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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

#### CHCMHS007 Work effectively in trauma informed care

##### Modification history

Release	Comments
Release 1	<p>This version was released in <i>CHC Community Services Training Package release 2.0</i> and meets the requirements of the 2012 Standards for Training Packages.</p> <p>Minimal changes to the elements and performance criteria. New evidence requirements for assessment, including volume and frequency.</p>

##### Application

This unit describes the skills and knowledge required to practice and contribute to the continuous improvement of trauma informed care within a service.

This unit applies to individuals working in the community services and health sectors where services are informed by the knowledge and understanding of central trauma, particularly the impact of interpersonal violence.

*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 CHCMHS007 Work effectively in trauma informed care

#### Modification History

Release	Comments
Release 1	<p>This version was released in <i>CHC Community Services Training Package release 2.0</i> and meets the requirements of the 2012 Standards for Training Packages.</p> <p>Minimal changes to the elements and performance criteria. New evidence requirements for assessment, including volume and frequency.</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>worked from a trauma informed care perspective with at least 3 people with mental illness</li> </ul>
Knowledge Evidence	<p>The candidate must be able to demonstrate essential knowledge required to effectively do the task outlined in elements and performance criteria of this unit, manage the task 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 (international, national, state/territory, local) for trauma related practice, and how these are applied in organisations and individual practice: <ul style="list-style-type: none"> <li>codes of practice</li> <li>discrimination</li> <li>dignity of risk</li> <li>duty of care</li> <li>human rights</li> <li>informed consent</li> <li>mandatory reporting</li> <li>practice standards</li> <li>privacy, confidentiality and disclosure</li> <li>policy frameworks</li> <li>records management</li> <li>rights and responsibilities of workers, employers and individuals accessing the service</li> <li>specific legislative requirements related to trauma</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

CHCMHS007 *Work effectively in trauma informed care*, Release 1

Unit of competency	Content	Practice tasks	Learning checkpoint
<b>Element 1: Work from a trauma informed care perspective</b>	<b>Topic 1: Work from a trauma informed care perspective</b>	n/a	n/a
1.1 Apply the key principles and practices of trauma informed care	1A Apply the key principles and practices of trauma informed care	1	LC 1: Part A 1
1.2 Promote safe environments and relationships with those affected by trauma, including preventing traumatisation and re-traumatisation in the context of service use	1B Promote safe environments and relationships to prevent traumatisation and re-traumatisation	2	LC 1: Part A 8
1.3 Respond to disclosures of past and current trauma or abuse using principles of trauma informed care	1C Respond appropriately to disclosures of child or elder abuse or neglect	3	LC 1: Part A 18
1.4 Respond to behaviours and distress related to trauma using principles of trauma informed care	1D Respond to behaviours and distress related to trauma using principles of trauma informed care	4	LC 1: Part A 17
1.5 Assist individuals affected by trauma to identify personal resources and strengths	1E Assist individuals affected by trauma to identify personal resources and strengths	5	LC 1: Part A 9, 10
1.6 Recognise the coping strategies and adaptations of individuals who have experienced trauma	1F Recognise the coping strategies and adaptations of individuals who have experienced trauma	6	LC 1: Part A 12

### 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.

## 4.2 Assessment procedures

### Contextualisation

Final assessment tasks provided to candidates may need to be contextualised to include such requirements as organisational policies and procedures, work health and safety management strategies, state/territory regulatory requirements and organisational resources or equipment.

If contextualising any resources, assessors must:

- meet with key personnel within the organisation such as supervisors, human resources personnel and team leaders to identify sources of information and establish how performance and knowledge are demonstrated within the workplace
- re-map the resources in the relevant mapping documentation to ensure the integrity of the assessment tool is unaffected
- forward contextualised resources to your training organisation's compliance manager for approval.



## 4.3 Assessment mapping

*CHCMHS007 Work effectively in trauma informed care, Release 1*

Unit of competency	Part A – Questions	Part B – Case study questions	Practical placement
<b>Element 1: Work from a trauma informed care perspective</b>			
1.1 Apply the key principles and practices of trauma informed care			O1
1.2 Promote safe environments and relationships with those affected by trauma, including preventing traumatisation and re-traumatisation in the context of service use		CS1, CS2	O6
1.3 Respond to disclosures of past and current trauma or abuse using principles of trauma informed care	Q30, Q31, Q32, Q33, Q34, Q35		O7
1.4 Respond to behaviours and distress related to trauma using principles of trauma informed care	Q36		O10
1.5 Assist individuals affected by trauma to identify personal resources and strengths	Q42		O11
1.6 Recognise the coping strategies and adaptations of individuals who have experienced trauma		CS3, CS4	O13
1.7 Identify resources and strengths within individuals who have experienced trauma		CS5	O11
<b>Element 2: Utilise self-care strategies</b>			

## 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.

## 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.