Contents

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
Australian Qualifications Framework 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. 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.	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.
Volume of learning 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	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.

Section 2: Unit of competency information

2.1 Unit of competency

CHCCOM001 Provide first point of contact

Modification history

Release	Comments
Release 1	This version was released in *CHC Community Services Training Package release 2.0* and meets the requirements of the 2012 Standards for Training Packages. Merged CHCCS308B/HLTCOM301C. Significant changes to performance criteria. New evidence requirements for assessment including volume and frequency requirements. Significant changes to knowledge evidence.

Application

This unit describes the skills and knowledge required to greet clients and exchange routine information, to prioritise the individual's needs, and to respond to immediate needs.

This unit applies to service delivery in all community services and health contexts. Workers at this level work under supervision with limited responsibility.

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.

2.2 Unit of competency assessment requirements

Assessment Requirements for CHCCOM001 Provide first point of contact

Modification History

Release	Comments
Release 1	This version was released in *CHC Community Services Training Package release 2.0* and meets the requirements of the 2012 Standards for Training Packages. Merged CHCCS308B/HLTCOM301C. Significant changes to performance criteria. New evidence requirements for assessment including volume and frequency requirements. Significant changes to knowledge evidence.

Performance Evidence	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 demonstrated evidence that the candidate has:
	• provided information to 3 people presenting with multi-faceted needs
	• collected and documented identifying information for 3 people accessing the service
	• used communication and problem solving skills to respond appropriately to the behaviours of each of the following individuals at least once:
	  – a person demonstrating aggressive behaviour
	  – a person who is distressed
	  – a person with a cognitive impairment

Knowledge Evidence	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:
	• factors to consider when providing information and service:
	  – cultural background
	  – language spoken
	  – literacy levels
	  – disability
	• strategies and techniques for dealing with problems and challenging behaviours and situations, including:
	  – aggressive or distressed behaviour

3.2 Learning mapping

CHCCOM001 Provide first point of contact, Release 1

Unit of competency		Content		Practice tasks	Learning checkpoint
Element 1: Greet and observe people		**Topic 1: Greet and observe people**		**n/a**	**n/a**
1.1	Listen to and greet people accessing service in a pleasant, respectful and accepting way	1A	Greet people in a pleasant, respectful and accepting way	1	LC1: Part A 1
1.2	Respond to distressed people in a relaxed and calm manner and seek assistance as required	1B	Respond to distressed people and seek assistance as required	2	LC1: Part A 2, 3
1.3	Respond appropriately to diverse people and behaviour in line with organisation requirements	1C	Respond to diverse people and behaviour	3	LC1: Part A 6, 7 Part B 1, 2
1.4	Discuss any concerns or problems with supervisor	1D	Discuss concerns or problems with supervisor	4	LC1: Part B 3
Element 2: Follow organisational procedures to collect routine client information		**Topic 2: Collect routine information**		**n/a**	**n/a**
2.1	Collect and document identifying information in accordance with organisation and confidentiality requirements	2A	Collect and document information	5	LC2: Part A 1, 2, 3 Part B 1, 2, 3
2.2	Discuss reasons for contact with the service	2B	Discuss reasons for contact with the service	6	LC2: Part A 4
2.3	Explain and uphold rights and responsibilities of the client and confirm understanding	2C	Explain and uphold rights and responsibilities of the person with support needs	7	LC2: Part B 4, 5

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.

Complete the following task	• 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.
Refer to the Aspire *Practical placement logbook* for this unit	• 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. 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	
Training organisation name:	
Candidate name:	
Phone number:	
Date:	
Email:	
Assessor name:	
Unit of competency:	*CHCCOM001 Provide first point of contact*, Release 1
Assessment tasks to be undertaken:	❑ Part A – Questions ❑ Part B – Case study questions ❑ Practical placement
Ready for assessment declaration:	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. I have accessed and understand general assessment information as provided by my training organisation. 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.

4.3 Assessment mapping

CHCCOM001 Provide first point of contact, Release 1

Unit of competency	Part A – Questions	Part B – Case study questions	Practical placement
Element 1: Greet and observe people			
1.1 Listen to and greet people accessing service in a pleasant, respectful and accepting way	Q1		O1
1.2 Respond to distressed people in a relaxed and calm manner and seek assistance as required	Q2	CS1	O3
1.3 Respond appropriately to diverse people and behaviour in line with organisation requirements		CS5, CS17	O9
1.4 Discuss any concerns or problems with supervisor		CS9	O12
Element 2: Follow organisational procedures to collect routine client information			
2.1 Collect and document identifying information in accordance with organisation and confidentiality requirements	Q11		O13
2.2 Discuss reasons for contact with the service	Q16		O20
2.3 Explain and uphold rights and responsibilities of the client and confirm understanding	Q17, Q18		O21
Element 3: Identify priority of need			

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

Training organisation name:	
Candidate name:	
Unit code and title:	*CHCCOM001 Provide first point of contact*, Release 1
Assessor name:	
Assessor email:	
Assessor phone number:	

Assessment tasks:		**Satisfactorily completed**
	Part A – Questions	❑
	Part B – Case study questions	❑
	Practical placement	❑

Declaration:	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.
	Evidence collected has been confirmed as: