Element 3: Update and maintain knowledge of theoretical trends</b>			

## Part C – Observation

The observation checklist provided in the assessment task should be used to judge and record candidate observations. You should record your observations of the candidate's performance directly onto the checklist. You are able to record your observations during and/or after the observation.

The observation checklist has a series of items related to the unit of competency, which form the evidence criteria. The checklist allows you to record that you have had the opportunity to observe the candidate applying these skills and knowledge. All items on the checklist must be observed in order to record a satisfactory performance.

<b>Instructions to the assessor</b>	<p>Please refer to the assessment task as outlined in the Aspire learner guide.</p> <p>The candidate must complete the observation unassisted by you or other personnel, except in cases where assistance is noted within the observation checklist. The candidate may refer to reference material as needed.</p> <p>Please use your judgment to decide whether the performance delivered by the candidate is satisfactory against the observation criteria.</p>
<b>Reasonable adjustment</b>	<p>Please note: observation in a simulated environment must be undertaken as it is a mandatory assessment condition for this unit.</p>
<b>Feedback/unsatisfactory outcomes</b>	<p>All observation criteria must be satisfactorily demonstrated by the participant.</p> <p>For any observation assessment conducted that is incomplete, or without satisfactory performance, the observation will need to be completed again after further training support.</p> <p>The observation may be re-attempted on two further occasions (maximum three attempts in total).</p> <p>As a further option, an alternative assessment task may be selected (for example, a third-party report).</p>

## 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>	CHCCSL004 Research and apply personality and development theories	
<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>	