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About this guide

This guide is for trainers and assessors of unit *CHCCSL007 Support clients in decision-making processes*, Release 1. It complements the corresponding Aspire learner guide.

As a trainer, you must develop and use training and assessment strategies that embrace the learner's needs, educational background and preferred learning style and that meet the requirements of the training package.

This guide provides ideas on how you can encourage and support learners through the training and assessment process using Aspire resources. It is designed to help you optimise the learner's experience of *CHCCSL007 Support clients in decision-making processes* and record details of their competency.

The guide is divided into six sections:

- Section 1: Meeting VET sector requirements
- Section 2: Unit of competency information
- Section 3: Training requirements
- Section 4: Assessment
- Section 5: Forms
- Section 6: Glossary (VET sector terminology)

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>Australian Qualifications Framework</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: www.aqf.edu.au.</p>
<p>Volume of learning</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: www.aqf.edu.au/wp-content/uploads/2013/06/Volume-of-Learning-Explanation.pdf</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

CHCCSL007 Support clients in decision-making processes

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 CHCCSL507B</p>

Application

This unit describes the skills and knowledge required to assist clients to clarify their goals, explore options and develop a course of action.

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 CHCCSL007 Support counselling clients in decision-making processes

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 CHCCSL507B</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"> • worked collaboratively to provide decision-making and action planning support to at least 3 clients • demonstrated skills in working with 3 different decision-making models for the following: <ul style="list-style-type: none"> - identifying and exploring options - counselling process and methods - problem solving - action planning - documenting decisions.
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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"> • legal and ethical considerations for counselling, and how these are applied in individual practice: <ul style="list-style-type: none"> - codes of conduct/practice - discrimination - duty of care - human rights - practitioner/client boundaries
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3.2 Learning mapping

CHCCSL007 *Support counselling clients in decision-making processes*, Release 1

Unit of competency	Content	Practice tasks	Learning checkpoint
Element 1: Assist clients to clarify goals and requirements	Topic 1: Assist clients to clarify goals and requirements	n/a	n/a
1.1 Explain clearly to clients the policy on record-keeping and confidentiality	1A Explain clearly to clients the policy on record-keeping and confidentiality	1	LC1: Part B 1
1.2 Encourage clients to identify and explore their aims, requirements and ideas	1B Encourage clients to identify and explore their aims, requirements and ideas	2	LC1: Part B 3
1.3 Assist clients to identify practical goals and requirements for these, and discuss with clients how goals might be modified based on client strengths	1C Assist clients to identify practical goals and requirements and discuss how goals might be modified based on strengths	3	LC1: Part B 4
1.4 Identify situations where aims and requirements of clients cannot be met, and make referrals to alternative sources of guidance and support	1D Identify situations where aims and requirements cannot be met, and make referrals for guidance and support	4	LC1: Part B 6
Element 2: Explore options with clients	Topic 2: Explore options with clients	n/a	n/a
2.1 Identify collaboratively potential courses of action for meeting individual aims and requirements	2A Identify collaboratively potential courses of action for meeting individual aims and requirements	5	LC2: Part B 1
2.2 Identify and explore factors which could influence the preference for, and ability to achieve, a course of action	2B Identify and explore factors that could influence the preference for, and ability to achieve, a course of action	6	LC2: Part B 2

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.

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>Complete the following task</p>	<ul style="list-style-type: none"> • Part A – Questioning You will demonstrate a sound knowledge of the unit requirements in your responses. • Part B – Case study questions You will demonstrate a sound knowledge of the unit requirements in your responses. • Part C – Observation You will demonstrate your skills and knowledge in a simulated workplace environment.
<p>Refer to your assessor</p>	<ul style="list-style-type: none"> • Practical placement Your performance will be assessed in the workplace.

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

CHCCSL007 Support counselling clients in decision-making processes, Release 1

Unit of competency	Part A – Questions	Part B – Case study questions	Practical placement
Element 1: Assist clients to clarify goals and requirements			
1.1 Explain clearly to clients the policy on record-keeping and confidentiality		CS1	O1
1.2 Encourage clients to identify and explore their aims, requirements and ideas		CS2	O4
1.3 Assist clients to identify practical goals and requirements for these, and discuss with clients how goals might be modified based on client strengths		CS3, CS4	O5
1.4 Identify situations where aims and requirements of clients cannot be met, and make referrals to alternative sources of guidance and support		CS5	O6
Element 2: Explore options with clients			
2.1 Identify collaboratively potential courses of action for meeting individual aims and requirements		CS6	O10
2.2 Identify and explore factors which could influence the preference for, and ability to achieve, a course of action		CS7	O12
2.3 Determine and explore features and likely consequences of possible courses of action		CS8	O14

Acronyms

AASN	Australian Apprenticeship Support Network
ACER	Australian Council of Educational Research
AQF	Australian Qualifications Framework
ASQA	Australian Skills Quality Authority
AVETMISS	Australian VET Management Information Statistical Standard
C	Competent
CBT&A	Competency based training and assessment
CRICOS	Commonwealth Register of Institutions and Courses for Overseas Participants
CT	Credit transfer
GTO	Group training organisation
LLN	Language, literacy and numeracy
LOTE	Language other than English
NCVER	National Centre for Vocational Education Research
NC	Not competent
RPL	Recognition of prior learning
RPL-G	Recognition of prior learning granted
RPL-NG	Recognition of prior learning not granted
RTO	Registered training organisation
SME	Subject matter expert
SSO	Skills Service Organisation
STA	State Training Authority
TAE	Training and education
TAFE	Technical and further education
TAS	Training and assessment strategy