Unit mapping

KQ: Knowledge questions PA: Practical assessment Task (T), Log book (LB), Workplace Skills (WS) S: Simulations	KQ	PA	S

Elements and performance criteria

E 1 — Determine response to case management

		KQ	PA	S
PC 1.1	Utilise case management processes in accordance with organisational policies and procedures	Q 1.1 Q 1.2 Q 1.3	WS 1	
PC 1.2	Implement processes to enable the person to set goals and participate in case management processes	Q 1.4	T 1a-f	
PC 1.3	Integrate cultural considerations into all aspects of case management planning	Q 1.5 Q 1.6 Q 1.7 Q 1.8	WS 2	
PC 1.4	Provide information on rights of appeal and avenues of complaint so the person understands their rights and responsibilities	Q 1.9	T 2a-i	

E 2 — Conduct case management meetings

		KQ	PA	S
PC 2.1	Facilitate information sharing with the person, including confidentiality and consent, and establish a rapport	Q 2.1 Q 2.2	T 3a-g	S1
PC 2.2	Identify and agree on person and worker roles, responsibilities, boundaries, and processes of service delivery	Q 2.3 Q 2.4	T 4c-d	S1
PC 2.3	Determine and agree on organisational requirements, family and community needs, responsibilities and rights	Q 2.5	T 4c T 4e-f	

E 3 — Develop a case management plan

		KQ	PA	S
PC 3.1	Collaborate with the person to identify strengths, abilities and goals and develop an agreed approach to case management, following a person-centred framework	Q 3.1 Q 3.2 Q 3.3	T 5a, T 5d	S1
PC 3.2	Develop a case management plan to reflect identified needs	Q 3.4 Q 3.5	T 6a-k	S1
PC 3.3	Work with the person to identify the full range of immediate, short- and long-term needs of the person and other relevant parties	Q 3.6	T 5b	S1
PC 3.4	Establish and agree on processes to monitor and change case plan	Q 3.7	T 7a-e	S1
PC 3.5	Identify strategies to deal with complex and high risk situations	Q 3.8 Q 3.9	T 8a-f	S1
PC 3.6	Assist person to set and achieve realistic targets for change or action and to take personal responsibility	Q 3.10 Q 3.11	T 9a-b	

CHCCSM013: Facilitate and review case management (Trainer/assessor guide)
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E 4 Monitor and review case work activities and processes			
PC 4.1 Implement strategies to regularly monitor the effectiveness of case management processes against agreed goals, service provision and progress	Q 4.1	T 10a-d	
PC 4.2 Assess the need for case plan changes and develop strategies for alternatives and ongoing interventions	Q 4.2 Q 4.3	T 11a-e	S2
PC 4.3 Negotiate with relevant parties any proposed changes arising from case review	Q 4.4	T 12a-h	S2
PC 4.4 Document all case work interventions in compliance with evidence-based practice and confidentiality requirements	Q 4.5 Q 4.6	T 13a-i	S3
PC 4.5 Implement case closure according to organisational policy and procedures	Q 4.7	T 14a-e	S3

KQ: Knowledge questions PA: Practical assessment 　　Task (T), Log book (LB), Workplace Skills (WS) S: Simulations	KQ	PA	S
Knowledge evidence			
KE 1　Evidence-based practices	Q 4.5	T 13b-c	
KE 2　Approaches to service delivery:			
▪　strength-based	Q 3.8	T 6i T 8e T 11d	S1
▪　culturally sensitive	Q 1.6 Q 1.7	T 6h	S1
▪　person-centred	Q 3.2 Q 3.3	T 6g T 8d T 11c	S1 S2
▪　needs-based	Q 3.4	T 6g	S1 S2
▪　trauma informed	Q 3.8	T 8f	
KE 3　Contemporary behaviour change models, practices and interventions	Q 3.9	T 8a	
KE 4　Privacy and confidentiality	Q 1.1 Q 2.2 Q 2.3 Q 4.6	T 2i T 3g T 13i	S1 S3
KE 5　Formal meeting processes	Q 2.2	T 4a-e	S2
KE 6　Organisational standards, policies and procedures, and legislation and statutory mandates	Q 1.1 Q 1.2 Q 1.9 Q 2.2 Q 2.3 Q 2.5 Q 4.7	T 2b T 4e	
KE 7　Risks and responsibilities relating to duty of care for:			
▪　child protection	Q 1.2 Q 1.3 Q 3.6		
▪　family and domestic violence	Q 1.2 Q 1.3		
▪　suicide	Q 1.2 Q 1.3		
▪　elder abuse	Q 1.2 Q 1.3		
▪　disability	Q 1.2 Q 1.3		

KQ: Knowledge questions PA: Practical assessment Task (T), Log book (LB), Workplace Skills (WS) S: Simulations		KQ	PA	S
KE 8	Considerations, protocols, history and special needs of diverse populations:			
	▪ gender and sexual diversity	Q 3.6		
	▪ culturally and linguistically diverse (CALD)	Q 1.9		
	▪ Aboriginal and/or Torres Strait Islander people	Q 1.7		
	▪ people with disability	Q 1.7 Q 1.8		
	▪ lesbian, gay, bi-sexual, transgender, queer and intersex (LGBTQI)	Q 3.6		
	▪ people experiencing and people at risk of homelessness	Q 3.8		
	▪ older people	Q 1.7 Q 3.5		S1
	▪ children and young people	Q 1.8 Q 3.6		
KE 9	Person-centred, family focused models of practice, dynamics, communication and decision making	Q 3.3		
KE 10	Documentation protocols	Q 4.6	WS 3	
KE 11	Monitoring and review processes	Q 3.7 Q 4.1 Q 4.3 Q 4.4	T 7a T 10a-d T 11a-e	S1 S2
KE 12	Available services	Q 3.5		S1 S3
KE 13	Rights, roles, and responsibilities of people within the decision-making process	Q 2.3 Q 3.5	T 4c T 4f T 6b	S1
KE 14	The impact of values systems of worker, person and key stakeholder on outcomes	Q 1.5		
KE 15	Different methods of addressing and engaging with participants	Q 1.4 Q 2.1 Q 3.1 Q 3.11	T 3c-f	

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Performance evidence			
PE 1 Develop, facilitate and review all aspects of case management for three people		T 1a-f T 2a-i T 3a-h T 4a-h T 5a-g T 6a-k T 7a-e T 8a-f T 9a-b T 10a-b T 11a-e T 12a-h T 13a-i	S1 S2 S3
PE 2 Performed the activities outlined in the performance criteria of this unit during a period of at least 100 hours of work within a workplace. These hours cannot be completed concurrently with hours specified in any other unit of competency		T 15	
Foundation skills			
FS 1 Writing skills to: ▪ record case plans and organisational reports according to organisational procedures.		T 6k T 12h T 13a	
FS 2 Oral communication skills to: ▪ participate in a variety of spoken exchanges with a range of audiences varying structure and language to suit the audience.		T 3c-e	

Trainer/assessor instructions and requirements

These training and assessment materials are a commercially produced resource designed to underpin training and assessment delivery strategies.

Catapult Smallprint resources

Catapult Smallprint resources are current, according to information provided by the official National Register of Information on Training Packages, training.gov.au (TGA).

Catapult Smallprint offer:
- a learning resource—theory component
- an assessment workbook—a suite of assessment tools

The assessment tools are mapped against:
- elements and performance criteria
- performance evidence
- knowledge evidence

Information for Registered Training Organisation only

RTOs 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 to achieve consistent results
- can be applied in a range of assessment situations
- align with the RTO's Training and Assessment Strategy (TAS)

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

If used correctly the assessment tools should provide a comprehensive assessment.

Catapult Smallprint do not promote that the use of their resources will ensure compliance with all VET Regulations. It is the responsibility of the RTO to meet those requirements and develop their own Training and Assessment Strategy (TAS).

Learning resource

The learning content is divided into topics which address the learning elements and performance criteria for each unit.

At the end of each topic the learner is provided with:
- a set of true or false questions
- a set of multiple choice questions

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

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

The trainer/assessor should provide supplementary information including interpretation of the contents of this resource. They should initiate discussion about the subject matter and encourage learners to contribute their own experiences and their interpretations of the material.

Learners should be encouraged to undertake additional research.

This might include:
- reading
- reflection
- drawing on their own knowledge and experience

It is not necessary to work through the resource in the order in which it is written. This is at the discretion of the trainer/assessor.

Assessment workbook

The trainer/assessor must explain to learners:
- what competency-based training is
- how competency-based assessment works and how they will be assessed
- what constitutes competency
- the assessment conditions applicable to this unit
- the resources required for assessment
- the Rules of Evidence
- the training organisation's complaints and appeals procedures
- the role of the trainer/assessor
- how the skills recognition (RPL) checklist can be used
- when the completion record will be signed

The tools that can be used to assess learners' competencies include the:
- knowledge questions
- project
- practical assessment

Assessment agreement

The trainer/assessor must explain:

- how and when assessment will occur
- the tools and instruments that will be used to collect evidence
- the assessment conditions that apply to this unit
- how adjustments can be made for individual needs
- the learner's rights if they want to dispute an assessment result
- that all work submitted by the learner must be their own
- that plagiarism is not acceptable
- why the assessment agreement must be signed

The learner and the trainer/assessor need to sign the assessment agreement.

Foundation skills

The trainer/assessor should identify the foundation skills levels of learners to determine whether additional support needs to be provided.

Training packages identify foundation skill requirements in a variety of ways:

- in some packages foundation skills are 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 should source and use foundation skills assessment methodologies that suit the learner cohort.

Skills recognition

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

Evidence of existing skills can be provided for all or parts of the unit. This could mean that some of the knowledge questions or practical tasks do not need to be completed.

Evidence of existing skills and knowledge can be obtained by sighting, for example:

- previous training results or qualifications
- workplace documents
- testimonials of skills obtained through unpaid work
- references from employers

Trainer/assessors must discuss the evidence requirements with the learner.

Any evidence submitted must comply with the Principles of Assessment and Rules of Evidence.

On completion of an RPL assessment the trainer/assessor should record their comments and mark the applicant's submission as Satisfactory/Not Satisfactory.

Knowledge questions

The knowledge questions address the learner's understanding of the information covered in:

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

The questions address each performance criteria and are designed to elicit evidence of underpinning knowledge.

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

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

The trainer/assessor must provide clear instructions to the learner regarding:

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

If verbal responses are provided the trainer/assessor must document the learner's responses verbatim.

When questions are answered the trainer/assessor should provide feedback to the learner. If responses are unsatisfactory the learner should be given the opportunity to provide additional information or to re-submit.

Answers should be marked as Satisfactory/Not Satisfactory.

Project

Projects are an assessment tool that can address either practical or knowledge-based skills. Learners might be asked to complete the project in addition to the other assessment activities. In some instances, it can be used as an alternative to the knowledge questions or the practical assessment tasks.

The assessor will decide how the project will be used and must advise learners about whether they need to complete it.

Practical assessment

Trainer/assessors must inform learners of:

- the assessment conditions
- the required performance standards
- how, when and where assessment will take place
- any assistance they will receive
- the resources that will be supplied
- how their performance will be recorded
- what to do if they disagree with the assessment results

The practical assessment requires that learners demonstrate the skills they have developed as a result of their training. They must perform the nominated skills and their performance must be observed by the assessor or a suitably qualified and experienced third party. The third party cannot conduct the assessment but can provide supplementary evidence for the assessor to use. Assessor comments must be recorded, and performance results marked as Satisfactory, or Not Satisfactory as they will contribute to the final judgment of competence.

Practical assessments might be conducted in a workplace or as simulations. If assessment cannot be conducted in a workplace the assessor must ensure that the simulations replicate a workplace as nearly as possible. The assessor is responsible for ensuring that learners have access to the resources needed to complete the assessment.

Completion record

The results of each form of assessment, plus any extra requirements nominated by the assessor, should be recorded in the assessment workbook.

The trainer/assessor must ensure that the:
- assessment conditions for this unit were met
- learner answered the knowledge questions at the required standard for the unit level
- learner performed all the practical tasks to the required standard for the unit level
- learner was provided with detailed feedback
- any additional assessment requirements were completed

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