

# 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
1.2 Resource quality assurance processes	16
<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	21
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	43
<b>Section 4: Assessment</b>	<b>52</b>
4.1 Assessment approach	52
4.2 Assessment procedures	53
4.3 Assessment mapping	59
4.4 Assessment solutions and marking guidance	65
4.5 Completing the record of outcome	83
<b>Section 5: Forms</b>	<b>85</b>
<b>Section 6: Glossary of VET terminology</b>	<b>86</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
<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

#### CHCCCS025 Support relationships with carers and families

##### 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>Merged CHCICS410A/CHCICS304B. Significant change to the elements and performance criteria. New evidence requirements for assessment including volume and frequency requirements. Significant changes to knowledge evidence.</p>

##### Application

This unit describes the skills and knowledge required to work positively with the carers and families of people using the service based on an understanding of their support needs.

This unit applies to workers across a range of community services contexts.

*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 CHCCCS025 Support relationships with carers and families

#### 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>Merged CHCICS410A/CHCICS304B. Significant change to the elements and performance criteria. New evidence requirements for assessment including volume and frequency requirements. Significant changes to knowledge evidence.</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>• assessed and responded to the needs of at least 3 different people and their carers or family members</li> <li>• used strengths-based solutions to respond to both routine and unpredictable problems related to care relationships</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>• context for caring in Australia: <ul style="list-style-type: none"> <li>– carer demographics</li> <li>– carer support organisations and resources</li> <li>– attitudes, stereotypes, false beliefs and myths associated with caring</li> <li>– different pathways into service settings for the person and the implications for carers, families and friends</li> </ul> </li> <li>• rights, roles and responsibilities of different people in the care relationship <ul style="list-style-type: none"> <li>– the person</li> <li>– family members</li> <li>– friends</li> <li>– support worker</li> </ul> </li> <li>• impact of the caring role on family, carers and friends</li> </ul>

## 3.2 Learning mapping

CHCCCS025 *Support relationships with carers and families*, Release 1

Unit of competency	Content	Practice tasks	Learning checkpoint
<b>Element 1: Include carers and family members as part of the support team</b>	<b>Topic 1: Include carers and family members as part of the support team</b>	n/a	n/a
1.1 Assess and acknowledge the role and importance of carers and family members for the person	1A Assess and acknowledge the role and importance of carers	1	LC 1: Part B 5, 6
1.2 Work in a manner that recognises and supports carer's relationship with, and knowledge about, the person with support needs	1B Work in a manner that recognises and supports carer's relationship with the person	2	LC 1: Part B 2, 3, 5
1.3 Identify the knowledge and skills of the carer that complement the role of the worker	1C Identify the knowledge and skills of the carer	3	LC 1: Part B 3
1.4 Involve carers and families in the design and delivery of the person's support services	1D Involve carers and families in the design and delivery of support services	4	LC 1: Part B 2, 4
<b>Element 2: Assess and respond to changes in the care relationship</b>	<b>Topic 2: Assess and respond to changes in the care relationship</b>	n/a	n/a
2.1 Assess potential risks of change to the care relationship including any potential physical and psychological harm to carers and the person	2A Assess potential risks of change to the care relationship	5	LC 2: Part A 3, 4 Part B 3
2.2 Support the person, carer and family to identify and use strategies that maximise positive aspects of change and transition	2B Support the person, carer and family to identify and use strategies that maximise transition	6	LC 2: Part A 5, 6 Part B 4

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

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. Please refer to Aspire's *Practical placement logbook – User guide* for further information.

## How to use the assessment plan

Once assessment tasks and options have been discussed with the candidate, required and preferred tasks should be selected and documented in the assessment plan. An example of the assessment plan is provided here.

Assessment plan	
<b>Training organisation name:</b>	
<b>Candidate name:</b>	
<b>Phone number:</b>	
<b>Date:</b>	
<b>Email:</b>	
<b>Assessor name:</b>	
<b>Unit of competency:</b>	<i>CHCCCS025 Support relationships with carers and families, Release 1</i>
<b>Assessment tasks to be undertaken:</b>	<input type="checkbox"/> Part A – Questions <input type="checkbox"/> Part B – Case study questions <input type="checkbox"/> Practical placement
<b>Ready for assessment declaration:</b>	<p>I confirm that the purpose and procedures of this assessment have been clearly explained to me. I have been consulted about any special needs I might have in relation to the assessment process. The criteria to be used for this assessment have been discussed with me, as have the consequences and possible outcomes of the assessment.</p> <p>I have accessed and understand general assessment information as provided by my training organisation.</p> <p>I have been given fair notice of the date, time, venue and other arrangements for this assessment. I have completed a self-assessment of my performance of the skills and knowledge for this unit and confirm that I am ready for assessment.</p>

## 4.3 Assessment mapping

CHCCCS025 Support relationships with carers and families, Release 1

Unit of competency	Part A – Questions	Part B – Case study questions	Practical placement
<b>Element 1: Include carers and family members as part of the support team</b>			
1.1 Assess and acknowledge the role and importance of carers and family members for the person			O1
1.2 Work in a manner that recognises and supports carer's relationship with, and knowledge about, the person with support needs	Q6		O4
1.3 Identify the knowledge and skills of the carer that complement the role of the worker		CS4	O6
1.4 Involve carers and families in the design and delivery of the person's support services			O9
<b>Element 2: Assess and respond to changes in the care relationship</b>			
2.1 Assess potential risks of change to the care relationship including any potential physical and psychological harm to carers and the person	Q9, Q10		O12
2.2 Support the person, carer and family to identify and use strategies that maximise positive aspects of change and transition		CS10	O15



## 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>	<i>CHCCCS025 Support relationships with carers and families, Release 1</i>	
<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>	