CATAPULT

CHCCSM007

Undertake case management in a child protection framework

Unit/Assessment Mapping (Extract)

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This Unit/Assessment Mapping extract is taken from Catapult Smallprint's full hardcopy Trainer/Assessor Guide for the unit CHCCSM007.

For more information, including using our enhanced online version of this unit in Catapult LMS, or to purchase the Learner or Trainer printed books, please see this unit on our website by clicking this link:

https://catapultlearning.com.au/product/CHCCSM007/

Unit mapping

KQ: Knowledge questions PT : Performance tasks		KQ	PT
Elements and performance criteria			
1	**Establish client need and/or risk**		
1.1	Assess the client's needs and risks in accordance with organisation procedures	Q 1.1.a, Q 1.1.b	T 1
1.2	Develop written assessment plan to reflect the client's needs	Q 1.2	T 1
1.3	Clearly explain the worker's role and purpose to the client	Q 1.3	T 1
1.4	Identify, assess, and prioritise information relevant to the client's circumstances	Q 1.4	T 1
1.5	Ensure communication with the client is of a level, type and manner appropriate to the individual and nature of the issues raised	Q 1.5.a, Q 1.5.b	T 1
1.6	Provide information to the client regarding the intervention process, their rights of appeal and how to use avenues for complaint	Q 1.6.a, Q 1.6.b	T 1

KQ: Knowledge questions PT : Performance tasks	KQ	PT
2 Develop a case management plan		
2.1 Identify support and prevention strategies that promote and meet the needs of the family	Q 2.1	T 2
2.2 Build into the case plan the client's strengths and protective factors	Q 2.2	T 2
2.3 Develop case plan in partnership with the client	Q 2.3.a, Q 2.3.b	T 2
2.4 Collect information on a range of suitable intervention strategies to address immediate, short and longer term needs of clients	Q 2.4.a, Q 2.4.b	T 2
2.5 Explore a full range of options for addressing the client's needs and integrate client preferences into planning	Q 2.5.a, Q 2.5.b	T 2
2.6 Work collaboratively to prioritise case management goals and objectives and negotiate and agree processes with the client	Q 2.6	T 2
2.7 Negotiate goals, actions and timelines for the case plan in concrete, specific terms	Q 2.7	T 2
2.8 Define roles, responsibilities and accountabilities for clients, stakeholders, workers and service providers	Q 2.8.a, Q 2.8.b	T 2
2.9 Explore and develop contingency plans	Q 2.9.a, Q 2.9.b	T 2
2.10 Integrate cultural considerations into goal setting and negotiation of timelines	Q 2.10.a, Q 2.10.b	T 2
2.11 Establish communication, review and evaluation systems	Q 2.11.a, Q 2.11.b	T 2
2.12 Document case plan and distribute to all parties	Q 2.12.a, Q 2.12.b	T 2
3 Implement case plan		
3.1 Implement practical arrangements to support clients and stakeholders	Q 3.1	T 3
3.2 Utilise established communication processes and protocols to make referrals	Q 3.2 / 3.3	T 3
3.3 Identify roles, responsibilities, outcomes and processes involved in intervention and discuss with the client and service provider	Q 3.2 / 3.3	T 3
3.4 Develop contracts with external service providers and agree on time and resource constraints	Q 3.4.a, Q 3.4.b	T 3
3.5 Identify review activities and negotiate with the client, service providers, and significant others	Q 3.5.a, Q 3.5.b	T 3
3.6 Record information in a manner consistent with organisation procedures and policies	Q 3.6	T 3

KQ: Knowledge questions PT : Performance tasks		KQ	PT
4	**Establish review and evaluation systems**		
4.1	Set up appropriate evaluation processes for ongoing implementation of the plan	Q 4.1	T 4
4.2	Assess and document progress towards the achievement of goals with the client and service providers	Q 4.2	T 4
4.3	Assess the need for ongoing intervention	Q 4.3	T 4
4.4	Negotiate with relevant parties proposed actions and timelines to arise from case review	Q 4.4.a, Q 4.4.b	T 4
4.5	Complete all relevant reporting procedures in accordance with organisation requirements	Q 4.5	T 4
4.6	Undertake appropriate consultation with supervisor at key decision-making points	Q 4.6	T 4
5	**Plan and participate in case conferences or protection meetings**		
5.1	Convene case conference or protection meetings when they are judged to be the most effective case management decision-making strategy for the needs of the client or in line with legislative and organisation requirements	Q 5.1	T 5
5.2	Clearly identify and explain purpose of case conference or protection meeting to clients and other stakeholders	Q 5.2	T 5
5.3	Establish agenda that clearly outlines purpose, participants, venue, date, time and process	Q 5.3	T 5
5.4	Identify key persons and request they attend the conference or make reporting arrangements	Q 5.4	T 5
5.5	Undertake work to prepare the client for the case conference or protection meeting	Q 5.5	T 5
5.6	Implement processes to ensure the client and/or family can participate in the decision-making process	Q 5.6	T 5
5.7	Anticipate areas of conflict and facilitate resolution	Q 5.7	T 5
5.8	Identify and respond to participant needs for interpreters and other support	Q 5.8	T 5
5.9	Arrange attendance of delegated decision-makers	Q 5.9	T 5
5.10	Provide information equally to all parties	Q 5.10	T 5
5.11	Prepare case history in accordance with agency requirements	Q 5.11	T 5
5.12	Nominate and brief a chairperson and minute taker	Q 5.12	T 5
5.13	Identify, negotiate and record outcomes	Q 5.13	T 5

KQ: Knowledge questions PT : Performance tasks		KQ	PT
6	**Work with agencies to meet the client's needs**		
6.1	Identify appropriate service providers	Q 6.1	T 6
6.2	Develop and maintain working relationships with relevant community groups	Q 6.2	T 6
6.3	Access inter-agency protocols and guidelines and integrate into case management	Q 6.3	T 6
6.4	Clarify the nature of advocacy and support required by the client	Q 6.4	T 6
6.5	Explain the range of interventions and reason for referral and clarify and negotiate agreement with the client, service providers and significant others	Q 6.5	T 6
6.6	Discuss with the client all representations made on their behalf to the service provider	Q 6.6	T 6
6.7	Ensure all information is kept in confidence and in-line with organisation policy and legislation	Q 6.7	T 6
6.8	Maintain links with service, client and other relevant parties and evaluate progress by achievement of goals	Q 6.8	T 6
7	**Undertake case closure**		
7.1	Analyse achievements of case plan goals against performance indicators and document	Q 7.1	T 7
7.2	Identify reasons for case closures	Q 7.2	T 7
7.3	Negotiate case closure with the client and relevant agencies	Q 7.3	T 7
7.4	Advise relevant parties in writing of decision to close case	Q 7.4	T 7
7.5	Take into account the needs of the client throughout case closure and allow the client to reflect on past interventions	Q 7.5	T 7

KQ: Knowledge questions PT : Performance tasks	KQ	PT
Knowledge evidence		
Legal implications and responsibilities of statutory work	Q 8.1 / 8.2 / 8.3	
State and federal jurisdictions, including all courts within the jurisdictions	Q 8.1 / 8.2 / 8.3	
Child protection policy and procedures, including inter-agency protocols	Q 8.1 / 8.2 / 8.3	
Legislation relevant to child protection, including family court protocols, practice and policy guidelines (legal definitions of abuse)	Q 8.4	
Risk assessment, comprehensive psychosocial assessment and family assessment	Q 8.5	
Indicators of harm, types of harm, definitions and dynamics of harm	Q 8.6	
Theories on vulnerability and resilience of children	Q 8.7	
Change process	Q 8.8	
Stages of child development	Q 8.9	
Workings of court, legal systems and legal processes	Q 8.10	
Legal implications of material collected through interviews	Q 6.7	
Family dynamics in different cultures	Q 8.11	
Recording and reporting systems	Q 3.6, Q 4.5	
How to access interpreters for clients and their families who are from a non-English speaking background or who are hearing or speech impaired	Q 8.12	

KQ: Knowledge questions PT : Performance tasks	KQ	PT
Child centred practices including: ▪ engaging in direct work with children and young people ▪ providing an advocacy role on behalf of children and young people ▪ different, and range, of stages of development (including attachment) and how that can inform intervention and planning ▪ the child or young person is an active participant throughout the case management process ▪ children and young people are part of families and communities ▪ safeguarding children cannot be separated from promoting their welfare ▪ the role of prevention and early implementation strategies in protecting and supporting children	Q 1.1.a, Q 1.1.b, Q 1.2, Q 1.3, Q 1.5.a, Q 1.5.b, Q 2.1, Q 2.2, Q 2.3.a, Q 2.3.b, Q 2.4.a, Q 2.4.b, Q 2.6, Q 2.10.a, Q 2.10.b, Q 3.5.a, Q 3.5.b, Q 5.6, Q 5.8, Q 6.4, Q 6.6, Q 7.3, Q 7.5	
Cultural considerations including: ▪ indigenous and ethnic considerations ▪ power relationship structures ▪ rituals, beliefs, hierarchies and practices ▪ community politics ▪ gender ▪ parenting practice and family dynamics ▪ support and prevention strategies	Q 8.13	
Rights of appeal mechanisms	Q 1.6.a, Q 1.6.b	
Performance evidence		
Applied all aspects of a structured case management framework to statutory child protection work for 3 clients, including: ▪ interpreting and applying legislation, policies, procedures, standards and statutory obligations ▪ responding to and managing crisis ▪ developing and assessing actions appropriate for intervention ▪ collecting and assessing information ▪ documenting plans ▪ closing cases		T 2, T 3, T 4, T 5, T 6, T 7

Trainer/ assessor user instructions

smallprint training and assessment materials are a commercially produced resource designed to support and underpin a Registered Training Organisation's (RTO's) delivery strategies.

smallprint resources

As a provider of commercially available resources to a range of client organisations, smallprint is aware of and considerate of their clients' need to be compliant with quality standards such as NVR, AQTF and State VET Regulations.

smallprint ensures that all its resources are current according to information provided by the official National Register of Information on Training Packages, training.gov.au (TGA).

smallprint assessment tools are mapped against:

- elements and performance criteria
- performance evidence
- knowledge evidence

The RTO must conduct their own validation and mapping to verify that the assessment tools and instruments used:

- enable the collection of evidence that complies with the principles of assessment and the rules of evidence
- can be used by different trainer/ assessors
- can be consistently applied in a range of assessment situations
- fit effectively with the RTO's TAS

If any gaps are identified the RTO must develop their own evidence gathering methods, assessment tools or activities to address these gaps.

If used correctly smallprint assessment tools should provide the basis for a comprehensive assessment in accordance with the rules of evidence and the principles of assessment.

smallprint does not promote that the use of their resources by RTOs will ensure compliance with all VET Regulations.

There are a number of requirements which impact on compliance with VET Regulations and it is the responsibility of the RTO to meet those requirements including the development of their own Training and Assessment Strategy (TAS) or Learning and Assessment Strategy (LAS).

smallprint resources consist of:

- a learning resource
- an assessment workbook

Learning resource

The smallprint learning resource provides content for learning and new skills development.

Each resource is divided into topics which relate directly to the learning elements and performance criteria for each unit.

At the end of each section the learner is provided with:

- a set of true or false questions
- a set of multi choice questions

These questions are self-marking and do not form part of the assessment for the unit. They provide an opportunity to test their understanding of their progress.

The resource is designed for self-paced learning but is also suitable for face to face or workshop delivery.

Trainer/ assessor requirements

The trainer/ assessor should provide supplementary information including interpretation of the contents of this resource.

They should initiate discussion about the subject matter and should encourage the learner to contribute their own experiences and interpretations of the material.

The learner should be encouraged by their trainer/ assessor to undertake additional research.

This might include:

- reading
- reflection
- drawing upon their knowledge in practice situations beyond what has been facilitated by the trainer

It is not necessary to work through the guides in the order in which they are written; however this is at the discretion of the trainer/ assessor.

Assessment workbook

The assessment workbook contains the following sections:

- about this unit
- what is competency based training
- how will my competency be assessed
- the tools that will be used to assess competency including:
  - assessment agreement
  - foundation skills checklist
  - skills recognition (RPL) checklist
  - knowledge questions
  - third party agreement
  - performance tasks
  - completion record

Trainer/ assessor requirements

The trainer/ assessor needs to ensure the learner understands:

- the structure of units of competency
- this specific unit
- how competency-based assessment works
- assessment conditions applicable to this unit
- resources required for assessment
- rules of evidence
- reasonable adjustment to ensure equity in assessment for people with disability or with special needs
- complaints and appeals procedures
- what constitutes competency
- your role as a trainer/ assessor

Assessment agreement

Purpose

To ensure that the learner understands the assessment process.

Trainer/ assessor requirements

The trainer/ assessor needs to ensure the learner understands:

- how and when the assessment will occur
- the tools that will be used to collect evidence
- the assessment conditions that apply to this unit
- adjustments available if special needs apply
- their rights in relation to complaints and appeals
- all work must be their own
- plagiarism is not acceptable

The learner and the trainer/ assessor both need to sign this form.

Foundation skills checklist

Purpose

To determine foundation skills as defined for this unit of competency.

Trainer/ assessor requirements

Foundation skills are generally defined as:

- LLN Skills
  - reading
  - writing
  - oral communication
  - numeracy
- Employability skills
  - navigate the world of work
  - interact with others
  - get the work done

Different training packages identify foundation skill requirements in a variety of ways.

In some packages foundation skills are described as being explicit in the performance criteria of the unit of competency.

In others specific foundation skills are identified for individual units of competency.

In others all foundation skills are identified separately.

The trainer/ assessor need to identify the foundation skills levels of the learner to determine whether they have the skills to cope with the training, or whether additional support needs to be provided.

The trainer/ assessor should source and use foundation skills assessment methodologies that are suitable for their learning cohort.

On completion of the assessment the trainer/ assessor should record their final comment and mark as satisfactory/ not satisfactory as appropriate.

Skills recognition assessment

Purpose

To obtain evidence of existing skills and knowledge through:

- previous training courses
- workplace documents
- skills obtained through unpaid work
- references
- other

Trainer/ assessor requirements

The trainer/ assessor needs to determine how they wish to use this section.

Evidence of existing skills may be provided for parts of this unit. This may mean that some of the knowledge questions or performance tasks do not need to be completed.

Where this is done trainer/ assessors should clearly identify and inform the learner what is required.

RTOs may wish to use this section as a Recognition of Prior Learning (RPL) process.

However the trainer/ assessor need to ensure that the evidence provided meets the principles of assessment and rules of evidence.

On completion of the assessment the trainer/ assessor should record their final comment and mark as satisfactory/ not satisfactory as appropriate.

Knowledge questions

Purpose

To obtain evidence of the learner's essential knowledge as outlined in the:

- elements and performance criteria for this unit
- knowledge evidence for this unit

The questions address each performance criteria and are designed to elicit responses that provide evidence of the essential knowledge. The questions are also designed to include the specific knowledge requirements that relate to performance criteria.

Where essential knowledge requirements have not been referred to in performance criteria, additional questions are provided.

Trainer/ assessor requirements

The trainer/ assessor needs to determine which questions need to be answered to ensure a satisfactory outcome.

The trainer/ assessor should provide clear instructions to the learner as to:

- which questions should be answered
- the manner in which responses should be presented eg, hand written in the space provided, in a word processed document, verbally, on-line
- whether additional questions need to be answered

The questions are designed to be answered in written format. The trainer/ assessor may ask for verbal responses. Where verbal responses are provided the trainer/ assessor needs to clearly note this and ensure that responses are recorded verbatim.

When questions are answered the trainer/ assessor should provide feedback to the learner. Where responses are unsatisfactory the learner should be given the opportunity to provide additional information.

On completion of each answer the trainer/ assessor should record their final comment and mark as satisfactory/ not satisfactory as appropriate.

Third party evidence collection agreement

Purpose

To provide third parties with clear instructions about their role.

Trainer/ assessor requirements

The performance tasks has been designed to be observed by either a trainer/ assessor or a third party.

This allows for the fact that some tasks may not be directly observable by the trainer/ assessor due to:

- the complexity of the task
- the need for tasks to be repeated or observed over time
- the presence of an observer may compromise workplace safety
- work activities involving issues of confidentiality and privacy

Where a third party is used to observe the tasks the trainer/ assessor must ensure that the third party clearly understands their role and that they are in a position that allows them to regularly and consistently observe the learner's work performance.

They must be informed that:

- they are not required to conduct the assessment
- their feedback is sought as confirmation that the learner has demonstrated the skills covered in the unit to the standard required
- the assessment decision will be made by a qualified assessor

They must also be informed of:

- the tasks to be observed
- the type and the quantity of evidence to be collected and reported
- the number of performances to observe
- the questions to ask to confirm understanding of the tasks
- the time frames and performance standards applicable to the learner's work performance
- the environment in which the tasks should be performed
- how to record their observations

The third party evidence collection agreement should then be signed.

Performance tasks

Purpose

To obtain evidence of the learner's ability to:

- perform the tasks outlined in the elements and performance criteria
- perform the specific requirements outlined in the performance evidence

The tasks address:

- individual performance criterion
- where appropriate a group of performance criteria or an element of competency

The tasks are also designed to include the specific performance evidence requirements that relate to performance criteria. Where performance evidence requirements have not been included in performance criteria additional tasks are provided.

The tasks are designed to be observable and provide evidence that the learner has the necessary skills. Observations should occur over a period of time. Performance can be observed in an actual workplace or in a simulated environment.

Some units will require that certain tasks are performed a specific number of times.

Trainer/ assessor requirements

The trainer/ assessor needs to determine which of the tasks need to be performed to ensure a satisfactory outcome.

The trainer/ assessor should provide clear instructions to the learner as to:

- when the tasks are to be performed
- where the tasks are to be performed
- what they are required to do
- how many times the tasks are to be performed
- who will be observing them
- whether additional tasks need to be answered

Where tasks cannot be easily be observed they can be assessed using role plays and simulations. If performance of particular tasks cannot be observed you might enter into a discussion with the learner or ask them to explain a procedure. In some instances tasks might relate to the production of work products (portfolios/ documents/ outcomes). Although it might not be possible for the trainer/ assessor to observe the total process, the end product of work can provide evidence of performance.

When tasks have been completed the trainer/ assessor should provide feedback to the learner. Where performance is unsatisfactory the learner should be given the opportunity to attempt the task/s again.

Where the tasks have been observed by a third party the trainer/assessor should discuss with the third party what has been observed to ensure that all relevant criteria have been covered and that evidence provided meets the principles of assessment and rules of evidence. This should be recorded as part of the trainer/ assessor comments.

On completion of each task the trainer/ assessor should record their final comment and mark as satisfactory/ not satisfactory as appropriate.

Completion record

Purpose

To record the results of work completed in the assessment workbook.

Trainer/ assessor requirements

The trainer/ assessor needs to ensure that the:

- assessment conditions for this unit were met
- learner answered all questions required to the expected standard
- learner performed all the tasks required to the expected standard
- learner has been provided with comments and feedback regarding any additional assessment requirements

The completion record should be completed and signed by the learner and trainer/ assessor.