

Contents

About this guide	5
Section 1: Meeting VET sector requirements	7
1.1 How Aspire's resources assist in meeting requirements	7
1.2 Resource quality assurance processes	16
Section 2: Unit of competency information	17
2.1 Unit of competency	17
2.2 Unit of competency assessment requirements	20
2.3 Aspire resources available for this unit	22
2.4 Target groups	25
Section 3: Training requirements	26
3.1 Delivery approach	26
3.2 Learning mapping	27
3.3 Solutions – general guidance	37
3.4 Solutions to practice tasks	38
3.5 Solutions to learning checkpoints	51
Section 4: Assessment	66
4.1 Assessment approach	66
4.2 Assessment procedures	67
4.3 Assessment mapping	73
4.4 Assessment solutions and marking guidance	80
4.5 Completing the record of outcome	99
Section 5: Forms	101
Section 6: Glossary of VET terminology	102

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>Australian Qualifications Framework</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: www.aqf.edu.au.</p>
<p>Volume of learning</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: www.aqf.edu.au/wp-content/uploads/2013/06/Volume-of-Learning-Explanation.pdf</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

CHCAGE004 Implement interventions with older people at risk

Modification history

Release	Comments
Release 1	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. New unit.

Application

This unit describes the skills and knowledge required to work in partnership with older people and their carers to implement interventions in the context of an individualised plan to reduce risk.

This unit applies to support workers in a residential or community context. Work performed requires a range of well developed skills where some discretion and judgement is required. Workers will take responsibility for their own outputs under direct or indirect supervision.

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 CHCAGE004 Implement interventions with older people at risk

Modification History

Release	Comments
Release 1	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. New unit.

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"> assisted with the assessment of risk and the implementation and evaluation of risk minimisation strategies for at least 2 older people, 1 in a simulated environment and 1 in the workplace, in a manner that is respectful of the older person's dignity and privacy.
----------------------	--

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"> the tensions which may exist between an individual's rights and the organisation's responsibility to individuals legal and ethical considerations for working in aged care: <ul style="list-style-type: none"> duty of care human rights privacy, confidentiality and disclosure work role boundaries – responsibilities and limitations the major issues, trends and policies relating to the health and wellbeing of older people standardised tools for risk assessment and the management and monitoring of risks major risk areas for ageing population: <ul style="list-style-type: none"> depression and anxiety isolation abuse (sexual, emotional, physical, financial, system) falls
--------------------	---

3.2 Learning mapping

CHCAGE004 Implement interventions with older people at risk, Release 1

Unit of competency	Content	Practice tasks	Learning checkpoint
Element 1: Assist with the preparation for a risk assessment	Topic 1: Assist with the preparation for a risk assessment	n/a	n/a
1.1 Confirm assessment requirements with supervisor or relevant health professional	1A Confirm assessment requirements with your supervisor or relevant health professional	1	LC 1: Part A 1
1.2 Encourage participation of the older person and their carer in assessment and further actions	1B Encourage participation of the older person and their carer in assessment and further actions	2	LC1: Part A 2 Part B 1
1.3 Provide information to the older person and/or carer to clarify own role, responsibilities and accountability	1C Provide information to the older person and/or carer to clarify their own role, responsibilities and accountability	3	LC1: Part A 3, 4
1.4 Provide information to the older person and/or carer explaining the assessment process, including explanation of results	1D Provide information to the older person and/or carer explaining the assessment process	4	LC1: Part A 5 Part B 3
1.5 Communicate in a supportive and encouraging manner that is respectful of the older person and carer's, rights, level of understanding and cultural background	1E Communicate with the older person and carer in a respectful, supportive and encouraging manner	5	LC1: Part A 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>Complete the following task</p>	<ul style="list-style-type: none"> • 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.
<p>Refer to the Aspire <i>Practical placement logbook</i> for this unit</p>	<ul style="list-style-type: none"> • 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:	CHCAGE004 Implement interventions with older people at risk, Release 1
Assessment tasks to be undertaken:	<input type="checkbox"/> Part A – Questions <input type="checkbox"/> Part B – Case study questions <input type="checkbox"/> Part C – Observation <input type="checkbox"/> Practical placement
Ready for assessment declaration:	<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

CHCAGE004 Implement interventions with older people at risk, Release 1

Unit of competency	Part A – Questions	Part B – Case study questions	Part C — Simulated Practical assessment	Practical placement
Element 1: Assist with the preparation for a risk assessment				
1.1 Confirm assessment requirements with supervisor or relevant health professional		CS1	O1	O1
1.2 Encourage participation of the older person and their carer in assessment and further actions		CS3	O2	O2
1.3 Provide information to the older person and/or carer to clarify own role, responsibilities and accountability			O3	O3
1.4 Provide information to the older person and/or carer explaining the assessment process, including explanation of results			O4	O4
1.5 Communicate in a supportive and encouraging manner that is respectful of the older person and carer's, rights, level of understanding and cultural background		CS4	O5	O5
1.6 Seek older person's permission and cooperation in the assessment process			O6	O6
Element 2: Contribute to the identification of risks				
2.1 Identify and review factors in the older person's lifestyle that might affect their level of risk			O7	O7

Part C – Observation

The observation checklist provided in the assessment task should be used to judge and record candidate observations. You should record your observations of the candidate's performance directly onto the checklist. You are able to record your observations during and/or after the observation.

The observation checklist has a series of items related to the unit of competency, which form the evidence criteria. The checklist allows you to record that you have had the opportunity to observe the candidate applying these skills and knowledge. All items on the checklist must be observed in order to record a satisfactory performance.

Instructions to the assessor	<p>Please refer to the assessment task as outlined in the Aspire learner guide.</p> <p>The candidate must complete the observation unassisted by you or other personnel, except in cases where assistance is noted within the observation checklist. The candidate may refer to reference material as needed.</p> <p>Please use your judgment to decide whether the performance delivered by the candidate is satisfactory against the observation criteria.</p>
Reasonable adjustment	<p>Please note: observation in a simulated environment must be undertaken as it is a mandatory assessment condition for this unit.</p>
Feedback/unsatisfactory outcomes	<p>All observation criteria must be satisfactorily demonstrated by the participant.</p> <p>For any observation assessment conducted that is incomplete, or without satisfactory performance, the observation will need to be completed again after further training support.</p> <p>The observation may be re-attempted on two further occasions (maximum three attempts in total).</p> <p>As a further option, an alternative assessment task may be selected (for example, a third-party report).</p>

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:	CHCAGE004 Implement interventions with older people at risk, Release 1	
Assessor name:		
Assessor email:		
Assessor phone number:		
Assessment tasks:		Satisfactorily completed
	Part A – Questions	<input type="checkbox"/>
	Part B – Case study questions	<input type="checkbox"/>
	Part C – Observation	<input type="checkbox"/>
	Practical placement	<input type="checkbox"/>
Declaration:	<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>	