



**AUSTRALIAN  
HEALTHCARE**  
QUALIFICATIONS & TRAINING

# Learner Assessment

## Task 1 - Written Questions

**Unit Code: CHCAGE001**

**Unit Title: Facilitate the empowerment of older people**

**Qualification:**

**Participant Name:** \_\_\_\_\_

Version Control:

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# Assessment Information

<b>Unit Code &amp; Title:</b>	<b>CHCAGE001 – Facilitate the empowerment of older people</b>
<b>Unit Descriptor:</b>	The focus of this unit is to apply 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.
<b>Application of the Unit:</b>	This unit applies to support workers in residential or community contexts.
<b>Elements:</b>	<ol style="list-style-type: none"> <li>1. Develop relationships with older people</li> <li>2. Provide services to older people</li> <li>3. Support the rights of older people</li> <li>4. Promote health and reablement of older people</li> </ol>
<b>Performance Knowledge:</b>	<p>Evidence must be shown of learner’s 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>• 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"> <li>- Employing flexible, adaptable and person-centred approaches to empower the individual</li> <li>- Recognising and responding appropriately to situations of risk or potential risk</li> </ul> </li> <li>• Used oral communication skills to maintain positive and respectful relationships</li> </ul>
<b>Knowledge Evidence:</b>	<p>The learner 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"> <li>• Structure and profile of the aged care sector: <ul style="list-style-type: none"> <li>- Residential aged care sector, home and community support sector, current best practice service delivery models</li> <li>- Relevant agencies and referral networks for support services</li> </ul> </li> <li>• Key issues facing older people, including: <ul style="list-style-type: none"> <li>- Stereotypical attitudes and myths and the impact of social devaluation on an individual’s quality of life</li> </ul> </li> <li>• Implications for work in the sector, including: <ul style="list-style-type: none"> <li>- Concepts of positive, active and healthy ageing</li> <li>- Rights-based approaches, person-centred practice, consumer directed care, palliative approach</li> <li>- Empowerment and disempowerment, re-ablement and effective re-ablement strategies</li> </ul> </li> <li>• The ageing process and related physiological and psychological changes, including sexuality and gender issues</li> <li>• Strategies that the older person may adopt to promote healthy lifestyle practices</li> <li>• Legal and ethical considerations for working with older people, including: <ul style="list-style-type: none"> <li>- Codes of practice, discrimination, dignity of risk, duty of care, human rights, privacy, confidentiality and disclosure</li> <li>- Work role boundaries – responsibilities and limitations, work health and safety</li> </ul> </li> </ul>

	<ul style="list-style-type: none"> <li>• Indicators of abuse and/or neglect, including physical, sexual, psychological, financial</li> <li>• Reporting requirements for suspected abuse situations</li> <li>• The impact of own attitudes on working with older people</li> </ul>
<b>Assessment Conditions</b>	<p>All aspects of the performance evidence must have been demonstrated using simulation prior to being demonstrated in the workplace. The following conditions must be met for this unit:</p> <ul style="list-style-type: none"> <li>• Use of suitable facilities, equipment and resources, including: <ul style="list-style-type: none"> <li>- Relevant organisation policies and procedures</li> <li>- Relevant aids to assist with independent living</li> </ul> </li> </ul>

# Instructions to the student

## Purpose of this assessment

This Assessment is designed to test your knowledge and skills against the criteria that is required in order for you 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.

## Methods of Assessment

The assessments have been developed in consideration to assessment requirements, learning environment and the expectations by industry.

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 – Written Questions –** The Written Questions provided in this assessment kit are required to be completed. Assessment Task 1 may be completed within allocated training time or during periods of self-study.

**Assessment Task 2 – Case Studies –** The Case Study/ies provide an opportunity for you to demonstrate your knowledge and skills aligned to settings that reflect your industry. Written answers to questions relating to the different case studies is required. You are required to read the case studies and answer all the questions satisfactorily. Assessment Task 2 may be completed within allocated class time or during periods of self-study.

**Assessment Task 3 – Simulated Practical–** This practical project provides an opportunity for you to demonstrate your competency in a practical real work setting. You are required to read the project instructions This may include; collecting and providing documents, providing answers/information to the items listed and/or providing answers to written questions. You are to complete the project without the guidance from the Trainer/Assessor. Where you are not able to undertake the practical project in the workplace, your Trainer /Assessor will provide you support by creating a simulated situation. Where a simulated environment has been created your Trainer/Assessor will record this as a reasonable adjustment to the assessment method.

**Assessment Task 4 – Observation/Demonstration –** This assessment task enables you to demonstrate your practical skills and knowledge in a workplace context against specified criteria and observed by either your Assessor or Workplace Supervisor. You are to read the instructions provided in this section and completed the tasks while being observed. Either your supervisor or assessor will complete an observation checklist recording either a satisfactory or unsatisfactory performance. Please familiarise yourself with both the task instructions and the observation checklist to identify what the observer is looking for.

Where your demonstration is being observed by the supervisor, your assessor will contact the supervisor to confirm the demonstration and will follow up by asking you verbal questions about the task demonstrated.

## Resources needed for assessment:

- Simulated environment that reflect real working conditions by modelling industry operating conditions and contingencies as well as using suitable facilities, equipment and resources.
- 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
- Log book/journal for work placement

## 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.

If you have been given a Not Satisfactory assessment outcome you will be given the chance to review with your assessor and discuss the area/s for improvement and time will be elected where you will be required to resubmit the Assessment Workbook as per the assessor's instructions. If you receive a Satisfactory outcome for the individual Assessment Mode, then this outcome will contribute to final judgement of competency for this unit.

## **Reasonable Adjustment**

Special consideration may be applied, and reasonable adjustment given to this assessment, as required. *(See further information in student handbook – Access & Equity and RTO policies and procedures – Assessment Policy)*

Any adjustments made to standard assessment will be documented clearly in assessment kit either at the front of the booklet or in the individual competency record.

### **Document any adjustments to standard assessment**

## **Reassessment**

Where you are found not yet competent, the RTO will provide three further opportunities to achieve competency at no cost. If you request 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.

<b>Student Full Name:</b>	
<b>Unit Code and Title:</b>	<b>CHCAGE001 Facilitate the empowerment of older people</b>
<b>Qualification:</b>	

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

## Assessment description

This assessment task requires you to provide answers to the listed written questions.

1. **In your own words (75-150) describe your understanding of the aged care sector, services available and agencies and networks that support providing aged care services to people.**

**Assessor Use Only:** Satisfactory response provided

YES  NO

2. In your own words (50-100), describe ageism and current key issues facing older people. In your answer, detail how this can impact on an older person's quality of life and care.

Assessor Use Only: Satisfactory response provided

YES  NO

2.2 How might your attitude towards older people impact your role.

Assessor Use Only: Satisfactory response provided

YES  NO

**3. Describe a minimum of five (5) concepts and approaches you can adopt when providing services.**

1.

2.

3.

4.

5.

**Assessor Use Only:** Satisfactory response provided

**YES**  **NO**

**3.2 For the five (5) concepts/approaches selected above, provide an example of how you could achieve each of them.**

1.

2.

3.

4.

5.

**Assessor Use Only:** Satisfactory response provided

**YES**  **NO**

4. Provide a summary of the ageing process and how it affects and changes a person physically and psychologically.

Assessor Use Only: Satisfactory response provided

YES  NO

- 4.1. How would you support a person who seems distressed by the impact of changes associated with age are having on them and their ability to carry out daily living activities?

Assessor Use Only: Satisfactory response provided

YES  NO

5. List eight (8) strategies that an older person may apply to maximise engagement and promote healthy lifestyle practices.

1.

2.

3.

4.

5.

6.

7.

8.

**Assessor Use Only:** Satisfactory response provided

YES  NO

**5.1 How can you support and encourage a person to maximise engagement towards achieving a healthy lifestyle?**

**Assessor Use Only:** Satisfactory response provided

**YES**  **NO**

**6. Provide an overview of your knowledge and understanding of the following legal and ethical considerations. Aim to write between 50-100 words for each.**

- Duty of care
- Human rights and what actions to be taken if a breach in human rights is identified
- Privacy and confidentiality

**Assessor Use Only:** Satisfactory response provided

**YES**  **NO**

6.1 List a minimum of five (5) other legal and ethical considerations you will apply within your role working with older people

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

Assessor Use Only: Satisfactory response provided

YES  NO

7. Complete the table by providing examples of the indications you may identify that would suggest an older person is being abused or neglected.

Abuse	Signs and Indicators
Physical	
Sexual	
Financial	
Psychological	
Social	

Assessor Use Only: Satisfactory response provided

YES  NO



8. Where an abusive situation or a breach of human rights is recognised, what actions would you take?

Assessor Use Only: Satisfactory response provided

YES NO

9. List a minimum of five (5) situations where the potential for risk is increased due to the effects associated with ageing.

1.

2.

3.

4.

5.

Assessor Use Only: Satisfactory response provided

YES  NO

**9.1 When considering the potential risks what information must you rely on?**

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

**9.2 What actions can you take to limit the risks?**

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

# Written Questions Assessment Record

CHCCAGE001	Facilitate the empowerment of older people
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Reasonable Adjustments made			
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Assessment activity Task 1 – Written Questions	Satisfactory	Not Satisfactory	Assessor Initials
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Date: ___ / ___ / _____			
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### Assessment Guide

<b>Satisfactory</b>	The Assessor has reviewed the Assessment Workbook against the requirements of the Assessment Mode and is satisfied that all requirements have been met.
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<b>Not Satisfactory</b>	The Assessor has reviewed the Assessment Workbook against the requirements of the Assessment Mode and is not satisfied that all requirements have been met.
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### Re- Assessment

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

## Competency Record

<b>Unit Code &amp; Title:</b>	<b>CHCAGE001 Facilitate the empowerment of older people</b>
<b>Student Name:</b>	
<b>Assessment Strategies:</b>	Satisfactory      Unsatisfactory
	Assessment Task 1 - Written Questions
<b>Student Feedback:</b>	
<b>Assessment Result:</b>	<p>The participant is COMPETENT</p> <p>The participant is NOT YET COMPETENT</p>
<b>Assessor Declaration:</b>	<p>Evidence of Competency is:</p> <p>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>
<b>Assessor's Name:</b>	
<b>Assessor's Signature:</b>	Date: ____ / ____ / _____