CHCADV005

Provide systems advocacy services

Unit/Assessment Mapping (Extract)

◼ Unit mapping

KQ: Knowledge questions PT : Performance tasks	KQ	PT
Elements and performance criteria		
1 Obtain, analyse and document information		
1.1 Research information about particular issues relating to client rights and interests and document accordingly	Q 1.1	T 1
1.2 Conduct consultations with colleagues, clients, carers and other stakeholders to identify and define issues of concern	Q 1.2	T 1
1.3 Collate information into appropriate format for communicating with, and distributing to, relevant agencies and stakeholders	Q 1.3	T 1
2 Work with stakeholders to develop strategies to address identified needs		
2.1 Develop and maintain close working relationships and networks with relevant stakeholders	Q 2.1	T 2.a
2.2 Organise formal meetings, working groups and other activities to develop policy statements, action plans, strategies, projects and programs to address identified needs	Q 2.2	T 2.b
2.3 Document appropriate, relevant and agreed plans to address needs identified with stakeholder organisations	Q 2.3	T 2.c
3 Advocate for and facilitate the implementation of strategies developed to address the rights and interests of clients		
3.1 Prepare submissions for resources to implement identified strategies, projects and action plans	Q 3.1	T 3.a
3.2 Where appropriate, contribute to relevant government policy development	Q 3.2.a, Q 3.2.b	T 3.b
3.3 Work with consumers and other stakeholders to implement relevant projects and action plans	Q 3.3	T 3.c
3.4 Pursue opportunities and provide comments on policy documents, legislation, project plans and other relevant documents relating to client rights and interests	Q 3.4	T 3.d

KQ: Knowledge questions PT : Performance tasks	KQ	PT
4 **Contribute to service improvements**		
4.1 Gather feedback from key stakeholders on access, effectiveness of services, satisfaction, service gaps and areas for improvement	Q 4.1	T 4
4.2 Consult with stakeholders to identify culturally appropriate systems and services, and compare to current practices	Q 4.2	T 4
4.3 Respond appropriately to breaches of rights in service delivery in line with organisation and legal complaints processes	Q 4.3	T 4
4.4 Provide information about identified needs, possible improvements and recommendations for change to organisation and other relevant parties	Q 4.4	T 4
4.5 Provide progress and other reports and feedback to key people according to organisation requirements	Q 4.5	T 4
5 **Advocate to improve coordination between services**		
5.1 Develop working relationships with other services and community groups to promote and advocate improved linkages and service coordination	Q 5.1	T 5.a
5.2 Identify and develop appropriate strategic alliances and partnerships	Q 5.2.a, Q 5.2.b	T 5.b
5.3 Proactively participate in decision making forums, committees, working groups and other strategic opportunities to advocate for improved service provision	Q 5.3	T 5.c
5.4 Collaboratively develop strategies that incorporate priorities of each organisation and address any barriers or areas of conflict	Q 5.4	T 5.c
5.5 Collaboratively work to develop, implement and evaluate a framework for change	Q 5.5	T 5.c
6 **Evaluate outcomes**		
6.1 Review advocacy outcome in line with organisation and stakeholder objectives	Q 6.1	T 6.a
6.2 Identify lessons learned and areas requiring change	Q 6.2	T 6.b
6.3 Identify opportunities for continued improvement and additional strategies	Q 6.3	T 6.c

KQ: Knowledge questions PT : Performance tasks	KQ	PT
Knowledge evidence		
Universal declaration of human rights	Q 7.1	
Relationship between human needs and human rights	Q 4.3	
Human rights frameworks, approaches, instruments	Q 4.3	
Legal and ethical considerations for advocacy work and how these are applied in organisations, including: ■ duty of care ■ human rights ■ mandatory reporting ■ discrimination ■ confidentiality, privacy, disclosure ■ informed consent ■ organisation and legal complaints processes ■ power of attorney ■ guardianship including the legal status of parents and guardians of people under the age of 18 ■ rights and responsibilities of clients, workers and organisations	Q 4.3	
Structural, political and other social factors which operate to maintain discrimination against clients, consumers and service users	Q 7.2	
Specific range of issues affecting the client group	Q 1.1	
Context and relationship of client issues to community, society and government policy	Q 2.2, Q 3.1, Q 3.2.a, Q 3.2.b	
Key stakeholders and how to access them	Q 2.1	
Functions of advocacy: ■ raising awareness ■ acting ■ writing	Q 2.3, Q 3.3	
Political lobbying processes, including electronic campaigning and use of media (traditional, social and digital) for advocacy purposes	Q 3.2.a, Q 3.2.b	
Relevant agencies and services which may assist in promoting and advocating	Q 2.1	
Balance between the rights of the general community and the rights of people with specific issues	Q 2.3, Q 3.3	
Power and power structures	Q 7.3	
Community consultation, participation and decision-making processes	Q 1.2	
Processes and structures relevant to organisation goals and objectives or work role	Q 7.4	

KQ: Knowledge questions PT : Performance tasks	KQ	PT
Industry culture	Q 5.1	
Models of negotiation	Q 7.5	
Models of management and leadership	Q 5.2.a, Q 5.2.b, Q 7.6	
Advocacy issues relating to: ■ alcohol and other drugs ■ cultural and linguistic diversity ■ risk of self-harm ■ women ■ men ■ people under 18 years of age ■ ageing ■ disability ■ chronic illness ■ community education ■ Aboriginal and Torres Strait Islander people ■ mental health ■ lesbian, gay, bi-sexual, transgender, intersex (LGBTI) ■ migrants and refugees	Q 7.7	

Performance evidence

Provided systems advocacy for 1 specific client or client group or community to achieve a specific outcome including: ■ consulted with members of the client group and/or community to identify issues and concerns ■ facilitated 1 formal meeting with the client or client group or community to develop strategies for action ■ pursued opportunities to advocate, mediate and negotiate through community organisations and government agencies ■ represented client issues within broader social, political and community structures ■ identified 1 opportunity for improved service delivery within the organisation and provided recommendation(s) for change	T 5.c, T A.1, T A.2, T A.3, T A.4

Trainer/ assessor user instructions

smallprint training and assessment materials are a commercially produced resource designed to support and underpin a Registered Training Organisation's (RTO's) delivery strategies.

smallprint resources

As a provider of commercially available resources to a range of client organisations, smallprint is aware of and considerate of their clients' need to be compliant with quality standards such as NVR, AQTF and State VET Regulations.

smallprint ensures that all its resources are current according to information provided by the official National Register of Information on Training Packages, training.gov.au (TGA).

smallprint assessment tools are mapped against:
- elements and performance criteria
- performance evidence
- knowledge evidence

The RTO must conduct their own validation and mapping to verify that the assessment tools and instruments used:
- enable the collection of evidence that complies with the principles of assessment and the rules of evidence
- can be used by different trainer/ assessors
- can be consistently applied in a range of assessment situations
- fit effectively with the RTO's TAS

If any gaps are identified the RTO must develop their own evidence gathering methods, assessment tools or activities to address these gaps.

If used correctly smallprint assessment tools should provide the basis for a comprehensive assessment in accordance with the rules of evidence and the principles of assessment.

smallprint does not promote that the use of their resources by RTOs will ensure compliance with all VET Regulations.

There are a number of requirements which impact on compliance with VET Regulations and it is the responsibility of the RTO to meet those requirements including the development of their own Training and Assessment Strategy (TAS) or Learning and Assessment Strategy (LAS).

smallprint resources consist of:
- a learning resource
- an assessment workbook

Learning resource

The smallprint learning resource provides content for learning and new skills development.

Each resource is divided into topics which relate directly to the learning elements and performance criteria for each unit.

At the end of each section the learner is provided with:

- a set of true or false questions
- a set of multi choice questions

These questions are self-marking and do not form part of the assessment for the unit. They provide an opportunity to test their understanding of their progress.

The resource is designed for self-paced learning but is also suitable for face to face or workshop delivery.

Trainer/ assessor requirements

The trainer/ assessor should provide supplementary information including interpretation of the contents of this resource.

They should initiate discussion about the subject matter and should encourage the learner to contribute their own experiences and interpretations of the material.

The learner should be encouraged by their trainer/ assessor to undertake additional research.

This might include:

- reading
- reflection
- drawing upon their knowledge in practice situations beyond what has been facilitated by the trainer

It is not necessary to work through the guides in the order in which they are written; however this is at the discretion of the trainer/ assessor.

Assessment workbook

The assessment workbook contains the following sections:
- about this unit
- what is competency based training
- how will my competency be assessed
- the tools that will be used to assess competency including:
  - assessment agreement
  - foundation skills checklist
  - skills recognition (RPL) checklist
  - knowledge questions
  - third party agreement
  - performance tasks
  - completion record

Trainer/ assessor requirements

The trainer/ assessor needs to ensure the learner understands:
- the structure of units of competency
- this specific unit
- how competency-based assessment works
- assessment conditions applicable to this unit
- resources required for assessment
- rules of evidence
- reasonable adjustment to ensure equity in assessment for people with disability or with special needs
- complaints and appeals procedures
- what constitutes competency
- your role as a trainer/ assessor

Assessment agreement

Purpose

To ensure that the learner understands the assessment process.

Trainer/ assessor requirements

The trainer/ assessor needs to ensure the learner understands:

- how and when the assessment will occur
- the tools that will be used to collect evidence
- the assessment conditions that apply to this unit
- adjustments available if special needs apply
- their rights in relation to complaints and appeals
- all work must be their own
- plagiarism is not acceptable

The learner and the trainer/ assessor both need to sign this form.

■ Foundation skills checklist

Purpose

To determine foundation skills as defined for this unit of competency.

Trainer/ assessor requirements

Foundation skills are generally defined as:

- LLN Skills
  - reading
  - writing
  - oral communication
  - numeracy
- Employability skills
  - navigate the world of work
  - interact with others
  - get the work done

Different training packages identify foundation skill requirements in a variety of ways.

In some packages foundation skills are described as being explicit in the performance criteria of the unit of competency.

In others specific foundation skills are identified for individual units of competency.

In others all foundation skills are identified separately.

The trainer/ assessor need to identify the foundation skills levels of the learner to determine whether they have the skills to cope with the training, or whether additional support needs to be provided.

The trainer/ assessor should source and use foundation skills assessment methodologies that are suitable for their learning cohort.

On completion of the assessment the trainer/ assessor should record their final comment and mark as satisfactory/ not satisfactory as appropriate.

Skills recognition assessment

Purpose

To obtain evidence of existing skills and knowledge through:
- previous training courses
- workplace documents
- skills obtained through unpaid work
- references
- other

Trainer/ assessor requirements

The trainer/ assessor needs to determine how they wish to use this section.

Evidence of existing skills may be provided for parts of this unit. This may mean that some of the knowledge questions or performance tasks do not need to be completed.

Where this is done trainer/ assessors should clearly identify and inform the learner what is required.

RTOs may wish to use this section as a Recognition of Prior Learning (RPL) process.

However the trainer/ assessor need to ensure that the evidence provided meets the principles of assessment and rules of evidence.

On completion of the assessment the trainer/ assessor should record their final comment and mark as satisfactory/ not satisfactory as appropriate.

Knowledge questions

Purpose

To obtain evidence of the learner's essential knowledge as outlined in the:
- elements and performance criteria for this unit
- knowledge evidence for this unit

The questions address each performance criteria and are designed to elicit responses that provide evidence of the essential knowledge. The questions are also designed to include the specific knowledge requirements that relate to performance criteria.

Where essential knowledge requirements have not been referred to in performance criteria, additional questions are provided.

Trainer/ assessor requirements

The trainer/ assessor needs to determine which questions need to be answered to ensure a satisfactory outcome.

The trainer/ assessor should provide clear instructions to the learner as to:
- which questions should be answered
- the manner in which responses should be presented eg, hand written in the space provided, in a word processed document, verbally, on-line
- whether additional questions need to be answered

The questions are designed to be answered in written format. The trainer/ assessor may ask for verbal responses. Where verbal responses are provided the trainer/ assessor needs to clearly note this and ensure that responses are recorded verbatim.

When questions are answered the trainer/ assessor should provide feedback to the learner. Where responses are unsatisfactory the learner should be given the opportunity to provide additional information.

On completion of each answer the trainer/ assessor should record their final comment and mark as satisfactory/ not satisfactory as appropriate.

Third party evidence collection agreement

Purpose

To provide third parties with clear instructions about their role.

Trainer/ assessor requirements

The performance tasks has been designed to be observed by either a trainer/ assessor or a third party.

This allows for the fact that some tasks may not be directly observable by the trainer/ assessor due to:
- the complexity of the task
- the need for tasks to be repeated or observed over time
- the presence of an observer may compromise workplace safety
- work activities involving issues of confidentiality and privacy

Where a third party is used to observe the tasks the trainer/ assessor must ensure that the third party clearly understands their role and that they are in a position that allows them to regularly and consistently observe the learner's work performance.

They must be informed that:
- they are not required to conduct the assessment
- their feedback is sought as confirmation that the learner has demonstrated the skills covered in the unit to the standard required
- the assessment decision will be made by a qualified assessor

They must also be informed of:
- the tasks to be observed
- the type and the quantity of evidence to be collected and reported
- the number of performances to observe
- the questions to ask to confirm understanding of the tasks
- the time frames and performance standards applicable to the learner's work performance
- the environment in which the tasks should be performed
- how to record their observations

The third party evidence collection agreement should then be signed.

■ **Performance tasks**

Purpose

To obtain evidence of the learner's ability to:
- perform the tasks outlined in the elements and performance criteria
- perform the specific requirements outlined in the performance evidence

The tasks address:
- individual performance criterion
- where appropriate a group of performance criteria or an element of competency

The tasks are also designed to include the specific performance evidence requirements that relate to performance criteria. Where performance evidence requirements have not been included in performance criteria additional tasks are provided.

The tasks are designed to be observable and provide evidence that the learner has the necessary skills. Observations should occur over a period of time. Performance can be observed in an actual workplace or in a simulated environment.

Some units will require that certain tasks are performed a specific number of times.

Trainer/ assessor requirements

The trainer/ assessor needs to determine which of the tasks need to be performed to ensure a satisfactory outcome.

The trainer/ assessor should provide clear instructions to the learner as to:
- when the tasks are to be performed
- where the tasks are to be performed
- what they are required to do
- how many times the tasks are to be performed
- who will be observing them
- whether additional tasks need to be answered

Where tasks cannot be easily be observed they can be assessed using role plays and simulations. If performance of particular tasks cannot be observed you might enter into a discussion with the learner or ask them to explain a procedure. In some instances tasks might relate to the production of work products (portfolios/ documents/ outcomes). Although it might not be possible for the trainer/ assessor to observe the total process, the end product of work can provide evidence of performance.

When tasks have been completed the trainer/ assessor should provide feedback to the learner. Where performance is unsatisfactory the learner should be given the opportunity to attempt the task/s again.

Where the tasks have been observed by a third party the trainer/assessor should discuss with the third party what has been observed to ensure that all relevant criteria have been covered and that evidence provided meets the principles of assessment and rules of evidence. This should be recorded as part of the trainer/ assessor comments.

On completion of each task the trainer/ assessor should record their final comment and mark as satisfactory/ not satisfactory as appropriate.

Completion record

Purpose

To record the results of work completed in the assessment workbook.

Trainer/ assessor requirements

The trainer/ assessor needs to ensure that the:
- assessment conditions for this unit were met
- learner answered all questions required to the expected standard
- learner performed all the tasks required to the expected standard
- learner has been provided with comments and feedback regarding any additional assessment requirements

The completion record should be completed and signed by the learner and trainer/ assessor.