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# 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

#### CHCADV001 Facilitate the interests and rights of clients

##### 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 CHCAD401 /CHCAD402. Significant changes to 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 assist clients to identify their rights, voice their needs and concerns and realise their interests, rights and needs.

This unit applies to workers of all levels in a range of health or community services settings who provide services using a human rights based approach and have direct interaction with clients.

*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 CHCADV001 Facilitate the interests and rights of clients

#### 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 CHCAD401 /CHCAD402. Significant changes to 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 demonstrated evidence that the candidate has:</p> <ul style="list-style-type: none"> <li>• Worked in collaboration with 1 client to identify their interests, needs and rights</li> <li>• Advocated on behalf of 1 client to achieve a specific outcome</li> <li>• Supported 1 client throughout an organisational or legal complaints process</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 the task and manage contingencies in the context of the work role. This includes knowledge of:</p> <ul style="list-style-type: none"> <li>• <i>Universal Declaration of Human Rights</i></li> <li>• relationship between human needs and human rights</li> <li>• human rights frameworks, approaches, instruments</li> <li>• legal and ethical considerations (international, national, state/territory, local) related to facilitation of client rights and interests and how these impact individual workers: <ul style="list-style-type: none"> <li>– duty of care</li> <li>– human rights</li> <li>– mandatory reporting</li> <li>– discrimination</li> <li>– privacy, confidentiality and disclosure</li> <li>– informed consent</li> <li>– organisation and legal complaints processes</li> </ul> </li> </ul>

## 3.2 Learning mapping

CHCADV001 Facilitate the interests and rights of clients, Release 1

Unit of competency	Content	Practice tasks	Learning checkpoint
<b>Element 1: Facilitate the realisation of client interests, rights and needs</b>	<b>Topic 1: Facilitate the realisation of client interests, rights and needs</b>	n/a	n/a
1.1 Discuss the rights and responsibilities of all parties with client	1A Discuss the rights and responsibilities of all parties with client	1	LC1: Part A 1
1.2 Provide client with researched, relevant and timely information on their rights and responsibilities	1B Provide researched, relevant and timely information on personal rights and responsibilities	2	LC1: Part A 2
1.3 Assist clients to identify their own interests, rights, needs, choices and responsibilities	1C Assist to identify personal interests, rights, needs, choices and responsibilities	3	LC1: Part A 3
1.4 Identify when rights are infringed or not being met	1D Identify when rights are infringed or not being met	4	LC1: Part A 4
1.5 Provide client with information on available options for meeting their rights and needs and assist them to identify their preferred option	1E Provide information on options to meet rights and needs and assist a person to select preferred option	5	LC1: Part A 5
<b>Element 2: Advocate in accordance with client preferences and requests to optimise client outcomes</b>	<b>Topic 2: Advocate in accordance with client preferences and requests to optimise client outcomes</b>	n/a	n/a
2.1 Undertake an assessment to identify client's ability to advocate for self	2A Undertake an assessment to identify person's ability to advocate for self	6	LC2: Part A 1 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>	CHCADV001 Facilitate the interests and rights of clients, Release 1
<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

*CHCADV001 Facilitate the interests and rights of clients, Release 1*

Unit of competency	Part A – Questions	Part B – Case study questions	Practical placement
<b>Element 1: Facilitate the realisation of client interests, rights and needs</b>			
1.1 Discuss the rights and responsibilities of all parties with client			O1
1.2 Provide client with researched, relevant and timely information on their rights and responsibilities			O3
1.3 Assist clients to identify their own interests, rights, needs, choices and responsibilities		CS1	O7
1.4 Identify when rights are infringed or not being met		CS4	
1.5 Provide client with information on available options for meeting their rights and needs and assist them to identify their preferred option			O9
<b>Element 2: Advocate in accordance with client preferences and requests to optimise client outcomes</b>			
2.1 Undertake an assessment to identify client's ability to advocate for self		CS5	O11
2.2 Initiate, negotiate and implement relevant strategies for addressing client rights and needs in collaboration with the client			O12
2.3 Identify potential barriers as well as resources		CS6	