

# 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
<b>Section 2: Unit of competency information</b>	<b>17</b>
2.1 Unit of competency	17
2.2 Unit of competency assessment requirements	19
2.3 Aspire resources available for this unit	22
2.4 Target groups	24
<b>Section 3: Training requirements</b>	<b>25</b>
3.1 Delivery approach	25
3.2 Learning mapping	26
3.3 Solutions – general guidance	35
3.4 Solutions to practice tasks	36
3.5 Solutions to learning checkpoints	51
<b>Section 4: Assessment</b>	<b>61</b>
4.1 Assessment approach	61
4.2 Assessment procedures	62
4.3 Assessment mapping	68
4.4 Assessment solutions and marking guidance	76
4.5 Completing the record of outcome	122
<b>Section 5: Forms</b>	<b>124</b>
<b>Section 6: Glossary of VET terminology</b>	<b>125</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
<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

#### CHCCSL006 Select and use counselling therapies

##### 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 CHCCSL506A</p>

##### Application

This unit describes the skills and knowledge required to select and use different counselling therapies to meet client needs.

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
Elements define the essential outcomes	Performance criteria describe the performance needed to demonstrate achievement of the element.

## 2.2 Unit of competency assessment requirements

### Assessment Requirements for CHCCSL006 Select and use counselling therapies

#### 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 CHCCSL506A</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>provided counselling to at least 3 different clients, cumulatively using at least 3 different counselling therapies, one of which must be cognitive behavioural therapy (CBT)</li> <li>provided counselling services, within scope of own role, addressing at least 4 of the following issues: <ul style="list-style-type: none"> <li>anxiety</li> <li>family issues</li> <li>grief and loss</li> <li>parenting</li> <li>pregnancy</li> <li>relationship</li> <li>self-esteem</li> <li>social isolation</li> <li>stress management.</li> </ul> </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 use of counselling therapies, and how these are applied in individual practice: <ul style="list-style-type: none"> <li>codes of conduct/practice</li> <li>discrimination</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

CHCCSL006 *Select and use counselling therapies*, Release 1

Unit of competency	Content	Practice tasks	Learning checkpoint
<b>Element 1: Select counselling therapies</b>	<b>Topic 1: Select counselling therapies</b>	n/a	n/a
1.1 Analyse client needs, issues and desired changes to be addressed	1A Analyse the client's needs, issues and desired changes to be addressed	1	LC1: 1, 2, 3
1.2 Incorporate analysis of client's developmental status and response to change	1B Incorporate analysis of the client's developmental status and response to change	2	LC1: 1, 2, 3
1.3 Identify and consider co-existing issues in selecting courses of action	1C Identify and consider co-existing issues in selecting courses of action	3	LC1: 1, 2, 3
1.4 Interpret information about counselling therapies and determine their application, benefits and limitations in addressing client's needs, issues and goals	1D Interpret information about counselling therapies and their application in meeting a client's needs	4	LC1: 4, 5, 6, 7
1.5 Identify and respond to own level of comfort and issues in relation to using identified counselling techniques	1E Identify your own level of comfort when using counselling techniques	5	LC1: 8
1.6 Select most appropriate counselling therapies for application in identified situations	1F Select the most appropriate counselling therapies for situations	6	LC1: 10
1.7 Communicate details of therapies to be used with client using language the client understands and document in client records	1G Communicate and document details of therapies to be used	7	LC1: 11
<b>Element 2: Use counselling therapies</b>	<b>Topic 2: Use counselling therapies</b>	n/a	n/a

## Assessor responsibilities

As an assessor, you need to ensure that you are completely familiar with the unit of competency you are assessing, where it fits within the course structure being delivered and where it fits within the relevant national training package.

Each assessor must be competent for the functions they perform. The new *Standards for RTOs (2015)* have determined that assessors must:

- have vocational competencies at least to the level being assessed
- have current industry skills directly relevant to the assessment being undertaken
- have current knowledge and skills in vocational training and learning that informs their assessment
- hold one of the following qualifications:
  - TAE40110 Certificate IV in Training and Assessment or its successor
  - a diploma or higher level qualification in adult education
  - TAESS00001 Assessor Skill Set or its successor (if undertaking assessment only).

It is both your responsibility as an assessor and your training organisation's responsibility to ensure that your qualifications are up to date and you have the knowledge required to assess in the unit areas you are assessing.

## Identifying your candidates

When planning and confirming the assessment approach, it is important to consider the variety of candidates and their different backgrounds. For example, candidates may:

- come from different organisations
- come from a range of educational backgrounds
- be an Aboriginal or Torres Strait Islander person
- not speak English as their first language
- have disabilities
- have limited literacy and numeracy capabilities
- not have undertaken assessment for a long time.

## Reasonable adjustment

It is important that you take meaningful, transparent and reasonable steps to consult, consider and implement reasonable adjustments for candidates with disabilities or other individual needs. Where candidates have disabilities, you should spend time with them learning about what modifications may need to be made to the assessment resources or approach to make them more accessible for the individual needs of each candidate.

Candidates may also typically have the option of a verbal interview with their assessor or a written assessment (written questions) to demonstrate their knowledge of the unit being assessed. It should be noted that, even where only a written assessment option is provided, assessors may undertake this assessment in a verbal interview mode if suitable for the unit content, as a reasonable adjustment strategy.

## Information for candidates

Before candidates commence their final assessment tasks, they should have been directed to review the information on assessment provided by your training organisation. Information that must be provided to candidates includes important information on the following:

- What is competency?
- The assessment process
- What is your assessor looking for?
- Workplace requirements
- Can I adjust the assessment?
- What is RPL?
- Third-party reports
- Appeals and re-assessments.

Candidates should not commence final assessment tasks until they have read and understood this information.

## Ensuring readiness for assessment complete

Before candidates begin to undertake final assessment tasks for the unit, it is important to ensure that they are comfortable and ready to begin the assessment process.

The final assessment provided contains a self-assessment checklist that candidates should complete to confirm that they feel they hold the skills and knowledge required for the unit, and that they feel ready to undertake a successful assessment process.

Once the candidate has completed and is comfortable with their self-assessment, they are then ready to proceed to the final assessment tasks.



## 4.3 Assessment mapping

CHCCSL006 *Select and use counselling therapies*, Release 1

Unit of competency	Part A – Questions	Part B – Case study questions	Practical placement
<b>Element 1: Select counselling therapies</b>			
1.1 Analyse client needs, issues and desired changes to be addressed	Q1	CS1	O1
1.2 Incorporate analysis of client's developmental status and response to change	Q11		O2
1.3 Identify and consider co-existing issues in selecting courses of action	Q12	CS11	O3
1.4 Interpret information about counselling therapies and determine their application, benefits and limitations in addressing client's needs, issues and goals	Q13, Q14	CS22, CS23, CS24, CS25	O4
1.5 Identify and respond to own level of comfort and issues in relation to using identified counselling techniques	Q21		O5
1.6 Select most appropriate counselling therapies for application in identified situations	Q36	CS7	O6
1.7 Communicate details of therapies to be used with client using language the client understands and document in client records	Q37, Q38		O8
<b>Element 2: Use counselling therapies</b>			
2.1 Use techniques according to the principles and application of selected therapies to assist clients	Q39		O10

## 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>	CHCCSL006 <i>Select and use counselling therapies</i> , 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					

## Section 6: Glossary of VET terminology

The following glossary is based on the glossary provided in the Standards for Registered Training Organisations (RTOs) 2015, and has been updated to reflect current information.

**Access and equity** means policies and approaches aimed at ensuring that VET is responsive to the individual needs of clients whose age, gender, cultural or ethnic background, disability, sexuality, language skills, literacy or numeracy level, unemployment, imprisonment or remote location may present a barrier to access, participation and the achievement of suitable outcomes.

**Accredited short course** means a course accredited by the VET Regulator in accordance with the Standards for VET Accredited Courses that leads to an AQF statement of attainment.

**AQF certification documentation** is the set of official documents that confirms that an AQF qualification or statement of attainment has been issued to an individual.

**AQF qualification** means an AQF qualification type endorsed in a training package or accredited in a VET accredited course.

**Assessment** means the process of collecting evidence and making judgments on whether competency has been achieved, to confirm that an individual can perform to the standard required in the workplace, as specified in a training package or VET accredited course.

**Assessment system** is a coordinated set of documented policies and procedures (including assessment materials and tools) that ensure assessments are consistent and are based on the Principles of Assessment and the Rules of Evidence.

**Assessment tools** include the following components: context and conditions of assessment, tasks to be administered to the student, an outline of the evidence to be gathered from the candidate and evidence criteria used to judge the quality of performance (i.e. the assessment decision-making rules). This term also takes in the administration, recording and reporting requirements, and may address a cluster of competencies as applicable for holistic assessment.

**Assessors** are persons who assess a learner's competence.

**Audit** means an audit or compliance audit undertaken by the VET Regulator.

**Australian Industry and Skills Committee (AISC)** was established by the COAG Industry and Skills Council in May 2015 to give industry a formal, expanded role in policy direction and decision-making for the vocational education and training sector.

**Australian Qualifications Framework (AQF)** means the framework for regulated qualifications in the Australian education and training system, as agreed by the Commonwealth, State and Territory ministerial council with responsibility for higher education.