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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

CHCPAL001 Deliver care services using a palliative approach

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>

Application

This unit describes the skills and knowledge required to care for people with life-threatening or life-limiting illness and/or normal ageing process within a palliative approach.

This unit applies to workers in a residential or community context. Work performed requires some discretion and judgement and is carried out under regular 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.

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 CHCPAL001 Deliver care services using a palliative approach

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"> supported, reported and documented issues and needs of 3 people in palliative care.
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"> philosophy, principles, benefits and scope of palliative care the needs of people dealing with a life-threatening or life-limiting illness and the emotional impact of diagnosis cultural, religious and spiritual differences in relation to death and dying the stages of grief and personal strategies for managing reactions to grief advance care directives and end-of-life care strategies pain relief and comfort promotion nutritional and hydration requirements during a palliative approach legal and ethical considerations for working in palliative care, including: <ul style="list-style-type: none"> dignity of risk duty of care human rights

3.2 Learning mapping

CHCPAL001 Deliver care services using a palliative approach, Release 1

Unit of competency	Content	Practice tasks	Learning checkpoint
Element 1: Apply principals and aims of a palliative approach when supporting individuals	Topic 1: Apply principles and aims of a palliative approach when supporting individuals	n/a	n/a
1.1 Recognise the holistic needs of the person extending over time, not just end-of-life	1A Recognise the holistic needs of people accessing palliative care services extending over time	1	LC 1: Part A 1, 2, 3, 4, 6, 9
1.2 Support the person, carers and family to express needs and preferences and report information to supervisor	1B Support the person, families and carers to express needs and preferences	2	LC 1: Part A 7 Part B 1
1.3 Communicate with the person, carers and family in relation to the person's quality of life, pain and comfort and report information to supervisor	1C Communicate with the person, carers and family to promote quality of life for the person	3	LC 1: Part A 5 Part B 2
1.4 Respect the family and carers as an integral part of the care team and ensure that they have the information and support needed	1D Demonstrate respect and include the family and carer as an integral part of the care team	4	LC 1: Part A 8
Element 2: Respect the person's preferences for quality of life choices	Topic 2: Respect people's preferences for quality-of-life choices	n/a	n/a
2.1 Create a supportive environment that encourages the person, carers, family members and/or significant others to share information regarding changing needs and preferences	2A Encourage the person, carers and family members and/or significant others to share information	5	LC 2: Part A 1, 2

3.3 Solutions – general guidance

Practice tasks and learning checkpoints within Aspire's learner guides are designed for formative assessment only; that is, for the purpose of determining how well a learner is progressing in their learning. These activities are not designed for use in summative (final) assessments.

The solutions to practice tasks and learning checkpoints presented in sections 3.4 and 3.5 should serve as a reliable guide to the type of information that should be included in the learner's response. Refer to the learning checkpoints when evaluating learner responses.

The answers provided by the learner will vary due to a number of factors, including the:

- learner's own experiences
- learner's workplace experiences
- training situations and strategies presented by the trainer
- interpretation of the activity by the learner/trainer
- type of organisation, work practices, processes and systems encountered by the learner.

The nature and variety of the tasks presented means that, in some cases, there will be numerous correct responses and the solutions provided cannot cater for all contexts and eventualities.

In general terms:

- For questions with a single answer, Aspire has provided the correct answer.
- For questions that do not have a single answer, it is understood that answers will vary within certain parameters.
- For questions where the candidate has to list a certain number of items, Aspire has provided a more comprehensive listing from which candidate responses may be drawn. However, this list may not in all cases be definitive, and trainers should account for other possible correct responses.
- For activities that involve responding to a case study, Aspire has provided an example of how the learner may respond. Depending on the question, the terminology used will indicate either what the learner should have included in their response, or may have included. However, trainers should take into account different phrasing used by the learner, or different responses that may be equally correct.
- For activities that take place in the workplace or involve workplace documentation, Aspire can only provide an example response. Trainers should consider whether the learner has achieved the intent of the activity, taking into account the learner's workplace context.
- For activities that involve writing reports or completing documentation provided, Aspire can only provide an example response. Trainers should again consider whether the learner's response is appropriate to the task within the context of the learner's training and/or workplace.

4.2 Assessment procedures

Contextualisation

Final assessment tasks provided to candidates may need to be contextualised to include such requirements as organisational policies and procedures, work health and safety management strategies, state/territory regulatory requirements and organisational resources or equipment.

If contextualising any resources, assessors must:

- meet with key personnel within the organisation such as supervisors, human resources personnel and team leaders to identify sources of information and establish how performance and knowledge are demonstrated within the workplace
- re-map the resources in the relevant mapping documentation to ensure the integrity of the assessment tool is unaffected
- forward contextualised resources to your training organisation's compliance manager for approval.

Reasonable adjustment

It is important that you take meaningful, transparent and reasonable steps to consult, consider and implement reasonable adjustments for candidates with disabilities or other individual needs. Where candidates have disabilities, you should spend time with them learning about what modifications may need to be made to the assessment resources or approach to make them more accessible for the individual needs of each candidate.

Candidates may also typically have the option of a verbal interview with their assessor or a written assessment (written questions) to demonstrate their knowledge of the unit being assessed. It should be noted that, even where only a written assessment option is provided, assessors may undertake this assessment in a verbal interview mode if suitable for the unit content, as a reasonable adjustment strategy.

Information for candidates

Before candidates commence their final assessment tasks, they should have been directed to review the information on assessment provided by your training organisation. Information that must be provided to candidates includes important information on the following:

- What is competency?
- The assessment process
- What is your assessor looking for?
- Workplace requirements
- Can I adjust the assessment?
- What is RPL?
- Third-party reports
- Appeals and re-assessments.

Candidates should not commence final assessment tasks until they have read and understood this information.

Ensuring readiness for assessment complete

Before candidates begin to undertake final assessment tasks for the unit, it is important to ensure that they are comfortable and ready to begin the assessment process.

The final assessment provided contains a self-assessment checklist that candidates should complete to confirm that they feel they hold the skills and knowledge required for the unit, and that they feel ready to undertake a successful assessment process.

Once the candidate has completed and is comfortable with their self-assessment, they are then ready to proceed to the final assessment tasks.

4.3 Assessment mapping

CHCPAL001 Deliver care services using a palliative approach, Release 1

Unit of competency	Part A – Questions	Part B – Case study questions	Practical placement
Element 1: Apply principals and aims of a palliative approach when supporting individuals			
1.1 Recognise the holistic needs of the person extending over time, not just end-of-life	Q4	CS1	O1
1.2 Support the person, carers and family to express needs and preferences and report information to supervisor	Q5, Q6		O3
1.3 Communicate with the person, carers and family in relation to the person's quality of life, pain and comfort and report information to supervisor	Q7		O4
1.4 Respect the family and carers as an integral part of the care team and ensure that they have the information and support needed		CS2	
Element 2: Respect the person's preferences for quality of life choices			
2.1 Create a supportive environment that encourages the person, carers, family members and/or significant others to share information regarding changing needs and preferences		CS3	O6
2.2 Use a non-judgemental approach to ensure the person's lifestyle, social, spiritual and cultural choices and needs are supported and documented in care plan	Q15	CS4	O7

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>CHCPAL001 Deliver care services using a palliative approach, Release X</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"/>
	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>	