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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>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

CHCAGE001 Facilitate the empowerment of older people

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. Significant change to the elements and performance criteria. New evidence requirements for assessment including volume and frequency requirements. Significant changes to knowledge evidence.

Application

This unit describes the skills and knowledge required to respond to the goals and aspirations of older people and provide support services in a manner that focuses on improving health outcomes and quality of life, using a person-centred approach.

This unit applies to support workers in residential or community contexts.

The skills in this unit must be applied in accordance with Commonwealth and State/Territory

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 CHCAGE001 Facilitate the empowerment of older people

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>Significant change to the elements and 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 evidence that the candidate has:</p> <ul style="list-style-type: none"> • responded to the goals and aspirations of at least 2 older people, 1 in a simulated environment and 1 in the workplace: <ul style="list-style-type: none"> – employing flexible, adaptable and person-centred approaches to empower the individual – recognising and responding appropriately to situations of risk or potential risk • used oral communication skills to maintain positive and respectful relationships
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"> • structure and profile of the aged care sector: <ul style="list-style-type: none"> – residential aged care sector – home and community support sector – current best practice service delivery models – relevant agencies and referral networks for support services • key issues facing older people, including: <ul style="list-style-type: none"> – stereotypical attitudes and myths – the impact of social devaluation on an individual's quality of life

3.2 Learning mapping

CHCAGE001 Facilitate the empowerment of older people, Release 1

Unit of competency	Content	Practice tasks	Learning checkpoint
Element 1: Develop relationships with older people			
1.1 Conduct interpersonal exchanges in a manner that promotes empowerment and develops and maintains trust and goodwill	1A Conduct interpersonal exchanges to promote empowerment	1	LC 1: Part A 1, 2
1.2 Recognise and respect older people's social, cultural and spiritual differences	1B Respect social, cultural and spiritual differences	2	LC 1: Part A 3
1.3 Maintain confidentiality and privacy of the person within organisation policy and protocols	1C Maintain confidentiality and privacy	3	LC 1: Part A 4
1.4 Work with the person to identify physical and social enablers and disablers impacting on health outcomes and quality of life	1D Identify physical and social enablers and disablers	4	LC 1: Part A 5 Part B 1, 2
1.5 Encourage the person to adopt a shared responsibility for own support as a means of achieving better health outcomes and quality of life	1E Share responsibility for better health outcomes and quality of life	5	LC 1: Part A 6, 7
Element 2: Provide services to older people			
2.1 Identify and discuss services which empower the older person	2A Identify and discuss services that empower the person	6	LC 2: Part A 1, 2, 3
2.2 Support the older person to express their own identity and preferences without imposing own values and attitudes	2B Support the person to express their own identity and preferences	7	LC 2: Part A 4, 5

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.

Complete the following task	<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.
Refer to the Aspire <i>Practical placement logbook</i> for this unit	<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:	<i>CHCAGE001 Facilitate the empowerment of older people, Release 1</i>
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

CHCAGE001 Facilitate the empowerment of older people, Release 1

Unit of competency	Part A – Questions	Part B – Case study questions	Part C – Simulated practical assessment	Practical placement
Element 1: Develop relationships with older people				
1.1 Conduct interpersonal exchanges in a manner that promotes empowerment and develops and maintains trust and goodwill		CS15	O1	O1
1.2 Recognise and respect older people's social, cultural and spiritual differences		CS6		
1.3 Maintain confidentiality and privacy of the person within organisation policy and protocols	Q5	CS2		
1.4 Work with the person to identify physical and social enablers and disablers impacting on health outcomes and quality of life		CS23	O4	O4
1.5 Encourage the person to adopt a shared responsibility for own support as a means of achieving better health outcomes and quality of life	Q6		O6	O6
Element 2: Provide services to older people				
2.1 Identify and discuss services which empower the older person	Q7		O7	O7
2.2 Support the older person to express their own identity and preferences without imposing own values and attitudes		CS21	O8	O8

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:	<i>CHCAGE001 Facilitate the empowerment of older people, Release 1</i>	
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>	