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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
<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

#### CHCCSL005 Apply learning theories in counselling

##### 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 CHCCSL505A</p>

##### Application

This unit describes the skills and knowledge required to apply theory underpinning behaviourism and social learning to formulate and monitor a program for behaviour change in a counselling context.

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 CHCCSL005 Apply learning theories in counselling

#### 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 CHCCSL505A</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 research and evaluate information from at least 3 different sources about 3 different learning theories</li> <li>integrated theoretical approaches to develop programs for behaviour change 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>overarching types of learning theories and their application to counselling practice, including: <ul style="list-style-type: none"> <li>behaviourism</li> <li>cognitivism</li> <li>constructivism</li> </ul> </li> <li>principles and practices of at least 3 different specific learning theories</li> <li>applications of stimulus and response theory in counselling practice</li> <li>environmental impacts on behaviour, including: <ul style="list-style-type: none"> <li>major influences from childhood and impact of strength and duration</li> <li>learning environments – family and school</li> </ul> </li> </ul>

## 2.4 Target groups

Aspire resources for this unit have been developed for a diverse range of learners. The target group undertaking the assessment are learners in a wide range of Community Services training or workplace environments.

Learners may or may not be employed in the workplace. Where a learner is currently employed, you should endeavour to use relevant workplace documents and resources. Where learners are not currently employed, you must provide example documentation and a simulated environment wherever possible. Encourage classroom learners to take every opportunity to observe a real working environment and discuss what they have seen. Note that observation and assessment in the workplace is mandatory for some units of competency.

## 3.2 Learning mapping

CHCCSL005 Apply learning theories in counselling, Release 1

Unit of competency	Content	Practice tasks	Learning checkpoint
<b>Element 1: Research learning theories</b>	<b>Topic 1: Research learning theories</b>	n/a	n/a
1.1 Identify and access sources of information on learning theories	1A Identify and access sources of information on learning theories	1	LC 1: 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 for counselling work	2	LC 1: Part A 2, 3, 4, 5
1.3 Organise and record information to support current and future practice	1C Organise and record information to support current and future practice	3	LC 1: Part A 6, 7 Part B 1, 2
<b>Element 2: Analyse behavioural outcomes of different modelling and reinforcement influences</b>	<b>Topic 2: Analyse behavioural outcomes of different modelling and reinforcement influences</b>	n/a	n/a
2.1 Identify and analyse the impact of modelling influences in a client's environment to facilitate client change	2A Identify and analyse the impact of modelling influences in a client's environment to facilitate client change	4	LC 2: Part A 1, 2 Part B 2
2.2 Analyse individual responses to similar modelling and reinforcement	2B Analyse individual responses to similar modelling and reinforcement	5	LC 2: Part A 3, 4, 5 Part B 1
2.3 Analyse the effects of environmental differences and dysfunctional environments	2C Analyse the effects of environmental differences and dysfunctional environments	6	LC 2: Part A 6, 7, 8 Part B 1

### 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.

## Section 4: Assessment

### 4.1 Assessment approach

Assessment is all about collecting evidence and making decisions as to whether or not a learner has achieved competency. Assessment confirms that the learner can perform to the expected workplace standard, as outlined in the units of competency.

This section contains marking guidance for the final assessment tasks in the corresponding Aspire learner guide.

It is an important responsibility of trainers and assessors to complete the assessment records themselves. This ensures all additional assessment activities deemed appropriate, outside those in the Aspire learner guide, are included in these records.

All assessment activities should be undertaken in conjunction with your training organisation's relevant course training and assessment strategy, policies and procedures.



## 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:	CHCCSL005 Apply learning theories in counselling, 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

*CHCCSL005 Apply learning theories in counselling*, Release 1

Unit of competency	Part A – Questions	Part B – Case study questions	Practical placement
<b>Element 1: Research learning theories</b>			
1.1 Identify and access sources of information on learning theories	Q1	CS1	
1.2 Read and interpret information, distilling key themes and messages for counselling work		CS2, CS3	O2
1.3 Organise and record information to support current and future practice		CS4, CS5	O8
<b>Element 2: Analyse behavioural outcomes of different modelling and reinforcement influences</b>			
2.1 Identify and analyse the impact of modelling influences in a client's environment to facilitate client change		CS6	O9
2.2 Analyse individual responses to similar modelling and reinforcement		CS7, CS8	O13
2.3 Analyse the effects of environmental differences and dysfunctional environments	Q8	CS9, CS10	O14
<b>Element 3: Formulate a program for change in a counselling context</b>			
3.1 Identify change required to achieve identified outcomes and formulate and record a program for change	Q14	CS11, CS12	O15

## 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.