



**AUSTRALIAN
HEALTHCARE**
QUALIFICATIONS & TRAINING

Learner Assessment

Task 1 – Written Questions

Unit Code: CHCADV001

Unit Name: Facilitate the interests and rights of clients

Qualification:

Participant Name: _____

Version Control:

Please Note: All care has been taken to ensure this document is of the highest quality at the time of publication. The authors, editors, and publishers will not be responsible for any actions taken on the basis of this documentation, nor for any errors or omissions, or for the results obtained from the use of such information.

Contents

Assessment Information.....	3
Instructions for the Student	4
Assessment Agreement.....	6
Assessment Task 1 - Written Questions	7

Assessment Information

Unit Code & Title:	CHCADV001 – Facilitate the interests and rights of clients
Unit Descriptor:	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.
Application of the Unit:	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.
Elements:	<ol style="list-style-type: none"> 1. Facilitate the realisation of client interests, right and needs 2. Advocate in accordance with client preferences and request to optimise client outcomes 3. Provide ongoing support to clients 4. Support clients making a complaint 5. Review progress
Performance Knowledge:	<p>There must be demonstrated evidence that the candidate has:</p> <ul style="list-style-type: none"> • Worked in collaboration with 1 client to identify their interests, needs and rights • Advocated on behalf of 1 client to achieve a specific outcome • Supported 1 client throughout an organisational or legal complaints process
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"> • Universal Declaration of Human Rights • Relationship between human needs and human rights • Human rights frameworks, approaches, instruments • 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"> - Duty of care - Human rights - Mandatory reporting - Discrimination - Privacy, confidentiality and disclosure - Informed consent - Organisation and legal complaints processes - Rights and responsibilities of clients, workers and organisations • Common risks to client safety and wellbeing • Relevance of child protection across all health and community services contexts, including duty of care when child is not the client, indicators of risk and adult disclosure • Actions that constitute discrimination and techniques for addressing it • Types of community resources, networks and referral options relevant to the nature of client service • Potential conflict between client needs and organisation requirements • Differences between negotiation, advocacy, mediation • Negotiation, advocacy and mediation techniques for the facilitation of client rights • Empowerment and disempowerment
Assessment Conditions:	Skills must have been demonstrated in the workplace or in a simulated environment that reflects workplace conditions. Where simulation is used, it must reflect real working conditions by modelling industry operating conditions and contingencies, as well as, using suitable facilities, equipment and resources.

Instructions for the Student

Purpose of this assessment

This Assessment is designed to test your knowledge and skills against the criteria that is required for you to identify the rights of clients, voice their needs and concerns and realise their interests, rights and needs along with advocate on behalf of a client to achieve a specific outcome and support clients throughout an organisation or legal complaints process.

Methods of Assessment

There is a combination of summative and formative approaches to this assessment. Summative assessments are classed as formal assessments which guide the outcome.

The assessments have been developed in consideration to assessment requirements, learning environment and the expectations by industry that students participate in practical placement.

Assessments needs to include the full requirements of competency which includes assessment of knowledge, understanding, application and performance.

To be deemed competent in this unit of competency the following assessment requirements must be completed. You must achieve a satisfactory result for each task to be deemed competent in this unit.

Assessment Task 1 (summative assessment) – Written Questions is required to be completed. All questions must be satisfactorily answered by the student as per the marking guide in the Trainers and Assessors guide. Assessment Task 1 may be completed within allocated class time or during periods of self-study.

Assessment Task 2 (summative assessment) – Case Study – Written answers to questions relating to three different case studies is required. You are to read the case studies and answer all the questions satisfactorily. This assessment may be completed within allocated class time or during periods of self-study.

Assessment Task 3 – Project – The project aims to assist you in demonstrating your skills and knowledge in a setting that reflects industry. The project also provides evidence to meet performance evidence requirements; The project is separated into two areas.

- The first section is a practical workplace situation and addresses the unit's performance evidence point 1 criteria where the assessor is to determine the learner's skills, knowledge and ability to work in collaboration with 1 client to identify their interests, needs and rights. This project is provided to the learner within the practical placement project booklet
- The second section is designed to meet the assessment requirement of performance evidence point 2. Advocate on behalf of 1 client to achieve a specific outcome. The learner is to provide answers to a simulated scenario as industry experts have advised that there is not always the opportunity to observe a learner advocate for clients throughout practical placement. If the learner does have the opportunity to advocate on behalf of a client, please discuss this with them and if you feel it covers the performance evidence requirement you are advised to apply reasonable adjustment and ask the learner to report on the practical situation that occurred.

Resources needed for assessment (see also Assessment conditions)

- Learner Assessment
- Workplace for practical placement
- Individual plans (workplace documents)
- Access to codes of practice, relevant organisation policies and procedures
- Relevant aids to assist with independent living
- Learning material

What you need to do:

- Complete the activities as described above
- Take a photo copy of your work if you would like to
- Collect all the required evidence and provide to your trainer
- Sign the Assessment Agreement
- Submit the completed assessment kit to your assessor

If you have any difficulties or there is anything you don't understand, talk with your Trainer/Assessor; they are here to help you. Never be too afraid to ask about anything you don't understand related to safety and do not attempt to complete tasks you are unsure about. You can raise any concerns with your trainer/assessor.

Your assessor will provide you with feedback both verbally and in writing.

Assessment outcomes

Satisfactory – Evidence provided meets the requirements of the assessment method and unit of competency

Not Satisfactory – Evidence provided does not meet the requirements of the assessment method and unit of competency.

Reasonable Adjustment

Assessors may apply special consideration and make reasonable adjustment to assessment, as required. *(See further information in student handbook – Access & Equity and AHQT policies and procedures – Assessment Policy).*

Document any adjustments to standard assessment

Reassessment

Where students are found not yet competent, Australian Healthcare Qualifications and Training will provide three further opportunities to achieve competency at no cost. Where a student requests to be re-assessed after the 3 attempts a cost of \$200 per unit will be applied and any attempt thereafter. *(see Assessment Policy for further information).*

Assessment Agreement

An assessment agreement is required to ensure that all students are aware of the process and purpose of an assessment and the requirements that achieve competence in this unit.

Student Full Name:	
Unit Code and Title:	CHCADV001 – Facilitate the interests and rights of clients
Qualification:	

Please tick as appropriate	Yes	No	Comment
The purpose of the assessment has been clearly explained			
Assessment methods and outcomes required have been clearly explained and I understand what is required of me to achieve competency in this unit			
I have been made aware of the Assessment and Appeals Policy			
I have discussed any special needs to be considered during assessment with my assessor			
I understand I have three attempts to complete each task satisfactorily. After three attempts, \$200 per unit will be charged to reassess the unit of competency. If after the fourth attempt I am deemed 'Not Yet Competent', I will be required to do further training before reattempting this unit.			
I give permission for the RTO to use my assignment for assessment moderation / validation purposes.			

I declare that I understand how assessment will take place for this unit. I also understand that work completed towards this assessment must be verifiably my own.

Student's Name: _____

Student's Signature: _____ **Date:** ____ / ____ / _____

Assessor's Name: _____

Assessor's Signature: _____ **Date:** ____ / ____ / _____

Assessment Task 1 - Written Questions

1. List five (5) parties that could be involved with facilitating the needs and interests of a client in your care.

- 1.
- 2.
- 3.
- 4.
- 5.

Assessor Use Only: Satisfactory response provided YES NO

1.b. Choose two (2) of the parties that you have listed above and explain the rights and responsibilities these people have.

- 1.
- 2.

Assessor Use Only: Satisfactory response provided YES NO

1.2. At times there may be situations where there is conflict between a client needs and the organisation requirements. For example; a client wishes to play loud music at 3am. Solution: Ask the client to wear headphones. List another example of a potential conflict, and how you would address it.

Assessor Use Only: Satisfactory response provided YES NO

2. List four (4) examples of information that should be provided to a client relating to their rights, responsibilities and needs.

1.

2.

3.

4.

Assessor Use Only: Satisfactory response provided

YES NO

2.2. When should this information be provided to them?

Assessor Use Only: Satisfactory response provided

YES NO

2.3. What communication strategies would you apply that would assist your client in identifying their preferred options?

Assessor Use Only: Satisfactory response provided

YES NO

3. List three (3) components within the Universal Declaration of Human Rights.

1.

2.

3.

Assessor Use Only: Satisfactory response provided

YES NO

4. Explain your understanding of the relationship between human needs and human rights.

Assessor Use Only: Satisfactory response provided

YES NO

5. How would you assist a client to identify what their needs, interests and choices are? What tools and strategies would you use?

Assessor Use Only: Satisfactory response provided

YES NO

6. List four (4) examples of when rights are infringed or not being met.

1.

2.

3.

4.

Assessor Use Only: Satisfactory response provided YES NO

7. Is it a community service provider's duty of care to assess a person's ability to self-advocate?
(Tick your answer)

Yes

No

Assessor Use Only: Satisfactory response provided YES NO

8. What do you need to consider when assessing a client's competence to self-advocate?

Assessor Use Only: Satisfactory response provided YES NO

9. List five (5) examples of people and organisations you may contact/approach when advocating on a person's behalf.

1.

2.

3.

4.

5.

Assessor Use Only: Satisfactory response provided YES NO

10. When initiating advocacy for a client what process do you take? Who would you consult with and how do you ensure that you uphold the client's rights?

Assessor Use Only: Satisfactory response provided YES NO

11. List six (6) examples of potential barriers to conducting successful advocacy.

1.

2.

3.

4.

5.

6.

Assessor Use Only: Satisfactory response provided YES NO

12. Explain the difference between negotiation and mediation

Assessor Use Only: Satisfactory response provided YES NO

13. Summarise (in between 50 and 100 words) privacy and confidentiality requirements.

Assessor Use Only: Satisfactory response provided **YES** **NO**

14. Describe three (3) ways a worker can apply safety considerations throughout providing support and encouraging people to exercise their rights.

1.

2.

3.

Assessor Use Only: Satisfactory response provided **YES** **NO**

15. Throughout advocacy, situations may arise that pose a risk or potential risk. For the situations listed below, provide a response on how you would manage the risk. For the last line, add a possible situation of your own and provide a response.

Situation	Response
Sporting event – Only access is stairs, client participating is in a wheelchair	
The only dance class that is available in the area has participants aged 30 and younger. Your client is 77	
An elderly client with Parkinson’s disease has made a request to sit in the chair more often instead of just laying the bed. He is quite a heavy man	
A shopping trip has been planned. Your client uses a frame and throughout the activity, you notice one of the aisles is wet. This aisle holds most of the grocery items required. The client insists on conducting the shopping herself.	
Your HACC client looks after her 4-year-old granddaughter every Wednesday from 9am – 3pm. Over the last couple of weeks, you have noticed that your client is becoming increasingly impatient and at times aggressive with the little girl.	
Possible situation of your own:	Response:
Assessor Use Only: Satisfactory response provided YES <input type="radio"/> NO <input type="radio"/>	

16. Your client wants to complain about a recent outing where she felt she was discriminated against. She went to bingo and the men at her table made gestures about her having to run around the table naked if she lost and that because she was the only woman at the table, she should organize morning tea. They also said that she wasn't allowed to go to the tavern next door after the game and that only boys were welcome. She brought it up with the driver on the way back from the activity but felt he didn't assist in a way that met her expectations.

Do you feel this constituted discrimination? Why/Why Not?

Assessor Use Only: Satisfactory response provided

YES NO

16b. What are the steps you take to address the situation?

Assessor Use Only: Satisfactory response provided

YES NO

17. When discussing progress of advocacy/complaint with a client provide three (3) examples of the information you could provide.

1.

2.

3.

Assessor Use Only: Satisfactory response provided

YES **NO**

18. What steps can you take within the scope of your role to ensure progress is reviewed?

Assessor Use Only: Satisfactory response provided

YES **NO**

19. Name the legal and ethical considerations that would impact work practices under the following headings:

Duty of care:

Human rights:

Mandatory reporting:

Discrimination:

Assessor Use Only: Satisfactory response provided YES NO

20. What does it mean to empower someone (in an advocacy context)?

Assessor Use Only: Satisfactory response provided YES NO

21. What are the negative effects on a person when a support workers actions are disempowering towards advocacy?

Assessor Use Only: Satisfactory response provided

YES **NO**

Written Questions Assessment Record

CHCADV001

Facilitate the interests and rights of clients

Reasonable Adjustments made			
------------------------------------	--	--	--

Assessment activity Task 1 – Written Questions	Satisfactory	Not Satisfactory	Assessor Initials
Date: ___ / ___ / _____			

Assessment Guide

Satisfactory	The Assessor has reviewed the Assessment Workbook against the requirements of the Assessment Mode and is satisfied that all requirements have been met.
Not Satisfactory	The Assessor has reviewed the Assessment Workbook against the requirements of the Assessment Mode and is not satisfied that all requirements have been met.

Re- Assessment

___ / ___ / _____			
___ / ___ / _____			
___ / ___ / _____			
___ / ___ / _____			

Competency Record

Unit Code & Title:	CHCADV001 Facilitate the interests and rights of clients
Student Name:	
Assessment Strategies:	Satisfactory Unsatisfactory
	Assessment Task 1 – Written Questions
Student Feedback:	
Assessor Declaration:	<p>Evidence of Competency is:</p> <p style="text-align: center;">Valid Authentic Sufficient Current</p> <p>All the above assessment modes have been met</p> <p>The assessment has been modified due to Reasonable Adjustment (see below)</p> <p>Gaps in performance were identified and reassessment completed (as per record of results)</p> <p>Feedback given to student: Written (above) Email (attached)</p>
Assessor's Name	
Assessor's Signature:	Date: ____ / ____ / _____