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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

#### CHCAOD001 Work in an alcohol and other drugs context

##### 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 CHCAOD201D/CHCAOD402B. Significant changes to elements and performance criteria. New evidence requirements for assessment, including volume and frequency requirements. Significant change to knowledge evidence.</p>

##### Application

This unit describes the skills and knowledge required to establish and work within the current context, philosophy and values of the alcohol and other drugs (AOD) sector.

This unit applies to workers who come into contact with clients affected by alcohol and other drugs.

*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 CHCADV002 Provide advocacy and representation services

#### 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 CHCAOD201D/CHCAOD402B. Significant changes to elements and performance criteria. New evidence requirements for assessment, including volume and frequency requirements. Significant change 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 evidence that the candidate has:</p> <ul style="list-style-type: none"> <li>used critical thinking skills to evaluate information about current values and philosophy of the AOD sector</li> <li>worked with at least 2 people who have alcohol and/or drugs issues in ways that are consistent with the current values and philosophy of the AOD sector</li> </ul>
Knowledge Evidence	<p>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:</p> <ul style="list-style-type: none"> <li>impact of current and changing social, political, economic and legal contexts of AOD</li> <li>historical, current and emerging models of alcohol and drugs practice and their evidence base including: <ul style="list-style-type: none"> <li>moral model</li> <li>disease model</li> <li>psycho-dynamic model</li> <li>social learning model</li> <li>social-cultural model</li> <li>public health model, including systems approach</li> <li>stages of change model</li> </ul> </li> <li>legal and ethical considerations (international, national, state/territory, local) in AOD work, and how they are applied in organisations and individual practice: <ul style="list-style-type: none"> <li>children in the workplace</li> </ul> </li> </ul>

## 3.2 Learning mapping

CHCADV002 Provide advocacy and representation services, Release 1

Unit of competency	Content	Practice tasks	Learning checkpoint
<b>Element 1: Establish the context for AOD work</b>	<b>Topic 1: Establish the context for AOD work</b>	n/a	n/a
1.1 Research, analyse and maintain up-to-date knowledge and awareness of the social, political, economic and legal contexts of AOD	1A Maintain knowledge and awareness of the social, political, economic and legal contexts of AOD	1	LC 1: 7, 10, 11
1.2 Research and analyse impacts of AOD policy frameworks on AOD work practice	1B Research the impacts of AOD policy frameworks on AOD work practice	2	LC 1: 2, 3, 4, 5, 6, 8
1.3 Apply understanding of the historical and social constructs of alcohol and drugs and the changes in alcohol and drug use	1C Apply understanding of the historical and social constructs of alcohol and drugs and the changes in alcohol and drug use	3	LC 1: 1
<b>Element 2: Apply understanding of context to AOD practice</b>	<b>Topic 2: Apply understanding of context to AOD practice</b>	n/a	n/a
2.1 Apply knowledge of broad and specific AOD contexts to AOD work practice	2A Apply knowledge of broad and specific AOD contexts to AOD work practice	4	LC 2: Part A 2, 4, 6 Part B 1, 2, 3
2.2 Identify and use legal frameworks that impact on AOD work	2B Identify and use legal frameworks that impact on AOD work	5	LC 2: Part A 1, 3

## 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	
Training organisation name:	
Candidate name:	
Phone number:	
Date:	
Email:	
Assessor name:	
Unit of competency:	CHCAOD001 Work in an alcohol and other drugs context, Release 1
Assessment tasks to be undertaken:	<input type="checkbox"/> Part A – Questions <input type="checkbox"/> Part B – Case study questions <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

CHCAOD001 Work in an alcohol and other drugs context, Release 1

Unit of competency	Part A – Questions	Part B – Case study questions	Practical placement
<b>Element 1: Establish the context for AOD work</b>			
1.1 Research, analyse and maintain up-to-date knowledge and awareness of the social, political, economic and legal contexts of AOD			O1
1.2 Research and analyse impacts of AOD policy frameworks on AOD work practice			O3
1.3 Apply understanding of the historical and social constructs of alcohol and drugs and the changes in alcohol and drug use			O5
<b>Element 2: Apply understanding of context to AOD practice</b>			
2.1 Apply knowledge of broad and specific AOD contexts to AOD work practice		CS1	O6
2.2 Identify and use legal frameworks that impact on AOD work		CS2	O9
2.3 Identify, review and apply information about evidence based models and frameworks of AOD work		CS6	O12
<b>Element 3: Integrate the core values and principles of AOD work into practice</b>			
3.1 Assess AOD practice values and ensure support and interventions are person-centred		CS7, CS8	O15
3.2 Apply a harm minimisation approach to maximise support for the AOD client		CS9	O18



## 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

<b>Training organisation name:</b>						
<b>Candidate name:</b>						
<b>Unit code and title:</b>	CHCAOD001 Work in an alcohol and other drugs context, Release 1					
<b>Assessor name:</b>						
<b>Assessor email:</b>						
<b>Assessor phone number:</b>						
<b>Assessment tasks:</b>		<b>Satisfactorily completed</b>				
	Part A – Questions	<input type="checkbox"/>				
	Part B – Case study questions	<input type="checkbox"/>				
	Practical placement	<input type="checkbox"/>				
<b>Declaration:</b>	<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> <table><tr><td><input type="checkbox"/> Valid</td><td><input type="checkbox"/> Sufficient</td></tr><tr><td><input type="checkbox"/> Current</td><td><input type="checkbox"/> Authentic</td></tr></table>		<input type="checkbox"/> Valid	<input type="checkbox"/> Sufficient	<input type="checkbox"/> Current	<input type="checkbox"/> Authentic
<input type="checkbox"/> Valid	<input type="checkbox"/> Sufficient					
<input type="checkbox"/> Current	<input type="checkbox"/> Authentic					