

Trainer and assessor resource

CHCCSM004 Coordinate complex case requirements

Aspire Version 1.1



About this resource

This resource is for trainers and assessors of the unit *CHCCSM004 Coordinate complex case requirements*. It complements the corresponding *Aspire Learner guide*.

The *Trainer and assessor resource* (TAR) provides you with ideas and guidance on encouraging and supporting students through the training and assessment process using Aspire resources. It is designed to help you optimise the student's experience and record details of their competency.

The TAR is comprised of several folders with the following editable documents to assist trainers and assessors.

Folders	Documents
Introduction	How to use the TAR
Formative assessment	Formative assessment marking guide
Summative assessment	Summative assessment marking guide
Mapping	Formative mapping tool Summative mapping tool
Supporting documents	Sample documents
Student assessment	Student assessment workbook

Key features of the TAR

- The *Trainer and assessor resource* complements the *Aspire Learner guide*.
- Includes weblinks to the relevant unit of competency and other support resources.
- Provides guidelines for trainers and assessors on their responsibilities for formative and summative assessment to meet VET requirements.

Formative assessment

- Includes activity questions with a marking guide.
- Discussion topics provide trainers with a guide to engage with students about the learning content.
- Clearly maps the learning content to the unit of competency requirements.

Summative assessment

- Includes detailed instructions to assessors on each assessment task.
- Includes a marking guide for each final assessment task.
- Clearly maps the final assessments to the unit of competency requirements.

Other resources by Aspire

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

Resource	General overview
Learner guide	<ul style="list-style-type: none"> Presented in plain English. Uses current industry practice, workplace examples and links to industry documents. Engages students and promotes learning through images, videos and diagrams. Provides workplace examples and topic summaries to sum up the content and consolidate learning. Formative assessment questions are provided, allowing the student to review and improve their understanding of the content. These help to prepare students for their summative assessment.
eBook	<ul style="list-style-type: none"> Incorporates all features of the learning content in an interactive learner guide. Includes links to video content and activities. Allows students to complete online activities with immediate feedback.
Online resource	<ul style="list-style-type: none"> Provides all the learning content, activities and final assessment tasks in an online format. It can be accessed by students through a training organisation's learning management system. Includes interactive learning objects to display content. Videos and/or animations are used to further engage the student. Transcripts of audio/video content are available to support learning content. Includes benchmark responses to learning activities so students can check their progress. Includes interactive summative assessment tasks. Has the facility to upload other materials/documents for assessment where required.
Student assessment workbook	<ul style="list-style-type: none"> This workbook allows the student to complete their final assessment. Written in plain English with clear and concise instructions. Tailored to the student who will be completing assessment using a simulated workplace/classroom environment. Includes an assessment plan that outlines what the student needs to do to complete the assessment, including aspects of the assessment process. An assessment agreement signed by the candidate and the assessor confirms that the student is ready for assessment and has been provided with all relevant assessment information. Cover sheets are provided for each assessment task as evidence of the student's assessment. They also provide clear instructions and feedback from the assessor to the student and any reasonable adjustment. The student is provided with clear instructions on how to complete each assessment task. A record of outcome allows you to record the student's final results for the unit.

Summative assessment marking guide

This *Summative assessment marking guide* provides questions, along with solutions and suggested answers.

This resource complements the corresponding *Aspire Student assessment workbook* for this unit.

Assessment task 1: Questions

Instructions to the assessor

Students' correct responses to the questions show that they have the required knowledge from the unit of competency.

How do students complete this assessment?

Students must respond to the questions in the spaces provided, and must answer all questions correctly for this task to be completed satisfactorily.

Students need access to the *Student assessment workbook* or learning management system to complete the questions. As this is an open-book task, students may also need access to a learner guide, the internet and/or other resources to complete the questions.

What evidence needs to be submitted?

An assessment task cover sheet must be completed and submitted with this task.

The student will need to submit an answer to each question. This may be done by handing in written responses, or by sending in typed responses via email or online submission. You should advise students on how to submit their responses, and to keep a copy of their submitted work.

When and where do students do the assessment task?

Advise students if the assessment is to be done in the classroom or at home. Alternatively, assessment may take place at the student's workplace, in consultation with their employer.

You must provide students with the due date for the assessment, which can be recorded in the assessment plan.

What if the assessment is not suitable?

You may choose to modify this assessment to suit a candidate's needs. For example, you may offer the candidate the option to undertake an oral assessment instead.

You must record the reasonable adjustment and evidence collected in the assessment cover sheet for this assessment. Any adjustments to this assessment must comply with the unit requirements and the RTO's policies and procedures.

What happens when answers are not satisfactory?

If any student is unable to satisfactorily complete any of the questions, you must give the student feedback and record this feedback on the assessment cover sheet.

Students must be provided with an opportunity for reassessment. Each student is allowed three attempts at this assessment.

- **Competent:** All services and support activities are carried out by appropriately qualified and trained staff. Scope of roles is managed, and staff are supported through supervision, training and mentoring.
- **Transparent:** All processes are open and applied equitably to all.
- **Inclusive:** Client diversity is respected and valued. Clients receive services on the basis of eligibility, assessed need and priority. Services are planned and delivered to support client diversity, and are not withheld due to any aspect of client diversity.

Question 3

Briefly describe the main requirements of evidence-based practice.

Suggested response

Evidence-based practice requires decisions regarding client support are made in consideration of the following:

- Professional judgment (the expert assessments, diagnoses and conclusions of relevant clinical specialists relating to the individual client)
- Stakeholder input (client/family/service provider feedback)
- Research and external scientific evidence relating to the area of service need
- Organisational data such as client observations and documentation, organisational policies and procedures

Question 4

Briefly describe why it is important that organisational policies and procedures, standards, codes of conduct and relevant legislation are upheld by case coordinators.

Suggested response

This ensures that laws are not breached, obligations are upheld and that best practice is demonstrated.

Question 5

Give an example of one issue that may cause confusion or concern to a client accessing multiple services. What actions can be taken to prevent and manage confusion?

Suggested responses

- Staff use of jargon and abbreviations:
 - Refrain from using jargon and abbreviations. Always use common terms.
 - Use active and reflective listening to check client understanding.
- Funding complexities:
 - Provide as much information as necessary in the required format.
 - Use active and reflective listening to check client understanding.
 - Refer clients to websites of funding bodies.
 - Source user-friendly versions of information.
 - Focus on clarifying critical information.

Project marking guide

Note: The student will need to satisfactorily complete each component listed in the tables below on three separate occasions.

Assessor/supervisor to complete

Project scenario

Describe the scenario that the student will complete as part of the project.

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Assessor to complete

Section 1: Identify client needs

The student's project report shows evidence of the following items:	Satisfactory completion	Comments
1. Completed client intake and referral form that outlines the following:		
a. Relevant information regarding the client	<input type="checkbox"/>	
b. Identification of at least two complex needs Responses may include: <ul style="list-style-type: none"> Chronic physical health issues Acute health needs which significantly impact for a period of several weeks Mental health issues Issues relating to ageing 	<input type="checkbox"/>	
2. Brief report that outlines the following:		
a. Summary of the client, including a description of their complex needs	<input type="checkbox"/>	
b. Explanation of the client's service provision requirements and how this was determined Responses may include: <ul style="list-style-type: none"> Discussing client needs with the client and/or their family, representative or substitute decision-maker Conducting assessments within scope of role Observing the client Facilitating assessments through other practitioners Consulting and interpreting client histories/records Consulting and interpreting data collected in specific service areas 	<input type="checkbox"/>	

Formative mapping

CHCCSM004 Coordinate complex case requirements

Unit of competency	Content	Practice task	Learning checkpoint
Element 1: Establish coordination function			
1.1 Work with the client and other services to determine the service provision requirements	3B Arranging services	10	LC3: Q2
1.2 Negotiate collaborative working arrangements for all services involved	3B Arranging services <ul style="list-style-type: none"> Negotiate collaborative working arrangements 	10	LC3: Q2
1.3 Develop a plan to identify all available services, their appropriateness, time frames and expected outcomes	3A Developing a client plan <ul style="list-style-type: none"> The client plan 	8	LC3: Q1
1.4 Work with the services to agree on coordination requirements and boundaries	3B Arranging services <ul style="list-style-type: none"> Negotiate collaborative working arrangements 	10	LC3: Q2
Element 2: Support the client to access multiple services			
2.1 Identify, implement and maintain duty of care responsibilities	1B Regulations, codes and legislation	2	LC1: Part A Q2, Q3, Q8
2.2 Provide information to the client about the coordination role	3C Role responsibilities	12	LC3: Q3

Summative mapping

CHCCSM004 Coordinate complex case requirements

Unit of competency	Task 1 – Questions	Task 2 – Project
Element 1: Establish coordination function		
1.1 Work with the client and other services to determine the service provision requirements		P1, P2
1.2 Negotiate collaborative working arrangements for all services involved		P3, P4(b), P6(d)
1.3 Develop a plan to identify all available services, their appropriateness, timeframes and expected outcomes	Q11	P4(d), P5, P6(c)
1.4 Work with the services to agree on coordination requirements and boundaries		P4(c), P4(e)
Element 2: Support the client to access multiple services		
2.1 Identify, implement and maintain duty of care responsibilities	Q20	P2(d)
2.2 Provide information to the client about the coordination role		P2(d)
2.3 Work with the client to establish communication requirements		P2(e)
2.4 Assess need and arrange interpreter, according to clients' needs		P2(e)
2.5 Work with the client and other services to identify barriers to attaining outcomes	Q25	P4(e), P6(b,c)
2.6 Work with the client to prioritise needs and communicate these with service providers	Q23	P4(d), P5
2.7 Facilitate case conferences and meetings to coordinate responsibilities and roles		P3

Client plan

Identified need	Goal	Strategy	Staff member/agency responsible	Review date
1.				
2.				
3.				

Evidence indicators and monitoring mechanisms

Goal	Evidence indicator	Monitoring mechanism
1.		
2.		
3.		

Intake and referral form

Date:		
Service requested:		
Consent		
Is the client agreeable to this referral? <input type="checkbox"/> Yes <input type="checkbox"/> No		
Is the carer agreeable to this referral? <input type="checkbox"/> Yes <input type="checkbox"/> No		
Client details		
Surname:		
Given name/s:		
Date of birth:		
Address:	Suburb:	Post code:
Home phone:	Mobile:	
Email:		
Country of birth:		
Number of carers in family:		
Emergency contact name:	Emergency contact phone number:	
Carer information		
Surname:		
Given name/s:		
Home phone:	Mobile:	
Email:		
Factors relating to referral		
<input type="checkbox"/> Aboriginal and Torres Strait Islander	<input type="checkbox"/> Domestic violence	<input type="checkbox"/> Anxiety
<input type="checkbox"/> Mental state	<input type="checkbox"/> Risk of homelessness	<input type="checkbox"/> Social isolation
<input type="checkbox"/> Cultural issues	<input type="checkbox"/> Self-harm	<input type="checkbox"/> Drugs and alcohol
<input type="checkbox"/> Grief and loss	<input type="checkbox"/> Risk of suicide	<input type="checkbox"/> Depression
<input type="checkbox"/> Other:		
Comments:		

Student assessment workbook

CHCCSM004 Coordinate complex case requirements



Final assessment

This final assessment is for the unit *CHCCSM004 Coordinate complex case requirements*.

An assessor will review the work you complete and determine if you have satisfied the assessment requirements for this unit.

This final assessment has two assessment tasks that you must complete.

Assessment plan for this unit

The table below is a summary of the final assessment for this unit.

Ask your assessor to confirm the dates for submitting each assessment task. Add the dates to the table below for your records.

Assessment task	Description of task	Due date
1. Questions	The student must correctly answer all 32 questions.	
2. Project	There are three sections. The student must show evidence of the following: <ol style="list-style-type: none">1. Identify client needs2. Plan and implement service delivery3. Monitor client progress	

Submitting assessments

You must submit your completed assessments to your assessor. Instructions on what to submit are detailed in each assessment task.

Each assessment task you complete must have a signed cover sheet. Cover sheets are provided for each of the assessment tasks in this workbook.

When the assessment has been completed and marked, your assessor may provide you with a completed copy for your own records.

If you believe your assessment result is not right you should discuss this with your assessor.

They will direct you to your student handbook, which will have information about how to appeal an assessment result.

Cover sheet: Assessment task 1

Unit code	Title
CHCCSM004	Coordinate complex case requirements

Student to complete

Student name: Student ID:

Submission date:

Student declaration

- *I declare that no part of this assessment has been copied from another person's work, except where clearly noted on documents or work submitted.*
- *I declare that no part of this assessment has been completed for me by another person. I understand that plagiarism is a serious offence that may lead to disciplinary action by my training organisation.*

Student name:

Student signature:

Date:

Question 7

List one impact of generational abuse.

Result

S ☐U ☐**Question 8**

List **two** potential impacts of generational welfare dependency.

Result

S ☐U ☐**Question 9**

Give **two** examples of eligibility criteria for funding sources in the community services industry.

Result

S ☐U ☐**Question 10**

List **two** types of information that is typically included in a referral.

Result

S ☐U ☐

Assessment task 2: Project

By correctly completing the project you will demonstrate that you have the required skills and knowledge to coordinate complex case requirements.

How to complete this assessment

Your assessor will explain the arrangements for this assessment, including when it is due and how the project will be conducted.

You must satisfactorily complete all sections of the project and submit these to your assessor. Your assessor will record your results. You may be asked to explain some parts of the project if the assessor needs any clarification.

What do you need to complete this assessment?

You need access to the *Student assessment workbook* or learning management system to complete the project. You may also need access to a learner guide, the internet and/or other resources.

You also need access to:

- three different clients in the workplace with complex needs

OR

- case studies on three different clients with complex needs.

Evidence to submit

You need to submit the following evidence for each of the three clients:

- Completed project tasks
- An intake and referral form
- A client plan
- Additional evidence as discussed with your assessor

Aspire has provided samples of documents for you to use and submit as evidence. There is also a list of suggestions of other evidence you can provide.

You will need to submit a signed and dated cover sheet for this assessment.

Video or photo evidence may be required if parts of the assessment have been completed in your workplace under supervision. Your assessor will discuss this with you if relevant.

The project can be submitted by physically handing it in or by sending it in electronically via email or online submission. Confirm with your assessor how to submit your project. Always keep a copy of your submitted work.

Assessor to complete

Evidence	Received
Project record: Client 1	<input type="checkbox"/>
Project record: Client 2	<input type="checkbox"/>
Project record: Client 3	<input type="checkbox"/>

Attempt 1	Attempt 2	Attempt 3
Assessment date:	Assessment date:	Assessment date:
<input type="checkbox"/> Satisfactory <input type="checkbox"/> Unsatisfactory	<input type="checkbox"/> Satisfactory <input type="checkbox"/> Unsatisfactory	<input type="checkbox"/> Satisfactory <input type="checkbox"/> Unsatisfactory

Please provide feedback and/or record any reasonable adjustments made for this assessment.

If the result is unsatisfactory, include the arrangements that have been made for reassessment and/or additional training that may be required.

Please also record results and any required resubmissions or reasonable adjustment details in the record of outcome document.

Assessor declaration

I declare that this assessment has been conducted as per the training organisation's assessment procedures and the instructions provided for this assessment task, and that I have provided appropriate feedback to the student.

Assessor name:

.....

Assessor signature:

.....

Date:

.....

Project record sheet

Assessor/supervisor to complete

Project scenario

Describe the scenario the student will undertake to complete the project.

Assessor to complete

Section 1: Identify client needs

The student's project shows evidence of the following items:	Client 1		Client 2		Client 3	
	S	U	S	U	S	U
1. Completed client intake and referral form that outlines the following:						
a. Relevant information regarding the client	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. Identification of at least two complex needs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Brief report that outlines the following:						
a. Summary of the client, which includes a description of their complex needs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. Explanation of the client's service provision requirements and how these were determined	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Record of outcome

Unit code	Title
CHCCSM004	Coordinate complex case requirements

Assessor to complete

Candidate name:

Assessor name:

Assessor email:

Assessor phone:

Please record the assessment decision for the required assessment tasks for this unit in the summary table below. Task cover sheets should accompany any other assessment evidence and be kept with this record of outcome.

Assessment task	Attempt 1 result	Attempt 2 result	Attempt 3 result	Evidence submitted
Task 1: Questions	<input type="checkbox"/> S <input type="checkbox"/> U Date:	<input type="checkbox"/> S <input type="checkbox"/> U Date:	<input type="checkbox"/> S <input type="checkbox"/> U Date:	<input type="checkbox"/> Yes <input type="checkbox"/> No
Task 2: Project	<input type="checkbox"/> S <input type="checkbox"/> U Date:	<input type="checkbox"/> S <input type="checkbox"/> U Date:	<input type="checkbox"/> S <input type="checkbox"/> U Date:	<input type="checkbox"/> Yes <input type="checkbox"/> No

S = Satisfactory U = Unsatisfactory

Note: The candidate is allowed a maximum of three attempts of each assessment task. A satisfactory result must be recorded at least once for each task for a competent result to be recorded below.

Assessor declaration

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.

Evidence collected has been confirmed as:

☐ Valid ☐ Sufficient ☐ Current ☐ Authentic

FINAL RESULT
<input type="checkbox"/> Competent <input type="checkbox"/> Not competent

Assessor name:

Assessor signature:

Date: