

About this resource

This resource is for trainers and assessors of the unit *CHCCSM006 Provide case management supervision*, Release 1. 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.

Unit of competency details

Refer to the following website for information on the unit of competency *CHCCSM006 Provide case management supervision* and the assessment requirements for this unit:

<http://training.gov.au/Training/Details/chccsm006>

Assessment information refers to the following components of the assessment requirements document:

- Performance evidence
- Knowledge evidence
- Assessment conditions

The Training Package Companion Volume Implementation Guide for the Community Services Training Package can be accessed at: <http://aspirelr.link/chctrainingpackage>

Formative assessment overview

This resource complements the corresponding *Aspire Learner guide*. Formative assessment helps students to consolidate their learning and trainers to determine how students are progressing.

How to use formative assessment

Formative assessment tasks can be used by students in a variety of settings. Trainers can adapt these resources in a variety of ways, such as for small groups, verbal questioning, online forums or individual tasks. Trainers may choose to add to, change or substitute the questions provided by Aspire. This should be done according to the experience of students and the specific learning situation.

Practice tasks and learning checkpoints

Aspire learner guides include practice tasks and learning checkpoints with questions about the learning content. These formative learning tasks are mapped to the unit of competency and include a range of question styles to suit most students. They allow the student to review their understanding of the content.

The question styles and content are designed to complement the final assessment questions. This provides students with an opportunity to practise before completing the final assessment. Students can access online versions of the practice tasks via links in the eBook, which provide immediate solutions and suggested responses.

The *Formative assessment marking guide* provides solutions or suggested responses to all of these questions. It also provides discussion topics with suggested responses.

Solutions should serve as a reliable guide to the information a trainer would expect to see in a student's response. The nature and variety of the activities means that, in some cases, there will be numerous correct responses and the solutions provided cannot cater for all contexts and all possible outcomes.

The answers provided by the student will vary due to a number of factors, including:

- the student's personal and work-related experiences
- the situations and strategies presented by the trainer
- the student's or trainer's interpretation of the activity
- the type of organisation, work practices, processes and systems encountered by the student.

Talk with others

Discussion questions allow the student to reflect more widely on what they have learned and their personal experiences. These allow students to share their ideas with others and apply their learning to a broader context.

Suggested responses to discussion topics are provided in the *Formative assessment marking guide*.

Summative assessment overview

Assessment approach

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

All assessment tasks should be undertaken in conjunction with the RTO's training and assessment strategy, policies and procedures.

Contextualisation

Final assessment tasks provided to students may need to be contextualised. Assessors may need to:

- re-map the tasks into the mapping documentation provided to ensure its integrity
- forward contextualised resources to the RTO's compliance manager for approval
- ensure that the performance and knowledge evidence can be demonstrated in the workplace
- review the solutions provided so they match the assessment tasks.

Following the assessment rules

All of the RTO's assessment processes, including instructions to students on what evidence to provide, must adhere to the following:

- principles of assessment
- dimensions of competency
- rules of evidence.

Plagiarism, cheating and collusion

Students should be provided with information about these misconduct items before they attempt any assessment.

Assessors should refer to their RTO's policies and procedures regarding training and assessment for information on what to do under these circumstances. Usually there will be a process including a report with reasons and circumstances surrounding the misconduct claim.

Reasonable adjustment

It is important that assessors take meaningful and transparent steps to consult, consider and implement reasonable adjustments for candidates with disabilities or other individual needs. Reasonable adjustments can be made to the learning environment, training delivery, learning resources and/or assessment tasks to accommodate the student's particular needs.

Where students have disabilities, time should be spent with them learning about what modifications could be made to assessment to make it more accessible for their individual needs. For example, the student may be offered to complete a verbal interview with their assessor instead of a written assessment.

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.

Formative assessment marking guide

This resource complements the corresponding *Aspire Learner guide* for this unit.

Aspire provides questions in its learner guides. Questions are divided into practice tasks, which appear throughout the learning content, and learning checkpoints, which appear at the end of each topic.

This *Formative assessment marking guide* replicates the questions, and also provides solutions and suggested responses.

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.

Assessment task 2: Project

Instructions to the assessor

By correctly completing the project the student will demonstrate that they have the required skills and knowledge to take a leadership role in the delivery of quality case management. This includes disseminating information and providing advice on practice issues relating to case management within the organisation.

How do students complete this assessment?

Students must satisfactorily respond to each section of the project, including all parts within each section.

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

Students need supporting documents to complete this assessment, such as:

- participant evaluation form
- peer review and self-evaluation.

Aspire has provided several samples of supporting documents.

For the presentation, the student may need a room with an LCD projector and a computer with appropriate software and a USB drive.

Students need to be able to access:

- a workplace with access to two case workers who manage clients with complex needs who can be supervised

OR

- role-play activities that simulate supervising two case workers who manage clients with complex needs.

If using a simulated environment with scenarios, make sure the scenarios are realistic and reflect workplace practice. Role-plays and an observation checklist may need to be developed. The students being assessed and any other participants will need to be briefed beforehand. Students can work in pairs and take turns playing the role of a case worker and their supervisor.

Aspire has developed a sample role-play with a supporting case plan. A case plan template has also been developed.

Project marking guide

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

Assessor/supervisor to complete

Project scenario

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

Assessor to complete

Section 1: Promoting continuous improvement

The student's project shows evidence of the following items:	Satisfactory completion	Comments
1. Presentation to at least two case workers on responsibilities and obligations of case management:		
a. Explaining current legal obligations and codes of practice, and how they impact on work practices This may include: <ul style="list-style-type: none"> • Health and safety • Duty of care • Mandatory reporting • Privacy, confidentiality and disclosure • Complaints management • Codes of practice and ethics • Sector-specific legislation, such as disability, aged care, home and community care, and indigenous services 	<input type="checkbox"/>	
b. Explaining how these obligations are incorporated into organisational policies and procedures Responses may include: <ul style="list-style-type: none"> • Policies and procedures are reviewed and amended in response to changes in legislation, complaints and/or incidents • Staff are involved in the development of policies and procedures that promote professional standards 	<input type="checkbox"/>	
c. The presentation is appropriate for each case worker's situation and currency needs	<input type="checkbox"/>	

Formative mapping

CHCCSM006 Provide case management supervision, Release 1

Unit of competency	Content	Practice tasks	Learning checkpoint
Element 1: Develop and promote practice standards			
1.1 Develop standards of practice and promote to workers	3B Meet legal compliance <ul style="list-style-type: none"> Develop standards of practice Promote standards of practice 	6	LC3: Q1
1.2 Identify strategies for continuous improvement which relate to case management practice and integrate into work systems	1A Leading and supporting caseworkers <ul style="list-style-type: none"> Strategies to provide support 	1	LC1: Q1, Q3
1.3 Implement appropriate training and development strategies to maintain currency with accepted best practice and relevant legislation	1B Staff training and development <ul style="list-style-type: none"> Training needs analysis 	2	LC1: Q2
1.4 Work collaboratively with workers to develop individual reflective and ethical practice strategies	2A Best practice in case management <ul style="list-style-type: none"> Value base and belief systems 	3	LC2: Q1
Element 2: Support and lead colleagues in case management practice			
2.1 Provide support, practice advice and direction consistent with organisation service and professional standards	1A Leading and supporting caseworkers <ul style="list-style-type: none"> Reasons to provide support 2B The legal and ethical framework <ul style="list-style-type: none"> Standards of practice 	1	LC1: Q4 LC3: Q1

Summative mapping

CHCCSM006 Provide case management supervision, Release 1

Note: The mapping indicators for Task 2 relate to the project record sheet in the *Student assessment workbook* and to the project marking guide in the *Summative assessment marking guide*.

Unit of competency requirements	Task 1 – Questions	Task 2 – Project
Element 1: Develop and promote practice standards		
1.1 Develop standards of practice and promote to workers		P1
1.2 Identify strategies for continuous improvement which relate to case management practice and integrate into work systems	Q7	P5
1.3 Implement appropriate training and development strategies to maintain currency with accepted best practice and relevant legislation		P1
1.4 Work collaboratively with workers to develop individual reflective and ethical practice strategies	Q8	P2
Element 2: Support and lead colleagues in case management practice		
2.1 Provide support, practice advice and direction consistent with organisation service and professional standards		P1–P4
2.2 Challenge and support worker to ensure casework plans and actions are up to date, evidence based and in line with organisation procedures and legislative requirements		P2, P3
2.3 Implement strategies to provide workers with access to casework consultation with other workers to maximise their effectiveness		P2, P3

Participant evaluation form

Presenter: Date: Participant: Date:	Participant
	<input type="checkbox"/> Manager/supervisor <input type="checkbox"/> Colleague/peer <input type="checkbox"/> Case worker

To what extent did the presentation meet the following features?	Yes	Somewhat	No	Comments
1. Provided supportive direction and advice.				
2. Information was clear and easy to understand.				
3. Clear explanation of how legislation, standards and obligations impact on work practices.				
4. Clear explanation of how legislation, standards and obligations are linked to organisational policies and procedures.				
5. The presenter used training strategies that support your work practice.				
6. Other:				

Additional comments

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Peer evaluation

Name of peer/colleague: _____

Name of supervisor: _____

Date: _____

Key	
1	Additional support is needed
2	This area requires attention, but these skills can be developed with minimal guidance
3	Some attention is required, but it is not a high priority
4	Sufficiently strong

Complete the table by marking the degree to which you feel the supervisor has strengths in each of the areas indicated.	1	2	3	4
Improving case management practice standards of case workers (including continuous improvement and implementing training)				
Working collaboratively with case workers to develop reflective and ethical practice strategies				
Analysing and assessing case plans (including ensuing plans are up to date, evidence-based, and meet organisational and industry requirements)				
Providing support, advice and feedback to case workers in line with organisational and professional standards (including specialist practice advice)				
Monitoring case progress (including making recommendations and ensuring stakeholder feedback is obtained)				
Understanding work role, and escalates issues beyond role when required				
Other				

Self-evaluation

Name: _____

Date: _____

Key	
1	Additional support is needed
2	This area requires attention, but these skills can be developed with minimal guidance
3	Some attention is required, but it is not a high priority
4	Sufficiently strong

Complete the table by marking the degree to which you feel you have strengths in each of the areas indicated.	1	2	3	4
Improving case management practice standards of case workers (including continuous improvement and implementation of training)				
Working collaboratively with case workers to develop reflective and ethical practice strategies				
Analysing and assessing case plans (including ensuing plans are up to date, evidence-based, and meet organisational and industry requirements)				
Providing support, advice and feedback to case workers in line with organisational and professional standards (including specialist practice advice)				
Monitoring case progress (including making recommendations and ensuring stakeholder feedback is obtained)				
Understanding work role, and escalates issues beyond role when required				
Other				

Areas for improvement

Based on the evaluation information provided, identify at least two areas in need of improvement.

For each area of improvement, indicate opportunities you can access to strengthen your supervisory skills.

Areas for improvement	Opportunities to extend or develop professional skills

Role-play: Monitor case progress

Instructions to students

Working in pairs, take turns playing the role of:

- a case worker who manages clients with complex needs – the person playing this role will need to fill in the case plan review table.
- the case worker's supervisor – the person playing this role will need to outline recommendations to the case worker.

Role descriptions and tasks

Case worker

Review the supplied case plan and meet with the supervisor who will facilitate a discussion with you. Engage in the discussion and provide input into the recommendations made by the supervisor.

The case worker has developed a case plan (see below).

Supervisor

Meet with the case worker, and analyse and review the case plan. Provide direction, support and advice to the case worker to ensure that the case plan is up to date, reflects best practice and complies with legislative requirements.

Provide a written report as outlined in Section 2 of the project instructions.

Your assessor will observe these interactions.

Case plan

The case plan shows who is involved in a service user's care, agreed goals developed together, planned actions and who is responsible for each action.

**Service user's
name:**

Alex Jones

**Contact
no:**

0495 555 311

The person's story and reason for the plan

Alex is a 17-year-old indigenous male. He was not referred by any organisation, but said he heard about the service from a friend.

He has been sleeping under a bridge for the past three nights after leaving home because of threats of violence from his stepfather. He often yells at his mother when she tells him to go to school. He has been expelled once before and his truancy puts him at risk of being expelled again.

He is due to go to court in a few weeks after he was caught selling stolen property to get money to buy alcohol and feed his chroming habit.

He says he has a constant sick feeling in his stomach and he might as well be dead.

Participants involved in care

List known persons currently contributing to the service user's care, including the individual, the carer/advocate and the key worker /case plan coordinator/facilitator (e.g. GP, health/community care providers, substitute decision-maker, family members, volunteers or friends who provide assistance). Attach sheet to specify any additional persons.

Name	Role or area of support	Contact phone numbers	Other relevant contact details (e.g. agency, email)	Participant in planning process (yes/no)	Copy of plan provided (yes/no)
Alex Jones	Service user	0495 555 311		Yes	Yes
Maree Robinson	Case worker	8446 1234		Yes	Yes
Simon Morris	Legal aid	7881 8888	Aboriginal Legal Service	No	Yes
Anita King	Intake officer	9981 1145	Aboriginal Care Agency	Yes	Yes
Robert Roden	Counsellor	6923 2566	Health Connect Services	No	Yes

Emergency contacts and plan if client does not respond to scheduled contact

Expected outcome: A risk management approach will be taken to prioritise the client's safety, should there be an emergency or the client does not respond to a scheduled contact:

First contact: Alice Jones 0449 551 888

Relationship: Mother

Second contact: Anka Yanga 9258 0201

Relationship: Grandmother

Third-party report 1

This third-party report is for Assessment task 2: Section 1 for the unit *CHCCSM006 Provide case management supervision*.

Student to complete

Student name: **Student ID:**

Date:

Guidelines for third-party observers in a workplace

Thank you for taking the time to conduct a third-party report for the candidate, who is undertaking a nationally recognised course. To assess the student's competence for this unit, we are seeking your help to gather evidence.

Evidence is often collected by a qualified assessor. However, third parties such as supervisors, trainers or other staff members can report what they see or hear to the assessor. Evidence collected in this manner is called third-party evidence.

It is common to use a third party for evidence-gathering in cases where workplace evidence is required, but where it is not possible for the assessor to directly observe the learner at work. This includes cases where the presence of an assessor may compromise workplace safety.

Third parties are also valuable for collecting evidence of everyday work performance rather than collecting evidence as part of the formal assessment process.

You may be required to assist in the collection of evidence for all or part/s of this assessment task. The assessor will explain which sections of the task the student is required to undertake and be observed doing.

Use the checklist/s provided to record what you see the student do in the workplace. Please record your observations of the student's performance directly onto the checklist/s. Please make sure that you complete all relevant sections of the checklist/s.

Ensure that you have completed the third-party section on the cover sheet that the student will provide to you.

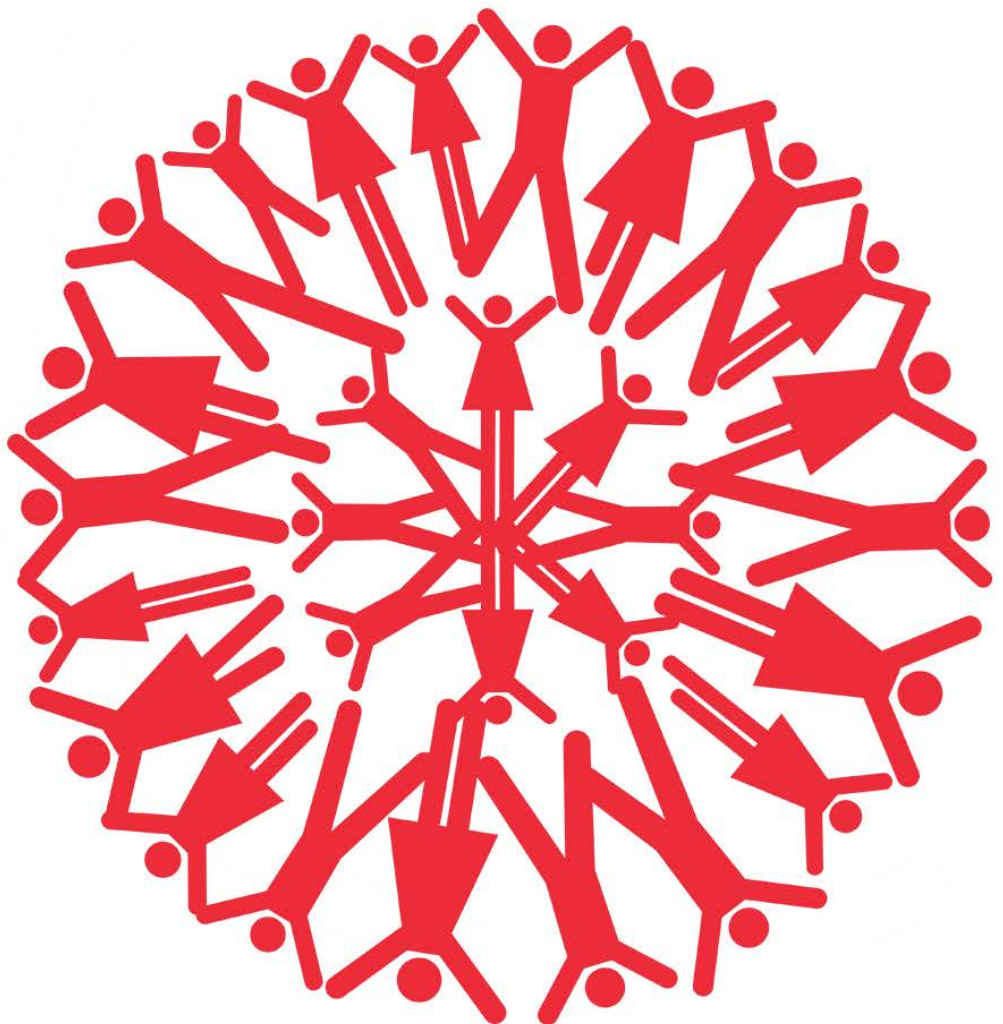
Third party to complete

As part of their assessment, students must promote continuous improvement to the case workers they supervise. They must implement appropriate training and development strategies that promote best practice in line with current legislation, standards and obligations.

Note: We are not asking you to decide if the student is competent. Your feedback will form part of the evidence the assessor is gathering to determine the student's final result.

Student assessment workbook

CHCCSM006 Provide case management supervision



Final assessment

This final assessment is for the unit *CHCCSM006 Provide case management supervision*, Release 1.

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 19 questions.	
2. Project	There are three sections. The student must show evidence of the following: <ol style="list-style-type: none"> Promoting continuous improvement Monitoring case progress Maintaining professional standards 	

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
CHCCSM006	Provide case management supervision

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:

Assessor to complete

Evidence	Received
Assessment task 1: Question responses	<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, please 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:

.....

Question 12

Briefly describe how you can ensure your own belief system and values do not impact on your role as a supervisor.

Result**S** ☐**U** ☐**Question 13**

Describe the theory and practice of case management and how it can be applied.

Result**S** ☐**U** ☐**Question 14**

Describe the practice model of supervision and how it can be used to supervise case workers.

Result**S** ☐**U** ☐

Project instructions

As part of this project, you need to lead and advise at least two case workers on a complex case.

The project is comprised of three sections:

- Promoting continuous improvement
- Monitoring case progress
- Maintaining professional standards

Section 1: Promoting continuous improvement

This section addresses how you can promote continuous improvement to the case workers you supervise. You will need to give a presentation to at least two case workers. Provide each case worker with an evaluation form to complete in response to the presentation session, and submit this as evidence to your assessor.

Select one topic from the following list of legal responsibilities and obligations that apply to case management:

- Duty of care
- Mandatory reporting
- Privacy, confidentiality and disclosure
- Complaints management
- Codes of practice and ethics

Confirm your presentation topic with your assessor before you begin working on this project.

1. Give a presentation to at least two case workers on your chosen topic that addresses the following criteria:
 - a. Explain current legal obligations and codes of practice, and how they impact on work practices.
 - b. Explain how these obligations are incorporated into organisational policies and procedures.
 - c. Make sure the presentation is appropriate for each case worker's situation and currency needs.

The presentation may be given verbally, using a computer or other presentation method and can include hand-outs, email, PowerPoint slides or other.

Your assessor or supervisor will observe you giving the presentation. You can record or video your presentation. Confirm the method with your assessor.

If this task is undertaken in a workplace, you also need to submit a completed third-party report.

Project record sheet

Assessor/supervisor to complete

Project scenario

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

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Assessor to complete

Section 1: Promoting continuous improvement

The student's project shows evidence of the following items:	S	U
1. Presentation to at least two case workers on responsibilities and obligations of case management:		
a. Explaining the current legal obligations and codes of practice, and how they impact on work practices	<input type="checkbox"/>	<input type="checkbox"/>
b. Explaining how these obligations are incorporated into organisational policies and procedures	<input type="checkbox"/>	<input type="checkbox"/>
c. Ensuring the presentation is appropriate for each case worker's situation and currency needs	<input type="checkbox"/>	<input type="checkbox"/>
Assessor comments/evidence submitted:		

S=Satisfactory U=Unsatisfactory

Record of outcome

Unit code	Title
CHCCSM006	Provide case management supervision

Assessor to complete

Candidate name:

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Assessor name:

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Assessor email:

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Assessor phone:

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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:

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Assessor signature:

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Date:

.....