**Assessment Kit**

**CHC33021 Certificate III in Individual Support - Disability**

Student Name:

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| SECTION C | WORKPLACE ASSESSMENT |

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# **General Information for All**

## **Competency Conversations (CC) Document**

The Competency Conversations (CC) document is an assessment instrument used to record structured discussions and practical demonstrations relating to each unit of competency.

These conversations and demonstrations are essential for ensuring that the Principles of Assessment and Rules of Evidence are met. The process includes competency conversations integrated with workplace role play scenarios to verify that individuals can apply their skills and knowledge in real or simulated workplace environments.

Typically, multiple conversations and demonstrations occur before a final assessment decision is made. Section C provides a structured framework and guidelines for conducting Competency Conversations consistently across various data collection methods, including observation of simulated tasks and detailed discussions regarding underpinning knowledge and decision-making processes.

**Important Notice – Recognition of Prior Learning (RPL) Only**

At this time, Traxion Training does not offer training or coursework delivery for this qualification. Our services are currently for Recognition of Prior Learning (RPL) assessments only. This means Traxion Training will assess and validate the skills and knowledge the student have already acquired through work and life experience.

## **Arranging Competency Conversations**

Competency Conversations may be conducted using one or more of the following methods, depending on the context and access to workplace or simulated environments:

1. **Video Conferencing:**
   * Competency Conversations can be conducted virtually using platforms such as Zoom or Microsoft Teams. This allows for the observation of tasks and participation in role play scenarios remotely, while maintaining real-time interaction.
2. **In-Person at the Workplace:**
   * Competency Conversations can also take place onsite, with observations and role play scenarios conducted directly in the workplace or simulated workplace environment. This method supports hands-on demonstration of skills and active engagement in realistic scenarios.

## **Types of Stakeholders in Workplace Role Play Scenarios**

To ensure the assessment reflects real-world applications, role play scenarios during Competency Conversations may involve the following types of stakeholders:

**Simulated Stakeholders**

Competency Conversations may be conducted with simulated stakeholders, such as colleagues, team members, or others acting in relevant roles. This approach is commonly used when real workplace stakeholders are unavailable or when recreating specific workplace situations is necessary for assessment purposes.

**Real Workplace Stakeholders**

Competency Conversations may also be conducted in a real workplace setting with actual workplace stakeholders, such as supervisors, clients, or co-workers. This provides an authentic environment to demonstrate the application of required skills and knowledge.

## **Scheduling Flexibility**

**Competency Conversations may occur in a single session or be spread across multiple sessions, depending on the agreed arrangements. Flexibility in scheduling accommodates operational needs and individual commitments to ensure the process is conducted efficiently and effectively.**

# **Assessor Instructions**

## **Appointment Scheduling Protocol:**

* The Student Support Team (SST) or the assessor will reach out (e.g. via email) to the student to schedule an appointment and arrange a suitable method and time to conduct the required role play.
* If the student does not respond to the initial contact, the Student Support Team (SST) will follow up with another email, phone call and/or SMS to ensure the appointment is successfully arranged.

## **Data Collection Methods and Quality Assurance**

To maintain consistent data quality across different collection methods, assessors must adhere to the following guidelines:

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| **Aspect** | **Video Conferencing** | **In-Person Interviews** |
| **Environment** | The student is required to be in a quiet environment with reliable internet access and necessary equipment, such as a camera, speaker, and keyboard, to facilitate clear communication. The student must also be at their workplace during the session. | The student must be in a suitable and private location that fosters open and honest conversation, with an environment that supports clear communication. The student is also required to be at their workplace during the session. |
| **Consent** | Inform the student of any recording requirements and obtain consent from both the student and the workplace before proceeding. Ensure compliance with privacy laws by securing workplace consent in advance. | Inform the student of any recording requirements and obtain consent from both the student and the workplace before proceeding. Ensure compliance with privacy laws by securing workplace consent in advance. |
| **Role Play** | Use the provided set of role play scenarios and benchmarks from this document for each unit of competency to ensure consistency, regardless of the platform used. Please note that the benchmarks serve as guidelines with examples of detailed responses. Assessors should maintain flexibility when assessing the student’s responses, as it is not expected for students to follow the benchmark examples word for word. | Use the provided set of role play scenario and benchmarks from this document for each unit of competency to ensure consistency, regardless of the platform used. Please note that the benchmarks serve as guidelines with examples of detailed responses. Assessors should maintain flexibility when assessing the student’s responses, as it is not expected for students to follow the benchmark examples word for word. |
| **Recording** | Please note that while it is best practice to record these sessions to allow assessors to review responses later, not all workplaces permit students to do so. Regardless of whether the session is recorded, assessors are required to document student responses in writing. If recordings are permitted and used, it is essential to obtain consent from both the student and the employer beforehand. Additionally, all recordings must be stored securely and handled in compliance with relevant privacy policies and legal requirements. | Please note that while it is best practice to record these sessions to allow assessors to review responses later, not all workplaces permit students to do so. Regardless of whether the session is recorded, assessors are required to document student responses in writing. If recordings are permitted and used, it is essential to obtain consent from both the student and the employer beforehand. Additionally, all recordings must be stored securely and handled in compliance with relevant privacy policies and legal requirements. |
| **Consistency of Data** | Ensure that data collected via video conferencing aligns with data collected in-person, maintaining the same assessment criteria and training package alignment. | Ensure that the data collected in-person aligns with data collected via video conferencing, adhering to the same assessment criteria and training package requirements. |
| **Evidence Collection** | Utilise video capabilities to gather visual evidence, alongside verbal descriptions and document review, maintaining consistency with other methods. | Ability to observe the student in action and collect visual evidence directly, alongside verbal descriptions and document review, ensuring consistency with other methods. |

## **Recording and Privacy Compliance**

When using platforms like Zoom, Teams, or conducting in-person assessments to record conversations, ensure the following:

* Obtain prior consent from both the student and the workplace. To seek employer consent, the assessor can follow these steps:
  1. Provide Clear Information: Send a formal written request to the employer, outlining the purpose of the recording, what it will involve, and how it relates to the student's assessment. Include details about the duration, the method of recording (e.g., Zoom, Teams, in-person), and how the recording will be used and stored.
  2. Explain Privacy and Confidentiality: Clearly state how the recording will comply with privacy laws, ensuring that sensitive information will be kept confidential and securely stored. Provide reassurance that the recordings will only be accessible to authorised personnel.
  3. Obtain Written Consent: Include a consent form that the employer can sign, which confirms they understand and agree to the recording process. Make sure the consent form explicitly covers:
     1. The type of recording
     2. How and when the recording will be conducted
     3. The intended use of the recordings
     4. Acknowledgement of privacy protections
  4. Offer an Opportunity for Questions: Encourage the employer to ask questions or raise concerns before giving consent, providing contact details for follow-up.
  5. Follow Up: If there is no response within a specified timeframe, follow up with a polite reminder via phone or email to ensure they have received and understood the request.
* Inform all parties about the purpose and duration of the recording.
* Ensure a quiet and private environment to maintain confidentiality.
* Confirm that the recording equipment (camera, microphone, etc.) is working properly before the session begins.
* Store the recordings securely in compliance with privacy policies and procedures.

## **Conducting the Competency Conversation**

The Competency Conversation (CC) provides an opportunity for the student to demonstrate their knowledge and skills against all the training package requirements for the course, as outlined on [www.training.gov.au](http://www.training.gov.au/).

**Important:** Students should be provided with this conversation tool prior to the interview, allowing them time to prepare. Note that student responses may vary based on their individual workplace experience.

## **Steps to Complete the Competency Conversation Recording Tool**

1. **Preparation:**
   1. Identify the Units of Competency (UoCs) to be assessed during the CC session.
   2. Exclude any units identified and confirmed/verified as Credit Transfer (CT) from this session.
   3. Plan multiple conversations with the candidate prior to the final competency conversation to cover all necessary areas.
   4. **Provide Questions to Students:** After enrolment and before scheduling the appointment, provide students with this conversation tool so that they can adequately prepare.
2. **Creating a Comfortable Environment:**
   1. Ensure the student feels at ease and supported throughout the conversation.
   2. Determine if any reasonable adjustments are required to perform the interview effectively.
3. **Explaining the Process:**
   1. Remind the student of the RTO’s internal and external complaints and appeals processes (refer to the Student Handbook).
   2. Ensure the student understands what can and cannot be included as evidence, including the required frequency of examples, specific environments, necessary materials or equipment, all in accordance with the training package requirements.
4. **Summarising Findings:**
   1. Summarise findings in the **Assessment Criteria** section.
   2. Add more pages if necessary to accommodate all relevant information.
5. **Utilising the Assessment Conditions Checklist (ACC):**
   1. **Student and Assessor Use:** Students must ensure that all necessary facilities, equipment, and resources are accessible for the assessment. They have already submitted a self-declaration prior to enrolment confirming access to these items, and during the assessment, they should confirm their ability to use them. Assessors will verify this and assess the student’s familiarity with the items through the provided questions.
6. **Section A and Section B Integration:**
   1. Assessors will use responses from Section C and cross-reference them with Section A (Self-Reflection Questionnaire), given prior to enrolment, and the workplace evidence provided in Section B (Evidence Portfolio). This ensures consistency between the student's self-declaration, submitted evidence, and their responses during the CC.

## **Checking Section C with Sections A and B**

As an assessor, your role during Section C – Competency Conversations is to evaluate the student’s responses and performance claims by cross-referencing their self-reflection in Section A and the workplace evidence in Section B.

Before conducting the competency conversation:

1. Review Section A and Section B:
   * Ensure you are familiar with the student’s self-reflection responses (Section A) and the workplace documents they have submitted (Section B).
2. Verify Evidence During the Conversation:
   * Cross-check the student’s verbal responses with the evidence provided in their workplace documents.
3. Document Responses:
   * Take detailed notes of the student’s responses to assess the consistency of their explanations against Sections A and B.

The conversation questions in Section C are designed to draw on the evidence provided in Section B. The assessor should refer to specific documents submitted in Section B (e.g., workplace policies and samples) to guide the conversation and confirm the student’s adherence to their workplace policies and procedures.

# **Student Instructions**

## **Purpose:**

Workplace Assessment are role play scenarios between you and the assessor to evaluate your skills and knowledge using workplace examples, conducted either via video conferencing or in person at your workplace.

## **Competency Conversations: Instructions for Students**

**Preparation:**

* You will receive a list of roleplay scenarios before your Competency Conversation to help you prepare.
* Review the roleplay scenarios and think about how your workplace experiences demonstrate your competencies.
* Gather any additional evidence or examples that showcase your skills and knowledge.
* Ensure that you have access to the necessary facilities, equipment, and resources listed in the Assessment Conditions Checklist (ACC) during the assessment.

**Workplace Consent:**

* Seek approval from your workplace to record the workplace assessment session and allow assessors access to the workplace, either via video conferencing or in person.
* If your workplace does not approve recording, the workplace assessment may still proceed, but all mandatory facilities, equipment, and resources from the ACC must be accessible for the assessment.
* Inform your workplace supervisor or employer that your assessor will contact them via email to seek consent for recording and access to the workplace.

**Video Conferencing:**

* Ensure you are in a quiet environment with reliable internet access.
* Have all necessary equipment (camera, speaker, keyboard) to facilitate clear communication.
* You must be at your workplace during the session.

**In-Person Interviews:**

* Be in a suitable and private location to ensure open and honest conversation.
* Ensure the environment supports clear communication.
* You are required to be at your workplace during the session.

**During the Conversations:**

* Provide honest and detailed responses using specific examples from your workplace.
* Refer to the ACC to confirm that the required resources and conditions are met.

**Post-Conversations:**

* Review the feedback provided by your assessor.
* Submit any additional information or clarification if requested to support your assessment.

## **Communication Protocols**

* **Contacting the Student:** The SST or assessor will reach out via email to schedule workplace assessment. If you do not respond, they will attempt to contact you via phone call and/or SMS.
* **Accessibility:** If you require any adjustments to participate in the workplace assessment, inform your assessor or the Student Support Team in advance to accommodate your needs.

#### **Notes**

* **Confidentiality:** All information you provide during the Train and Assess process is confidential and will be handled in accordance with privacy policies.
* **Support:** If you have any questions or need assistance during the Train and Assess process, contact the Student Support Team and/or your assessor for guidance.

# Related documents:

CHC33021 Certificate III in Individual Support (Disability) - Overview

CHC33021 Certificate III in Individual Support (Disability) – Assessment Kit - Section A – Self-Reflection Questionnaire

CHC33021 Certificate III in Individual Support (Disability) – Assessment Kit - Section B – Document Evidence

CHC33021 Certificate III in Individual Support (Disability) – Assessment Kit - Section D – Third Party Reports

CHC33021 Certificate III in Individual Support (Disability) – Assessment Kit - Section E – Assessment Outcome Checklist

CHC33021 Certificate III in Individual Support (Disability) - Validation Mapping

# **CHCCCS031 Provide individualised support**

**Comprehensive Role Play Scenario for Providing Individualised Support**

**Context Overview**

You are working as a support worker in a residential aged care facility or home-based community support service. Your primary responsibility is to deliver personalised support aligned with the individualised care plan for each person you support. This includes determining personal support needs, providing tailored assistance, monitoring outcomes, and completing accurate documentation.

The people you support may have various needs related to mobility, sensory impairment, medication, cultural background, and personal preferences. In each interaction, you are expected to uphold the person’s dignity, autonomy, and privacy, while working within your role scope and organisational policy.

This scenario requires you to:

* Communicate effectively with the person receiving support and their nominated representatives (e.g. family, carer).
* Identify and respond to individual needs and preferences as outlined in the individualised plan.
* Deliver support services, including assisting with daily living activities and basic medication.
* Monitor outcomes and participate in continuous improvement discussions.
* Comply with reporting and documentation protocols.

**Applicability for Role Play**

This role play is designed to simulate real-world support interactions when practical access to a support recipient may not be feasible. It provides an opportunity for students to practise and be assessed on the delivery of individualised support services in accordance with organisational policies and the person’s needs.

**Simulated Workplace Stakeholders**

* **Your Assessor**: May take on the role of the person receiving support, a family member, or a supervisor.
* **Invited Participants**: May role-play as clients, carers, or support colleagues.

**Assessor Responsibilities**

* Ensure the scenario replicates realistic work conditions, including support interactions and workplace contingencies.
* Document whether stakeholders were simulated or real.
* Confirm that the student performs within their job role scope and according to provided policies and care plans.

**Role Play Purpose**

This role play provides the student with an opportunity to demonstrate their ability to:

* Interpret individualised support plans.
* Determine and respect the person’s preferences, strengths, and involvement level.
* Deliver safe and ethical personal support.
* Monitor and adapt support strategies.
* Uphold documentation, privacy, and workplace protocols.

**Scenario Preparation**

**Key Learning Points for CHCCCS031 Alignment**

* **Determining Support Requirements**:
  + Confirming services and preferences via individualised plans and conversations.
  + Identifying and preparing required equipment.
* **Providing Support Services**:
  + Delivering support with respect for dignity, independence, and legal boundaries.
  + Assisting with assistive technologies and pre-packaged medication.
* **Monitoring Support Activities**:
  + Involving the person in evaluating support outcomes.
  + Recognising risks and unmet needs.
* **Completing Documentation**:
  + Maintaining confidentiality.
  + Accurate reporting in line with organisational procedures.

**Steps for Role Play**

**Scenario 1: Confirming Support Needs**

**Purpose**: To establish the person’s preferences and determine required support.

**Actions**:

* Refer to the individualised support plan.
* Engage with the person and/or carer to confirm physical, sensory or cultural needs.
* Discuss participation preferences and promote informed decision-making.
* Prepare necessary equipment and aids.

**Scenario 2: Delivering Personalised Support**

**Purpose**: To demonstrate how to provide support in a respectful, legal, and policy-compliant manner.

**Actions**:

* Provide support as outlined in the individualised plan.
* Assist the person in using assistive technology.
* Support the person in taking pre-packaged medication (if applicable).
* Involve family or carers respectfully and collaboratively.
* Maintain safety, dignity of risk, and infection control standards.

**Scenario 3: Monitoring and Evaluation**

**Purpose**: To reflect on the effectiveness of support and adapt where necessary.

**Actions**:

* Monitor own performance.
* Engage the person in feedback discussions.
* Identify gaps in support, including unmet assistive technology needs.
* Report issues or observations to the supervisor.

**Scenario 4: Reporting and Documentation**

**Purpose**: To complete documentation and reporting according to workplace policy.

**Actions**:

* Maintain confidentiality and privacy.
* Complete reports, care notes, and incident logs.
* Submit documentation as required.

**Assessment Criteria**

During the role play, assessors will evaluate your ability to:

* Refer to and follow an individualised plan to guide support services.
* Confirm physical, sensory, and cultural needs through consultation.
* Respect the individual’s preferences and encourage participation.
* Use equipment and processes in line with organisational procedures.
* Provide personal support legally and ethically.
* Include carers and others appropriately.
* Monitor support outcomes and respond to feedback.
* Recognise needs outside of your role and escalate accordingly.
* Document and report observations accurately.

**Expected Outcomes**

By the end of the role play, the student should:

* Demonstrate person-centred communication and planning.
* Provide support consistent with the plan and person’s choices.
* Adapt communication to meet sensory or cultural needs.
* Ensure privacy, dignity, and infection control standards are maintained.
* Involve others in a respectful and collaborative manner.
* Identify gaps and refer to appropriate personnel.
* Complete clear, timely, and policy-compliant documentation.

**Assessment Conditions Checklist**

For Assessor:

**☒ The student has access to Facilities, Equipment, and Resources Required:**

☒ Workplace or realistic simulation environment

☒ Access to individualised support plans

☒ Access to equipment and resources outlined in the support plan

☒ Use of organisational policies and procedures

☒ PPE (gloves, masks, hand sanitiser)

☒ First aid kit

☒ Mobility aids (slide sheets, hoists, transfer devices)

☒ Personal care items (shower chair, continence aids)

☒ Communication systems (for team collaboration and emergencies)

**Role Play Documentation**

For Assessor: Please indicate whether the role play demonstration was conducted using:

☐ Simulated Stakeholders: The role play was conducted with simulated stakeholders (assessor/friends).  
☐ Real Workplace Stakeholders: The role play was conducted in a real workplace setting with actual stakeholders.

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| **Q1: Please demonstrate how you confirm and prepare for the provision of individualised personal support in accordance with a person’s individualised support plan. Begin by referring to the support plan to confirm the services to be provided and consult with the person receiving support, their family, carer or others they nominate to identify any specific physical, sensory or cultural needs or preferences. Discuss and confirm the person’s preferences for how support is provided and their preferred level of participation, ensuring your communication is respectful, inclusive and trust-building. Collaborate with the person to agree on actions and activities that align with their plan and promote their independence and right to make informed decisions. Confirm and assemble all required equipment, aids and processes based on the support plan, the person’s preferences and organisational policies and procedures. If any part of the required support is beyond your role, clearly recognise this and seek assistance from your supervisor.**  **Your demonstration must include three separate occasions of providing personal support using aids and equipment (including those used by the person), covering each of the following tasks: dressing, undressing and grooming; eating and drinking using required mealtime techniques and equipment (ensuring the person has physical access); oral hygiene; showering; toileting and the use of continence aids; using slide sheets, hoists, slings and lifters; transferring a person between bed and chair; and transferring a person from seated to standing. While performing each task, you must confirm support preferences and requirements with the person and their support network, perform a risk assessment and seek additional assistance where needed, and prepare all necessary aids, appliances and equipment according to the individualised plan. You must monitor the support provided in collaboration with the person, confirm any changes in requirements, and report or refer according to organisational policy. You are also expected to complete all required documentation and reporting in line with organisational procedures.**  **In your demonstration, you must show knowledge of the rationale and processes underpinning individualised support planning and delivery, including the basic principles of person-centred practice, strengths-based practice and active support. Your approach must reflect principles of respectful behaviour and clearly maintain appropriate work role boundaries, responsibilities and limitations. You must apply relevant legal and ethical requirements in both individual practice and organisational contexts, including those related to privacy, confidentiality and disclosure, duty of care, dignity of risk, human rights, discrimination and mandatory reporting. Additionally, your actions must comply with organisational policies and procedures for privacy, confidentiality of personal information, infection control, referrals, and assembly of equipment, aids and appliances. You must also demonstrate understanding of the roles and responsibilities of the person being supported, their family and carer, health professionals, support workers and supervisors, and how communication occurs between them. Your performance should reflect an awareness of the factors that affect people requiring support and align with service delivery models used in the relevant sector.** | |
| **Role Play Scenario** | **Benchmark Answer** |
| This role-play scenario is designed to assess the student’s ability to confirm a person’s support requirements in line with the individualised support plan. The objective is to engage with the person and/or their carer or family member to explore specific physical, sensory, or cultural needs. The scenario also focuses on promoting informed decision-making and preparing any necessary equipment or aids before support activities.  The assessor will act as the person receiving support or a family member/carer, depending on the interaction, to evaluate the student’s communication, planning, and support-preparation skills.  **Instructions for the Role Play**   * 1. **Refer to individualised plan to confirm support services to be provided with the person receiving support, their family, carer or others identified by the person**   **Key Actions:** The student is expected to locate and review the individualised support plan before initiating any discussion with the person. They must reference specific details within the plan—such as scheduled care activities, risk factors, or identified preferences—during the interaction. This ensures that the support provided aligns with the person’s documented goals and care directions. **Guidance for the Student:** Begin by reviewing the plan thoroughly, taking note of outlined support needs, goals, and any identified risks or preferences. Refer to it clearly when speaking with the person or their carer. **Example Action:** *“I’ve reviewed your support plan and I can see you prefer showering in the morning with assistance setting up the shower chair and safety rails. Would you like to continue with that schedule?”*   * 1. **Consult with the person, their family, carer or others identified by the person to determine any specific physical, sensory or cultural needs or preferences**   **Key Actions:** The student must initiate a respectful conversation with the person or their nominated support circle to identify any physical conditions (e.g., limited mobility, vision impairment), sensory needs (e.g., sensitivity to noise, touch, or scent), or cultural considerations (e.g., language, traditions, religious observances) that may affect how support is delivered. **Guidance for the Student:** Use open-ended questions and active listening to uncover specific support needs that may not be written in the plan. Respect preferences and ensure culturally safe communication. **Example Action:** *“Are there any customs or cultural practices you’d like me to be aware of when helping you with personal care?”*   * 1. **Discuss and confirm the person’s preferences for personal support and their own level of participation in meeting their support needs in a positive manner that develops and maintains trust**   **Key Actions:** The student must explore how involved the person wishes to be in their own care activities and ensure their preferences are respected. Communication should foster autonomy and dignity, encouraging the person to participate in decisions and tasks to the extent they are comfortable with, while building a trusting rapport. **Guidance for the Student:** Frame questions and feedback in a supportive tone that promotes trust, dignity, and choice. Encourage participation at a level they feel comfortable with. **Example Action:** *“Would you prefer to dress yourself after I help you with the shower? I’m here to support you in the way that feels right for you.”*   * 1. **Work with the person to determine actions and activities that support the individualised plan and promote the person’s independence and right to informed decision-making**   **Key Actions:** The student must engage the person in planning their daily routines or activities based on the individualised plan, providing opportunities for choice and clearly explaining options so the person can make informed decisions. The student should encourage self-direction and promote strategies that help the person retain or regain independence. **Guidance for the Student:** Offer choices and explain options clearly so the person can make informed decisions. **Example Action:** *“There are a few mobility aids available—you can try the walker or the cane. I can explain both so you can decide what feels most stable for you.”*   * 1. **Confirm and assemble required equipment, processes and aids, and prepare for support activities according to the person’s individualised plan, their preferences and organisational policies and procedures**   **Key Actions:** The student must identify, collect, and prepare all equipment, tools, and aids necessary for support activities as specified in the individualised plan. Equipment must be checked for cleanliness and safety, and preparation should reflect both the person’s stated preferences and organisational procedures. **Guidance for the Student:** Ensure all equipment is clean, functioning, and suited to the individual’s needs. Set up the area appropriately. **Example Action:** *“I’ll just test the brakes on your wheelchair and make sure the transfer board is in place before we begin.”*   * 1. **Recognise requirements outside of scope of own job role and seek support from supervisor**   **Key Actions:** The student is expected to recognise when a request, issue, or condition falls outside their authority or competence—such as complex medical concerns or changes to the plan—and to escalate the situation by informing a supervisor or appropriate staff member. **Guidance for the Student:** Know the limits of your role and confidently refer to your supervisor when needed. This includes clinical decisions, unexpected medical concerns, or plan updates. **Example Action:** *“You mentioned you’ve been feeling dizzy lately—that’s something I’ll need to pass on to my supervisor so they can follow up with your nurse or GP.”*   * 1. **Provide personal support to people with individualised plans, using aids and equipment including devices used by the person, to undertake each of the following in the workplace on three occasions, with simulation to occur prior to being assessed in the workplace, as described in the assessment conditions: dressing, undressing and grooming; eating and drinking using required mealtime assistance techniques and equipment, ensuring client has physical access; oral hygiene; showering; toileting and the use of continence aids; using slide sheets, hoists, slings and lifters; transferring a person between bed and chair; transferring a person from seated to standing**   **Key Actions:** The student must demonstrate the ability to carry out the listed personal support tasks while using appropriate aids and respecting the individual’s level of ability. These must be completed with reference to the individualised plan and in line with organisational procedures, on multiple occasions and ideally in both simulated and real environments.  **Guidance for the Student:** You must perform all of the following support tasks — dressing, undressing and grooming; eating and drinking using required mealtime assistance techniques and equipment, ensuring client has physical access; oral hygiene; showering; toileting and the use of continence aids; using slide sheets, hoists, slings and lifters; transferring a person between bed and chair; and transferring a person from seated to standing — on three separate occasions.  Each occasion must demonstrate the full range of tasks as they apply to a different individual, adapted to the person’s individualised support plan, communication preferences, level of ability, and support goals. You must:   * Review and follow the individualised plan for each person * Confirm preferences and promote participation and autonomy * Select and prepare the required aids and equipment * Use safe manual handling procedures * Maintain privacy, dignity, and cultural safety throughout * Respond appropriately to feedback or changes in condition * Escalate any concerns outside your role to a supervisor   **Example Action – Occasion 1:** *“I’ve reviewed your plan, Mr Thomas. I’ll help you get dressed after your shower, and I’ve got your comb and moisturiser here for grooming. Let’s move to the dining area—I’ve set your plate guard and cutlery within easy reach. After breakfast, I’ll support you to brush your teeth and clean your dentures. We’ll also use the commode now and I’ve prepared it for you. When you’re ready, I’ll help you transfer from the bed using a slide sheet, and later we’ll use the walker when you feel steady enough to stand. Let me know if you want to take a break at any point.”*  **Example Action – Occasion 2:** *“Good morning Mrs Patel, I’ve laid out your clothes—would you like help with buttons or jewellery today? After you’re dressed, I’ve prepared a modesty towel for your shower and we’ll take it at your pace. I’ve brought your adaptive cup and spoon and set them up so you can reach them easily for breakfast. After that, I can support you with your dentures and we’ll do your oral care together. We’ll then use the over-toilet aid, and I’ve already checked the sling and hoist for a safe transfer from the bed to your chair. When you’re ready, I’ll assist you to stand using the gait belt and your mobility frame.”*  **Example Action – Occasion 3:** *“Hi Mr Smith, I’ve set out two shirts—would you like the blue one today? I’ll assist with your shaving kit after the shower. I’ve checked the hoist and safety straps before we start. For breakfast, your scoop bowl and built-up spoon are ready and placed where you can access them comfortably. Once you're done, we’ll do oral hygiene using your preferred soft-bristle brush. I’ve got the urinal container nearby in case you need it. After that, I’ll transfer you to the chair using the full-body hoist, and when you feel ready, I’ll assist you to stand slowly using the seated lifter. Please let me know how you’re feeling throughout.”*   * 1. **When performing the above tasks: confirm support requirements and preferences with the person, their family, carer or others identified by the person; perform risk assessment and engage additional assistance as required; prepare required equipment, aids and appliances according to the individualised plan**   **Key Actions:** The student must ensure they confirm support preferences, conduct a risk assessment for each task, and prepare all required aids and equipment in accordance with the support plan. If a risk is identified or additional help is needed, the student must seek appropriate assistance without delay. **Guidance for the Student:** Engage the individual in conversation to check their preferences, document and respond to risks, and ensure all aids are ready and safe to use. **Example Action:** *“Before we begin your transfer, I’ve checked the lifter and everything looks good. You mentioned your shoulder was sore this morning—do you feel okay using the sling today, or would you prefer we wait for a second staff member?”*  **Sample Conversation:**  *Assessor (as Client): "Am I meant to shower now or wait for someone?"*  *Student: "I checked your support plan—it says you prefer a morning shower with help setting up the chair and mat. Does that still suit you?"*  *Assessor (as Client): "Yes, and please use unscented products."*  *Student: "Of course. Would you like help drying off, or would you prefer to do that yourself?"*  *Assessor (as Client): "I’ll try on my own, just need help with my back."*  *Student: "No problem—I’ll be nearby if you need me, and I’ve already checked the equipment to make sure everything’s safe and ready."* | 1. Summary:  {{performance\_observed\_1}}  Example:  {{example\_action\_1}} |
| **Q2: Please demonstrate how you deliver individualised personal support in accordance with a person’s individualised support plan, taking into account the person’s preferences, strengths, legal and ethical requirements, and organisational policies and procedures. You must show how you support the person’s use of assistive technologies to meet their individual needs and provide assistance with taking pre-packaged medication, following written directions from a health professional and complying with all legislative and organisational medication protocols. Include respectful engagement with the person’s family, carer, and other people identified as part of their support team, and provide support that upholds duty of care and dignity of risk while maintaining the person’s privacy. You must also assist in maintaining a safe, healthy and comfortable environment in accordance with infection control procedures. Where any part of the support required falls outside your job role, you must recognise this and seek support from a supervisor.**  **Your demonstration must take place over a minimum of three occasions in the workplace (following prior simulation), using aids and equipment including those used by the person. You must assist with: dressing, undressing and grooming; eating and drinking using appropriate mealtime assistance techniques and ensuring the person has physical access to required equipment; oral hygiene; showering; toileting and continence aid use; using slide sheets, hoists, slings and lifters; transferring a person between bed and chair; and transferring from seated to standing. You must also demonstrate support on two separate occasions in a simulated environment, including: bed bathing, shaving, transferring a person in and out of a car, falls recovery, and assisting the person to take pre-packaged medication. Across all tasks, you are expected to provide support that upholds the rights, dignity, and preferences of the person, and that reflects duty of care and dignity of risk.**  **Throughout the support process, you must follow the correct procedures for all forms of personal care, including safe techniques for bed bathing, showering, shaving, toileting, dressing, oral hygiene, mobility, and eating and drinking. You must demonstrate proper care of natural teeth and gums, denture handling (removal, cleaning, insertion), identification of ill-fitting dentures, and provide effective oral hygiene techniques including brushing and appropriate alternatives. You must also ensure the person has physical access to all aids and required items, and follow procedures for hazardous manual handling including using slide sheets, hoists, lifters, and transferring a person safely between surfaces and postures (e.g. from car, chair or bed). When assisting with medication, demonstrate understanding of the ‘rights’ of medication assistance (right person, right time, right route, right to refuse, right to be educated), and check that packaging is untampered and within expiry. Escalate any concerns if the person is unable to take medication and report or document adverse reactions or refusal as per organisational policy.**  **Your actions must demonstrate clear understanding of legal and ethical responsibilities including those related to medication administration, duty of care, dignity of risk, privacy, confidentiality and disclosure, human rights, discrimination, and mandatory reporting. You must comply with organisational policies and procedures for infection control and the safe assembly and use of equipment and aids. Finally, you are expected to show your understanding of the scope and application of assistive technologies across key life domains such as self-care, communication, continence and hygiene, transferring and mobility, cognition and memory loss, eating and drinking, recreation, pressure area care, education and employment, and carer support—and explain how these technologies help maintain independence, inclusion and participation in daily life.** | |
| **Role Play Scenario** | **Benchmark Answer** |
| This role-play scenario is designed to assess the student’s ability to provide personalised support services as outlined in an individualised plan. The student is expected to demonstrate the delivery of one activity of daily living—such as eating, showering, or toileting—while supporting the person’s use of assistive technology and pre-packaged medication. The student must maintain a legal and ethical approach that promotes dignity, includes the person’s support network, and aligns with organisational policies and procedures for safety and infection control.  The assessor will act as the person receiving support or a carer/family member, assessing the student’s ability to provide effective, respectful, and policy-compliant support.  **Instructions for the Role Play**  **1. Provide support according to the individualised plan, the person’s preferences and strengths, legal and ethical considerations and organisational policies and procedures** **Key Actions:** The student must begin by reviewing and applying the individualised plan, tailoring support based on the person’s documented strengths, preferences, and goals. Support must be delivered in a legally compliant and ethically sound manner, adhering to organisational protocols and procedures. **Guidance for the Student:** Make sure the support aligns with what is outlined in the plan, always respects the person’s choices, and follows all rules and ethical standards. **Example Action:** *“Your plan shows you prefer assistance with shaving every other day. Would you like to do that now, or later this afternoon?”*  **2. Support the person’s use of assistive technologies in meeting their individual needs** **Key Actions:** The student must demonstrate how they help the person safely use assistive technology (e.g. hearing aids, walkers, communication devices) to support daily functioning while encouraging independence. **Guidance for the Student:** Before assisting, confirm the device is clean, functional, and safe to use. Help the person use it confidently and respectfully. **Example Action:** *“Let’s adjust your hearing aid volume before we begin lunch—can you hear me clearly now?”*  **3. Provide assistance to the person to take pre-packaged medication, in accordance with written direction from a health professional and according to legislative requirements and organisational policies and procedures** **Key Actions:** The student must correctly assist with pre-packaged medication following documented instructions from a health professional. The process must comply with legislation, duty of care, and organisational medication handling policies. **Guidance for the Student:** Always check the packaging and confirm the person’s identity and consent before supporting medication administration. **Example Action:** *“I have your 2PM dose as per your Webster pack and GP’s instructions. Are you ready to take it now with some water?”*  **4. Respect and include the family, carer and others identified by the person as part of the support team** **Key Actions:** The student should acknowledge the role of family and carers in the support process by involving them respectfully, following the individual’s wishes. **Guidance for the Student:** Engage family/carers in the conversation as appropriate, without overriding the person’s preferences or autonomy. **Example Action:** *“Hi Maria, Jack prefers that you stay nearby during his toileting routine, is that okay with both of you?”*  **5. Provide support according to duty of care and dignity of risk considerations, maintaining the privacy of the person according to organisational policies and procedures** **Key Actions:** The student must balance the obligation to protect the person’s wellbeing (duty of care) with their right to take risks that support autonomy (dignity of risk), all while upholding the individual’s privacy. **Guidance for the Student:** Ask permission, ensure privacy during personal care tasks, and involve the person in decisions about acceptable risks. **Example Action:** *“If you’re comfortable, I’ll close the door and stay just outside while you finish your grooming. Let me know if you need help.”*  **6. Provide assistance to maintain a safe and healthy environment that is comfortable for the person, according to organisational policies and procedures for infection control** **Key Actions:** The student must prepare and maintain a clean, hazard-free environment, following infection control practices such as hand hygiene, glove use, and proper disposal of waste. **Guidance for the Student:** Before and after personal care or medication, sanitise surfaces, wash hands, and use PPE when required. **Example Action:** *“I’ve cleaned the tray table and washed my hands—now let’s get you comfortable for lunch.”*  **7. Seek assistance from supervisor when it is not possible to provide required support** **Key Actions:** The student must recognise situations beyond their skill or authority—such as changes in health or unclear medication directions—and promptly inform a supervisor. **Guidance for the Student:** Communicate clearly with your supervisor if you’re unsure or if the person’s condition changes unexpectedly. **Example Action:** *“I’ve noticed some swelling in your legs today—I'll report this to the RN to follow up before we proceed with your evening shower.”*  **8. Provide personal support to people with individualised plans, using aids and equipment including devices used by the person, to undertake each of the following in a simulated workplace on two occasions: bed bathing; shaving; transferring a person in and out of car; falls recovery; assisting a person to take pre-packaged medication** **Key Actions:** The student must demonstrate competence in providing each of the above five personal support activities across two separate simulated occasions. On both occasions, all five tasks must be completed as outlined in the individualised plan, using correct aids and equipment. The student is expected to follow infection control guidelines, ensure privacy and dignity, uphold legal and ethical requirements, and escalate concerns appropriately. **Guidance for the Student:** On two distinct occasions, you will be required to complete all of the following tasks:   * bed bathing * shaving * transferring a person in and out of car * falls recovery * assisting a person to take pre-packaged medication   You must:   * Prepare and check all required aids and equipment * Follow infection control procedures including PPE use, hand hygiene, and waste disposal * Use safe manual handling techniques and transfer methods * Promote the person's privacy, dignity, and independence * Communicate respectfully and clearly * Assist with medication according to the five rights and escalate any issues * Follow organisational procedures and the individualised plan exactly   Each of the five support activities must be demonstrated **on both occasions**. For example, you might assist with a bed bath and shaving in the morning before supporting a car transfer. Later in the day, you may respond to a fall, support car re-entry, and administer medication. **Example Action – Occasion 1:** *“I’ve prepared the towels, warm water, and gloves so we can begin your bed bath. I’ll start with your legs and keep the rest of you covered to maintain your privacy. After that, I’ll help you with shaving—I’ve laid out the electric shaver and mirror. When we’re ready to go out, I’ll assist with the transfer into the car using your slide board and gait belt. On the way, if you feel dizzy or unsteady and experience a fall, I’ll respond immediately and support you through falls recovery, keeping you calm and safe. Before we leave, I’ll confirm your 10AM dose in the Webster pack and assist you in taking your pre-packaged medication with water.”*  **Example Action – Occasion 2:** *“I can see you had a little slip just outside—don’t worry, I’ll stay with you and help you up safely using proper falls recovery technique. Once you’re steady, we’ll go back inside and start your bed bath to freshen up. After that, I’ll help you with your shaving, and we’ll trim around the chin if you’d like. When you’re ready to head to your appointment, I’ll assist with transferring you into the car safely. After we return, I’ll support you in getting back inside and then assist you with your afternoon dose of pre-packaged medication after checking the label and confirming you feel ready to take it.”*  **9. When performing the above tasks: provide support in a manner that upholds the rights and dignity of the person and considers duty of care and dignity of risk** **Key Actions:** The student must consistently show respect for the person’s independence, rights, and choices while fulfilling their obligation to maintain safety and wellbeing. **Guidance for the Student:** Be sensitive to the individual’s emotional comfort and personal preferences during all activities. **Example Action:** *“It’s your choice whether to use the walker or cane today. I’ll walk beside you either way to ensure you feel safe.”*  **Sample Conversation**  ***Assessor (as Client):*** *"Can you help me with my meds now?"*  ***Student:*** *"Sure, I’ve checked your Webster pack—it’s time for your 2PM dose. Here’s a glass of water. Are you feeling okay to take it now?"*  ***Assessor:*** *"Yes, thank you. Can you help with the bathroom after?"*  ***Student:*** *"Absolutely. I’ll set up your grab rail and ensure everything is safe and private first. Let me know if you need the walking frame, too."* |  |
| **Q3: Please demonstrate how you monitor and adjust the support you provide to ensure it continues to meet the person's needs and aligns with organisational standards. In your response, show how you consistently evaluate your own work to confirm that the quality of support being delivered remains appropriate and effective. You should identify and respond to any potential or actual risks that arise during support activities, acting within your job role and reporting them to a supervisor in accordance with organisational procedures.**  **You must engage the person in discussions about how well the current support services are meeting their goals and preferences, and confirm whether any changes are needed. Recognise any signs of unmet or additional needs and report or refer these as required. Consult with the person about their assistive technology needs, identify any gaps, and report these in line with your organisation’s processes. You are also expected to participate in collaborative discussions with both the person and your supervisor in a way that supports self-determination and upholds the person’s rights, privacy and dignity.**  **Your response should reflect a sound understanding of how to monitor support activities and document any required changes or updates. Demonstrate how you follow organisational policies and procedures for referrals, documenting and reporting changes, and recognising unmet needs. You should show knowledge of risk management considerations and appropriate ways to respond when a risk is identified. Describe indicators that may suggest the person’s needs are not being fully met, and explain how you would respond professionally and ethically.**  **Additionally, your answer must demonstrate knowledge of restrictive practices, including what constitutes a restrictive practice, relevant legislative and regulatory requirements, and your organisation’s procedures relating to their use. You must understand the importance of using positive support strategies, and the ethical and legal considerations involved in reporting and documenting any use or observation of restriction. Finally, reflect on how participating in ongoing discussions and collaborative monitoring can contribute to the continuous development of your skills and the delivery of high-quality, person-centred support.** | |
| **Role Play Scenario** | **Benchmark Answer** |
| **This role-play scenario is designed to assess the student’s ability to monitor the effectiveness of support provided, involve the person in evaluating that support, and report or escalate observations and unmet needs according to organisational procedures.** The student must demonstrate reflective practice, adapt to feedback, and maintain a respectful, collaborative approach that honours the person’s dignity, privacy, and right to self-determination.  The assessor will play the role of the person receiving support, while the student will take the lead in initiating a feedback conversation, evaluating support effectiveness, and identifying and reporting areas for improvement.  **Instructions for the Role Play**  **1. Monitor own work to ensure the required standard of support is maintained** **Key Actions:** The student must assess the quality of their own performance by reviewing whether tasks were completed according to the plan, goals were met, and the person’s expectations were respected. They should reflect on what worked well and where improvements are needed. **Guidance for the Student:** Think critically about your support actions. Were they effective, respectful, and safe? Make adjustments where necessary. **Example Action:** *“I’ve noticed today’s routine went a bit longer than expected. I think I can organise things better next time to give you more rest before lunch.”*  **2. Recognise and respond to situations of potential or actual risk within scope of own job role and report to supervisor** **Key Actions:** The student must identify and act on signs of risk such as falls, infection signs, emotional distress, or equipment hazards. Immediate action should be taken within the student’s scope, followed by accurate reporting to a supervisor. **Guidance for the Student:** If something seems off—such as a health change, faulty aid, or safety issue—don’t ignore it. Respond and report. **Example Action:** *“Your walking seems unsteady today—I’ll stay close and I’ll also report it so we can reassess your mobility plan.”*  **3. Involve the person in discussions about how support services are meeting their needs, confirming any requirements for change** **Key Actions:** The student must actively involve the person in a conversation about whether the support being provided is helping, and whether any adjustments are needed to better meet their goals. **Guidance for the Student:** Use open-ended questions and listen carefully. Validate their feedback and agree on next steps. **Example Action:** *“Is there anything about our morning routine that you’d like to change or improve? I’m here to make sure it works for you.”*  **4. Recognise signs of additional or unmet needs of the person and report and refer in accordance with organisational policies and procedures** **Key Actions:** The student must observe for changes or signs of unmet needs (e.g., increased pain, confusion, loneliness, nutrition issues), then document and report these through the correct channels. **Guidance for the Student:** Always take note of signs like fatigue, new behaviours, or discomfort—these may indicate deeper needs. Escalate concerns following protocol. **Example Action:** *“You mentioned you’ve been more tired than usual lately—I’ll let the team leader know so we can follow up.”*  **5. Consult with the person to ascertain gaps in assistive technology needs and report according to organisational policies and procedures** **Key Actions:** The student must discuss with the person whether their current assistive devices are sufficient, identify any gaps, and escalate unmet needs to the supervisor or appropriate team member. **Guidance for the Student:** Ask directly about the person’s satisfaction with their equipment. They may need something new, or their current device may no longer meet their needs. **Example Action:** *“Are your grab rails in the bathroom still working for you, or would something else make it easier?”*  **6. Participate in discussion with the person and supervisor in a manner that supports the person’s self-determination and respects their rights, privacy and dignity** **Key Actions:** The student must facilitate or participate in a three-way conversation involving the person and supervisor, ensuring the person leads or actively contributes. The tone and language must be empowering and respectful. **Guidance for the Student:** Speak to and about the person with dignity. Ensure they feel heard and supported to speak for themselves in any discussion. **Example Action:** *“Would you feel comfortable explaining to my supervisor what you told me earlier about wanting more privacy during your care routine?”*  **7. When performing the above tasks: monitor support in collaboration with the person, confirming any requirements for change and reporting or referring according to organisational policies and procedures** **Key Actions:** The student must demonstrate collaborative monitoring—meaning they don’t just evaluate support on their own, but with the person’s input. Any required changes must be agreed upon with the person and then followed up by appropriate referral or reporting as per workplace policies. **Guidance for the Student:** Make the person your partner in evaluating the support. Discuss what works, what doesn’t, and act on agreed changes. **Example Action:** *“Thanks for sharing that the dressing stick hasn’t been helping much. I’ll let my supervisor know so we can explore a different option together.”*  **Sample Conversation**  ***Student:*** *“I just wanted to check in—how has the support been working for you this week?”*  ***Assessor (as Client):*** *“Pretty good, but I’ve been finding it hard to reach things with my current aid.”*  ***Student:*** *“Thanks for letting me know. That sounds like something we should review. I’ll let my supervisor know so we can look into a better assistive device. Would you be comfortable joining that discussion?”*  ***Assessor:*** *“Yes, I’d like that.”* |  |
| **Q4: Please demonstrate how you complete, maintain and store documentation and reporting in line with organisational policies and procedures, while maintaining the confidentiality and privacy of the person receiving support. You must follow your organisation’s procedures for documenting support activities, reporting observations to your supervisor, and ensuring all personal information is handled and stored securely. Your demonstration must include compliance with legal and ethical requirements related to privacy, confidentiality and disclosure in both individual practice and organisational contexts.**  **You must also show your understanding of documentation and reporting requirements, including what information should be recorded, how reports are to be maintained, and when and how to escalate information appropriately. Throughout, your actions must reflect organisational policies and procedures for documenting, reporting, and managing personal information in a respectful, secure and lawful manner.Q4: Please demonstrate how you maintain privacy and confidentiality when supporting a person, and how you comply with documentation and reporting requirements in line with your organisation’s policies and procedures. In your response, describe how you protect the person’s personal information during support interactions and when handling records, ensuring that you respect their dignity and uphold legal and ethical standards. Explain how you follow your organisation’s procedures for maintaining confidentiality and ensure that information is only disclosed when appropriate and authorised.**  **You must also show how you meet reporting requirements, including how you record and report relevant observations to your supervisor accurately and in a timely manner. Demonstrate how you complete, maintain and store all required documentation and reports in accordance with organisational expectations, ensuring that records are secure, clear, and comply with privacy legislation.**  **Your response should reflect a strong understanding of your legal and ethical responsibilities when documenting and sharing information, including the importance of privacy, confidentiality, and appropriate disclosure. You should also show that you understand your organisation’s specific policies and procedures for documenting and reporting, and that you can apply them consistently in your daily work to ensure accountability, quality service delivery, and protection of personal information.** | |
| **Role Play Scenario** | **Benchmark Answer** |
| This role-play scenario assesses the student’s ability to accurately document and report on the support provided while upholding the principles of confidentiality and privacy. The student must demonstrate how they complete care notes, incident or observation reports, and store documentation in accordance with organisational policies and procedures. They must also ensure that all information is shared appropriately, and only with those who are authorised to receive it.  The assessor will act as a supervisor or authorised staff member, receiving the student’s verbal or written report and evaluating the accuracy, professionalism, and adherence to policy.  **Instructions for the Role Play**  **1. Maintain confidentiality and privacy of the person according to organisational policies and procedures** **Key Actions:** The student must ensure that any verbal, written, or digital information about the person receiving support is shared only with authorised personnel and stored securely. They must avoid discussing sensitive information in public areas and respect the person’s right to privacy in all communication and documentation. **Guidance for the Student:** When reporting or writing notes, use only the person’s initials or identifier if required. Never share details outside authorised channels. **Example Action:** *“I'll update your care notes on the tablet in the office after your shower—don’t worry, only our team can access them.”*  **2. Comply with organisational reporting requirements, including reporting observations to supervisor** **Key Actions:** The student must identify what types of information must be reported (e.g. health changes, incidents, observations) and communicate these to the supervisor in a timely and professional manner, following organisational protocols. **Guidance for the Student:** If you observe a fall, change in behaviour, or risk factor—report it immediately. Always use the correct reporting format. **Example Action:** *“During grooming, I noticed a new bruise on Mrs. P’s arm. I’ve documented the observation and will speak with the supervisor now.”*  **3. Complete, maintain and store documentation and reports according to organisational policies and procedures** **Key Actions:** The student must accurately complete relevant documents (e.g. daily progress notes, incident logs, care summaries), ensuring details are factual, objective, and grammatically correct. Reports must be submitted and stored according to organisational timeframes and systems, such as digital records or secure folders. **Guidance for the Student:** Write objectively—stick to the facts. Use correct templates or systems and file everything securely. **Example Action:** *“I’ve completed the incident log for the fall using the client record system. It’s saved to their digital file and flagged for RN follow-up.”*  **4. When performing the above tasks: complete required documentation and reporting according to organisational policies and procedures** **Key Actions:** The student must demonstrate consistent and compliant documentation practices, including all required fields, signatures, and submission steps. They must ensure the documentation reflects the support provided, any incidents observed, and all relevant follow-ups or referrals. **Guidance for the Student:** Make sure no section is left blank without explanation, submit reports within expected timeframes, and log changes in the person’s care or condition. **Example Action:** *“I documented the bruising in today’s care notes, completed an observation form, and handed it to the team leader as per policy. I also logged it digitally in their secure file.”*  **Sample Conversation**  ***Student (to Supervisor):*** *“Hi, I completed Mrs. Lee’s care notes and also logged an observation—she has a small new bruise on her forearm.”*  ***Assessor (as Supervisor):*** *“Thanks for letting me know. Did you record it in the incident log?”*  ***Student:*** *“Yes, I’ve filled that out and uploaded it to her digital file. I kept the details factual and filed everything in the secure records folder as per procedure.”* |  |

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| **CHCCCS031 Provide individualised support Assessment Criteria** | | |
| **Did the student respond to all the above Competency Conversations and Assessment Conditions Checklist accurately, and were the responses current and sufficient in relation to the unit? If yes, please tick "Satisfactory" below; if no, please tick "Not Satisfactory" below.** | | |
| ☐Satisfactory  ☐Not Satisfactory |  | |
| Comments: |  | |
| **Cross Checking Sections:** | **Satisfactory?                                           Notes** | |
| **Checking Section C against Section A:** Are the student's responses in Section C (Competency Conversation) consistent with their self-assessment provided in Section A (Self-Reflection Questionnaire)? | ☐     Yes  ☐     No | |
| **Checking Section C against Section B:** Does the student’s description match the evidence provided in Section B e.g. adhering to workplace policies and procedures provided? | ☐     Yes  ☐     No | |
| **Checking Section C against ACC:** Has the student mentioned all mandatory items on the ACC list during their Competency Conversations (CC) responses?   * Cross-check the student's responses with the ACC list to ensure all mandatory items have been addressed. * If any item is missing, do not tick or check it off on the ACC list. Instead, mark the item as Not Satisfactory and provide feedback to the student for further clarification or evidence**.** | ☐     Yes  ☐     No | |
| **Assessor please sign, insert your name, and date to indicate that you have assessed the above.** | | |
| Assessor Signature | | Date |
| Assessor Name | |  |

# **CHCCCS038 Facilitate the empowerment of people receiving support**

**Comprehensive Role Play Scenario for Facilitating the Empowerment of People Receiving Support**

**Context Overview**

You are working as a support worker in a community, aged care, or residential setting, assisting individuals with disabilities or age-related needs. Your role is to empower people receiving support by respecting their rights, enabling decision-making, and applying person-centred practices that foster autonomy and inclusion.

Your responsibilities include:

* Reflecting on and addressing personal values and assumptions that may affect your support.
* Helping people understand their rights and report concerns such as abuse or neglect.
* Encouraging decision-making, facilitating communication, and supporting access to advocacy when needed.

**Applicability for Role Play**

This role play is designed for delivery in a simulated environment that reflects industry conditions and models realistic support interactions. It enables the student to practise skills that promote empowerment, support self-determination, and uphold the rights and preferences of the person receiving care.

**Simulated Workplace Stakeholders**

* **Your Assessor**: May act as a person receiving support, a family member, or a supervisor.
* **Invited Participants**: May take on roles such as advocates, carers, or colleagues.

**Assessor Responsibilities**

* Confirm that simulations replicate authentic support conditions.
* Observe whether the student applies reflective and inclusive practices that empower the individual.
* Document whether the simulation involved real or simulated stakeholders.

**Role Play Purpose**

The purpose of this role play is to allow students to demonstrate their ability to:

* Reflect on their values and adjust support practices to empower the individual.
* Uphold and promote the rights of people receiving support.
* Facilitate self-determination, decision-making, and access to appropriate services and supports.

**Scenario Preparation**

**Key Learning Points for CHCCCS038 Alignment**

* **Empowerment Commitment**: Self-reflection and adapting approaches.
* **Human Rights**: Respect, consultation, and reporting of concerns.
* **Choice and Self-Determination**: Person-centred support, communication, and advocacy.

**Steps for Role Play**

**Scenario 1: Demonstrating Commitment to Empowerment**

**Purpose**: To reflect on your own values and adjust your approach to empower the person receiving support.

**Actions**:

* Reflect on personal attitudes related to ageing or disability and identify how these may influence your behaviour.
* Adjust communication and support methods to ensure they are empowering and inclusive.
* Demonstrate a positive, respectful, and person-centred approach in a conversation with the person receiving support.

**Scenario 2: Fostering Human Rights**

**Purpose**: To support the person’s understanding and exercise of their rights.

**Actions**:

* Discuss the person’s human rights and ensure they are aware of their entitlements.
* Consult with the person to understand their cultural needs and preferences.
* Respond appropriately to signs of abuse, neglect, or rights violations by following organisational policies.
* Report any identified breaches according to the scope of your job role and legislation.

**Scenario 3: Facilitating Choice and Self-Determination**

**Purpose**: To promote choice, decision-making, and access to support mechanisms.

**Actions**:

* Use person-centred communication to explore the person’s goals and support preferences.
* Encourage and assist the person to express their goals and make decisions.
* Support the use of assistive technology where appropriate.
* Identify and discuss barriers to empowerment with the person and explore solutions.
* Assist the person in accessing advocacy services or complaint mechanisms when required.

**Assessment Criteria**

During the role play, assessors will evaluate your ability to:

* Reflect on personal values and attitudes and adjust practices to promote empowerment.
* Use inclusive communication that demonstrates respect and trust.
* Promote and uphold human rights through consultation and person-centred practice.
* Identify and respond to breaches of rights, abuse, or neglect in accordance with legislation and policy.
* Encourage and support the person’s active involvement in decision-making.
* Facilitate access to assistive technology, advocacy, and complaint processes.
* Work in a way that prioritises self-determination, privacy, and dignity.

**Expected Outcomes**

By the end of the role play, the student should:

* Apply self-awareness and professional judgement to deliver empowering support.
* Demonstrate understanding and respect for the person’s rights and preferences.
* Facilitate autonomy, goal-setting, and communication in a collaborative manner.
* Respond appropriately to concerns and support the person in accessing further assistance where needed.

**Assessment Conditions Checklist**

For Assessor:

**☒ The student has access to Facilities, Equipment, and Resources Required:**

☒ Workplace or realistic simulation environment

☒ Access to individualised plans

☒ Access to any assistive equipment outlined in the individualised plans

☒ Organisational policies and procedures

☒ Opportunities for engagement with people receiving care

**Role Play Documentation**

For Assessor: Please indicate whether the role play demonstration was conducted using:

​​ ☐ Simulated Stakeholders: The role play was conducted with simulated stakeholders (assessor/friends).  
​​ ☐ Real Workplace Stakeholders: The role play was conducted in a real workplace setting with actual stakeholders.

|  |  |
| --- | --- |
| **Q1: Please demonstrate how you reflect on your own values and attitudes toward disability and ageing and acknowledge how these may impact the way you provide support. You must show how you adjust your approach to minimise negative impacts and facilitate the person’s empowerment, rights, and independence. This includes employing flexible, adaptable and person-centred strategies that uphold human rights and enable the person to express their goals and preferences. In your response, you must demonstrate support for at least two people—one in a simulated environment and one in a real workplace—by using effective communication skills that are tailored to the person’s needs, help maintain a positive and respectful relationship, and promote their active participation in decision-making.**  **Your demonstration must show a clear understanding of the historical and recent developments in disability and ageing, including the shift from institutionalised models to person-centred, self-directed approaches, and the difference between enablement and reablement. You must apply a human rights framework to your support practices and explain how social constructs of disability and ageing, including your own biases or assumptions, can affect your work with people in these populations. You are expected to demonstrate knowledge and application of the principles of empowerment, rights-based approaches, person-centred practices, self-advocacy, active support, active listening, and strengths-based support.**  **You must also consider the structural and systemic barriers to empowerment, such as social, physical, emotional, age-based, cultural and economic factors, and stigma. If restrictive practices are mentioned or required, you must demonstrate knowledge of their impact on the person’s rights and empowerment, the conditions under which they may be used (as outlined in behaviour support plans), the requirement for their use only as a last resort and proportional to the risk of harm, and how to eliminate the need for restrictive practices through positive proactive approaches. You must also identify and explain physical, psychological and emotional risks associated with restrictive practices, the legal implications of unauthorised use, and requirements for documentation. Finally, your demonstration should reflect understanding of how to provide effective support for people living with various conditions such as those resulting from genetic factors, physical or psychological trauma, chronic lifestyle conditions, and acquired brain injury.** | |
| **Role Play Scenario** | **Benchmark Answer** |
| This role-play scenario is designed to assess the student’s ability to reflect on personal values and attitudes about ageing and disability, and demonstrate person-centred, empowering support strategies. The student will engage with the individual to explore personal goals and respond with inclusive, respectful communication that facilitates dignity, choice, and independence.  The assessor will play the role of a person receiving support. The student will lead the conversation with a focus on reflection, empowerment, and meaningful collaboration.  **Instructions for the Role Play**  **1. Reflect on personal values and attitudes regarding disability and ageing and acknowledge their potential impact when providing support** **Key Actions:** The student must take time to consider their own beliefs, cultural influences, or past experiences related to ageing or disability. They must identify how these attitudes could unconsciously shape their behaviour, such as assumptions about a person’s abilities or desire for independence. **Guidance for the Student:** Be honest and self-aware. Acknowledge any beliefs you may hold and think about how they could affect the way you treat or speak to a person with disability or an older person. **Example Action:** *“I realised I used to assume older adults might not want to use technology, but I’ve learned that’s not always true. I now make sure to ask about preferences first instead of making assumptions.”*  **2. Develop and adjust approaches to address impact and facilitate empowerment** **Key Actions:** The student must adjust their communication and support techniques to ensure they are strength-based, inclusive, and tailored to the person’s individual preferences and identity. These approaches must promote choice, independence, and confidence. **Guidance for the Student:** Use open language, offer choices, and avoid patronising tones. Empower the person to take an active role in decisions about their care. **Example Action:** *“I used to give instructions, but now I ask questions like, ‘What would you like to start with today?’ to encourage decision-making.”*  **3. Respond to the goals and aspirations of at least two people, one in a simulated environment and one in the workplace: employing flexible, adaptable and person-centred approaches to empower the person; using communication skills according to the needs of the person to maintain positive and respectful relationships and facilitate empowerment** **Key Actions:** The student must support two individuals: one in this simulated environment and one in their workplace. The student must listen to and understand each individual’s personal goals—whether social, emotional, physical, or lifestyle-based—and respond with support strategies that adapt to those goals. Communication must be respectful, encouraging, and responsive to any physical, emotional, or cultural needs. **Guidance for the Student:** You will be required to respond to the goals and aspirations of two different individuals: • one in this simulated role play scenario • one from your actual workplace experience  You must: • Identify and explore each person’s unique goals and aspirations (social, emotional, physical, or lifestyle-based) • Employ flexible, adaptable and person-centred approaches to empower each person • Use communication skills tailored to the needs of each individual to maintain positive and respectful relationships • Promote dignity, choice, independence, and confidence in all interactions • Adapt your support strategies to each person’s cultural background, emotional state, physical condition, and communication style • Actively listen and respond to verbal and non-verbal cues • Encourage participation in decision-making processes and self-advocacy • Reflect on how your approach facilitated empowerment and respected each person’s preferences and identity  Each interaction must demonstrate a clear commitment to person-centred support, relationship-building, and empowerment. For example, you might support community participation in the simulated setting, and rebuild daily living skills or confidence in the workplace context.  **Example Action – Simulated Environment (One Person):** *“You mentioned wanting to join the community gardening group again. I know using your walker might feel like a barrier, but I believe we can work with the group leader to find a role that suits your comfort level and still helps you feel involved and valued. I’ll also make sure to keep you informed about upcoming activities so you can choose what works best for you.”*  **Example Action – Workplace Environment (One Person):** *“At my workplace, I supported a person recovering from a stroke who wanted to cook for their grandchildren again. I suggested we start with a simple recipe they used to enjoy. I provided just enough help with the steps they found difficult, and adapted the instructions to their pace. Each time we cooked, I pointed out their progress and reminded them of how far they’d come.”*  **4. Apply practices that minimise the use of restrictive practices and promote empowerment within a human rights framework**  **Key Actions:** The student must demonstrate understanding of what constitutes a restrictive practice and avoid using it unless specified in a behaviour support plan. The student should de-escalate distress using positive, non-restrictive methods and adapt their support approach to maintain the individual’s dignity, autonomy, and rights. Documentation must follow organisational policy if any restriction is applied. **Guidance for the Student:** Stay calm and observant. If the person you’re supporting shows signs of distress or resistance, don’t resort to physical or verbal control. Instead, use communication to understand their perspective, offer reassurance, and modify your approach. Always refer to any existing behaviour support plan and document incidents correctly. **Example Action** *“I noticed you were getting upset while we were brushing your hair. Would you like a break or to try a different brush? Let me know how I can make this more comfortable for you.”*  **Sample Conversation (Shortened)**  ***Student:*** *“You said you’d like to join the community gardening group again. Would you like to talk about how we can make that happen together?”*  ***Assessor (as Client):*** *“I’m worried I’ll slow everyone down with my walker.”*  ***Student:*** *“You bring a lot of experience and energy. Maybe we can speak to the group leader and plan a role that’s comfortable but still gets you involved—what do you think?”*  ***Assessor:*** *“That sounds good. I’d like to feel useful again.”*  ***Student:*** *“Absolutely—and I’ll make sure the communication from now on includes updates on group activities so you can stay in the loop and choose what works for you.”* |  |
| **Q2: Please demonstrate how you assist a person to understand and exercise their rights while delivering services using a person-centred and rights-based approach. You must work with the person to ensure their rights and needs are consistently upheld in all aspects of service delivery, and consult with them to identify and respect any specific cultural needs. In your demonstration, you must also identify and respond to potential breaches of human rights and any indications of abuse, exploitation or neglect, reporting your concerns according to organisational policies, legislative requirements, and within the boundaries of your job role. You are required to show how you support at least two people—one in a simulated environment and one in the workplace—by recognising and responding appropriately to barriers that may impact their rights, providing them with clear information about their rights and checking their understanding, and using communication strategies tailored to their needs to maintain respectful relationships and promote empowerment.**  **Your response must reflect a clear understanding of legal and ethical considerations relevant to working with people who receive support, including codes of conduct, discrimination, dignity of risk, duty of care, human rights, informed consent, mandatory reporting, privacy, confidentiality and disclosure, work health and safety, and your own work role boundaries, responsibilities and limitations. You must demonstrate knowledge of indicators of abuse, exploitation and neglect, and explain when and how to seek support from more experienced or qualified staff in such situations. Your actions should also reflect the principles of rights-based practice, and show how to implement strategies that assist people to exercise their rights, including their right to privacy, and their right to be involved in the planning and decision-making processes regarding their care and support.** | |
| **Role Play Scenario** | **Benchmark Answer** |
| This role-play scenario is designed to assess the student’s ability to support a person in understanding and exercising their human rights, with particular attention to legal, cultural, and organisational responsibilities. The student must use culturally respectful, person-centred communication to discuss rights and address any signs of abuse, neglect, or breaches of human dignity. The goal is to promote self-determination, inclusion, and proactive reporting in line with legal and workplace requirements.  The assessor will act as the person receiving support, or a cultural or linguistic representative where required, and evaluate the student’s ability to facilitate empowerment and uphold rights in a respectful and appropriate way.  **Instructions for the Role Play**  **1. Assist the person to understand their rights** **Key Actions:** The student must clearly explain the person’s legal and human rights in a way that is respectful and easy to understand. This may include rights related to privacy, freedom of choice, cultural identity, and access to services. **Guidance for the Student:** Use plain language and check for understanding. Be patient, and offer written or visual aids if needed. **Example Action:** *“You have the right to decide who supports you and when. If something doesn’t feel right, you can always speak up—I’m here to help with that.”*  **2. Work with the person using a person-centred approach to deliver services that ensure their rights and needs are upheld** **Key Actions:** The student must use a support approach that prioritises the individual’s autonomy, preferences, and voice. Services must be flexible and shaped around what the person identifies as important. **Guidance for the Student:** Ask questions about what matters to them. Build routines and services around those values, not just care tasks. **Example Action:** *“Would you like to do your morning walk before breakfast instead today? It’s your choice, and we can adjust the schedule to fit what you need.”*  **3. Consult with the person to confirm cultural needs and ensure these are respected and prioritised in service delivery** **Key Actions:** The student must ask the person about cultural practices, dietary needs, religious preferences, or language requirements, and incorporate these into their support. **Guidance for the Student:** Respect and adapt to cultural identity. Avoid assumptions, and allow the person to define what matters to them. **Example Action:** *“You mentioned fasting during Ramadan—how can I support you best during this time, especially around meals and energy levels?”*  **4. Consult with the person to identify breaches of human rights and respond and report according to organisational policies and procedures and scope of own job role** **Key Actions:** The student must create a safe space for the person to discuss any breaches of their rights (e.g., ignored preferences, lack of privacy, discrimination), and follow reporting processes to escalate these breaches. **Guidance for the Student:** Validate their concerns, ensure documentation is objective, and escalate through the proper chain of command. **Example Action:** *“Thank you for telling me that a staff member entered without knocking. That’s not okay—I’ll report it and ensure your privacy is respected going forward.”*  **5. Consult with the person to identify indications of abuse and neglect and report according to organisational policies and procedures and legislative requirements** **Key Actions:** The student must sensitively explore any signs or disclosures of abuse (emotional, physical, financial, etc.) or neglect, respond calmly and professionally, and report it without delay in line with legal and workplace responsibilities. **Guidance for the Student:** If the person hints at abuse, don’t pressure them—but listen, reassure, and take action to report immediately. **Example Action:** *“You said someone shouted at you yesterday and took your phone. I want you to know that’s serious and I need to report this so you’re protected.”*  **6. Respond to the goals and aspirations of at least two people, one in a simulated environment and one in the workplace: recognising and responding appropriately to situations and barriers; providing information to the person about their rights and checking for understanding; using communication skills according to the needs of the person to maintain positive and respectful relationships and facilitate empowerment** **Key Actions:** The student must support two individuals: one in this simulated environment and one in their workplace. The student must support the individual in pursuing their goals by recognising any barriers (e.g., discrimination, language, mobility), offering information about their rights, and checking for understanding using clear and inclusive communication. This includes using strategies like visual prompts, translation, active listening, and confirming preferences. Communication must be respectful, encouraging, and responsive to any physical, emotional, or cultural needs.  **Guidance for the Student:** You will be required to respond to the goals and aspirations of two different individuals:  • one in this simulated role play scenario  • one from your actual workplace experience  You must:  • Recognise and respond to situational or systemic barriers such as discrimination, language barriers, mobility challenges, or limited access to services  • Provide each person with information about their rights in a respectful, accessible, and empowering way  • Use communication strategies tailored to the needs of each individual to check for understanding and promote dignity and inclusion  • Encourage participation, decision-making, and self-advocacy in all interactions  • Reinforce the person’s right to community participation, cultural expression, privacy, and involvement in planning their care  • Apply strengths-based and person-centred practices that support independent action and thinking  • Reflect on how your approach helped each person feel empowered, respected, and heard  Each interaction must demonstrate a commitment to human rights and person-centred communication. For example, you might support someone with a language barrier in understanding transport options, or help another person overcome social stigma to pursue a meaningful personal goal. **Example Action – Simulated Environment (One Person):** *“You mentioned wanting to attend the social outing but weren’t sure how to ask for transport support. That’s your right—I can help you submit a transport request form today and check if any additional assistance is available. I’ll go through the response with you once it comes in, and if anything is unclear, I’ll explain it step by step so you can decide what works best for you. I’ll also check if you’d prefer written or verbal updates in future.”*  **Example Action – Workplace Envoronment (One Person):** *“At work, I supported a person who wanted to attend church services regularly but felt nervous because of previous experiences of discrimination during outings. I reassured them that they have the right to participate in religious and community life without judgment. Together, we identified a trusted transport option and planned the timing to suit their routine. I also spoke to the support team to ensure staff understood the person’s cultural preferences and felt confident supporting them with dignity and respect. I followed up with the person after the first visit to make sure their experience felt safe and empowering.”*  **Sample Conversation (Shortened)**  ***Student:*** *“Hi, I just wanted to check—do you feel your rights and preferences are being respected in the way we’re supporting you?”*  ***Assessor (as Client):*** *“Sometimes I feel rushed, like I’m not being listened to when I ask for things to be done differently.”*  ***Student:*** *“I’m really sorry to hear that. You absolutely have the right to be heard and have your choices respected. Would you like me to help raise this with the team or supervisor?”*  ***Assessor:*** *“Yes, please. I’d like to be more involved in my own schedule.”*  ***Student:*** *“Absolutely—we’ll work on a new plan together, and I’ll make sure your voice is central to that process.”* |  |
| **Q3: Please demonstrate how you work with people using a person-centred approach that acknowledges each individual as the expert in their own life. You must show how you work collaboratively with the person to explore and implement person-centred options for action on relevant issues, involving their family, carer, or others they identify, where appropriate. Provide assistance to help the person communicate their personal goals and preferences, and support their decision-making in ways that empower them to take action and make their own choices. You must also support the person in the use of assistive technologies to meet their individual needs and implement strategies to ensure they are comfortable and confident with decisions made. In addition, work with the person to identify barriers to empowerment—whether physical, social, cognitive, emotional or environmental—and determine strategies to address them. Where relevant, assist the person in accessing advocacy services and complaint mechanisms in accordance with their rights and your organisation’s procedures.**  **Your demonstration must include working with at least two individuals—one in a simulated environment and one in the workplace—where you employ flexible, adaptable, and person-centred support practices that respond to their individual goals and aspirations. You must provide at least one service or support that has been adjusted through consultation with the person to meet their needs and propose at least one strategy to meet their health or reablement goals. Throughout, you are expected to recognise and respond appropriately to barriers or challenging situations, use communication techniques tailored to the person’s abilities and needs, and facilitate empowerment and respectful relationships.**  **You must demonstrate understanding of strategies that help people exercise their rights and support independent thinking and action, including the use of technology to promote choice, the right to privacy, and the right to participate in all decisions regarding their care and support. Your demonstration should reflect knowledge of the scope and application of assistive technologies across all life domains—such as self-care, continence and hygiene, communication, cognition and memory loss, mobility, education, employment, recreation, and daily living. You must also explain how assistive technologies help maintain independence and enable inclusion and participation. Finally, you must show that you understand how to access and support the use of advocacy services and complaint mechanisms to protect the person’s rights.** | |
| **Role Play Scenario** | **Benchmark Answer** |
| This role-play scenario assesses the student’s ability to promote an individual’s choice, autonomy, and active decision-making through a person-centred approach. The student is expected to explore the person’s goals, support preferences, and individual needs through inclusive communication. The scenario also requires support for assistive technologies, identification and resolution of empowerment barriers, and referral to advocacy or complaint services if needed.  The assessor will play the role of the person receiving support, while the student demonstrates skills in planning, communication, empowerment, and rights-based advocacy.  **Instructions for the Role Play**  **1. Use a person-centred approach and work in a manner that acknowledges the person as their own expert** **Key Actions:** The student must treat the person as the primary decision-maker and authority on their own life. This includes listening actively, respecting their experiences, and valuing their input. **Guidance for the Student:** Avoid assuming you know what’s best. Ask the person what they want, and build support around that. **Example Action:** *“You know what works for you best—what would you like to focus on this week?”*  **2. Work with the person to facilitate person-centred options for action on relevant issues and discuss with the person, family, carer or others identified by the person** **Key Actions:** The student must present options tailored to the person’s goals and discuss them collaboratively, involving family or carers only if the person consents. **Guidance for the Student:** Offer flexible support choices and involve others only as the person directs. **Example Action:** *“Would you prefer to discuss this with your daughter too, or would you like to decide on your own for now?”*  **3. Provide assistance to the person to facilitate communication of their personal goals** **Key Actions:** The student must help the person articulate their short- and long-term goals, using appropriate communication tools or supports when needed. **Guidance for the Student:** Ask open-ended questions, provide goal-setting prompts, or use visual aids if necessary. **Example Action:** *“You mentioned wanting to be more active. Would setting a goal of walking outside twice a week feel like a good start?”*  **4. Work with the person to provide person-centred support in a manner that encourages and empowers the person to make their own choices and action** **Key Actions:** The student must guide the person in choosing their own actions, rather than directing or deciding for them. This includes offering encouragement and reducing dependency. **Guidance for the Student:** Empower the person to try new things, make choices, and act with confidence. **Example Action:** *“It’s your decision whether you want to attend the social program—I’ll support whatever you choose and help with the transport if needed.”*  **5. Support the person’s use of assistive technologies in meeting their individual needs** **Key Actions:** The student must support the individual in using or exploring assistive technologies (e.g. mobility aids, speech devices, smart home features), ensuring they are appropriate and empowering. **Guidance for the Student:** Ensure devices are functional and that the person knows how to use them confidently. **Example Action:** *“Would you like me to walk through how to use your new voice assistant to set reminders?”*  **6. Work with the person to implement strategies to ensure that the person is comfortable with decisions made** **Key Actions:** The student must confirm that any decision made is truly the person’s choice and that they feel informed and confident about it. **Guidance for the Student:** Don’t assume silence means agreement. Ask for feedback or doubts. **Example Action:** *“Now that we’ve adjusted your care routine, how do you feel about the changes—do they still work for you?”*  **7. Work with the person to identify barriers to empowerment and determine strategies to address** **Key Actions:** The student must help the person recognise any obstacles to achieving their goals—such as limited mobility, confidence issues, language barriers, or social isolation—and work with them to find respectful, achievable solutions. **Guidance for the Student:** Don’t ignore barriers—explore them together and validate the person’s experience. **Example Action:** *“You said you’re worried people might not understand you at the meeting. Would using a support worker to come with you help?”*  **8. Assist the person to access advocacy services and other complaint mechanisms when required** **Key Actions:** The student must provide clear, practical help in connecting the person with advocacy services or formal complaints systems if they feel unheard, mistreated, or at risk. **Guidance for the Student:** Explain the process clearly, support choice, and never discourage someone from speaking up. **Example Action:** *“If you’d like, I can help you contact an independent advocate to support you during your planning meeting next week.”*  **9. Respond to the goals and aspirations of at least two people, one in a simulated environment and one in the workplace: employing flexible, adaptable and person-centred approaches to empower the person; providing at least one service adjusted to meet the individual needs of the person, as determined through consultation with the person; proposing at least one strategy to meet the individual health or re-ablement needs of the person, as determined through consultation with the person; recognising and responding appropriately to situations and barriers; providing information to the person about their rights and checking for understanding; using communication skills according to the needs of the person to maintain positive and respectful relationships and facilitate empowerment** **Key Actions:** The student must support two individuals: one in this simulated environment and one in their workplace. The student must demonstrate flexible service delivery, adjusting support to meet individual needs and goals. They must propose at least one relevant re-ablement strategy for each person, recognise and respond to any barriers, provide clear rights-based information, and tailor communication techniques to the person’s preferences and circumstances. **Guidance for the Student:** You will be required to respond to the goals and aspirations of two different individuals:  • one in this simulated role play scenario  • one from your actual workplace experience  You must:  • Consult with each person to identify their individual goals, preferences, and support needs  • Adjust at least one service or support action to reflect what was discussed with the person  • Propose at least one re-ablement strategy that promotes independence and self-management  • Recognise and address any barriers (physical, emotional, cognitive, social, or cultural)  • Provide rights-based information and ensure the person understands their options  • Use communication suited to the individual’s needs (e.g. visual, verbal, assistive, plain language)  • Empower each person through person-centred, flexible, and inclusive support  • Follow up or reflect on how your strategies helped build confidence, dignity, and autonomy  Each response should demonstrate how your communication and actions were adapted to meet the needs of two distinct people and how you used re-ablement and person-centred strategies to support their independence. **Example Action – Simulated Environment (One Person):** *“You’ve told me that being able to make your own lunch again would help you feel more independent. I know you’re a bit nervous about using the stove, so let’s try starting with microwave-safe meals and I can show you how to use the talking timer on your device. That way, you stay in control, and we can build up from there. I’ll check in later this week to see how it’s going and if you’d like to try a new step.”*  **Example Action – Workplace Environment (One Person):** *“At work, I support a person with vision impairment who wanted to manage their medication more independently. After talking through the options, we agreed on using a daily medication dispenser combined with a voice-activated reminder on their phone. I helped set everything up and checked they were comfortable with the system. We reviewed it after a few days to see what was working and whether any changes were needed.”*  **Sample Conversation**  ***Student:*** *“You mentioned wanting to start making your own lunch again—can we chat about what might help make that easier?”*  ***Assessor (as Client):*** *“I get shaky sometimes and I’m nervous about using the stove.”*  ***Student:*** *“Thanks for sharing that. Let’s try a microwave-friendly plan first. I can show you how to use the talking timer on your device, and we can adjust again later if needed. Does that sound good?”*  ***Assessor:*** *“Yes, I’d like to try that.”*  ***Student:*** *“Great! And if you ever feel like your needs aren’t being heard, I can help you access our advocacy service—they’re really supportive and here for you.”* |  |

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| **CHCCCS038 Facilitate the empowerment of people receiving support Assessment Criteria** | | |
| **Did the student respond to all the above Competency Conversations and Assessment Conditions Checklist accurately, and were the responses current and sufficient in relation to the unit? If yes, please tick "Satisfactory" below; if no, please tick "Not Satisfactory" below.** | | |
| ☐Satisfactory  ☐Not Satisfactory |  | |
| Comments: |  | |
| **Cross Checking Sections:** | **Satisfactory?                                           Notes** | |
| **Checking Section C against Section A:** Are the student's responses in Section C (Competency Conversation) consistent with their self-assessment provided in Section A (Self-Reflection Questionnaire)? | ☐     Yes  ☐     No | |
| **Checking Section C against Section B:** Does the student’s description match the evidence provided in Section B e.g. adhering to workplace policies and procedures provided? | ☐     Yes  ☐     No | |
| **Checking Section C against ACC:** Has the student mentioned all mandatory items on the ACC list during their Competency Conversations (CC) responses?   * Cross-check the student's responses with the ACC list to ensure all mandatory items have been addressed. * If any item is missing, do not tick or check it off on the ACC list. Instead, mark the item as Not Satisfactory and provide feedback to the student for further clarification or evidence**.** | ☐     Yes  ☐     No | |
| **Assessor please sign, insert your name, and date to indicate that you have assessed the above.** | | |
| Assessor Signature | | Date |
| Assessor Name | |  |

# **CHCCCS040 Support independence and wellbeing**

**Comprehensive Role Play Scenario for Supporting Independence and Wellbeing**

**Context Overview**

You are a support worker in a residential aged care home or community-based service. Your role is to promote the independence and overall wellbeing of individuals by supporting their physical, social, emotional, psychological, and cultural needs. You will tailor support services in a way that reflects the person's individual strengths, preferences, and life context, while working within your job role and organisational protocols.

This includes recognising and celebrating individual differences, enabling self-determination, promoting a healthy lifestyle, and supporting meaningful engagement with others.

**Applicability for Role Play**

This scenario is designed for simulated delivery in cases where workplace exposure is limited or not feasible. The scenario replicates diverse support needs in realistic contexts that reflect industry conditions, enabling the student to practise and demonstrate skills in promoting holistic wellbeing and independence.

**Simulated Workplace Stakeholders**

* **Your Assessor**: May act as the person receiving support, a family member, or a supervisor.
* **Invited Participants**: May role-play as friends, carers, or external service providers.

**Assessor Responsibilities**

* Confirm that simulation reflects realistic and varied support settings.
* Observe the student's ability to work respectfully, support self-determination, and address holistic wellbeing.
* Document whether stakeholders were real or simulated.

**Role Play Purpose**

This role play allows the student to demonstrate:

* Respect for social, cultural, spiritual, and individual diversity.
* Skills in supporting independence through strengths-based approaches.
* Actions that promote physical, social, emotional, and psychological wellbeing.
* Communication and reporting practices in accordance with their role and organisational expectations.

**Scenario Preparation**

**Key Learning Points for CHCCCS040 Alignment**

* **Recognising and Supporting Individual Differences**:  
  o Acknowledge and respect cultural, spiritual, and personal identity in support practices.  
  o Encourage the person’s self-expression without imposing your own values.
* **Promoting Independence**:  
  o Help the person recognise and apply their strengths in daily life.  
  o Support decision-making that balances autonomy and access to services.
* **Supporting Physical Wellbeing**:  
  o Promote habits that support a healthy lifestyle and physical safety.  
  o Monitor and report changes in the person’s physical condition appropriately.
* **Supporting Social, Emotional and Psychological Wellbeing**:  
  o Use positive communication to build self-esteem and emotional safety.  
  o Identify and report wellbeing concerns, including signs of distress or neglect.

**Steps for Role Play**

**Scenario 1: Recognising and Supporting Individual Differences**

**Purpose**: To demonstrate respect for personal identity and diversity.

**Actions**:

* Engage in a conversation with the person that acknowledges their cultural, spiritual, and personal identity.
* Encourage the person to express their values and preferences.
* Plan support activities that reflect their stage of life and personal strengths.

**Scenario 2: Promoting Independence**

**Purpose**: To empower the person to identify and use their strengths to maintain independence.

**Actions**:

* Assist the person in identifying their self-care abilities and areas where they are confident.
* Provide information about support services and encourage self-management of care.
* Reinforce the importance of autonomy and independence in decision-making.

**Scenario 3: Supporting Physical Wellbeing**

**Purpose**: To maintain and monitor the person’s physical wellbeing in line with policies and your job role.

**Actions**:

* Promote healthy daily habits and personal safety in the environment.
* Observe and report physical changes or hazards according to organisational procedures.
* Escalate issues that are beyond your role to the appropriate person.

**Scenario 4: Supporting Social, Emotional, and Psychological Wellbeing**

**Purpose**: To support the person’s emotional resilience, social connection, and mental wellbeing.

**Actions**:

* Communicate supportively to build the person’s confidence and sense of security.
* Facilitate participation in meaningful activities based on their interests and networks.
* Identify and report any wellbeing concerns, including signs of abuse, neglect, or mental distress.
* Seek support for any issues that fall outside your job role.

**Assessment Criteria**

During the role play, assessors will evaluate your ability to:

* Recognise and support cultural, spiritual, and identity differences.
* Avoid imposing personal views and empower expression of preferences.
* Promote and enable independence through strength-based communication.
* Provide safe, respectful, and appropriate physical support.
* Monitor physical health and escalate when required.
* Facilitate emotional and psychological wellbeing through routine, communication, and connection.
* Recognise and respond to indicators of abuse, neglect, or mental health risks.
* Work within scope and organisational procedures for reporting.

**Expected Outcomes**

By the end of the role play, the student should:

* Demonstrate inclusive and respectful engagement aligned to the person’s identity and preferences.
* Empower the person to recognise and apply their strengths toward independence.
* Promote healthy daily routines and observe physical health changes.
* Support the emotional and psychological wellbeing of the person using empathetic communication and participation strategies.
* Accurately report issues and seek support when outside their job role scope.

**Assessment Conditions Checklist**

For Assessor:

**☒ The student has access to Facilities, Equipment, and Resources Required:**

☒ Relevant workplace or realistic simulation environment

☒ Individualised plans

☒ Any equipment outlined in the individualised plans

☒ Facilities, equipment and resources that reflect real working conditions

☒ Opportunities for interaction with the person and their families or carers

**Role Play Documentation**

For Assessor: Please indicate whether the role play demonstration was conducted using:

​​ ☐ Simulated Stakeholders: The role play was conducted with simulated stakeholders (assessor/friends).  
​​ ☐ Real Workplace Stakeholders: The role play was conducted in a real workplace setting with actual stakeholders.

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| --- | --- |
| **Q1: Please demonstrate how you can support at least three individuals to enhance their independence and wellbeing while recognising and respecting their unique social, cultural, spiritual, and physical needs. As part of your demonstration, you should show how you support each individual in a way that honours their social, cultural, and spiritual differences. Ensure that you avoid imposing your own values and attitudes, and instead support each person to express their own identity and preferences. Consider the individual's needs, stage of life, development, and strengths when engaging in activities and providing support. Additionally, it is essential that you recognise, respect, and accommodate each person’s expressions of identity and sexuality in a manner that aligns with their age and stage of life. You should also promote and facilitate opportunities for participation in activities that reflect the person’s individual physical, social, cultural, and spiritual needs.**  **In your response, demonstrate how you provide support by safely assisting at least three individuals to enhance their independence and wellbeing, incorporating their preferences, needs, and unique circumstances. Your support should empower each individual to actively participate in activities, reflect their autonomy, and respect their dignity. Throughout, your actions must uphold their rights, particularly regarding their expressions of sexuality and personal identity.**  **Your demonstration should also reflect an understanding of basic human needs—physical, psychological, spiritual, cultural, and sexual—and how these needs influence the support you provide. You should apply knowledge of the concept of self-actualisation, ensuring that the support fosters independence and growth. Consider the impacts of human development across the lifespan and how individual differences, developmental stages, and needs affect the support provided. Additionally, your approach should comply with legal and ethical requirements, including duty of care, dignity of risk, human rights, discrimination, mandatory reporting, and privacy as they apply in individual practice and organisational settings. Understand the influence of community values, attitudes, myths, and stereotypes on perceptions of individuals and their needs, and apply your knowledge of service delivery models and standards. Finally, ensure your practice aligns with the relevant funding models for the support services you provide.** | |
| **Role Play Scenario** | **Benchmark Answer** |
| This role-play scenario is designed to assess the student’s ability to reflect on and respond appropriately to the diverse social, cultural, spiritual, and personal identities of individuals receiving support. The student is expected to adapt communication and support methods to ensure the person feels respected, empowered, and included. The focus is on person-centred engagement that promotes independence, wellbeing, and meaningful participation, while avoiding the imposition of personal values. The assessor will play the role of the person receiving support, and the student must engage in a strengths-based, inclusive conversation that reflects identity and life stage in practical support planning.  **Instructions for the Role Play**  **1. Recognise and respect the person’s social, cultural and spiritual differences** **Key Actions:** The student must demonstrate awareness and respect for the person’s cultural background, language, religion, or social identity. This includes acknowledging traditions, dietary choices, rituals, or communication preferences. **Guidance for the Student:** Ask open-ended questions about what matters to the person, and never make assumptions about their identity. **Example Action:** *“I know you’ve mentioned attending the local temple—would you like help arranging transport so you can continue that weekly?”*  **2. Avoid imposing own values and attitudes on others and support the person to express their own identity and preferences** **Key Actions:** The student must monitor their own behaviours and language to ensure they are not projecting their values. They must create space for the person to freely express their preferences, without judgement. **Guidance for the Student:** Practice cultural humility—listen more than you speak, and validate the person’s right to be different. **Example Action:** *“Everyone has their own beliefs about family and lifestyle—what’s important to you when we plan your daily routine?”*  **3. Consider the person’s individual needs, stage of life, development and strengths when engaging in support activities** **Key Actions:** The student must plan support activities based on the person’s current developmental stage, physical ability, cognitive needs, and personal strengths. This ensures that support is neither infantilising nor dismissive. **Guidance for the Student:** Look for what the person can do and enjoys doing. Build activities around those strengths. **Example Action:** *“You’ve shared that you used to lead music groups—would you be interested in running a small singalong session here?”*  **4. Recognise, respect and accommodate the person’s expressions of identity and sexuality as appropriate in the context of their age and stage of life** **Key Actions:** The student must recognise that sexuality and identity remain relevant at all life stages, and support the person’s expression in an appropriate, respectful way. **Guidance for the Student:** Avoid assumptions about gender, sexual orientation, or expression. Respect privacy and dignity. **Example Action:** *“Would you prefer a male or female support worker to help you with your personal care? It’s completely your choice.”*  **5. Promote and facilitate opportunities for participation in activities that reflect the person’s individual physical, social, cultural and spiritual needs** **Key Actions:** The student must create or support access to meaningful activities that align with the person’s interests and identity. This could include social outings, community events, cultural practices, or wellness routines. **Guidance for the Student:** Make participation meaningful—ask what the person wants to do, and find ways to make it possible. **Example Action:** *“You mentioned missing Sunday family lunches. Would you like help planning a group video call this weekend?”*  **6. Safely support at least three people to enhance independence and wellbeing** **Key Actions:** The student must demonstrate their ability to safely and effectively support three different individuals to enhance their independence and wellbeing. This involves tailoring support to the specific needs, preferences, and context of each person. The student is expected to apply strengths-based practices, ensuring dignity and safety, while promoting physical, emotional, and social wellbeing. The activities supported may vary across individuals, depending on their stage of life, strengths, abilities, and goals.  **Guidance for the Student:** The student must engage three different individuals in support activities that enhance their independence and wellbeing, reflecting their unique needs and goals. The student is expected to:   * Tailor the support provided to each individual’s physical, emotional, social, and cultural needs. * Ensure activities are appropriate for the individual’s stage of life and promote independence without being intrusive. * Monitor each person’s comfort and safety, adjusting activities as needed to maintain dignity and support their autonomy. * Provide encouragement for participation and empower the person to take charge of their own care where possible.   Examples of how the student can support each individual might include offering assistance with daily tasks, promoting physical activity, facilitating emotional wellbeing, and supporting meaningful social participation. For example, helping someone use assistive devices, encouraging a morning routine for independence, or helping someone establish a social connection. **Example Action:**  **Person 1: (Physical Wellbeing Focus)** *“Mr. Davis, I’ve set up the kettle and all the equipment for you to make your tea. Would you like to give it a try on your own toda? I’ll be right here if you need help pouring the water.”*  **Person 2: (Emotional Wellbeing Focus)** *“Mrs. Lee, I’ve brought in some calming music and a few light stretches we can do together. Would you like to start with some shoulder rolls to help with your circulation? I’ll stay with you in case you need support.”*  **Person 3: (Social Participation Focus)** *“Ms. Carter, I’ve set up the memory prompts for your medication schedule, and I’d love to help you reconnect with your family. Would you like me to arrange a video call with them this afternoon so you can chat and catch up?”*  **Sample Conversation**  ***Student:*** *“You mentioned your family celebrates Lunar New Year—would you like to include some decorations or music this week to help you feel connected?”*  ***Assessor (as Client):*** *“Yes, that would make me feel more at home. I used to cook dumplings with my family too.”*  ***Student:*** *“That sounds wonderful. Maybe we can plan a cooking activity here and even invite your family to join virtually. I’d love to hear your ideas so we can build something together that reflects what matters to you.”* |  |
| **Q2: Please demonstrate how you support at least three individuals to enhance their independence and wellbeing by recognising and building on their strengths, encouraging self-management, and facilitating access to appropriate support services. Your response should show how you assist each person to identify their own capabilities and self-care capacity and help them to acknowledge and value these strengths. You should also assist each person in identifying ways to use their strengths in daily life while reinforcing the importance of accessing external support when needed. Demonstrate how you provide clear, respectful information and assistance that enables each individual to access the appropriate services, resources, or networks that support their overall wellbeing. Where appropriate, show how your support enables the person to self-manage aspects of their own care or service delivery, reinforcing their autonomy and control over their own life. Throughout your response, ensure you are actively encouraging the person to strengthen, maintain and develop their independence across all relevant areas of their life.**  **Your demonstration must show an understanding of human development across the lifespan and how different stages of life impact a person’s needs, strengths, and preferences. You should reflect the concept of wellbeing as it relates to physical, psychological, social, spiritual, cultural, financial, and occupational domains. Your approach must also demonstrate knowledge of the basic requirements for good health, including mental health, adequate nutrition and hydration, regular exercise, personal hygiene, lifestyle choices, and oral health. Consider and respond appropriately to any factors that may be impacting the individual’s health and wellbeing.**  **Your support practices must align with legal and ethical requirements and show how these are applied in both individual and organisational contexts. This includes adhering to duty of care, upholding dignity of risk, respecting human rights, avoiding discrimination, following mandatory reporting protocols, and maintaining privacy, confidentiality, and disclosure standards. You must also work within your role boundaries and responsibilities. Finally, your response should reflect your understanding of available support strategies, services, and networks that assist individuals in managing their wellbeing and maintaining independence.** | |
| **Role Play Scenario** | **Benchmark Answer** |
| This scenario is designed to assess the student’s ability to promote the rights, strengths, and independence of a person receiving support. The student must engage the person in identifying their self-care abilities, encourage the use of those strengths in daily life, and provide access to relevant services and resources. The goal is to foster decision-making, self-management, and the sustainable development of the individual’s independence. The assessor will act as the person receiving support, while the student is expected to demonstrate inclusive communication, goal-focused discussion, and clear, rights-based advocacy and support planning.  **Instructions for the Role Play**  **1. Support the person to identify and acknowledge their own strengths and self-care capacity** **Key Actions:** The student must encourage the person to recognise their current abilities, achievements, and positive qualities related to physical, emotional, or social wellbeing. This includes validating their lived experience and building confidence. **Guidance for the Student:** Ask strengths-focused questions and highlight what the person is doing well. Help them see their own capabilities. **Example Action:** *“You’ve done such a great job managing your morning routine independently. What else do you feel confident doing on your own”*  **2. Assist the person to identify opportunities to utilise their strengths, while communicating the importance of using available support when required** **Key Actions:** The student must support the person in recognising how they can apply their strengths to new or existing tasks, while reinforcing that using support is not weakness but a healthy choice when needed. **Guidance for the Student:** Help the person balance independence and support—promote autonomy, not isolation. **Example Action:** *“Since you’ve regained strength in your hands, would you like to try preparing lunch today? I’ll be nearby if you need help with tricky packaging.”*  **3. Provide information and assistance to the person in order to facilitate access to support services and resources when needed** **Key Actions:** The student must identify and explain available services or resources that align with the person’s needs, goals, or barriers—such as transport, housing, allied health, counselling, or community programs. **Guidance for the Student:** Offer information clearly and simply. Provide written material or help the person contact a service directly. **Example Action:** *“You mentioned wanting more social connection—would you like me to help you sign up for the local community choir or social group?”*  **4. Provide support that allows the person to self-manage their own service delivery as appropriate** **Key Actions:** The student must empower the person to take ownership of their services—this includes scheduling appointments, making choices about providers, or tracking personal goals—at a level suited to their capacity. **Guidance for the Student:** Ask how the person would like to be involved in managing their support, and provide the tools and confidence to do so. **Example Action:** *“Would you like to try using the client portal to reschedule your physio this week? I can walk you through the steps.”*  **5. Encourage the person to build, strengthen and maintain independence** **Key Actions:** The student must consistently promote independence as a key goal of support, using empowerment-focused communication and creating opportunities for the person to try or maintain tasks on their own. **Guidance for the Student:** Celebrate progress, reinforce growth, and be patient with setbacks. Independence looks different for everyone. **Example Action:** *“You’ve been managing your medication reminders for two weeks now. That’s a huge step—I’m really proud of you. What would you like to try taking charge of next?”*  **6. Safely support at least three people to enhance independence and wellbeing** **Key Actions:** The student must demonstrate safe, individualised support for at least three different people, promoting independence and wellbeing through person-centred actions. Each person’s strengths, risks, and identity must be considered in the support plan. **Guidance for the Student:** Think about safety, dignity, and growth. Adjust your support style based on each individual’s strengths, stage of life, and preferences. **Example Action:** *“For Joan, I encourage independent toileting with standby support; for David, we practise basic cooking with me nearby; and for Nala, we focus on confidence-building before community outings.”*  **Sample Conversation**  ***Student:*** *“You mentioned you used to enjoy shopping for your own groceries—how do you feel about doing that again?”*  ***Assessor (as Client):*** *“I’d like to try, but I’m worried I’ll forget things or get tired.”*  ***Student:*** *“That makes sense. How about we make a list together and plan a short visit first? I can support with the bags, and we can gradually build up to a full shop.”*  ***Assessor:*** *“That sounds good. I’d like to feel capable again.”*  ***Student:*** *“You already are. And if there’s ever something you need help with, we’ll find the right service or tool to support you—your independence is our shared goal.”* |  |
| **Q3: Please demonstrate how you support at least three individuals to enhance their health, safety, and overall wellbeing by promoting healthy lifestyle habits and responding appropriately to physical health concerns and risks. In your response, show how you encourage and support individuals to establish and maintain daily living habits that contribute to a healthy lifestyle, including routines related to nutrition, hydration, exercise, hygiene, and oral health. Describe how you assist the person in maintaining a safe and healthy physical environment and how you actively support them in managing day-to-day living conditions that contribute to their wellbeing.**  **You must demonstrate your ability to identify potential hazards in the environment, report them according to organisational procedures, and take appropriate action to reduce risk where suitable. You should also be able to recognise any noticeable changes or variations in a person’s physical condition, especially where these changes may be early signs of a health concern or a factor impacting the person’s overall wellbeing. Report any such observations promptly and appropriately, in accordance with organisational reporting protocols. If a health situation arises that is beyond the boundaries of your role, explain how you would escalate this to the relevant person for appropriate action.**  **Your response should show your understanding of what contributes to physical wellbeing, including the key elements of good health such as balanced nutrition, proper hydration, physical activity, hygiene practices, and oral care. Demonstrate awareness of common mental health issues and identify both risk factors and protective factors that affect wellbeing. All actions you take must be in line with legal and ethical responsibilities and demonstrate how these are applied in practice, including maintaining duty of care, upholding dignity of risk, respecting human rights, avoiding discrimination, adhering to mandatory reporting obligations, and ensuring privacy, confidentiality, and appropriate disclosure.**  **You must also show your understanding of restrictive practices, including what constitutes a restrictive practice, the relevant legislation and regulations, and your organisation’s policies and procedures for managing these situations. Describe the importance of using positive support strategies, upholding ethical standards, and meeting documentation and reporting requirements if restrictive practices are encountered.** | |
| **Role Play Scenario** | **Benchmark Answer** |
| This scenario is designed to assess the student’s ability to support a person in promoting physical wellbeing, encouraging healthy lifestyle habits, and maintaining a safe and empowering environment. The student must identify and respond to risks or changes in the person’s physical condition, escalate any concerns appropriately, and remain within their role boundaries. The approach must be person-centred and focused on both prevention and empowerment.  The assessor will play the role of the person receiving support, while the student demonstrates encouragement of independence, reporting of physical concerns, and promotion of a safe environment.  **Instructions for the Role Play**  **1. Promote and encourage daily living habits that contribute to healthy lifestyle** **Key Actions:** The student must use person-centred communication to support healthy routines such as balanced eating, hydration, physical activity, hygiene, rest, and mental wellness strategies. **Guidance for the Student:** Encourage—not direct. Support small, meaningful steps based on what the person values and is capable of. **Example Action:** *“You’ve been great with morning walks—would you like to try adding a gentle stretching session before breakfast?”*  **2. Support and assist the person to maintain a safe and healthy environment** **Key Actions:** The student must assist the person in keeping their physical environment clean, hazard-free, and aligned with hygiene and safety standards. **Guidance for the Student:** Offer support with housekeeping, layout changes, or hygiene supplies while promoting independence. **Example Action:** *“Would you like me to help reposition your bedside table so you can reach your water more easily at night?”*  **3. Recognise hazards and report according to organisational policies and procedures** **Key Actions:** The student must identify environmental risks such as spills, blocked walkways, broken aids, or fire risks, and follow correct reporting channels immediately. **Guidance for the Student:** Don’t fix a hazard and forget it—always follow up with documentation or supervisor notification. **Example Action:** *“I’ve moved the power cord out of the walkway for now, and I’ll log a maintenance request to have it secured properly today.”*  **4. Recognise variations in a person’s physical condition and report according to organisational policies and procedures** **Key Actions:** The student must observe signs of physical changes such as swelling, fatigue, unsteadiness, or wounds and report these appropriately. **Guidance for the Student:** Be specific and objective in your observations. Always escalate concerns promptly. **Example Action:** *“I noticed your ankles are more swollen than usual today—I’ll report that to the team nurse so they can assess it further.”*  **5. Recognise indications that the person’s physical situation is affecting their wellbeing and report according to organisational policies and procedures** **Key Actions:** The student must recognise when changes in physical health are impacting mood, social participation, or quality of life and ensure these impacts are documented and escalated. **Guidance for the Student:** Look for signs such as withdrawal, frustration, or changes in sleep or appetite. **Example Action:** *“You’ve seemed more tired and quiet this week—has anything been bothering you? I’ll check in with the team to make sure you get the right support.”*  **6. Recognise physical health situations beyond scope of own role and report to the relevant person** **Key Actions:** The student must understand the limits of their training and responsibilities, and escalate any clinical concerns or complex health issues to qualified personnel. **Guidance for the Student:** Never attempt to diagnose or treat. Always seek supervision when unsure. **Example Action:** *“You’ve developed a new rash since yesterday—I’ll let the RN know right away so they can assess it and follow up with your GP if needed.”*  **7. Safely support at least three people to enhance independence and wellbeing** **Key Actions:** The student must provide tailored, safe, and strengths-based support to three different people, adjusting strategies to suit each person’s unique physical abilities, health needs, and wellbeing goals. **Guidance for the Student:** Balance safety and independence. Empower each person to make healthy choices while managing risk. **Example Action:** *“For John, I support safe transfers to encourage mobility; for Maria, we work on meal planning and hydration goals; and for Lin, I assist with home exercises recommended by physio while ensuring her safety mat is in place.”*  **Sample Conversation**  ***Student:*** *“I’ve noticed you’ve been sleeping in more this week—how have you been feeling physically?”*  ***Assessor (as Client):*** *“Just a bit more tired and my knees ache when I stand.”*  ***Student:*** *“Thanks for letting me know. I’ll report that to the nurse so they can check in with you. In the meantime, would you like to try some seated stretches together today to loosen up a bit?”*  ***Assessor:*** *“That might help, yes.”*  ***Student:*** *“Great. And I also noticed a rug near your bed that could cause tripping—can we look at adjusting the layout to keep things safer for you?”* |  |
| **Q4: Please demonstrate how you support an individual’s psychological, emotional, and social wellbeing through consistent, respectful, and informed practice. Your response should show how you use positive and supportive communication to build self-esteem and confidence, and how you contribute to a sense of emotional security through the use of safe and predictable routines. You must also demonstrate how you encourage and facilitate the person's involvement in social, cultural and spiritual activities, drawing on both existing and potential networks, in a way that aligns with their personal preferences and choices.**  **Your response should show that you are able to recognise when aspects of a person’s wellbeing fall outside your role, knowledge, or skill level and that you seek appropriate support from the relevant person. You must also be able to recognise and respond to variations in a person’s wellbeing and follow your organisation’s procedures for reporting any concerns. As part of your role, you must identify and confirm whether any cultural or financial factors may be impacting the person’s wellbeing, and explore the person’s risk and protective factors in relation to mental health. You must also be able to recognise potential signs of emotional concerns or distress, and report any indicators of abuse or neglect—whether physical, sexual, psychological, or financial—in line with mandatory reporting responsibilities and organisational policies.**  **Throughout your demonstration, you should apply knowledge of psychological and social aspects of wellbeing, and understand the impact of mental health issues on a person’s overall functioning. Show that you can identify early signs of emotional difficulty and understand the reporting requirements in situations involving suspected abuse. Your actions must reflect legal and ethical responsibilities, including duty of care, dignity of risk, human rights, privacy and confidentiality, mandatory reporting, and discrimination. You must work within appropriate role boundaries and demonstrate how and when to access or involve support strategies, services, or community networks that promote wellbeing and safety for the person.** | |
| **Role Play Scenario** | **Benchmark Answer** |
| This role-play scenario assesses the student’s ability to support a person’s emotional wellbeing, confidence, and social inclusion. The student must communicate positively to build trust and self-esteem, facilitate participation in activities aligned with the person’s interests and networks, and observe for any concerns related to emotional distress, abuse, neglect, or broader wellbeing issues. The student must also know when and how to escalate concerns outside of their job role.  The assessor will act as the person receiving support, while the student demonstrates proactive and sensitive support that promotes a sense of safety, empowerment, and connection.  **Instructions for the Role Play**  **1. Promote self-esteem and confidence through use of positive and supportive communication** **Key Actions:** The student must use encouraging language, praise efforts and progress, and validate the person’s experiences to build confidence and emotional strength. **Guidance for the Student:** Focus on the person’s strengths. Offer genuine praise and reassurance to reinforce their self-worth. **Example Action:** *“I noticed how calm and focused you were during your craft activity today—you should be really proud of that.”*  **2. Contribute to the person’s sense of security through use of safe and predictable routines** **Key Actions:** The student must maintain structured, consistent routines to reduce anxiety and help the person feel safe and in control of their day. **Guidance for the Student:** Stick to agreed schedules, offer reminders in a reassuring tone, and prepare the person for any changes in advance. **Example Action:** *“It’s just about time for your afternoon tea—we’ll sit in the garden like we usually do unless you’d like something different today.”*  **3. Encourage and facilitate participation in social, cultural, spiritual activities, using existing and potential new networks and as per the person’s preferences** **Key Actions:** The student must initiate or support access to group or individual activities that reflect the person’s interests and values—whether cultural events, religious practices, social outings, or clubs. **Guidance for the Student:** Ask what brings the person joy or meaning, and support them in taking part, even in small ways. **Example Action:** *“You mentioned missing Sunday Mass—would you like me to help arrange transport or set up the online service on your tablet?”*  **4. Recognise aspects of supporting a person’s wellbeing outside scope of knowledge, skills and job role and seek appropriate support** **Key Actions:** The student must be able to identify when emotional or psychological concerns exceed their capacity to address and seek help from supervisors or mental health professionals. **Guidance for the Student:** If you’re unsure, don’t guess—check in with your team or manager and document concerns as needed. **Example Action:** *“You’ve been more withdrawn lately—I want to make sure you’re supported properly. I’ll let the RN know so they can check in more deeply with you.”*  **5. Recognise variations to a person’s wellbeing and report according to organisational policies and procedures** **Key Actions:** The student must observe and document any changes in the person’s emotional, behavioural, or psychological wellbeing, such as withdrawal, mood swings, irritability, or confusion. **Guidance for the Student:** Be specific in your notes and don’t delay reporting. Use calm, non-judgemental language with the person. **Example Action:** *“I’ve noticed you haven’t joined us for activities the past few days. I’ll write this in the daily report and speak with the coordinator.”*  **6. Confirm any cultural or financial issues impacting on the person’s wellbeing** **Key Actions:** The student must sensitively inquire whether there are financial or cultural stressors affecting the person’s mood, access to services, or sense of inclusion, and provide support or escalate where appropriate. **Guidance for the Student:** Respect confidentiality, ask gently, and offer referral if needed. **Example Action:** *“Is there anything about finances or traditions that’s been on your mind lately? We can find someone to talk to about it if you’d like.”*  **7. Determine the person’s risk and protective factors in relation to mental health** **Key Actions:** The student must identify what supports or challenges are affecting the person’s emotional wellbeing—such as loneliness, grief, routine, family support, or medication—and use this insight to support mental health. **Guidance for the Student:** Use open discussion to highlight what keeps them well and what makes things harder. **Example Action:** *“You seem happiest after your garden time with your neighbour—would you like to make that part of your regular routine?”*  **8. Recognise and report possible indicators of abuse or neglect and report according to organisational policies and procedures** **Key Actions:** The student must observe for and appropriately respond to signs of emotional, physical, financial, or psychological abuse or neglect. This includes reporting through correct channels without confronting potential abusers directly. **Guidance for the Student:** Stay calm, don’t promise confidentiality, and act in the person’s best interest. **Example Action:** *“You’ve said you feel scared when a certain family member visits. That’s not okay, and I will need to report this to make sure you’re safe.”*  **9. Recognise situations beyond scope of own job role and report to the relevant person** **Key Actions:** The student must be able to identify when wellbeing concerns require clinical, legal, or psychological expertise and escalate accordingly. **Guidance for the Student:** Be honest about your role. Escalation is about safety and professional care. **Example Action:** *“You mentioned feeling overwhelmed and thinking about not wanting to wake up. That’s very serious, and I’m going to let our mental health coordinator know straight away so you get the right support.”*  **Sample Conversation**  ***Student:*** *“You seemed a bit quiet today—would you like to talk or maybe go for a short walk together like we did last week?”*  ***Assessor (as Client):*** *“I’ve just felt a bit down lately. I miss seeing my friends.”*  ***Student:*** *“I’m really glad you told me. You have the right to feel supported. We could look at joining the local morning social group again, or even just reconnecting with someone over a call. Would you like that?”*  ***Assessor:*** *“Maybe a phone call would be a good start.”*  ***Student:*** *“Great. And if there’s ever anything you want to talk about that feels too big for us, I can help you speak with our wellbeing coordinator—she’s lovely and always listens.”* |  |

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| **CHCCCS040 Support independence and wellbeing Assessment Criteria** | | |
| **Did the student respond to all the above Competency Conversations and Assessment Conditions Checklist accurately, and were the responses current and sufficient in relation to the unit? If yes, please tick "Satisfactory" below; if no, please tick "Not Satisfactory" below.** | | |
| ☐Satisfactory  ☐Not Satisfactory |  | |
| Comments: |  | |
| **Cross Checking Sections:** | **Satisfactory?                                           Notes** | |
| **Checking Section C against Section A:** Are the student's responses in Section C (Competency Conversation) consistent with their self-assessment provided in Section A (Self-Reflection Questionnaire)? | ☐     Yes  ☐     No | |
| **Checking Section C against Section B:** Does the student’s description match the evidence provided in Section B e.g. adhering to workplace policies and procedures provided? | ☐     Yes  ☐     No | |
| **Checking Section C against ACC:** Has the student mentioned all mandatory items on the ACC list during their Competency Conversations (CC) responses?   * Cross-check the student's responses with the ACC list to ensure all mandatory items have been addressed. * If any item is missing, do not tick or check it off on the ACC list. Instead, mark the item as Not Satisfactory and provide feedback to the student for further clarification or evidence**.** | ☐     Yes  ☐     No | |
| **Assessor please sign, insert your name, and date to indicate that you have assessed the above.** | | |
| Assessor Signature | | Date |
| Assessor Name | |  |

# **CHCCCS041 Recognise healthy body systems**

**Comprehensive Role Play Scenario for Recognising Healthy Body Systems**

**Context Overview**

You are a support worker in a residential or home-based care setting. You are responsible for providing care and support to people who may be ageing or living with disability. In your role, it is essential to have a working understanding of the human body systems to recognise changes in a person’s physical condition and promote healthy functioning.

Your tasks may involve monitoring signs and symptoms, sharing health-related information in plain language, and reporting any concerns to a health professional in accordance with organisational procedures.

**Applicability for Role Play**

This role play is suitable for a simulated environment where direct access to clinical situations may not be possible. It is designed to help you apply your understanding of the body’s structure and function to real support tasks and recognise when a person’s condition requires escalation to a health professional.

**Simulated Workplace Stakeholders**

* **Your Assessor** may take on the role of a person receiving care or a supervisor.
* **Invited Participants** may role-play as other support workers or health professionals.

**Assessor Responsibilities**

* Ensure the simulation accurately reflects routine care tasks and interaction with individuals.
* Observe the use of appropriate terminology, recognition of health changes, and communication with others.
* Confirm whether the role play was conducted with simulated or real stakeholders.

**Role Play Purpose**

This role play provides an opportunity to demonstrate your ability to:

* Understand and apply health terminology when working with body systems.
* Use knowledge of body systems and health functioning in practical care settings.
* Identify and respond to changes in a person’s condition based on observation and reporting procedures.

**Scenario Preparation**

**Key Learning Points for CHCCCS041 Alignment**

* **Working with Body System Information**:  
  o Apply appropriate anatomical and health terminology in daily communication.  
  o Recognise and describe how body systems interrelate in maintaining function.
* **Supporting Healthy Functioning**:  
  o Identify basic health maintenance factors (e.g. diet, hydration, movement).  
  o Recognise and report physical changes indicating health deterioration.

**Steps for Role Play**

**Scenario 1: Working with Health Terminology and System Interrelationships**

**Purpose**: To demonstrate use of health terminology and understanding of body system functions in care contexts.

**Actions**:

* During a handover or conversation with a colleague, describe a person’s condition using correct anatomical terminology (e.g. “respiratory system”, “musculoskeletal support”).
* Explain how multiple body systems (e.g. circulatory and respiratory) work together to support health.
* Interpret and communicate basic written health information (e.g. care notes or health instructions).

**Scenario 2: Promoting Healthy Function and Recognising Changes**

**Purpose**: To observe and respond to a person’s health needs in the context of body system function.

**Actions**:

* Support a person in daily living tasks that promote health (e.g. encouraging fluids for renal health, mobility for musculoskeletal function).
* Monitor and report observed changes such as skin pallor, fatigue, or swelling.
* Share plain language information with the person about how their choices (e.g. nutrition, rest) impact their body.
* Report any deterioration or abnormalities to a supervisor or health professional, following organisational protocols.

**Assessment Criteria**

During the role play, assessors will evaluate your ability to:

* Use correct anatomical and physiological terminology in appropriate contexts.
* Explain how different body systems interrelate in maintaining wellbeing.
* Apply knowledge of healthy functioning in support tasks.
* Recognise and report changes in physical condition accurately and promptly.
* Share relevant health information clearly and respectfully.
* Follow organisational procedures when escalating concerns.

**Expected Outcomes**

By the end of the role play, the student should:

* Demonstrate a basic understanding of major body systems and their roles.
* Communicate observations and support needs using accurate health-related language.
* Recognise early signs of health changes and escalate concerns appropriately.
* Promote basic health and wellness through supportive tasks and communication.

**Assessment Conditions Checklist**

For Assessor:

**☒ The student has access to Facilities, Equipment, and Resources Required:**

☒ Workplace or realistic simulation environment

☒ Facilities, equipment and resources that reflect real working conditions and model industry operating conditions and contingencies

☒ Health information for people who are ageing or living with disability

**Role Play Documentation**

For Assessor: Please indicate whether the role play demonstration was conducted using:

​​ ☐ Simulated Stakeholders: The role play was conducted with simulated stakeholders (assessor/friends).  
​​ ☐ Real Workplace Stakeholders: The role play was conducted in a real workplace setting with actual stakeholders.

|  |  |
| --- | --- |
| **Q1: Please demonstrate how you use accurate and relevant health terminology to describe and interpret the structure, function, and location of major body systems when providing support to individuals who are ageing or living with disability. In your response, show how you apply this information appropriately across three different support situations. You must use terminology that reflects your understanding of how the body’s systems operate individually and in relation to one another, and interpret health-related information as it applies to changes in the person’s condition, wellbeing, or needs.**  **Your demonstration should reflect a sound knowledge of the structure and function of key body systems and their components, including cells, tissues and organs. You must show understanding of the cardiovascular, respiratory, musculoskeletal, digestive, endocrine, urinary, renal, reproductive, integumentary, immune, lymphatic and nervous systems—including the sensory systems such as the eyes, ears, and special senses of smell, taste, vision, equilibrium, and hearing. You should also be able to explain how these systems interact with and rely on one another to maintain healthy body function.**  **Your response must include an understanding of processes and conditions essential for maintaining health in the human body. These include the maintenance of body temperature, fluid and electrolyte balance (including pH), blood pressure regulation, protection from infection, waste elimination, and the importance of both active and passive physical activity. You should also consider the impacts that ageing and disability can have on body function and system interactions, and explain how these factors influence the way you carry out support tasks.**  **Additionally, demonstrate correct use of basic medical terminology and abbreviations related to body systems. Your response should also show awareness of procedures for working with a multidisciplinary health team to implement individualised plans, including how to escalate concerns or report changes in a person’s physical status effectively and in line with organisational protocols.** | |
| **Role Play Scenario** | **Benchmark Answer** |
| You are a support worker working in a healthcare facility, providing care to *John*, a 78-year-old male who has been recovering from a mild stroke. You are conducting a handover with a colleague. During this conversation, you will use appropriate anatomical and physiological terminology to describe *John’s* current condition, explain how different body systems work together to support his health, and interpret a basic health-related document, explaining it in layman’s terms.  **Instructions for the Role Play**  **1. Use and interpret health terminology that describes the structure, function, and location of major body systems**  **Key Actions:** During the handover, use appropriate anatomical and physiological terminology to describe John’s condition. Clearly explain the structure, function, and location of the body systems involved, such as the circulatory system, musculoskeletal system, or respiratory system.  **Guidance for the Student:** Use health terminology like neurological system, musculoskeletal support, circulatory system, respiratory function, etc. to explain John’s health status. Be sure to describe how these body systems interact and the current state of each.  **Example Action:** *“John has recently recovered from a stroke, which primarily affected his neurological system, especially on the right side of his body. This has caused some impairment in his musculoskeletal system, particularly affecting his ability to move and maintain balance. We also need to monitor his circulatory system due to his history of high blood pressure, which could complicate his recovery.”*  **2. Use and interpret information that relates to the interrelationships between major components of body systems and other structures**  **Key Actions:** Explain how the major body systems, such as the circulatory and respiratory systems, work together to support overall health, and how these systems’ functions are interrelated, particularly in John’s case. Emphasise how these systems are interconnected.  **Guidance for the Student:** Describe how multiple body systems work together to support health. Use terminology that shows an understanding of interrelationships, such as how the circulatory system helps deliver oxygen to tissues and how respiratory function supports this process. Ensure the description of interconnections is clear.  **Example Action:** *“John’s circulatory system and respiratory system work closely together. His circulatory system carries oxygen from the lungs throughout the body, and his respiratory system ensures that oxygen is available by facilitating breathing. Because John’s mobility is limited, he may have reduced lung capacity due to less physical activity, which can make it harder for his respiratory system to maintain optimal oxygen levels. We need to encourage him to do breathing exercises to ensure oxygen is being effectively circulated by the circulatory system.”*  **3. Use information about the human body and its healthy functioning to carry out tasks in three different situations involving people who are ageing or living with disability**  **Key Actions:** The student should apply knowledge of body systems and healthy functioning to assist John in performing tasks related to his care. This includes using anatomical knowledge to support him in performing activities and addressing the interrelationships between body systems. The student must demonstrate this across three different situations, each involving a distinct care activity that supports the person’s overall health, safety, and independence.  **Guidance for the Student:** You will be required to support a person who is ageing or living with disability in three different situations, using your knowledge of the body’s structure and healthy functioning. These tasks must each relate to different body systems and be guided by person-centred care.  You must  • Apply knowledge of the human body and its healthy functioning to provide safe, effective support  • Address how body regulation processes (such as blood pressure, oxygenation, temperature control, and waste elimination) inform your support  • Use both active and passive techniques when supporting physical activity or health maintenance  • Tailor each task to the individual’s specific needs related to ageing or disability  • Recognise when to adjust support or escalate concerns to a multidisciplinary team  • Clearly explain what you're doing using appropriate language suited to your audience (staff or client)  Each situation must demonstrate how your understanding of the human body supports safe, personalised, and health-focused care.  **Example Action – Situation One:** *“Because John’s stroke affected his right-side motor control, I assist with transfers using a hoist to ensure he remains safe and supported. I guide him slowly from bed to chair, making sure to support his weaker side. I monitor his posture and comfort throughout the transfer and reposition him every two hours to reduce the risk of pressure injuries and support circulation. This also helps prevent muscle stiffness and maintains joint function.”*  **Example Action – Situation Two:** *“Since John has reduced mobility, I help him sit upright in his chair after meals and guide him through deep breathing exercises. We do this twice a day to improve oxygen intake and keep his lungs expanded, which helps prevent complications like chest infections. I explain how taking slow, deep breaths improves energy levels by helping oxygen circulate through his body. I also monitor for signs of breathlessness or fatigue so I can adjust the routine if needed.”*  **Example Action – Situation Three:** *“I encourage John to do seated leg lifts and ankle rotations while he’s resting to promote blood flow and reduce the risk of clots. I also check that he’s drinking enough fluids throughout the day and record his input and output as part of his care plan. This helps support waste elimination and keeps his fluid and electrolyte balance in check. If I notice any signs of swelling, dehydration, or irregular output, I report it to the nurse so that early action can be taken.”*  **Sample Conversation**  ***Assessor (as Colleague):*** *“Can you update me on John’s condition?”*  ***Student:*** *“John has experienced some impairments due to a stroke, especially affecting his neurological system on the right side. This has impacted his ability to move, and we need to be cautious with his musculoskeletal system during transfers. He’s also at risk for circulation issues, given his history with hypertension, so we need to help him with regular movement to support his circulatory system.”*  ***Assessor:*** *“Got it. How’s his breathing?”*  ***Student:*** *“He’s a bit limited in his breathing capacity because he’s immobile, so we’re doing breathing exercises to help with oxygen delivery and ensure his respiratory system is functioning well. That will also help maintain his circulatory system’s effectiveness by ensuring adequate oxygen levels.”* | he student shows they understand and can use simple medical terms and common abbreviations when talking about how the body works and where different body parts are. They clearly explain how different body systems work together to keep a person healthy, especially for older people or those living with a disability.  They can read health-related documents and explain them in plain, everyday language so that clients or team members can understand. They show good knowledge of how the body keeps things in balance—like temperature, fluid levels, pH, blood pressure, waste removal, and fighting infections—and can explain the difference between active and passive movement. |
| **Q2: Please demonstrate how you apply knowledge of healthy body systems to support individuals who are ageing or living with disability, and how you use this knowledge to maintain wellbeing, recognise health changes, and report appropriately. In your response, review the key factors that contribute to maintaining a healthy body, such as nutrition, hydration, physical movement, skin integrity, oral hygiene, and social interaction. Explain how the relationships between different body systems affect overall health and how this understanding helps you interpret signs and symptoms during your work.**  **You must demonstrate how you use and share accurate information about healthy body functioning when completing work tasks. This includes recognising when changes in the person’s health status or physical condition occur and knowing how to respond. Clearly show how you would report your observations to the appropriate supervisor or health professional, following your organisation’s policies and procedures. Describe the scope of your role when it comes to recognising and reporting physical, psychological or mental health changes, and give examples of when you would escalate a concern.**  **Your response should show your understanding of common diseases that impact body system functioning and the effects of ageing and disability on wellbeing. Explain how you identify and respond to indicators of health issues, including those related to continence, malnutrition, dehydration, appetite and weight regulation, dysphagia, oral health, bowel and bone health, skin integrity, wounds and pressure injuries, dementia, and cognitive and mental health changes. You should also demonstrate your awareness of how to identify and report issues such as pain, discomfort, and behavioural or mood changes—using appropriate tools such as communication methods and pain scales suited to the person’s needs and abilities.**  **Your approach must reflect the importance of promoting wellbeing through proactive strategies, such as encouraging healthy nutrition, maintaining hygiene, supporting movement and activity, and recognising how poor oral hygiene can impact nutrition and overall quality of life. You must be able to explain how restrictions due to physical or cognitive disability affect daily functioning and how you adapt your support to meet these changes.** | |
| **Role Play Scenario** | **Benchmark Answer** |
| You are a support worker in a residential aged care facility. You are assisting Margaret, a 72-year-old woman who has recently experienced some changes in her energy levels and mobility. Today, your role is to support Margaret in daily living tasks that promote her health and wellbeing, such as encouraging hydration, nutrition, and mobility. You will also observe and respond to changes in her physical condition, such as fatigue, skin pallor, or swelling, and explain to her how these changes could impact her body systems. Additionally, you will report any concerning changes to a supervisor or health professional according to organisational procedures.  **Instructions for the Role Play**  **1. Review factors that contribute to maintenance of a healthy body**  **Key Actions:** Encourage the person to make healthy choices in hydration, nutrition, movement, and hygiene, and explain how these factors support the healthy functioning of the body.  **Guidance for the Student:** Provide support to Margaret in a way that promotes healthy body systems by addressing factors like hydration, nutrition, movement, and rest to help maintain her health.  **Example Action:** *“Margaret, it’s important to drink plenty of water, especially for your kidneys. Having a balanced breakfast will give you energy for the day, which will also help with your muscle and joint health as you move around today.”*  **2. Evaluate how the relationships between different body systems affect and support healthy functioning**  **Key Actions:** Evaluate and explain how the relationships between different body systems, such as the circulatory, respiratory, and musculoskeletal systems, work together to support health.  **Guidance for the Student:** Describe how the circulatory system and respiratory system work together to deliver oxygen throughout the body. Also, explain the importance of musculoskeletal movement to promote circulatory health and prevent complications.  **Example Action:** *“Walking helps to get your muscles moving, which improves blood flow, supporting your* ***circulatory system****. As you walk, taking deep breaths will help your* ***respiratory system*** *and ensure your blood gets the oxygen it needs. These systems work together to keep your body healthy.”*  **3. Use and share information about healthy functioning of the body when carrying out work tasks**  **Key Actions:** The student uses information about healthy body systems and shares it with the person in clear language, ensuring that they understand the importance of making healthy choices.  **Guidance for the Student:** Communicate to Margaret how her daily choices, such as hydration, nutrition, and rest, can impact the functioning of her body systems. Use simple, respectful language to ensure she understands the benefits of these choices for her health.  **Example Action:** *“Drinking water is good for your kidneys, and eating well supports your muscles and energy levels. Getting enough rest also helps your body recover and ensures your heart and lungs are functioning at their best. So, remember to take breaks, stay hydrated, and eat balanced meals.”*  **4. Use information about healthy body systems to recognise changes in the person’s health status and physical condition and report to supervisor or health professional, according to organisational policies and procedures**  **Key Actions:** Recognise changes in **Margaret’s** physical condition, such as skin pallor, fatigue, or swelling, and report these changes according to organisational procedures.  **Guidance for the Student:** Observe any signs of deterioration, such as fatigue, skin colour changes, or swelling, and act accordingly by reporting them to the appropriate health professional or supervisor following organisational protocol.  **Example Action:** *“I’ve noticed that you seem more tired than usual today, Margaret, and there’s some swelling in your ankles. I’m going to report this to the nurse so they can check it out and make sure everything’s okay.”*  **Sample Conversation**  **Assessor (as Colleague):** *“Can you update me on* ***Margaret’s*** *condition?”*  ***Student:*** *“Sure!* ***Margaret*** *seems more tired today, and I’ve noticed some swelling in her ankles. I’ve documented it and will inform the nurse for further assessment.”*  ***Assessor:*** *“Got it. What are you doing to support her health today?”*  ***Student:*** *“I’ve encouraged her to drink water for her kidneys and had her do a short walk to keep her muscles and joints active. I also explained how staying hydrated and eating well helps her body function better.”* | The student explains how different health issues can affect a person’s overall wellbeing. These include problems like incontinence, poor nutrition, dehydration, difficulty managing weight, dental issues, reduced appetite, trouble swallowing (dysphagia), bowel problems, weak bones, food intolerances, and skin issues such as wounds or pressure injuries. |

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| **CHCCCS041 Recognise healthy body systems Assessment Criteria** | | |
| **Did the student respond to all the above Competency Conversations and Assessment Conditions Checklist accurately, and were the responses current and sufficient in relation to the unit? If yes, please tick "Satisfactory" below; if no, please tick "Not Satisfactory" below.** | | |
| ☐Satisfactory  ☐Not Satisfactory |  | |
| Comments: |  | |
| **Cross Checking Sections:** | **Satisfactory?                                           Notes** | |
| **Checking Section C against Section A:** Are the student's responses in Section C (Competency Conversation) consistent with their self-assessment provided in Section A (Self-Reflection Questionnaire)? | ☐     Yes  ☐     No | |
| **Checking Section C against Section B:** Does the student’s description match the evidence provided in Section B e.g. adhering to workplace policies and procedures provided? | ☐     Yes  ☐     No | |
| **Checking Section C against ACC:** Has the student mentioned all mandatory items on the ACC list during their Competency Conversations (CC) responses?   * Cross-check the student's responses with the ACC list to ensure all mandatory items have been addressed. * If any item is missing, do not tick or check it off on the ACC list. Instead, mark the item as Not Satisfactory and provide feedback to the student for further clarification or evidence**.** | ☐     Yes  ☐     No | |
| **Assessor please sign, insert your name, and date to indicate that you have assessed the above.** | | |
| Assessor Signature | | Date |
| Assessor Name | |  |

# **CHCCOM005 Communicate and work in health or community services**

**Comprehensive Role Play Scenario for Communicating and Working in Health or Community Services**

**Context Overview**

You are a support worker in a health or community service organisation. Your responsibilities involve daily communication with people receiving care, colleagues, supervisors, and other service providers. In your role, you must ensure communication is respectful, timely, accurate, and aligned with legal, ethical, and organisational protocols.

You are expected to handle sensitive information confidentially, follow communication lines, identify and address constraints to communication, complete documentation, and participate in improving workplace communication practices.

**Applicability for Role Play**

This role play is designed to take place in a simulated environment that closely mirrors real-world service settings. It enables students to demonstrate the communication skills needed to navigate routine, complex, and professional interactions in community and health sectors.

**Simulated Workplace Stakeholders**

* **Your Assessor**: May act as a person receiving care, a colleague, or a supervisor.
* **Invited Participants**: May play roles such as external service providers or clients’ family members.

**Assessor Responsibilities**

* Ensure the simulation reflects realistic workplace communication dynamics.
* Assess the student’s ability to apply effective communication strategies across diverse scenarios.
* Record whether the role play was conducted with real or simulated stakeholders.

**Role Play Purpose**

This role play gives students the opportunity to:

* Use verbal, non-verbal, written, and digital communication effectively.
* Collaborate with colleagues and other stakeholders.
* Resolve communication barriers and conflict.
* Document workplace information clearly and accurately.
* Uphold confidentiality, professionalism, and continuous improvement in communication.

**Scenario Preparation**

**Key Learning Points for CHCCOM005 Alignment**

* **Effective Communication with People**:  
  o Use clear language and active listening to support understanding.  
  o Tailor communication to meet diverse needs while maintaining confidentiality.
* **Collaboration with Colleagues**:  
  o Use appropriate industry language and observe communication protocols.  
  o Understand and follow hierarchical lines of communication.
* **Addressing Communication Constraints**:  
  o Identify early signs of conflict or breakdowns in communication.  
  o Apply strategies to resolve misunderstandings or tension.
* **Reporting to Supervisors**:  
  o Refer problems that affect rights, responsibilities, or workplace standards.  
  o Escalate issues such as unresolved conflicts and procedural breaches.
* **Completing Documentation**:  
  o Document events clearly, accurately, and in accordance with organisational requirements.  
  o Use digital systems and communication tools responsibly.
* **Contributing to Continuous Improvement**:  
  o Suggest and model improved communication practices.  
  o Seek feedback and explore skill development opportunities.

**Steps for Role Play**

**Scenario 1: Communicating Effectively with People**

**Purpose**: To demonstrate verbal and non-verbal communication that supports respectful and clear exchanges.

**Actions**:

* Speak to a person receiving support using clear, empathetic language.
* Confirm their understanding of service information.
* Listen to and clarify their requests, responding respectfully and within confidentiality boundaries.

**Scenario 2: Collaborating with Colleagues**

**Purpose**: To work cooperatively within team and organisational communication structures.

**Actions**:

* Clarify a work instruction with a colleague, agreeing on responsibilities and timelines.
* Use correct industry terminology and communication protocol when reporting to another department.
* Follow formal communication channels when escalating issues to a supervisor.

**Scenario 3: Addressing Communication Constraints**

**Purpose**: To identify and respond to barriers or difficulties in communication.

**Actions**:

* Identify a situation that could become difficult (e.g. disagreement with a colleague or service user).
* Use communication strategies to resolve the issue, such as paraphrasing or de-escalation techniques.
* Report unresolved or sensitive issues to the supervisor in line with procedures.

**Scenario 4: Reporting Problems to Supervisor**

**Purpose**: To demonstrate ethical and procedural reporting.

**Actions**:

* Raise an issue with the supervisor related to a breach in procedure or client dissatisfaction.
* Refer unresolved conflict, adverse events, or legal/ethical concerns appropriately.
* Maintain confidentiality and objectivity while reporting.

**Scenario 5: Completing Workplace Documentation**

**Purpose**: To accurately and professionally complete documentation tasks.

**Actions**:

* Fill out an incident or shift report using clear and objective language.
* Access a digital communication system (e.g. internal messaging, client records) following policy.
* Clarify a section of workplace documentation with your supervisor.

**Scenario 6: Contributing to Continuous Improvement**

**Purpose**: To support improvements in workplace communication practices.

**Actions**:

* Suggest a communication-related improvement (e.g. clearer intake forms, more inclusive language).
* Model effective communication with a new colleague.
* Seek feedback from a peer or supervisor about your communication strengths and areas to develop.

**Assessment Criteria**

Assessors will evaluate your ability to:

* Communicate clearly and respectfully using verbal, non-verbal, and written methods.
* Collaborate effectively within workplace lines of authority and service teams.
* Identify and manage barriers to communication and resolve conflicts.
* Escalate communication or service delivery issues in line with organisational procedures.
* Accurately complete and review documentation following legal and organisational standards.
* Contribute to the continuous improvement of workplace communication.

**Expected Outcomes**

By the end of the role play, the student should:

* Demonstrate responsive, person-centred communication in all interactions.
* Collaborate clearly and efficiently with colleagues and other professionals.
* Resolve communication challenges using respectful and proactive strategies.
* Report incidents and documentation accurately and objectively.
* Promote communication practices that support inclusion, clarity, and continuous improvement.

**Assessment Conditions Checklist**

For Assessor:

**☒ The student has access to Facilities, Equipment, and Resources Required:**

☒ Workplace or realistic simulation environment

☒ Facilities, equipment and resources that reflect real working conditions and model industry operating conditions and contingencies

**Role Play Documentation**

For Assessor: Please indicate whether the role play demonstration was conducted using:

​​ ☐ Simulated Stakeholders: The role play was conducted with simulated stakeholders (assessor/friends).

☐ Real Workplace Stakeholders: The role play was conducted in a real workplace setting with actual stakeholders.

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| **Q1: Please demonstrate how you use effective communication skills across three different work situations in a health or community services context. In each situation, show how you use both verbal and non-verbal communication to enhance understanding, demonstrate respect, and build rapport with the person. Your communication must be appropriate to the individual’s needs and delivered clearly and simply, ensuring that service information is easily understood. Confirm the person’s understanding and adjust your language or approach as needed. You must also demonstrate that you listen actively to requests, clarify the person’s meaning where necessary, and respond appropriately in a timely and respectful manner. All communication should be carried out in a way that respects confidentiality and upholds organisational privacy procedures.**  **In your response, show an understanding of legal and ethical considerations in communication, including maintaining privacy, confidentiality and appropriate disclosure; avoiding discrimination; meeting duty of care responsibilities; respecting informed consent; and adhering to mandatory reporting requirements. Explain how you maintain professional boundaries and remain aware of the limitations of your role when communicating with clients, carers, and other professionals. You should also demonstrate knowledge of how to access and apply relevant service information and legal requirements in your workplace.**  **Your demonstration should reflect principles of effective communication, including the use of appropriate models, modes and types of communication. Use recognised communication techniques such as open-ended questions, affirmations, reflections and summaries. Show that you understand the difference between motivational interviewing and coercive communication, and between collaboration and confrontation. Your approach should also reflect awareness of key influences on communication, such as the person’s language, culture, religion, emotional state, disability, health status, and age. You must use correct grammar, speed and pronunciation for verbal communication, and be able to identify when non-verbal communication is appropriate and how to interpret it accurately.** | |
| **Role Play Scenario** | **Benchmark Answer** |
| You are a support worker in a community care facility. You are supporting **David**, a 67-year-old man recently admitted to respite care. He has mild hearing loss and can sometimes feel overwhelmed when given too much information at once. Your task is to communicate information about the meal schedule and activity program to him. You will use both verbal and non-verbal communication strategies, check his understanding, listen to any concerns or preferences he has, and ensure all information is exchanged respectfully and in line with confidentiality procedures.  The **assessor will play the role of David**, observing how you use verbal and non-verbal communication, how clearly you provide service information, and how you confirm understanding and respond to his requests. The assessor may also play a second staff member briefly if required to simulate confidentiality-related interactions.  **Instructions for the Role Play**  **1. Use verbal and non-verbal communication to enhance understanding and demonstrate respect**  **Key Action:** Use body language, facial expressions, tone of voice, and inclusive language to support respectful and clear communication.  **Guidance for the Student:** Speak clearly, use positive body language, maintain gentle eye contact, and ensure that your gestures and expressions reflect respect and attentiveness. Speak slowly if needed and ensure the person feels comfortable.  **Example Action:** *“David, I’ll speak slowly and clearly so it’s easy to follow. If you need me to repeat anything, just let me know—I’m happy to take my time.”*  **2. Communicate service information in a manner that is clear and easily understood**  **Key Action:** Break service details down into simple, manageable parts using plain language. Avoid rushing or overwhelming the person with too much information.  **Guidance for the Student:** Use clear and simple language to explain meal times, activities, and other services. Avoid jargon or complicated terms and give the person time to process the information.  **Example Action:** *“Lunch starts at 12:30 in the dining room. We’re keeping it relaxed—no need to rush. I can also give you a printed copy of the schedule if that helps.”*  **3. Confirm the person’s understanding**  **Key Action:** Ask open-ended questions or invite the person to summarise to confirm they understood your explanation.  **Guidance for the Student:** Use open-ended questions to check if the person has understood. For example, ask them to explain back to you the key points, avoiding simple yes/no questions.  **Example Action:** *“Just to make sure I explained everything clearly, can you tell me what time lunch is and where it will be held?”*  **4. Listen to requests, clarify meaning, and respond appropriately**  **Key Action:** Use active listening skills to acknowledge the person's request, clarify any uncertainties, and provide a thoughtful response.  **Guidance for the Student:** Listen carefully to the person’s needs, and if there’s anything unclear, ask questions to clarify. Respond respectfully to their preferences, and offer solutions where possible.  **Example Action:** *“You mentioned you’d prefer the group walk over the craft session—is that right? I’ll let the staff know so they can adjust the activity list for you.”*  **5. Exchange information clearly in a timely manner and within confidentiality procedures**  **Key Action:** Maintain the person’s privacy when discussing personal details and ensure all information is communicated appropriately and in a timely manner.  **Guidance for the Student:** Be mindful of confidentiality when sharing sensitive information. Ensure that you only share personal details with the relevant staff, and never discuss private matters in public spaces.  **Example Action:** *“I’ll speak privately with the nurse about your medication concern so we can make sure it’s handled properly without involving anyone else.”*  **6. Demonstrated effective communication skills in 3 different work situations**  **Key Action:** Throughout the interaction, demonstrate clear, respectful, and timely communication across at least three types of workplace situations:   * Providing service information * Confirming understanding * Responding to a request   **Guidance for the Student:** Throughout your interaction, ensure that you are maintaining a respectful tone, confirming understanding, and responding to any requests in line with confidentiality guidelines. Adapt your communication based on the context, ensuring it is tailored to the individual’s needs and preferences. Ensure that communication remains clear, and that you effectively manage all interactions with dignity, respect, and confidentiality.  **Example Action:**  **Work Situation 1 Providing Service Information:** *“David, I’ll explain the schedule step-by-step so it’s easy to follow. Lunch is at 12:30 in the dining room, and we also have a choice of a group walk or a craft session in the afternoon. If you’d like, I can give you a printed copy of the schedule to keep.”*  **Work Situation 2 Confirming Understanding:** *“David, just to make sure I explained everything clearly, can you tell me what time lunch is and where it will be held?”*  **Work Situation 3 Responding to a Request and Maintaining Confidentiality:** *“You mentioned you’d prefer the group walk over the craft session, is that correct? I’ll let the coordinator know. Also, if there’s anything about your medication that we need to discuss, I’ll speak with the nurse privately and make sure everything is taken care of without involving anyone else.”*  **Sample Conversation (Shortened)**  ***Student:*** *“David, lunch is at 12:30 in the dining room. If that doesn’t work for you, I can arrange for it to be brought to your room.”*  ***David (Assessor):*** *“I’d rather eat in the dining room, thanks. But I’m not sure about this afternoon.”*  ***Student:*** *“No problem. We’ve got a group walk and a craft session. Which sounds better?”*  ***David:*** *“I think I’ll try the walk.”*  ***Student:*** *“Perfect. I’ll pass that on to the coordinator. And just to double-check—when’s lunch and where?”*  ***David:*** *“12:30, in the dining room.”*  ***Student:*** *“Great! Let me know if you need anything else—I’m here to help.”* |  |
| **Q2: Please demonstrate how you communicate effectively and professionally in a health or community services workplace by listening to, clarifying, and agreeing on timeframes for carrying out workplace instructions. In your response, describe two instances where you have clarified instructions with colleagues and negotiated timeframes for task completion in a respectful and collaborative manner. Your communication must reflect appropriate use of verbal, written, and digital methods.**  **You must also show that you understand the structure and communication flow within your organisation and can identify the appropriate lines of communication between your service and other services. Clearly explain how you use correct industry terminology when interacting with colleagues, supervisors, and external service providers, and how you follow communication protocols suited to different people and levels of authority.**  **Your response should demonstrate understanding of how the health and community services system is structured, including the functions and interrelationships between teams, services, and external agencies. Show that you understand different organisational models and how they support person-centred and rights-based service delivery. Describe the various roles and responsibilities within a multidisciplinary team and how team members collaborate to provide coordinated, high-quality care. You should also explain how support services and external links contribute to client outcomes and how funding environments may influence service delivery and communication practices.** | |
| **Role Play Scenario** | **Benchmark Answer** |
| You are a support worker at a community care facility. You are tasked with coordinating the delivery of a new program to clients and need to clarify the work instructions with your colleague, John, to ensure that all tasks are completed on time. Additionally, you need to liaise with the administration department to request additional resources, following appropriate communication protocols. The assessor will play the role of John, your colleague, and may briefly act as a supervisor or another department representative if needed. Your task is to clarify responsibilities, agree on timeframes, and use the correct industry terminology and communication protocols.  **Instructions for the Role Play**  **1. Listen to, clarify and agree timeframes for carrying out workplace instructions**  **Key Action:** Listen to the work instructions provided, ask for clarification when necessary, and agree on timeframes for completing tasks.  **Guidance for the Student:** Ensure you fully understand the instructions by asking open-ended questions and confirming key details. Agree on specific timeframes for task completion with your colleague.  **Example Action:** *“John, just to clarify, we’re expected to complete the client intake forms by Friday, right? And you’ll handle the assessments while I focus on preparing the materials. Does that timeline work for you, or should we adjust it based on the current workload?”*  **2. Identify lines of communication between the organisation and other services**  **Key Action:** Clarify the communication lines with other departments or external services that may be involved in the task.  **Guidance for the Student:** Understand the organisational structure and which departments are relevant for your task. Use appropriate communication channels to escalate issues and request support.  **Example Action:** *“Since we need additional resources for the program, I’ll contact the administration team to request the materials. I’ll follow up with them directly and let you know if there are any delays. If we run into any issues with client paperwork, I’ll liaise with the legal team, as per our protocols.”*  **3. Use industry terminology correctly in verbal, written and digital communications**  **Key Action:** Use correct industry terminology in all communications, ensuring clarity and adherence to professional standards.  **Guidance for the Student:** In all forms of communication, whether verbal, written, or digital, use industry-specific terms that are commonly understood in your field. Avoid using unclear jargon.  **Example Action:** *“When preparing the client profiles, I’ll ensure all documentation is HIPAA-compliant. We’ll also need to include the care plans and risk assessments in the system for the admin team to review.”*  **4. Follow communication protocols that apply to interactions with different people and lines of authority**  **Key Action:** Follow the appropriate communication protocols when escalating issues to a supervisor or communicating with other departments. Ensure you respect the hierarchy and use formal channels for important matters.  **Guidance for the Student:** Ensure you follow the correct escalation process, whether it’s discussing an issue with a supervisor or reporting a problem to another department. Use formal channels and maintain professionalism in your communication.  **Example Action:** *“If we encounter any problems with the scheduling system, I’ll escalate this to our supervisor via email. I’ll keep you in the loop, and we’ll follow up during the next team meeting to ensure everything is addressed.”*  **5. Clarified workplace instructions and negotiated timeframes with 2 colleagues**  **Key Action:** Clarify work instructions with two colleagues, agree on timeframes, and ensure all team members understand their responsibilities. The student must clearly communicate expectations, deadlines, and roles to ensure the task is completed efficiently.  **Guidance for the Student:**  **Work with Colleague 1**: Ensure that the first colleague (e.g., John) fully understands their responsibilities and timelines. Confirm the details of the task and make sure they are clear on the role they are expected to play in the team’s work. Discuss and agree on deadlines that work for both of you.  **Work with Colleague 2**: For the second colleague (e.g., someone in administration), follow a similar process of clarifying roles and responsibilities. This may involve liaising with external departments to request resources or support. Confirm timelines for receiving resources and agreeing on their role in completing the task.  Always ensure that both colleagues feel aligned and informed about their roles in the project. This ensures that **collaboration** is maintained and there are no misunderstandings.  **Example Action:**  **Colleague 1:** *“John, just to make sure we’re on the same page, we’re aiming to complete the client intake forms by Friday. You’ll handle the assessments and aim to finish those by Thursday, while I’ll take care of preparing the materials. Does that timeline work for you?”*  **Colleague 2:** *“I’m reaching out to request additional resources for the program, including [specific items]. We’ll need these by Thursday to stay on track. I’ll follow up with you if there are any delays, but please let me know if there are any issues on your end.”*  **Sample Conversation**  ***Student:*** *“John, just to clarify, we’re expected to complete the client intake forms by Friday, right? And you’ll handle the assessments while I focus on preparing the materials. Does that timeline work for you, or should we adjust it based on the current workload?”*  ***John (Assessor):*** *“Yeah, that works. I can have the assessments done by Thursday, and you can finish preparing the materials by Friday.”*  ***Student:*** *“Perfect! For the additional resources, I’ll contact the admin team and request the materials. If there are any issues, I’ll update you.”*  ***John:*** *“Sounds good. Let me know if you need help with anything else.”*  ***Student:*** *“If there are any delays with the scheduling system, I’ll escalate the issue to the supervisor via email and keep you informed.”* |  |
| **Q3: Please demonstrate how you respond appropriately to at least three different situations where communication constraints are present in a health or community services context. In each situation, identify any early signs that the interaction may become difficult or complex, and explain how you responded in accordance with your organisation’s procedures. Your response should show how you recognised and managed actual barriers to effective communication, and how you adapted your approach using appropriate communication strategies.**  **You must demonstrate the use of communication skills that help to avoid, defuse or resolve conflict. This includes using techniques such as open-ended questions, affirmations, reflections, and summaries, and choosing strategies that promote collaboration rather than confrontation. Show that you understand the difference between a motivational interviewing approach and a coercive approach, and explain how this influenced your communication style in each case.**  **Your demonstration must show awareness of the many factors that influence communication, including language, culture, religion, emotional state, disability, health, and age. You should be able to recognise how these factors impact the way a message is received and understood, and adjust your approach to ensure respectful, clear, and inclusive communication. Your actions must remain within the boundaries of your job role, while also reflecting ethical decision-making in situations where conflicts of interest or sensitive disclosures may occur.**  **In your response, include your understanding of child protection responsibilities across health and community services settings—particularly your duty of care when a child may be at risk, even if they are not the direct client. Explain how you would identify indicators of risk and respond appropriately to any adult disclosures in accordance with mandatory reporting and organisational policies.** | |
| **Role Play Scenario** | **Benchmark Answer** |
| You are a support worker at a community care facility. You are tasked with addressing a situation where there may be potential communication barriers. A colleague, Sarah, is having difficulty understanding a new care plan for a client, and the client, Mr. Smith, appears upset and confused during a discussion about his care. Your role is to identify these challenges, use effective communication techniques to resolve them, and report the situation to your supervisor if needed.  The assessor will play the role of Mr. Smith, the client who is upset and confused about his care plan. The assessor will also briefly play the role of Sarah to simulate the situation with your colleague. Your task is to resolve the communication issues, use de-escalation techniques, and ensure proper communication with your supervisor, following organisational procedures.  **Instructions for the Role Play**  **1. Responded appropriately to 3 different situations where communication constraints were present**  **Key Action:** The student demonstrates the ability to respond appropriately to multiple situations where communication constraints are present, using the appropriate techniques and reporting to a supervisor if necessary. The student adjusts their approach based on the nature of the communication barrier (e.g., misunderstanding, emotional distress, confusion) and demonstrates sensitivity to the individuals involved.  **Guidance for the Student:** You should focus on applying different communication techniques tailored to each situation. These techniques might include:   * **Paraphrasing**: Repeating the message back in your own words to check for understanding. * **Active Listening**: Listening attentively and responding with empathy. * **Open-ended Questions**: Asking questions that encourage a full response and avoid simple yes/no answers. * **Clarifying**: Asking for further explanation or providing additional details when there’s confusion. * **De-escalation**: Remaining calm and offering solutions in emotionally charged situations.   **Example Action:**  **First situation:** *"Sarah, it seems like we’re both confused about this care plan section. Let me go over it again, and maybe we can work through the parts that are unclear."* **Second situation:** *"Mr. Smith, I understand you’re upset, and I want to make sure I fully understand your concerns. You mentioned that the care plan was unclear to you—let me repeat what I understand, and we can go over it together to make sure everything makes sense."* **Third situation:** *"It seems there’s some confusion around this task. Can you explain what you understand about it so we can make sure we’re both on the same page? If you’re unsure, I’ll be happy to report this to our supervisor for further clarification."*  **2. Identify early signs of potentially complicated or difficult situations and report according to organisation procedures**  **Key Action:** Observe the situation for any early signs of miscommunication or distress, such as confusion or frustration, and identify potential risks.  **Guidance for the Student:** Look for signs like raised voices, confusion, or lack of understanding. Identify what triggered the difficulty and decide if the situation needs to be reported to a supervisor following organisational procedures.  **Example Action:** *“I noticed Mr. Smith becoming visibly upset when discussing his care plan. He started raising his voice, which is a clear sign that something might not be clear or agreeable to him. I’ll address this calmly and then report it to my supervisor if needed.”*  **3. Identify actual constraints to effective communication and resolve using appropriate communication strategies and techniques**  **Key Action:** Recognise any real barriers to communication, such as misunderstandings, emotional responses, or environmental factors, and use strategies to resolve them.  **Guidance for the Student:** Use strategies such as paraphrasing, asking clarifying questions, or de-escalation techniques to ensure clear understanding. If the issue is emotional, use active listening and empathy to address feelings.  **Example Action:** *“Mr. Smith, I can hear that you're upset, and I want to make sure I understand your concerns. Let me repeat what you’ve said and correct anything I’ve misunderstood. You mentioned that the care plan was not explained clearly—could we go over it again together?”* This shows the student using active listening and paraphrasing to resolve the communication challenge, ensuring that Mr. Smith’s concerns are heard and addressed.  **4. Use communication skills to avoid, defuse and resolve conflict situations**  **Key Action:** Use de-escalation techniques and clear communication to resolve the conflict while maintaining professionalism.  **Guidance for the Student:** Remain calm, use a neutral tone, and avoid aggressive or defensive language. Offer solutions and show empathy to reduce tension. If the issue escalates, consider involving a supervisor as per organisational procedures.  **Example Action:** *“I understand that this situation is frustrating. Let’s take a few moments to talk about how we can resolve the issues with the care plan, and if necessary, we can bring in someone to help clarify it further. I’ll also let you know I’ll report this to my supervisor to ensure that all your concerns are addressed properly.”* The student uses de-escalation techniques and active listening to ensure that Mr. Smith feels heard and that the situation is defused.  **Sample Conversation**  ***Support Worker:*** *“Mr. Smith, I can see you’re upset about the care plan. Would you like me to go through it again with you?”*  ***Mr. Smith (Assessor):*** *“Yes, it just doesn’t make sense!”*  ***Support Worker:*** *“Okay, let’s clarify it together. If anything remains confusing, we can talk to my supervisor for extra support. Would that help?”*  ***Mr. Smith (Assessor):*** *“Yes, that sounds good.”* |  |
| **Q4: Please demonstrate how you uphold your legal and ethical responsibilities when communicating in a health or community services workplace, and how you respond to issues that may arise in the course of your role. In your response, describe three different work situations where you effectively applied communication skills to manage or escalate concerns. These situations should involve discussing difficulties related to ethical responsibilities with a supervisor, addressing breaches of procedures, or reporting adverse events to appropriate personnel. You must also demonstrate how you refer issues that affect the rights and responsibilities of clients, employees or employers, and how you respond to conflict situations that cannot be resolved at your level by referring them to your supervisor.**  **Your actions must demonstrate an understanding of legal and ethical considerations relevant to workplace communication, including duty of care, mandatory reporting, privacy, confidentiality and disclosure, informed consent, and the avoidance of discrimination. Show how you make ethical decisions and manage conflicts of interest, while remaining within your defined work role boundaries. Your response should also demonstrate your ability to access and apply appropriate sources of information related to the legal and ethical responsibilities that apply in your workplace.**  **Throughout your response, ensure that your communication style is clear, respectful, and professional, and that your actions reflect a commitment to protecting the rights, dignity and safety of all people involved in your service setting.** | |
| **Role Play Scenario** | **Benchmark Answer** |
| You are a support worker at a community care facility. You have encountered a situation where there was a breach in procedure regarding a client’s care plan, and a conflict has arisen between you and a colleague, John, over how the issue should be handled. You need to raise this problem with your supervisor and ensure that the breach, the conflict, and any legal or ethical concerns are addressed appropriately, while maintaining confidentiality. The assessor will play the role of your supervisor to whom you will report the issue. You need to maintain professionalism, objectivity, and confidentiality while discussing the breach, unresolved conflict, and any ethical concerns.  **Instructions for the Role Play**  **1. Comply with legal and ethical responsibilities and discuss difficulties with supervisor**  **Key Action:** The student identifies any issues that violate legal or ethical responsibilities and brings them to the supervisor’s attention, ensuring the discussion is conducted professionally.  **Guidance for the Student:** When a breach in procedure or client dissatisfaction is identified, it is important to address the issue directly with your supervisor. Maintain objectivity, ensure confidentiality, and comply with legal and ethical responsibilities.  **Example Action:** *“During my shift, I noticed that John provided Mr. Smith with incorrect medication instructions, which is a clear breach of procedure. I’m concerned about the impact this could have on Mr. Smith’s care. I’d like to discuss the situation with you to determine the next steps and ensure we address this properly.”*  **2. Refer any breach or non-adherence to standard procedures or adverse event to appropriate people**  **Key Action:** The student identifies the breach or non-adherence to procedures and refers the issue to the appropriate person or department, such as the supervisor or another relevant authority.  **Guidance for the Student:** When a breach occurs, it is important to report it to the **supervisor** and follow organisational procedures. This may include escalating the issue to a higher authority if necessary.  **Example Action:** *“I believe this is a serious matter that needs to be documented and investigated. I’ll make sure to follow up with the admin team to ensure we have all the correct details in the system, and I’ll escalate this to you for further review.”*  **3. Refer issues impacting on achievement of employee, employer and/or client rights and responsibilities**  **Key Action:** The student refers any issues that could affect the rights and responsibilities of the client or staff to the appropriate person, ensuring that these rights are respected and upheld.  **Guidance for the Student:** When issues arise that impact the rights or responsibilities of employees, employers, or clients, it is important to address them promptly with the supervisor and take necessary steps to resolve the situation.  **Example Action:** *“I noticed that John’s approach towards Mr. Smith was more dismissive than respectful, which might affect our client’s right to dignity and respect. I want to bring this to your attention to ensure that we uphold the rights of the client and that John receives the appropriate feedback.”*  **4. Refer unresolved conflict situations to supervisor**  **Key Action:** The student identifies when a conflict cannot be resolved independently and escalates the issue to a supervisor, ensuring that all parties involved are treated fairly.  **Guidance for the Student:** If a conflict arises that cannot be resolved within the team or between colleagues, it is important to refer the issue to the supervisor to ensure the situation is handled appropriately.  **Example Action:** *“I’ve tried to discuss the issue with John, but we haven’t been able to come to a resolution. I believe it’s best to escalate this conflict to you for guidance so that we can ensure the issue is dealt with appropriately.”*  **5. Demonstrated effective communication skills in 3 different work situations**  **Key Action:** The student must demonstrate their ability to communicate effectively in three distinct work situations: ethical reporting, conflict escalation, and advocating for client rights. In each situation, the student needs to:   * Maintain professionalism by using clear, objective, and respectful language. * Follow organisational protocols for communication and reporting. * Uphold confidentiality and objectivity, especially when dealing with sensitive information. * Adapt their communication style based on the situation and the people involved, ensuring that all parties are treated with respect and understanding.   **Guidance for the Student:**  **Ethical Reporting:** Clearly and professionally communicate a breach or concern, ensuring you respect privacy, confidentiality, and organisational procedures.  **Conflict Escalation:** Approach interpersonal conflicts with a colleague or team member in a neutral, non-confrontational manner. Use appropriate language to de-escalate and report unresolved issues to the supervisor.  **Rights-based Advocacy:** Advocate for the client’s rights when necessary, ensuring that their dignity, consent, and wellbeing are upheld, and report any concerns to the supervisor.  **Example Action:**  **First situation – Ethical Reporting**: *"When I noticed that John had provided Mr. Smith with incorrect medication instructions, I immediately documented the issue in the client care system and reported the breach to my supervisor. I ensured I followed confidentiality guidelines, only discussing the incident with the necessary personnel. I communicated the concern in a factual and objective manner, providing all the relevant details to assist with the resolution."*  **Second situation – Conflict Escalation**: *"I had an ongoing disagreement with John over how to handle the care plan breach. After attempting to resolve it with him directly, we were unable to reach a resolution. I then approached my supervisor to escalate the situation, explaining the issue and the steps I had taken to address it. I maintained a calm and neutral tone, focusing on resolving the conflict in a professional manner without letting it affect the team’s functioning."*  **Third situation – Rights-based Advocacy**: *"I noticed that Mr. Smith was not consulted regarding changes to his medication, which may have violated his right to informed consent. I reported this to my supervisor, ensuring that Mr. Smith’s rights were respected. I communicated the situation clearly, stating the facts, and emphasised the importance of consulting the client in decisions about their care."*  **Conclusion**  In this scenario, the student demonstrates an understanding of legal and ethical responsibilities and follows proper procedures for reporting problems to a supervisor. The student identifies and reports breaches in procedure, conflict, and legal/ethical concerns in a professional manner. They also ensure confidentiality and objectivity throughout the reporting process. By maintaining effective communication and following work role boundaries, the student demonstrates a commitment to upholding employee, employer, and client rights and responsibilities. The student successfully manages the situation through clear, objective communication with the supervisor, ensuring the issues are addressed according to organisational procedures. |  |
| **Q5: Please demonstrate how you complete written and electronic documentation to organisational standards in a health or community services context. In your response, provide examples of at least two workplace documents you have completed—either written or digital—and explain how your documentation meets legal requirements and aligns with your organisation’s procedures. You must show how you use clear, accurate and objective language when recording events or information, and how you ensure the information is factual, free of bias, and relevant to your role.**  **Describe how you access and read workplace documents relevant to your responsibilities, and how you confirm your understanding of their content by seeking clarification from a supervisor when necessary. Your response should also demonstrate that you follow organisational communication protocols when using digital media, including tools such as web platforms, email, social media, tablets, mobile applications, intranet systems, newsletters, or video formats.**  **You must apply principles of effective communication, including an understanding of different models, modes and types of communication, and how these principles influence written and digital exchanges. Demonstrate your awareness of the importance of correct grammar, clarity, and appropriate speed in all forms of communication. Show that you understand your work role boundaries and responsibilities, and how to apply legal and ethical requirements when documenting and sharing information. This includes understanding the appropriate sources of information, maintaining confidentiality, and ensuring all communications are consistent with organisational structure and service delivery models that promote optimal client care.** | |
| **Role Play Scenario** | **Benchmark Answer** |
| You are a support worker at a community care facility. Your role involves accurately completing documentation related to client care and incidents. In this scenario, you are tasked with filling out an incident report for a client and using the facility’s digital communication system to update the client’s records. Additionally, there is a section of the documentation that is unclear, and you need to clarify it with your supervisor to ensure it is completed correctly.  The assessor will play the role of your supervisor, who will assist you in clarifying the documentation and ensuring that it meets the necessary standards.  **Instructions for the Role Play**  **1. Complete documentation according to legal requirement and organisation procedures**  **Key Action:** The student completes the documentation accurately, ensuring it adheres to both legal requirements and organisational procedures.  **Guidance for the Student:** Make sure the documentation is clear, accurate, and follows the organisation’s guidelines. Ensure that all required fields are filled out and that the information is presented in a professional, objective manner.  **Example Action:** *“I’ve completed the incident report, making sure all relevant details about the client’s condition and the events leading up to the incident are recorded. I’ve followed our organisation’s procedure and included everything required by law.”*  **2. Read workplace documents relating to role and clarify understanding with supervisor**  **Key Action:** The student reviews workplace documents related to their role and asks the supervisor to clarify any sections that are unclear or require further explanation.  **Guidance for the Student:** Ensure you understand every aspect of the documentation you are responsible for completing. If any part is unclear or requires further clarification, ask your supervisor to provide guidance.  **Example Action:** *“I’ve completed most of the report, but there’s a section that asks about the client’s previous medical history. I’m not sure if we’re supposed to include their past conditions or just the ones relevant to the incident. Could you clarify this for me?”*  **3. Complete written and electronic workplace documents to organisation standards**  **Key Action:** The student ensures all written and electronic documentation is completed according to the organisation’s standards.  **Guidance for the Student:** Follow the organisation’s guidelines for formatting, tone, and content. Ensure that you use the appropriate terminology and that all details are accurate, professional, and consistent with the organisation’s expectations.  **Example Action:** *“I’ve used the organisation’s digital platform to update Mr. Smith’s client records, ensuring the information is consistent with the organisation’s standards. I’ve included the required sections and used clear, objective language.”*  **4. Follow organisation communication policies and procedures for using digital media**  **Key Action:** The student uses the organisation’s digital communication system correctly, following organisation policies and procedures for accessing and updating client records.  **Guidance for the Student:** Ensure that any electronic communication or records are accessed securely and that information is only shared with authorised personnel. Follow organisational procedures for using digital platforms to maintain privacy and confidentiality.  **Example Action:** “I’ve logged into the internal messaging system to send an update to the team about Mr. Smith’s care. I made sure to follow our communication policy, ensuring that no confidential information is shared outside the necessary team members.”  **5. Use clear, accurate and objective language when documenting events**  **Key Action:** The student uses clear, accurate, and objective language when documenting any events, ensuring the information is professional and free from personal opinions or biases.  **Guidance for the Student:** When documenting, always focus on presenting the facts without including subjective opinions. Use neutral language and make sure the information is easy to understand.  **Example Action:** “In the incident report, I’ve made sure to use objective language, clearly stating the sequence of events and the actions taken without adding personal commentary. The report reflects Mr. Smith’s condition accurately, based on the facts observed.”  **6. Completed 2 written or electronic workplace documents to organisation standards**  **Key Action:** The student completes at least two workplace documents (written or electronic) according to the organisation's standards and policies. This involves ensuring all documents are completed accurately, consistently, and professionally, following both legal requirements and the organisation's documentation protocols.  **Guidance for the Student:** Ensure that both documents (written or electronic) are filled out correctly and comply with the organisation's guidelines and standards. Be aware of all required fields and ensure that the information is accurate and complete. The documentation should be free of errors, written in clear, objective, and professional language, and formatted in accordance with organisational expectations. In this scenario, one of the documents is the incident report (written), and the other is the client update in the digital care system (electronic). Both must be completed to the organisation's specific standards for clarity and accuracy.  **Example Action:** *“I’ve completed the incident report by hand, following the organisation’s protocol and ensuring all necessary details were included, such as the date, time, client information, and a clear description of the incident. After that, I logged into the digital system and updated Mr. Smith’s care records, making sure to enter all relevant information accurately and according to the organisation’s digital documentation standards. Both documents are now consistent and professional.”*  **Conclusion**  In this scenario, the student demonstrates the ability to complete workplace documentation in line with legal requirements and organisational procedures. The student ensures that all documentation is clear, accurate, and objective, using both written and electronic media appropriately. They follow the organisation’s communication policies for digital media and seek clarification from their supervisor when necessary. The student also ensures they adhere to organisation standards, completing all documents in a professional and timely manner. |  |
| **Q6: Please demonstrate how you communicate effectively to support continuous improvement and your own professional development within a health or community services workplace. In your response, describe three different work situations where you contributed to improvements in work practices. Explain how you identified areas for improvement, communicated these ideas appropriately, and promoted or modelled positive changes in line with organisational requirements. You should demonstrate your ability to contribute constructively to team discussions and support new procedures or approaches that enhance service quality.**  **Your response must also show how you seek feedback and advice from appropriate people, such as colleagues, supervisors or mentors, on areas where you could further develop your skills and knowledge. Explain how you consult with your manager to explore options for accessing professional development or training opportunities, and how you take the initiative to follow up and act on those opportunities.**  **In your examples, demonstrate your understanding of the principles of effective communication, including various models, modes and types of communication used in the workplace. Show how you engage with others respectfully and professionally, using both verbal and digital forms of communication—such as web tools, email, intranet, newsletters, apps, or social media—in ways that reflect organisational protocols.**  **Your response should also reflect your understanding of how multidisciplinary teams function and the nature of relationships between different roles in the health and community services sector. You must be aware of your own responsibilities and limitations within your role, and demonstrate ethical decision-making when navigating feedback, improvement planning, or possible conflicts of interest.** | |
| **Role Play Scenario** | **Benchmark Answer** |
| You are a support worker at a community care facility. Your role involves contributing to continuous improvement in workplace communication practices. In this scenario, you are tasked with suggesting an improvement to the communication practices, modeling effective communication for a new colleague, and seeking feedback from your supervisor to enhance your communication skills.  The assessor will play the role of your new colleague and provide feedback on your communication. They will also act as your supervisor to discuss your communication strengths and areas for development.  **Instructions for the Role Play**  **1. Contribute to identifying and voicing improvements in work practices**  **Key Action:** The student identifies an area for improvement in the workplace communication practices and voices the suggestion in a constructive and professional manner.  **Guidance for the Student:** Think of an area where communication could be improved. This could be something like making forms clearer, using more inclusive language, or improving how information is shared within the team. Offer your suggestion and explain why it would benefit the team or the workplace.  **Example Action:** *“I noticed that our intake forms could be clearer, especially when it comes to understanding client preferences. I suggest we revise the forms to include more open-ended questions and examples to guide clients. This would help us better meet their needs and improve our overall communication with clients.”*  **2. Promote and model changes to improved work practices and procedures in accordance with organisation requirements**  **Key Action:** The student demonstrates the suggested improvement by **modeling** the change in practice and ensuring that it aligns with organisational requirements.  **Guidance for the Student:** Show your new colleague how to apply the suggested improvement in real-time, using a demonstration or example. Ensure that you explain the procedure clearly and encourage others to adopt it as well.  **Example Action:** *“Let me show you how we can apply these changes. When working with clients, we can start by asking open-ended questions like, ‘Can you tell me what is most important for you when we plan your care?’ This way, we encourage them to share more detailed information, which helps us create better care plans.”*  **3. Seek feedback and advice from appropriate people on areas for skill and knowledge development**  **Key Action:** The student actively seeks feedback from a supervisor or peer on their communication skills and areas for improvement.  **Guidance for the Student:** Ask for constructive feedback from your supervisor or peer about how effectively you communicate and whether there are areas for improvement. This could include feedback on clarity, tone, approachability, or how well you explain information.  **Example Action:** “*Can you provide me with some feedback on how I communicated the changes to the intake form with you? Are there any areas where I can improve in terms of clarity or tone? I want to make sure I’m doing it right and improving my communication skills.”*  **4. Consult with manager regarding options for accessing skill development opportunities and initiate action**  **Key Action:** The student consults with their manager to explore opportunities for further skill development and initiates steps to improve their communication skills.  **Guidance for the Student:** Discuss with your supervisor the available opportunities for skill development, such as training sessions, workshops, or mentorship. Take the first steps toward improving your communication skills by identifying a relevant opportunity and taking action.  **Example Action:** “I’d like to explore some options for improving my communication skills. Are there any training programs or resources available that could help me develop better strategies for communicating with clients and colleagues? I’d love to sign up for any courses or workshops that are relevant.”  **Conclusion**  In this scenario, the student demonstrates an understanding of how to contribute to identifying and voicing improvements in work practices, particularly in communication. The student successfully models the change in communication practices and ensures that it aligns with organisational requirements. They take the initiative to seek feedback and advice from their supervisor to improve their communication skills. Additionally, the student consults with the manager to explore skill development opportunities and actively works to enhance their communication skills. By demonstrating these actions, the student shows their commitment to improving workplace communication practices. |  |

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| **CHCCOM005 Communicate and work in health or community services Assessment Criteria** | | |
| **Did the student respond to all the above Competency Conversations and Assessment Conditions Checklist accurately, and were the responses current and sufficient in relation to the unit? If yes, please tick "Satisfactory" below; if no, please tick "Not Satisfactory" below.** | | |
| ☐Satisfactory  ☐Not Satisfactory |  | |
| Comments: |  | |
| **Cross Checking Sections:** | **Satisfactory?                                           Notes** | |
| **Checking Section C against Section A:** Are the student's responses in Section C (Competency Conversation) consistent with their self-assessment provided in Section A (Self-Reflection Questionnaire)? | ☐     Yes  ☐     No | |
| **Checking Section C against Section B:** Does the student’s description match the evidence provided in Section B e.g. adhering to workplace policies and procedures provided? | ☐     Yes  ☐     No | |
| **Checking Section C against ACC:** Has the student mentioned all mandatory items on the ACC list during their Competency Conversations (CC) responses?   * Cross-check the student's responses with the ACC list to ensure all mandatory items have been addressed. * If any item is missing, do not tick or check it off on the ACC list. Instead, mark the item as Not Satisfactory and provide feedback to the student for further clarification or evidence**.** | ☐     Yes  ☐     No | |
| **Assessor please sign, insert your name, and date to indicate that you have assessed the above.** | | |
| Assessor Signature | | Date |
| Assessor Name | |  |

# **CHCDIV001 Work with diverse people**

**Comprehensive Role Play Scenario for Working with Diverse People**

**Context Overview**

You are a support worker in a health or community care organisation that provides services to a wide range of individuals from culturally, socially, and linguistically diverse backgrounds. In your role, you are expected to reflect on your own cultural perspectives and biases, communicate respectfully, and foster inclusive relationships.

You will be involved in interactions that require cultural sensitivity, inclusive communication strategies, and proactive responses to potential misunderstandings or challenges related to diversity.

**Applicability for Role Play**

This scenario is intended for use in a simulated care or support environment where diverse communication needs and values must be recognised. It offers opportunities to demonstrate cultural awareness, inclusive practices, and effective cross-cultural communication.

**Simulated Workplace Stakeholders**

* **Your Assessor**: May act as a person receiving support, a colleague from a different background, or a supervisor.
* **Invited Participants**: May portray clients, team members, interpreters, or external support personnel from diverse cultural contexts.

**Assessor Responsibilities**

* Ensure the scenario reflects a realistic environment involving cross-cultural or diverse group interaction.
* Observe student responses to diversity and communication challenges.
* Record whether the role play used real or simulated stakeholders.

**Role Play Purpose**

This role play allows students to demonstrate their ability to:

* Reflect on their own cultural perspectives and biases.
* Value and promote diversity and inclusiveness in their work.
* Communicate respectfully with people from diverse backgrounds.
* Resolve misunderstandings or barriers arising from cultural or communication differences.

**Scenario Preparation**

**Key Learning Points for CHCDIV001 Alignment**

* **Reflecting on Own Perspectives**:  
  o Recognise personal biases and cultural assumptions that influence work practices.  
  o Reflect and act on strategies to improve cultural awareness and inclusion.
* **Appreciating Diversity and Inclusiveness**:  
  o Acknowledge the strengths diversity brings to the workplace.  
  o Support inclusive environments where all individuals feel respected and safe.
* **Communicating with Diverse People**:  
  o Apply respectful communication styles that adapt to cultural and linguistic differences.  
  o Seek support, such as interpreters, when required to meet communication needs.
* **Promoting Understanding Across Groups**:  
  o Identify and resolve misunderstandings caused by cultural or social differences.  
  o Collaborate with others to address diversity-related issues appropriately and sensitively.

**Steps for Role Play**

**Scenario 1: Reflecting on Own Perspectives**

**Purpose**: To examine and address personal views, limitations, and areas for growth in working with diverse individuals.

**Actions**:

* Reflect during a supervision meeting on your own cultural values and how they may influence your support practices.
* Identify an area where increased self-awareness could improve inclusivity in your role and discuss actions to develop this area.

**Scenario 2: Appreciating Diversity and Inclusiveness**

**Purpose**: To demonstrate respect and value for diversity in professional relationships and environments.

**Actions**:

* Participate in a staff meeting where inclusive practices are being discussed. Share ideas that promote cultural respect and belonging in the workplace.
* Contribute to planning an activity that celebrates the diversity of the people supported by your service.

**Scenario 3: Communicating with People from Diverse Backgrounds**

**Purpose**: To apply inclusive and adaptive communication strategies.

**Actions**:

* Engage in a conversation with a person who speaks English as a second language, using plain language and supportive non-verbal communication.
* When appropriate, request support from an interpreter or cultural liaison and demonstrate how you adapt your approach based on advice received.

**Scenario 4: Promoting Understanding Across Diverse Groups**

**Purpose**: To address and resolve communication or cultural misunderstandings.

**Actions**:

* Identify a misunderstanding arising from a cultural difference in a care situation (e.g. refusal of a food item, different hygiene practices).
* Work with a colleague or supervisor to resolve the issue sensitively, considering the person’s cultural background.
* Report the incident appropriately and reflect on how to prevent similar issues in future.

**Assessment Criteria**

Assessors will evaluate your ability to:

* Reflect on personal perspectives and use self-awareness to improve inclusive practices.
* Demonstrate respect for diversity in words, actions, and contributions to the workplace.
* Communicate clearly and respectfully with individuals from different backgrounds.
* Identify and sensitively address cultural or communication difficulties.
* Seek support and resources to improve cultural understanding and communication.

**Expected Outcomes**

By the end of the role play, the student should:

* Show evidence of self-reflection on their cultural awareness and communication approach.
* Promote and model inclusive practices that value diversity in team and client relationships.
* Communicate clearly, adaptively, and respectfully across diverse groups.
* Address misunderstandings in a way that promotes understanding, collaboration, and respect.

**Assessment Conditions Checklist**

**☒ The student has access to Facilities, Equipment, and Resources Required:**

☒ Workplace or realistic simulation environment

☒ Facilities, equipment and resources that reflect real working conditions and model industry operating conditions and contingencies

**Role Play Documentation**

For Assessor: Please indicate whether the role play demonstration was conducted using:

​​ ☐ Simulated Stakeholders: The role play was conducted with simulated stakeholders (assessor/friends).  
​​ ☐ Real Workplace Stakeholders: The role play was conducted in a real workplace setting with actual stakeholders.

|  |  |
| --- | --- |
| **Q1: Please demonstrate how you reflect on your own social and cultural perspectives to improve your ability to work inclusively with individuals and groups from diverse backgrounds. In your response, describe how you have engaged in a structured process of self-reflection to examine your own cultural identity, attitudes, and any personal biases that may influence your work. Explain how being aware of your own social perspectives and limitations helps you better understand and support others, particularly when working in diverse health or community services settings.**  **You must show how you use reflection as an ongoing practice to strengthen your self-awareness and social awareness. Describe specific ways you have acted on your reflections to improve your inclusive practice, such as changing your language, adjusting your communication style, or seeking out learning opportunities to better understand diversity. Your response should demonstrate awareness of how your cultural background and broader community attitudes, language, policies and social structures may affect others—particularly people and groups from culturally and linguistically diverse backgrounds or minority communities.**  **Your answer must also show an understanding of key concepts such as cultural awareness, cultural safety, and cultural competence, and how these concepts apply across different roles in the health and community services sector. You should explain what diversity means and describe its significance in the Australian context, including how political, social, economic, and cultural diversity impacts different areas of work and life.**  **Finally, your response should reflect your understanding of relevant legal and ethical responsibilities when working with diversity. This includes recognising and preventing discrimination—such as age, disability, racial or sex discrimination—and upholding fundamental human rights, including those outlined in the Universal Declaration of Human Rights. Show how you apply relevant frameworks, policies and approaches in your organisation to support inclusive and respectful practice, and explain the potential consequences of failing to meet legal and ethical obligations in this area.** | |
| **Role Play Scenario** | **Benchmark Answer** |
| You are a support worker at a community care facility. In this scenario, you will reflect on your own cultural values and how they influence your work practices. During a supervision meeting with your assessor (playing the role of your supervisor), you will explore how your social and cultural perspectives impact your ability to support diverse individuals. You will also identify areas where increased self-awareness could improve your inclusivity in your role and discuss actions you can take to develop in these areas.  **Instructions for the Role Play**  **1. Identify and reflect on own social and cultural perspectives and biases**  **Key Action:** The student identifies their own social and cultural perspectives, reflecting on how their personal values may influence their support practices.  **Guidance for the Student:** Reflect on how your personal cultural values might impact your interactions with clients. Think about any unconscious biases or assumptions you may have and how these could affect your approach to care.  **Example Action:** *“I’ve been reflecting on my cultural background, and I realise that I tend to have a bias toward individualist values, which focus on personal responsibility. This has sometimes led me to expect clients to be more independent than they are comfortable with. I recognise that this may not align with clients from more collectivist cultures who may prefer family-oriented support.”*  **2. Work with awareness of own limitations in self and social awareness**  **Key Action:** The student acknowledges their limitations in self-awareness and social awareness, particularly in the context of working with people from diverse backgrounds.  **Guidance for the Student:** Acknowledge areas where you may lack awareness, such as understanding different cultural practices or communication styles, and how this affects your work. Discuss how being aware of these limitations can enhance your effectiveness as a support worker.  **Example Action:** *“I recognise that I sometimes struggle to understand cultural differences in decision-making and family roles. I’ve realised that my own individualistic perspective can limit my understanding and response to clients’ needs, especially when their cultural practices differ from my own. Acknowledging this limitation allows me to work on improving my approach.”*  **3. Use reflection to support own ability to work inclusively and with understanding of others**  **Key Action:** The student uses reflection as a tool to improve their ability to work inclusively and understand the perspectives of others.  **Guidance for the Student:** Reflect on past experiences in your work where cultural awareness or lack of it impacted your ability to work inclusively. Discuss how you can use reflection to make changes and improve your practice.  **Example Action:** *“I’ve noticed in past situations that when clients from different cultural backgrounds express concerns, I sometimes don’t take enough time to understand the underlying cultural values. By reflecting on these experiences, I recognise the importance of active listening and asking open-ended questions to gain a better understanding of their needs and preferences.”*  **4. Identify and act on ways to improve own self and social awareness**  **Key Action:** The student identifies specific actions to improve their self-awareness and social awareness in order to be more inclusive in their role.  **Guidance for the Student:** Consider concrete steps you can take to enhance your self-awareness and ability to work inclusively. This might include further education, training, or seeking feedback from peers or supervisors.  **Example Action:** *“To improve my self-awareness and cultural competence, I plan to take a cultural competence training course. I’ll also seek feedback from colleagues and clients about how I can improve my interactions and better understand their cultural needs.”*  **5. Undertaken a structured process to reflect on own perspectives on diversity**  **Key Action:** The student demonstrates a structured process of reflection, acknowledging their own perspectives on diversity and making plans to improve their practice.  **Guidance for the Student:** Engage in a structured reflection process, whether through journaling, discussions with a supervisor, or self-assessment tools. This should focus on improving how you work with diverse individuals and increasing your cultural competence.  **Example Action:** *“I’ve taken time to reflect on how my background and personal beliefs shape my work. I’ve kept a journal of instances where I felt cultural awareness could have improved my practice. This structured reflection process has helped me identify areas for growth, such as increasing my understanding of non-verbal communication in different cultures.”*  **Sample Conversation**  ***Supervisor (Assessor):*** *“Can you reflect on how your cultural background might influence your work with clients?”*  ***Student:*** *“I’ve realised that my individualistic values sometimes lead me to expect clients to be more independent than they may be comfortable with, especially those from collectivist cultures. I see now that I need to adjust my approach to be more inclusive.”*  ***Supervisor (Assessor):*** *“What actions will you take to improve your cultural awareness?”*  ***Student:*** *“I plan to take a cultural competence training course and seek feedback from colleagues and clients to improve my interactions and better understand their needs.”* |  |
| **Q2: Please demonstrate how you value and respect diversity and inclusiveness in your workplace by describing at least three different situations where you recognised and responded to the needs of people from diverse social and cultural backgrounds. In each example, show how your actions supported respectful and inclusive interactions, and how you contributed to creating a safe and welcoming environment for all individuals. Explain how your practices reflect appreciation for the uniqueness of each person and how they helped build or maintain positive professional relationships based on mutual respect and understanding.**  **Your response should reflect your understanding of key areas of diversity, including culture, race, ethnicity, disability, religious or spiritual beliefs, gender (including transgender), intersex status, generational differences, and sexual orientation or identity. You must also show awareness of the diversity within Australia’s Aboriginal and/or Torres Strait Islander cultures, and explain how social, political, and economic issues can impact their engagement with services. Describe how western systems and your own cultural background may influence the way you work with Aboriginal and/or Torres Strait Islander people, and how you adapt your approach to ensure services are inclusive and culturally safe.**  **In your answer, include examples of how you have used workplace strategies, tools or resources—such as language or cultural interpreters, inclusive imagery, or tailored communication techniques—to respond to diversity effectively. Show how you stay informed about changing practices and social dynamics in Australia and their influence on diverse communities, and explain how you integrate this awareness into your everyday work.**  **Your response should demonstrate how you use inclusive communication and practices to promote safety, dignity, and equal access for all, and how you actively contribute to a workplace culture that values diversity in every aspect of service delivery.** | |
| **Role Play Scenario** | **Benchmark Answer** |
| You are a support worker at a community care facility. You are participating in a staff meeting where inclusive practices are being discussed. The meeting is focused on how to promote diversity and inclusiveness in the workplace and how to better support the clients. You are also tasked with contributing to the planning of an activity that celebrates the diversity of the people supported by your service.  The assessor will play the role of your team leader during the meeting. Your task is to share your thoughts and ideas that promote cultural respect and belonging in the workplace. You should also provide an example of how you could support the development of relationships based on diversity and inclusiveness through a workplace activity or initiative.  **Instructions for the Role Play**  **1. Value and respect diversity and inclusiveness across all areas of work**  **Key Action:** The student actively participates in a discussion where they demonstrate a respect for diversity and inclusiveness in the workplace.  **Guidance for the Student:** Think about how diversity plays a role in the work you do. Share examples or ideas that promote cultural respect, inclusiveness, and belonging. Show your understanding of how diversity enhances the workplace and the quality of care provided.  **Example Action:** *“I believe it’s important that we celebrate the diverse cultural backgrounds of the clients we support. One way we could show respect is by ensuring that all our materials and resources reflect diverse cultures. For instance, we could have different language options for our informational pamphlets or posters so that everyone feels included.”*  **2. Contribute to the development of workplace and professional relationships based on appreciation of diversity and inclusiveness**  **Key Action:** The student contributes ideas that foster positive workplace relationships based on appreciation of diversity.  **Guidance for the Student:** During the discussion, think about how building professional relationships can be grounded in appreciating diversity. Consider proposing ways to improve interpersonal communication, team dynamics, or workplace culture in a way that respects and celebrates diversity.  **Example Action:** *“In our team, we could incorporate regular cultural awareness sessions. This would not only allow us to appreciate each other’s differences but also ensure we understand how to communicate and collaborate in a culturally respectful way. It could help build stronger professional relationships by fostering mutual understanding and respect.”*  **3. Use work practices that make environments safe for all**  **Key Action:** The student ensures their contribution to the discussion promotes safe work practices for all individuals in the workplace, regardless of their background.  **Guidance for the Student:** Consider how safe work environments can be enhanced by adopting inclusive practices. Share an idea or practice that would make the work environment more welcoming and inclusive for everyone.  **Example Action:** *“We could establish clear anti-discrimination policies and provide training to ensure all employees understand the importance of maintaining a safe, inclusive environment. Additionally, we can create safe spaces for staff and clients to express concerns about discrimination or exclusion, and ensure these issues are addressed immediately.”*  **4. Recognised and respected the needs of people from diverse social and cultural backgrounds in at least 3 different situations: selected and used appropriate verbal and non-verbal communication; and recognised situations where misunderstandings may arise from diversity and formed appropriate responses**  **Key Action:** The student demonstrates their ability to respect and understand the needs of individuals from diverse backgrounds in multiple situations. This includes adjusting communication, planning, and support strategies to suit individual cultural, linguistic, gender, age-based, spiritual, or community preferences. The student must describe or demonstrate three different situations, each showing how inclusiveness and respect were applied in practice.  **Guidance for the Student:** You will be required to share or demonstrate how you have recognised and responded respectfully to the diverse needs of individuals in three different situations.  You must:  • Identify the person’s individual background or identity and how it shaped their preferences or needs  • Adjust your support or communication style to respect that diversity  • Show cultural awareness, inclusive language, and practices in your response  • Demonstrate understanding of the social, political or economic factors that may influence service access or participation  • Reflect on your own values and how they may differ from the individual’s, while still offering respectful, person-centred support  • Include at least one example involving an Aboriginal and/or Torres Strait Islander person or community, where appropriate  Each situation should reflect a different type of diversity, such as culture, gender identity, language, religion, intergenerational needs, or disability.  **Example Action – Situation One (Language and Cultural Respect):** *“I supported an elderly Spanish-speaking client who felt anxious when staff spoke quickly in English. I arranged for an interpreter and used slow, clear language during our sessions. I also asked the family how we could adapt care materials to better suit her cultural norms and preferences. This helped her feel safe and included.”*  **Example Action – Situation Two (Gender Identity and Inclusion):** *“I supported a young person who identified as non-binary. During our intake session, I asked for their pronouns and updated our system to reflect them accurately. I also corrected other staff members when necessary, and ensured that all signage and resources we used were inclusive and non-gendered.”*  **Example Action – Situation Three (Aboriginal Cultural Safety):** *“I worked with an Aboriginal client who wanted an Elder involved in all decisions about their care. I paused our planning meeting until the Elder could attend, and I made sure we used a culturally safe space for discussion. I also reflected on how Western systems often overlook the importance of community and took extra care to listen more and speak less.”*  **Sample Conversation**  ***Team Leader (Assessor):*** *“How can we promote diversity here?”*  ***Student:*** *“We could offer materials in different languages.”*  ***Team Leader (Assessor):*** *“Any ideas for improving staff relationships?”*  ***Student:*** *“Cultural awareness sessions would help us understand each other better.”*  ***Team Leader (Assessor):*** *“How can we ensure a safe environment?”*  ***Student:*** *“Clear anti-discrimination policies and spaces for concerns.”*  ***Team Leader (Assessor):*** *“Any experiences working inclusively?”*  ***Student:*** *“I’ve worked with Hispanic, Asian, and Indigenous clients, respecting their cultural preferences.”* |  |
| **Q3: Please demonstrate how you communicate respectfully and effectively with people from diverse social and cultural backgrounds, by providing examples from at least three different situations. In each example, show how you used both verbal and non-verbal communication to establish, build, and maintain positive relationships, mutual trust, and confidence. Your communication should reflect genuine respect for individual diversity and demonstrate cultural awareness, cultural safety, and cultural competence as essential elements of inclusive practice.**  **You must describe how you respond when a language barrier exists, including the communication strategies you use to ensure your message is understood clearly and respectfully. This may include using simple, plain language, non-verbal cues, visual supports, or clarifying questions. Where necessary, explain how you seek support from language or cultural interpreters, or other appropriate personnel, based on the individual’s communication needs and your organisation’s procedures.**  **Your response should reflect an understanding of the potential needs of marginalised groups and how communication can be used to support protective factors, recognise and respond to physical, mental and emotional health issues, and reduce the effects of trauma, exclusion, discrimination, or negative attitudes. You should also demonstrate familiarity with the concepts and definitions of diversity, and describe how inclusive communication supports access, participation and equality for all people—especially those who may be vulnerable or have experienced marginalisation.**  **Include in your response how legal and ethical responsibilities guide your communication, including awareness of human rights, the impact of discrimination, and the consequences of failing to uphold communication standards. Show that you understand the rights and responsibilities of workers, clients and employers, and explain what actions you would take if someone’s rights are being infringed or their responsibilities are not being met.** | |
| **Role Play Scenario** | **Benchmark Answer** |
| You are a support worker at a community care facility, and you are tasked with engaging in a conversation with a client who speaks English as a second language. The client seems to have difficulty understanding some of the care instructions and needs support with communication. You will engage with the client using plain language and non-verbal communication to support the conversation. If necessary, you will request the assistance of an interpreter or cultural liaison to ensure effective communication. The assessor will play the role of the client in this scenario, speaking English as a second language and requiring support with understanding.  **Instructions for the Role Play**  **1. Show respect for diversity in communication with all people**  **Key Action:** The student demonstrates respect for diversity in their communication with the client by being sensitive to the client's linguistic and cultural background.  **Guidance for the Student:** Use respectful verbal and non-verbal communication when engaging with the client. Be aware of their needs and ensure you respect their cultural and linguistic background.  **Example Action:** *“Thank you for your patience, I understand English is not your first language. I will speak slowly and use simpler words to make sure I’m being clear. If you need anything repeated, please let me know.”*  **2. Use verbal and non-verbal communication constructively to establish, develop and maintain effective relationships, mutual trust and confidence**  **Key Action:** The student uses constructive and approrpiate verbal and non-verbal communication to create a positive interaction, building trust and confidence with the client.  **Guidance for the Student:** Establish a respectful and comfortable environment by using clear speech, maintaining eye contact, and employing open body language. Be patient and encouraging to make the client feel supported.  **Example Action:** *“As I speak with you, I will also smile and maintain eye contact to show I’m fully engaged in our conversation. I’ll use gestures and simple words to help clarify what I mean. If you don’t understand, please feel free to tell me so I can try again.”*  **3. Where a language barrier exists, use effective strategies to communicate in the most efficient way possible**  **Key Action:** The student identifies and uses strategies to overcome language barriers, such as simplifying their language, using gestures, and adjusting their communication style to ensure understanding.  **Guidance for the Student:** Use plain language, repeat key points, and consider using non-verbal cues like gestures and visual aids to support understanding. If necessary, simplify your language to ensure clarity.  **Example Action:** *“I’ll keep my language simple and repeat key information. For example, I’ll say, ‘We need to meet to talk about your care. Today, I will explain what will happen. Is that okay?’ I will also use hand gestures to show what I mean.”*  **4. Seek assistance from interpreters or other persons according to communication needs**  **Key Action:** The student identifies when a language barrier cannot be effectively overcome without additional support and seeks assistance from an interpreter or cultural liaison.  **Guidance for the Student:** If you feel the conversation is not proceeding effectively, offer to bring in an interpreter or request the support of a cultural liaison to assist in ensuring that the message is clearly communicated.  **Example Action:** “Would you feel more comfortable if we had someone here who speaks your language? I can arrange for an interpreter or ask for a cultural liaison to help us communicate more easily. Would you prefer that?”  **Sample Conversation**  ***Support Worker (Student):*** *“Hi! I’ll speak slowly and use simple words. If anything is unclear, let me know.”*  ***Client (Assessor):*** *nods*  ***Support Worker (Student):*** *“We need to talk about your care today. Is that okay?”*  ***Client (Assessor):*** *nods but seems unsure*  ***Support Worker (Student):*** *smiles, gestures “I’ll help you with [care activity]. Does that make sense?”*  ***Client (Assessor):*** *shakes head*  ***Support Worker (Student):*** *“Would you like an interpreter to help us understand better?”*  ***Client (Assessor):*** *nods “Yes, please.”* |  |
| **Q4: Please demonstrate how you identify and respond to communication difficulties or misunderstandings that may arise when working with people from diverse social and cultural backgrounds. In your response, provide examples of situations where misunderstandings have occurred or could have occurred due to differences in language, cultural norms, values, or expectations. Explain how you recognised the potential for misunderstanding, considered the influence of diversity factors, and adapted your response to ensure respectful and inclusive communication.**  **You should describe how you make a conscious effort to resolve communication challenges sensitively, taking into account the individual’s cultural and social background, and applying principles of cultural awareness, cultural safety, and cultural competence. Demonstrate how you approach these situations calmly and respectfully, seeking to understand the other person’s perspective and to resolve the issue in a way that maintains trust and dignity.**  **Include in your response how you address communication difficulties by consulting with the appropriate people, such as supervisors, interpreters, or cultural liaison officers, and seeking assistance when needed to ensure the best outcome for the person being supported. Your actions should reflect your awareness of how your own cultural background, attitudes, and communication style may influence interactions with others, particularly people from marginalised or minority groups.**  **Your answer should also demonstrate an understanding of the legal and ethical responsibilities that apply when working with diversity, including how to uphold rights, meet responsibilities, and take appropriate action when these are not being met. Describe the possible consequences of breaches, and how you ensure your communication practices align with these responsibilities. Finally, reflect on how diversity practices and lived experiences can shape personal behaviours, social expectations, and interpersonal relationships—and explain how this awareness influences your approach to inclusive and effective communication.** | |
| **Role Play Scenario** | **Benchmark Answer** |
| You are a support worker in a community care facility. During your shift, you notice a client, who comes from a different cultural background, refusing a food item that is part of their care plan. You suspect the refusal may stem from a cultural difference in food preferences or dietary restrictions. You need to address this misunderstanding, work with a colleague or supervisor to resolve the issue respectfully, and reflect on ways to prevent similar issues in the future. The assessor will play the role of your colleague in this scenario.  **Instructions for the Role Play**   1. **Identify issues that may cause communication misunderstandings or other difficulties**   **Key Action**: The student identifies the misunderstanding, recognising that cultural differences may be the cause of the issue. **Guidance for the Student**: Consider potential cultural factors, such as food preferences, dietary restrictions, or hygiene practices that may lead to misunderstandings. **Example Action:** *“I noticed that Mr. Tan refused the rice we offered. I suspect it might be due to a cultural preference or dietary restriction, so I need to figure out how we can better support his needs.”*   1. **Where difficulties or misunderstandings occur, consider the impact of social and cultural diversity**   **Key Action**: The student reflects on how social and cultural diversity may have contributed to the misunderstanding and takes this into account when addressing the issue. **Guidance for the Student**: Acknowledge that cultural differences, like dietary habits or hygiene practices, might be the root of the problem. **Example Action:** *“I know that some cultures avoid certain foods, like pork or beef. Mr. Tan may have dietary restrictions based on his cultural background, so I need to make sure we’re offering him food he’s comfortable with.”*   1. **Make an effort to sensitively resolve differences, taking account of diversity considerations**   **Key Action**: The student works with the colleague or supervisor to find a solution, being respectful of cultural differences and ensuring the resolution is culturally appropriate. **Guidance for the Student**: Discuss how to approach the client and resolve the issue with sensitivity and understanding. **Example Action**: *“Let’s speak with Mr. Tan and ask him about his food preferences. We can make sure that the meals we offer are aligned with his cultural and dietary needs, and we can introduce other options if necessary.”*   1. **Address any difficulties with appropriate people and seek assistance when required**   **Key Action**: The student seeks help from appropriate people, such as a supervisor or cultural liaison, to ensure the misunderstanding is handled appropriately. **Guidance for the Student**: If the issue cannot be resolved independently, escalate it to the right person, such as a supervisor or cultural liaison, to ensure an appropriate solution is reached. **Example Action**: *“If we’re not sure about what specific foods are acceptable for Mr. Tan, it would be helpful to check with our supervisor or ask for assistance from a cultural liaison who has experience working with this community.”*   1. **Recognised situations where misunderstandings may arise from diversity and formed appropriate responses**   **Key Action**: The student recognises potential misunderstandings due to cultural diversity and responds by adapting their approach to be more inclusive. **Guidance for the Student**: Anticipate situations where cultural differences may lead to misunderstandings and be proactive in seeking culturally sensitive solutions. **Example Action**: *“I’ve learned from past experiences that food-related misunderstandings often arise from cultural differences. Moving forward, I will ensure that I ask clients about their preferences before meals, and I’ll be more proactive in respecting their dietary restrictions.”*  **Sample Conversation**  ***Support Worker (Student):*** *“I noticed that Mr. Tan refused the rice we offered. I think it might be due to a cultural preference or dietary restriction. Let’s check with him to see what foods he’s comfortable with.”*  ***Colleague (Assessor):*** *“Good idea. We should ask him respectfully about his preferences, maybe he’s avoiding certain foods for religious or cultural reasons. How should we approach him?”*  ***Support Worker (Student):*** *“I’ll explain that we want to make sure he feels comfortable and that his needs are met. I’ll use clear, simple language and make sure he knows we’re here to support him in a way that respects his culture.”*  ***Colleague (Assessor):*** *“Sounds like a good approach. If we need more information, we could consult with our supervisor or a cultural liaison to make sure we’re offering the right options.”*  ***Support Worker (Student):*** *“Absolutely. I’ll also make a note to check with other clients about their preferences beforehand to avoid misunderstandings in the future.”* |  |

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| **CHCDIV001 Work with diverse people Assessment Criteria** | | |
| **Did the student respond to all the above Competency Conversations and Assessment Conditions Checklist accurately, and were the responses current and sufficient in relation to the unit? If yes, please tick "Satisfactory" below; if no, please tick "Not Satisfactory" below.** | | |
| ☐Satisfactory  ☐Not Satisfactory |  | |
| Comments: |  | |
| **Cross Checking Sections:** | **Satisfactory?                                           Notes** | |
| **Checking Section C against Section A:** Are the student's responses in Section C (Competency Conversation) consistent with their self-assessment provided in Section A (Self-Reflection Questionnaire)? | ☐     Yes  ☐     No | |
| **Checking Section C against Section B:** Does the student’s description match the evidence provided in Section B e.g. adhering to workplace policies and procedures provided? | ☐     Yes  ☐     No | |
| **Checking Section C against ACC:** Has the student mentioned all mandatory items on the ACC list during their Competency Conversations (CC) responses?   * Cross-check the student's responses with the ACC list to ensure all mandatory items have been addressed. * If any item is missing, do not tick or check it off on the ACC list. Instead, mark the item as Not Satisfactory and provide feedback to the student for further clarification or evidence**.** | ☐     Yes  ☐     No | |
| **Assessor please sign, insert your name, and date to indicate that you have assessed the above.** | | |
| Assessor Signature | | Date |
| Assessor Name | |  |

# **CHCLEG001 Work legally and ethically**

**Comprehensive Role Play Scenario for Working Legally and Ethically**

**Context Overview**

You are a support worker in a residential care or community-based organisation. As part of your daily responsibilities, you are required to work within legal and ethical frameworks to support the rights, safety, and wellbeing of individuals receiving care. You must understand and follow relevant legislation, workplace policies, and ethical codes while being mindful of your own values and how they impact your professional conduct.

Your role also includes contributing to continuous improvement efforts within the organisation, helping to refine policies and practices to better meet legal and ethical standards.

**Applicability for Role Play**

This role play is intended for a simulated workplace environment where legal and ethical considerations are realistically modelled. It allows students to demonstrate their understanding of rights, responsibilities, problem-solving, and their contribution to compliance and best practice in the sector.

**Simulated Workplace Stakeholders**

* **Your Assessor** may take on roles such as a supervisor, client, or colleague.
* **Invited Participants** may portray team members, advocates, or policy advisors.

**Assessor Responsibilities**

* Ensure the scenario includes elements of legislation, ethical dilemmas, and workplace improvement initiatives.
* Observe the student's ability to respond to legal and ethical issues appropriately.
* Indicate whether the role play involved simulated or real stakeholders.

**Role Play Purpose**

This scenario enables students to demonstrate their ability to:

* Access and interpret legal and ethical responsibilities relevant to their role.
* Apply legal and ethical principles in day-to-day work practices.
* Respond to breaches, dilemmas, and opportunities for workplace improvement in a proactive and compliant manner.

**Scenario Preparation**

**Key Learning Points for CHCLEG001 Alignment**

* **Responding to Legal Requirements**:  
  o Understand how legislation and codes of practice apply to the support role.  
  o Follow workplace protocols when legal breaches or concerns arise.
* **Meeting Ethical Responsibilities**:  
  o Recognise and respond to ethical dilemmas using non-judgemental and inclusive practice.  
  o Report unethical conduct or conflicts of interest appropriately.
* **Contributing to Workplace Improvements**:  
  o Identify gaps in policy or practice that affect compliance.  
  o Suggest improvements and participate in policy reviews.

**Steps for Role Play**

**Scenario 1: Identifying and Responding to Legal Requirements**

**Purpose**: To demonstrate knowledge and application of legal frameworks in the support role.

**Actions**:

* Access and review a relevant policy (e.g. privacy, duty of care, mandatory reporting).
* Identify your legal responsibilities and describe how they apply to a given client situation.
* Recognise and report a potential breach of legal practice using appropriate workplace procedures.

**Scenario 2: Identifying and Meeting Ethical Responsibilities**

**Purpose**: To demonstrate non-judgemental, ethical decision-making within the workplace.

**Actions**:

* Discuss an ethical dilemma (e.g. client autonomy vs. safety) with a supervisor or colleague.
* Identify how personal values may influence professional responses and how to ensure objective care.
* Report a case of suspected unethical behaviour and describe how to manage a conflict of interest.

**Scenario 3: Contributing to Workplace Improvements**

**Purpose**: To support legal and ethical compliance through proactive improvement.

**Actions**:

* Identify a situation where a current work practice could be enhanced (e.g. gaps in privacy or documentation processes).
* Share feedback constructively during a team meeting or supervision session.
* Propose a small change to an existing policy and explain how it would improve legal or ethical compliance.

**Assessment Criteria**

Assessors will evaluate your ability to:

* Access and interpret sources of legal and ethical guidance.
* Understand and apply workplace procedures to legal and ethical practice.
* Recognise and act on breaches, dilemmas, and conflicts of interest.
* Reflect on the impact of personal values on professional judgement.
* Suggest and support workplace improvements related to compliance and best practice.

**Expected Outcomes**

By the end of the role play, the student should:

* Demonstrate practical understanding of legal and ethical responsibilities.
* Uphold the rights and wellbeing of individuals in accordance with legislation and policy.
* Handle dilemmas and conflicts in a fair, respectful, and professional manner.
* Contribute to policy and practice improvements within their scope of practice.

**Assessment Conditions Checklist**

For Assessor:

**☒ The student has access to Facilities, Equipment, and Resources Required:**

☒ Workplace or realistic simulation environment

☒ Current legislation, regulations and codes of practice

☒ Organisation policies, procedures and protocols

☒ Facilities, equipment and resources that model industry operating conditions, including presence of problem-solving activities

**Role Play Documentation**

For Assessor: Please indicate whether the role play demonstration was conducted using:

​​ ☐ Simulated Stakeholders: The role play was conducted with simulated stakeholders (assessor/friends).  
​​ ☐ Real Workplace Stakeholders: The role play was conducted in a real workplace setting with actual stakeholders.

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| **Q1: Please demonstrate how you identify, interpret and apply legal requirements relevant to your work role in the community services or health sector. In your response, describe how you locate and access reliable sources of legal information that apply to your role, and explain how you interpret this information to guide your daily practice. You must show that you understand the scope and nature of your own legal rights and responsibilities and how these relate to the boundaries of your role.**  **Provide examples from at least three different situations where you have applied legal and ethical requirements in your work. In each example, describe how you adhered to relevant legislation, workplace policies, and procedures. You should also describe three different legal or ethical issues you encountered or might encounter in your role and explain the steps you took—or would take—to respond appropriately. Where a potential or actual legal breach was identified, describe how you reported it according to organisational procedures.**  **Your response must reflect your understanding of key legal and ethical considerations that affect workers in the health and community services context. This includes responsibilities and standards related to duty of care, human rights, dignity of risk, discrimination, mandatory reporting, privacy, confidentiality, disclosure, practitioner-client boundaries, records management, complaints handling, and work health and safety. You should show awareness of how national, state or territory, and local laws are applied in the workplace, and the consequences of not complying with them.**  **Demonstrate your knowledge of frameworks and instruments used to support ethical and legal practice, such as codes of conduct, codes of practice, the Universal Declaration of Human Rights, practice standards, and policy frameworks. You must also be able to explain how human rights relate to human needs and how they guide ethical decision-making. Your examples should show that you understand both the legal issues that may arise in your role and the appropriate responses and reporting pathways for addressing them professionally and lawfully.** | |
| **Role Play Scenario** | **Benchmark Answer** |
| You are a support worker at a community care facility. During your shift, you are faced with a situation where a client has expressed concerns about their privacy and feels that their personal information may have been shared inappropriately. You need to access and review the relevant workplace policy on privacy, interpret your legal responsibilities, and take the appropriate actions to resolve the issue, adhering to workplace procedures. The assessor will play the role of the client in this scenario.  **Instructions for the Role Play**   1. **Identify, access and interpret sources of information about the legal requirements that apply to the work role**   **Key Action**: The student accesses the relevant workplace policy (e.g. privacy policy) and interprets the legal requirements that apply to the situation. **Guidance for the Student**: Access the privacy policy or any other relevant legal documentation to understand the legal framework for the situation at hand. Interpret how this policy applies to the specific issue the client is raising. **Example Action**: *“Let me check the privacy policy to make sure I understand the rules regarding client confidentiality. I’ll review the document and confirm how we’re expected to protect your personal information.”*   1. **Identify the scope and nature of own legal rights and responsibilities**   **Key Action**: The student identifies their legal responsibilities based on the reviewed policy and discusses how they apply to the client situation. **Guidance for the Student**: Reflect on the legal rights and responsibilities you have as a support worker. This might include confidentiality, duty of care, and mandatory reporting. **Example Action**: *“According to the privacy policy, I have a responsibility to ensure that your personal information is kept confidential and only shared with people who need it, such as other healthcare providers. I also need to make sure I respect your right to privacy in all situations.”*   1. **Adhere to legal requirements in work practice according to workplace policies and procedures and scope of role**   **Key Action**: The student ensures that their actions align with workplace policies, maintaining legal compliance. **Guidance for the Student**: Discuss how you will apply the policy to your work practice to ensure that the client's rights are respected, and that you stay within the scope of your role. **Example Action**: *“I will make sure that no information is shared without your consent unless there is an urgent need, like in an emergency or if mandated by law. I’ll ensure we follow the policy on how your information is handled, and I’ll document everything according to the workplace procedure.”*   1. **Recognise potential or actual breaches and report according to organisation procedures**   **Key Action**: The student recognises when a legal breach may have occurred and reports it following the correct procedures. **Guidance for the Student**: If there has been a breach, identify it and take immediate action to report it, following organisational protocols. **Example Action (Student statement)**: *“If I find that your information has been shared without your consent or inappropriately, I will immediately report it to my supervisor using the organisation’s incident report process. We take these situations very seriously to ensure your privacy is protected.”*  **Sample Conversation**  ***Client (Assessor):*** *“I’m really concerned. I think my personal information has been shared without my permission. What can you do about it?”*  ***Support Worker (Student):*** *“Thank you for sharing your concern. Let me check the privacy policy to ensure I fully understand how your information should be handled. According to the policy, your information is private, and we need your consent to share it unless it’s required by law or in an emergency.”*  ***Client (Assessor):*** *“But I didn’t agree to my information being shared with anyone. How do I know if it was?”*  ***Support Worker (Student):*** *“If your information has been shared without your consent, I will report it immediately according to our procedures. We take these situations very seriously. I’ll make sure we follow the right steps to protect your privacy and prevent it from happening again.”*  ***Client (Assessor):*** *“Thank you. That makes me feel better.”*  ***Support Worker (Student):*** *“You’re welcome. I’ll document everything according to the workplace policy and make sure it’s addressed properly. If you have any other concerns, please let me know.”* |  |
| **Q2: Please demonstrate how you apply ethical responsibilities in your work role within the health or community services sector. In your response, describe how you access and interpret reliable sources of information that explain the ethical responsibilities relevant to your role, and explain how you apply this information in your day-to-day practice. Clearly outline the scope and nature of your ethical responsibilities and how these are informed by your organisation’s policies, procedures and protocols.**  **Provide examples from at least three different situations where you have completed work activities in accordance with ethical principles and responded appropriately to ethical issues or dilemmas. In each example, explain how you recognised and addressed the issue while remaining within your role boundaries. Where relevant, show how you discussed the dilemma with an appropriate person and used effective problem-solving strategies when exposed to competing values or priorities.**  **Your response should also demonstrate self-awareness by explaining how you identify and manage your own personal values, beliefs or attitudes to ensure non-judgemental and inclusive practice. Describe how you recognise unethical conduct, conflicts of interest or breaches of ethical expectations in the workplace and how you report or act on these appropriately.**  **You must show understanding of how ethical practice relates to and differs from legal obligations, and how the two frameworks can overlap in workplace situations. Your response should include examples of how you follow key legal and ethical requirements, including informed consent, privacy, confidentiality, duty of care, practitioner-client boundaries, and mandatory reporting. Explain how human rights and professional codes of conduct guide your ethical decision-making and support respectful and equitable service delivery. Finally, describe how your workplace’s policies, procedures and review mechanisms contribute to upholding ethical standards and continuous improvement in service quality.** | |
| **Role Play Scenario** | **Benchmark Answer** |
| You are a support worker at a community care facility. During your shift, you are faced with an ethical dilemma: a client, Mr. Harris, insists on living independently despite his health condition, which poses a risk to his safety. You need to balance respecting his autonomy while ensuring his safety. You must also consider your personal values, remain non-judgemental, and ensure you follow the correct procedures for reporting unethical conduct and managing potential conflicts of interest. The assessor will play the role of your supervisor in this scenario.  **Instructions for the Role Play**   1. **Identify, access and interpret sources of information about the ethical responsibilities that apply to the work role**   **Key Action**: The student accesses the workplace policy on ethical responsibilities and interprets how they apply to the situation with Mr. Harris. **Guidance for the Student**: Review relevant workplace policies on client autonomy, duty of care, and safety to understand how they guide your response to Mr. Harris’s situation. **Example Action:** *“I’ll refer to our workplace ethics policy on client autonomy and duty of care. It will help me understand how to balance Mr. Harris’s independence with my responsibility for his safety.”*   1. **Identify the scope and nature of own ethical responsibilities**   **Key Action**: The student reflects on their ethical responsibilities, including respecting client autonomy while ensuring safety. **Guidance for the Student**: Recognise that as a support worker, you are responsible for both respecting the client’s wishes and ensuring their well-being. **Example Action**: *“My ethical responsibility is to ensure Mr. Harris’s safety while respecting his autonomy. I need to find a way to support him in making informed decisions about his care.”*   1. **Meet ethical responsibilities according to workplace policies and protocols, and scope of role**   **Key Action**: The student ensures their actions align with workplace policies and the scope of their role, ensuring legal and ethical compliance. **Guidance for the Student**: Act in accordance with workplace protocols while ensuring the client’s autonomy is respected and safety is maintained. **Example Action**: *“I’ll explain the risks to Mr. Harris and ensure he understands the consequences of living independently. I’ll also consult my supervisor to ensure we’re handling this within the scope of my role.”*   1. **Recognise potential ethical issues and dilemmas, and discuss with an appropriate person**   **Key Action**: The student identifies the ethical dilemma and seeks guidance from a supervisor or colleague. **Guidance for the Student**: Recognise when an issue may involve conflicting ethical principles and discuss it with a supervisor for guidance. **Example Action:** *“I need to discuss Mr. Harris’s refusal for assistance with you. His desire for independence may conflict with the risks involved, and I want to ensure we’re handling this ethically.”*   1. **Recognise own personal values and attitudes and take into account to ensure non-judgemental practice**   **Key Action**: The student acknowledges their personal values and ensures they do not influence their professional practice. **Guidance for the Student**: Be aware of your own beliefs and how they might impact your decisions. Strive to be impartial and non-judgemental in all interactions. **Example Action**: *“I recognise that I value safety over independence, but I must respect Mr. Harris’s decision. I’ll work hard to maintain a non-judgemental attitude and ensure he feels empowered in his decisions.”*   1. **Use effective problem-solving techniques when exposed to competing value systems**   **Key Action**: The student uses problem-solving techniques to address conflicting ethical values, such as the client’s autonomy versus safety. **Guidance for the Student**: Apply problem-solving techniques to find a solution that respects both the client’s autonomy and their safety. **Example Action**: *“I’ll try to work with Mr. Harris to find a solution that balances his independence with safety. Perhaps we can arrange for regular check-ins or safety equipment, so he still feels in control.”*   1. **Recognise unethical conduct and report to an appropriate person**   **Key Action**: The student recognises unethical conduct and reports it according to workplace procedures. **Guidance for the Student**: If you notice any unethical behaviour, such as neglecting a client’s well-being or coercing them into decisions, report it immediately. **Example Action**: “If I notice that Mr. Harris’s concerns are being disregarded or if any unethical conduct occurs, I will report it immediately to you, following the workplace procedures.”   1. **Recognise potential and actual conflicts of interest and take appropriate action**   **Key Action**: The student identifies any potential or actual conflicts of interest and takes appropriate steps to manage them. **Guidance for the Student**: Recognise when your personal beliefs may conflict with professional responsibilities and take steps to ensure an impartial, ethical response. **Example Action**: *“If I feel that my personal belief about what’s best for Mr. Harris is clouding my judgment, I will seek guidance from you to ensure I remain impartial and respect his rights.”*   1. **Completed workplace activities in accordance with legal and ethical requirements in at least 3 different situations**   **Key Action**: The student reflects on at least three past situations where they applied both legal and ethical requirements effectively. This demonstrates their ability to navigate complex ethical and legal issues in their role while adhering to workplace policies, procedures, and protocols. **Guidance for the Student**: Reflect on previous situations where you applied ethical principles in practice. Consider instances where you had to balance the rights of the client with the responsibilities of the worker. Think about how you upheld informed consent, duty of care, and privacy during challenging situations, and the steps you took to ensure compliance with legal and ethical standards. Use past experiences to explain how you applied legal frameworks (such as privacy laws, mandatory reporting requirements) and ethical guidelines (like respecting autonomy, ensuring safety, client rights). **Example Action:**  **Informed Consent**: *"In one situation, a client wanted to stop a treatment plan. I made sure they were fully informed about the risks involved, explaining the potential consequences of discontinuing care. I ensured the client understood the implications of their decision before respecting their choice, ensuring compliance with informed consent principles and duty of care."*  **Mandatory Reporting**: *"In another case, I noticed signs of abuse in a client's interactions with a family member. I followed mandatory reporting procedures immediately, reporting my concerns to my supervisor. This ensured that the client’s safety was prioritised, and the matter was escalated appropriately in line with ethical and legal guidelines."*  **Client Privacy**: *"There was also a situation where I had to handle sensitive information about a client’s medical history. I ensured that privacy and confidentiality were maintained, only sharing the information with authorised personnel in accordance with legal standards and organisational procedures."*   1. **Developed appropriate responses to at least 3 different legal or ethical issues relevant to the work role**   **Key Action**: The student describes how they have dealt with different legal or ethical issues in the past, ensuring that their responses align with the legal and ethical frameworks of their role. **Guidance for the Student**: Reflect on past ethical dilemmas or legal issues that you have encountered in your role, such as situations involving client autonomy, safety, confidentiality, or informed consent. Describe how you responded to each situation, ensuring that your actions followed organisation policies, legal requirements, and ethical standards. Discuss how your responses helped maintain professionalism, client rights, and safety while adhering to your role’s boundaries and responsibilities. **Example Action**:  **Respecting Client Autonomy**: *"In a previous case, a client wanted to stop their care plan. I ensured that the client understood the risks of their decision and respected their right to make an informed choice. I documented the situation, and I consulted with my supervisor to ensure the process was handled ethically and within the scope of my role."*  **Handling Conflicts of Interest**: *"I once faced a situation where my personal beliefs conflicted with a client’s choices. I recognised that I needed to remain impartial and not allow my personal opinions to influence my professional responsibilities. I discussed my concerns with my supervisor to ensure that I was acting in the best interest of the client while respecting their rights."*  **Reporting Unethical Conduct**: *"I observed a colleague acting unprofessionally by neglecting a client’s needs. I immediately reported the incident according to the organisation’s* ***code of conduct*** *and* ***mandatory reporting procedures****. I took the appropriate steps to ensure the client's safety and ensure the situation was handled in a professional manner."*  **Sample Conversation**  ***Support Worker (Student):*** *“Mr. Harris, I respect your decision to live independently, but I want to make sure you understand the risks involved. Your safety is important, and I want to find a solution that respects your autonomy while ensuring you're safe. Can we discuss options like check-ins or safety equipment?”*  ***Client (Assessor):*** *“I just want to stay in control of my life, I don’t need anyone watching over me.”*  ***Support Worker (Student):*** *“I understand, and I respect that. I’m here to support you in the way you feel comfortable. Maybe we can work together on a plan that allows you to remain independent but still ensures your safety.”*  ***Client (Assessor):*** *“That sounds fair. I just don’t want to be treated like I’m incapable.”*  ***Support Worker (Student):*** *“Absolutely, Mr. Harris. I’ll make sure you’re fully involved in every decision. If at any point you feel like we need to adjust something, I’ll be here to help.”* |  |
| **Q3: Please demonstrate how you contribute to improving work practices to better meet legal and ethical responsibilities in a health or community services setting. In your response, describe at least two examples where you identified specific work practices that could be enhanced to ensure stronger alignment with legal obligations, ethical standards, or professional responsibilities. Explain how you recognised these improvement opportunities and how you communicated your suggestions constructively to colleagues, supervisors, or other relevant personnel.**  **You must also describe how you actively engage in workplace processes for reviewing and updating policies, procedures, or protocols. This includes providing feedback, participating in consultation processes, or contributing ideas through team meetings or formal review mechanisms. Explain how you take initiative to support workplace responsiveness to evolving legal and ethical requirements and help ensure that services remain compliant, safe, and person-centred.**  **Your response should demonstrate your understanding of how workplace policies, procedures and protocols are developed and maintained, and the role of staff in contributing to their ongoing improvement. You should explain the importance of aligning workplace practices with relevant legal and ethical frameworks, such as codes of practice, complaints management procedures, records management obligations, practice standards, and professional development requirements.**  **Also include your understanding of the rights and responsibilities of workers, employers and clients, as well as the boundaries of your own role. Describe how legal and ethical considerations at the international, national, state or territory, and local levels are applied in the workplace, and what consequences may result from failing to meet these standards. Your response should also show awareness of industrial relations legislation relevant to your role and how employment conditions are shaped by legal protections and organisational policies.** | |
| **Role Play Scenario** | **Benchmark Answer** |
| You are a support worker in a community care facility. During your routine work, you notice that there are gaps in the privacy and documentation processes, potentially compromising client confidentiality. You want to share your feedback during a team meeting or supervision session, propose a change to improve legal and ethical compliance, and ensure best practices are followed.  The assessor will play the role of your supervisor during this scenario.  **Instructions for the Role Play**   1. **Identify situations where work practices could be improved to meet legal and ethical responsibilities**   **Key Action**: The student identifies an issue in current work practices, such as gaps in privacy or documentation, that could be improved to meet legal and ethical standards. **Guidance for the Student**: Reflect on a situation where a work practice doesn’t fully meet legal or ethical standards and think about how you can address this. **Example Action**: *“I’ve noticed that the client documentation system doesn’t fully comply with privacy regulations. For example, there are times when paper documents containing personal client information are left unattended in the office, which could expose sensitive data. This needs to be addressed to meet our legal and ethical responsibilities.”*   1. **Pro-actively share feedback with colleagues and supervisors**   **Key Action**: The student shares their feedback in a constructive manner during a team meeting or supervision session. **Guidance for the Student**: Provide feedback to your supervisor or team about potential improvements in a way that is professional, respectful, and solution-oriented. **Example Action**: *“I’d like to raise an issue about our current documentation process. I’ve noticed that we sometimes leave sensitive client information exposed, and this could lead to breaches of privacy. I believe we need to review our practices and find ways to secure documents more effectively.”*   1. **Identify and take opportunities to contribute to the review and development of policies and protocols**   **Key Action**: The student proposes a change to an existing policy to improve legal or ethical compliance. **Guidance for the Student**: Suggest changes to workplace policies or procedures that would improve compliance and align with legal and ethical standards. **Example Action**: *“I suggest we implement a policy where all personal client documentation is locked away in secure filing cabinets and restrict access to those who need it for work purposes. We could also consider going paperless or implementing digital records, which would be safer and comply with privacy laws more effectively.”*   1. **Identified and communicated at least 2 potential work practice improvements designed to enhance workplace responsiveness to legal and ethical requirements**   **Key Action**: The student identifies and communicates multiple practical improvements to existing processes that aim to enhance the workplace’s ability to meet legal and ethical requirements. These improvements should demonstrate the student’s understanding of the ethical and legal frameworks governing privacy, confidentiality, and records management. **Guidance for the Student**: Identify two specific improvements to current practices that address privacy and documentation issues. Ensure the proposed improvements align with legal requirements (e.g., privacy laws, data protection) and ethical responsibilities (e.g., client confidentiality, duty of care). Suggest improvements that are practical and sustainable, demonstrating an understanding of policy development and the importance of compliance.  Be solution-oriented when communicating these improvements, ensuring that they are easy to implement, and encourage collaboration with the team and supervisor to review and develop policies. **Example Action**: *“One improvement I suggest is to implement a policy where all personal client documentation is securely locked in filing cabinets, with restricted access to only those who require it for work purposes. This would protect sensitive information and ensure we are compliant with privacy laws and records management standards. The second improvement I propose is to transition to digital records or implement a secure paperless system. This would reduce the risk of data breaches and improve accessibility and tracking of records while maintaining client confidentiality.”*  **Sample Conversation**  ***Support Worker (Student):*** *“I wanted to bring up a concern I’ve noticed about our documentation process. Sometimes, personal client information is left on desks or counters, which could easily be seen by people passing by. This doesn’t meet our legal obligations to protect client privacy.”*  ***Supervisor (Assessor):*** *“That’s a good observation. What changes do you think we could make to improve this situation?”*  ***Support Worker (Student):*** *“I propose that we start securing all client records in locked cabinets, and restrict access to only those who need to see the documents. Another idea is to go paperless and implement secure digital records to ensure better protection of client information. I also think it would be helpful for us to have regular privacy training so we can stay updated on confidentiality laws.”*  ***Supervisor (Assessor):*** *“Those are excellent suggestions. I think securing physical records and transitioning to digital systems could make a huge difference. Let’s look into the training and discuss how we can implement these changes.”*  ***Support Worker (Student):*** *“Great, I’m glad to hear that. I think this will make a big difference in ensuring we stay compliant with privacy laws and give our clients the best protection.”* |  |

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| **CHCLEG001 Work legally and ethically Assessment Criteria** | | |
| **Did the student respond to all the above Competency Conversations and Assessment Conditions Checklist accurately, and were the responses current and sufficient in relation to the unit? If yes, please tick "Satisfactory" below; if no, please tick "Not Satisfactory" below.** | | |
| ☐Satisfactory  ☐Not Satisfactory |  | |
| Comments: |  | |
| **Cross Checking Sections:** | **Satisfactory?                                           Notes** | |
| **Checking Section C against Section A:** Are the student's responses in Section C (Competency Conversation) consistent with their self-assessment provided in Section A (Self-Reflection Questionnaire)? | ☐     Yes  ☐     No | |
| **Checking Section C against Section B:** Does the student’s description match the evidence provided in Section B e.g. adhering to workplace policies and procedures provided? | ☐     Yes  ☐     No | |
| **Checking Section C against ACC:** Has the student mentioned all mandatory items on the ACC list during their Competency Conversations (CC) responses?   * Cross-check the student's responses with the ACC list to ensure all mandatory items have been addressed. * If any item is missing, do not tick or check it off on the ACC list. Instead, mark the item as Not Satisfactory and provide feedback to the student for further clarification or evidence**.** | ☐     Yes  ☐     No | |
| **Assessor please sign, insert your name, and date to indicate that you have assessed the above.** | | |
| Assessor Signature | | Date |
| Assessor Name | |  |

# **HLTINF006 Apply basic principles and practices of infection prevention and control**

**Comprehensive Role Play Scenario for Applying Basic Principles and Practices of Infection Prevention and Control**

**Context Overview**

You are a support worker in a health or community service environment where maintaining infection prevention and control is critical. Your duties include applying standard and transmission-based precautions, following organisational policies, and acting quickly in response to exposure or breach situations.

Your responsibilities require a clear understanding of national guidelines, effective communication of risks, and accurate documentation. You must work within your role scope while contributing to a safe and hygienic environment for clients, colleagues, and visitors.

**Applicability for Role Play**

This role play is intended for use in a simulated care environment where infection control risks and responses can be modelled safely. It allows students to demonstrate knowledge, hygiene practices, risk identification, reporting, and the use of personal protective equipment (PPE).

**Simulated Workplace Stakeholders**

* **Your Assessor**: May role-play as a client, colleague, or supervisor observing infection control practices.
* **Invited Participants**: May portray team members involved in hygiene protocols or responding to contamination events.

**Assessor Responsibilities**

* Ensure simulations reflect realistic hygiene scenarios, exposure risks, and infection control protocols.
* Observe the student’s compliance with standards, response to exposure, and reporting behaviour.
* Document whether the scenario was conducted with simulated or real stakeholders.

**Role Play Purpose**

This role play allows the student to demonstrate the ability to:

* Follow national guidelines for infection control relevant to their role.
* Practise standard and enhanced precautions, including hygiene and cleaning procedures.
* Respond appropriately to breaches or risks, document incidents, and implement control strategies.

**Scenario Preparation**

**Key Learning Points for HLTINF006 Alignment**

* **Understanding Infection Control Roles**:  
  o Recognise risks and responsibilities in maintaining a safe work environment.  
  o Communicate and record risks in accordance with procedures.
* **Applying Standard and Transmission-Based Precautions**:  
  o Perform hand hygiene and use PPE correctly.  
  o Follow cleaning and waste disposal procedures aligned with national guidelines.
* **Responding to Exposure Risks**:  
  o Take immediate action when breaches occur and report them promptly.  
  o Document and manage contamination or exposure incidents appropriately.

**Steps for Role Play**

**Scenario 1: Identifying Infection Risks and Communicating Responsibilities**

**Purpose**: To identify infection hazards and implement communication and documentation strategies.

**Actions**:

* Review your workplace’s infection control procedures and identify potential risks (e.g. shared equipment, open wounds).
* Communicate identified risks to your supervisor or team, using workplace documentation tools.
* Clearly describe your role and responsibilities in managing infection risks during a team discussion.

**Scenario 2: Following Standard and Transmission-Based Precautions**

**Purpose**: To demonstrate correct use of hygiene practices and PPE.

**Actions**:

* Perform hand hygiene using national standard techniques.
* Correctly select, don, and doff PPE based on the simulated activity (e.g. changing wound dressings, assisting with toileting).
* Follow cleaning protocols and manage clinical waste as per organisational guidelines.
* Identify when enhanced cleaning or transmission-based precautions are needed and respond appropriately.

**Scenario 3: Responding to Exposure or Breach Situations**

**Purpose**: To manage and report a potential breach of infection control procedures.

**Actions**:

* Respond to a spill involving body fluids using approved procedures and PPE.
* Notify your supervisor of the exposure incident and discuss follow-up actions.
* Complete documentation of the incident using workplace forms.
* Relocate and secure contaminated materials, ensuring they are stored or disposed of in designated clean areas.

**Assessment Criteria**

Assessors will evaluate your ability to:

* Identify and communicate infection risks and responsibilities.
* Follow standard and transmission-based precautions including correct PPE usage.
* Respond immediately and appropriately to infection risks or exposure events.
* Document risks, breaches, and hygiene activities in accordance with policies.
* Maintain a clean and safe environment for all individuals in the setting.

**Expected Outcomes**

By the end of the role play, the student should:

* Accurately identify infection risks and apply relevant national guidelines.
* Demonstrate consistent personal hygiene and use of protective equipment.
* Take appropriate action during incidents and follow escalation procedures.
* Complete and store documentation accurately, maintaining confidentiality and safety.

**Assessment Conditions Checklist**

For Assessor:

**☒ The student has access to Facilities, Equipment, and Resources Required:**

☒ Workplace or realistic simulation environment

☒ National standards and guidelines for infection prevention and control and hand hygiene

☒ Relevant Commonwealth, state or territory legislation and industry frameworks

☒ Hand hygiene facilities and equipment

☒ Personal protective equipment

☒ Waste and waste disposal equipment

☒ Areas, equipment and supplies for cleaning

☒ Organisational policies and procedures

**Role Play Documentation**

For Assessor: Please indicate whether the role play demonstration was conducted using:

​​ ☐ Simulated Stakeholders: The role play was conducted with simulated stakeholders (assessor/friends).  
​​ ☐ Real Workplace Stakeholders: The role play was conducted in a real workplace setting with actual stakeholders.

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| **Q1: Please demonstrate how you identify, assess and respond to infection risks in your workplace by implementing infection prevention and control procedures in accordance with national standards and organisational guidelines. In your response, describe three different situations where you applied appropriate infection control precautions in response to different infection risks. For each situation, explain how you selected and used correct Personal Protective Equipment (PPE), followed proper hand hygiene procedures, and applied suitable cleaning and waste management practices. Your examples should clearly show how you responded to the specific infection risks in your environment to prevent and reduce potential harm.**  **You must also describe how you identify infection risks and hazards relevant to your role and work setting, and how you recognise your own responsibilities—and those of others—in infection prevention and control. Explain what national standards or guidelines you follow and what control measures you implement to minimise risk, such as safe disposal of waste, environmental cleaning, or isolation precautions. Your response should demonstrate how you communicate effectively with team members and others to support a safe and hygienic environment, including how you escalate concerns when necessary.**  **You should show an understanding of the types and causes of infection, including classifications of microorganisms such as bacteria, viruses, fungi, and parasites. Explain the difference between colonisation, infection and disease, and describe the chain of infection, including how infectious agents are transmitted, what makes a host susceptible, and what control points can be used to break the chain. Include examples of infection sources such as blood, body fluids, contaminated surfaces, food, water, waste, animals or insects.**  **Finally, describe your workplace’s policies and procedures for managing exposure incidents, documenting and reporting risks, and who you are required to report to—including supervisors, health care professionals, responsible persons, or relevant authorities. Your response should show that you understand how to record infection risks and control strategies appropriately, in line with your role and responsibilities, and in accordance with legal and organisational requirements.** | |
| **Role Play Scenario** | **Benchmark Answer** |
| You are a support worker in a community care facility. During your shift, you notice several infection risks, such as shared equipment and the potential for exposure to open wounds. You need to identify these risks, communicate them to your supervisor or team, and ensure the correct infection control procedures are followed. You will also record your observations using the appropriate workplace documentation tools. The assessor will play the role of your supervisor during this scenario.  **Instructions for the Role Play**   1. **Identify standards and guidelines relevant to own role and work setting**   **Key Action**: The student refers to infection control procedures and guidelines that apply to their role and work setting. **Guidance for the Student**: Review workplace infection control protocols, including hand hygiene, PPE use, and cleaning and waste management, to ensure compliance. **Example Action:** *“I’ve reviewed the infection control policy, and it outlines procedures for hand hygiene, using the correct PPE, and cleaning shared equipment. These guidelines help us prevent the spread of infections in our facility.”*   1. **Identify infection risks and hazards associated with own role and work setting**   **Key Action**: The student identifies infection risks in the workplace, such as shared equipment or contact with open wounds. **Guidance for the Student**: Consider specific infection risks in your role, such as handling shared equipment, open wounds, or exposure to bodily fluids. **Example Action**: *“I’ve noticed that we often use shared equipment like thermometers and blood pressure cuffs, which could spread infections if not cleaned properly. Additionally, I saw a client with an open wound, which could increase the risk of infection if not managed correctly.”*   1. **Identify roles and responsibilities of self and others in relation to infection prevention and control**   **Key Action**: The student describes their role and others' roles in preventing and controlling infections. **Guidance for the Student**: Reflect on your personal responsibility for infection prevention and control, and how other team members contribute to infection control. **Example Action**: *“My responsibility includes ensuring that equipment is disinfected between uses, using the correct PPE, and practicing proper hand hygiene. I also need to report any concerns to you, such as clients with open wounds or unclean equipment. The team is responsible for following the same guidelines to prevent infection.”*   1. **Identify control measures to minimise risk in accordance with relevant national standards and guidelines**   **Key Action**: The student identifies infection control measures to minimise risks based on national standards and guidelines. **Guidance for the Student**: Discuss the specific infection control measures you can implement, such as using appropriate PPE, hand hygiene, and cleaning procedures. **Example Action**: *“To minimise infection risks, we should ensure that all shared equipment is disinfected before and after use. I’ll also ensure that I’m using gloves when handling clients with open wounds and practice proper hand hygiene after every patient interaction.”*   1. **Communicate effectively with others in relation to risk management**   **Key Action**: The student communicates the identified infection risks and control measures to the team or supervisor. **Guidance for the Student**: Effectively share infection risks with the team, ensuring everyone is aware of their responsibilities in managing those risks. **Example Action**: *“I noticed that the blood pressure cuff wasn’t disinfected after use, which could expose others to infection. I’ll let the team know we need to disinfect it after every use, and I’ll remind them about the importance of PPE and hand hygiene during our next meeting.”*   1. **Record identified risks and risk management strategies within scope of own role**   **Key Action**: The student records the identified risks and strategies for managing them in the appropriate workplace documentation. **Guidance for the Student**: Document the infection risks and the actions taken to manage them, ensuring records are kept in line with workplace policies. **Example Action**: *“I will complete the incident report form to document the unclean equipment and the client with an open wound. I’ll also include the steps we’re taking to address these issues, such as disinfecting equipment and using PPE.”*   1. **Implement precautions for infection prevention and control according to national standards and guidelines on three different occasions, each responding to a different identified infection risk, including: Carrying out hand hygiene procedures as relevant to the infection risk**   **Key Action**: The student carries out hand hygiene procedures in response to infection risks. These actions must align with national infection control guidelines and be demonstrated in three different situations, each involving a distinct infection risk. **Guidance for the Student**: You will be required to demonstrate correct hand hygiene procedures in response to three different infection risks.  You must:  • Identify three distinct infection risk situations in your role  • Carry out hand hygiene before and after each client interaction or task  • Use correct technique according to national guidelines (e.g. soap and water or alcohol-based hand rub)  • Ensure hygiene actions are appropriate to the level of exposure (e.g. bodily fluids, wound care, shared equipment)  • Demonstrate consistency and confidence in hand hygiene practices  • Explain why hand hygiene is important in each specific situation  Each response must reflect safe, practical application of hand hygiene relevant to the specific infection risk encountered. **Example Action – Situation One (After Contact with Open Wound):** *“After changing a dressing on a client’s leg wound, I washed my hands thoroughly with soap and water for at least 20 seconds. Since I had direct contact with a wound and bodily fluids, it was essential to use proper handwashing instead of just hand sanitiser to prevent any cross-contamination.”*  **Example Action – Situation Two (After Handling Shared Equipment):** *“I had just taken a client’s temperature using a shared digital thermometer. Before moving on to assist the next person, I used alcohol-based hand rub to clean my hands thoroughly. This reduces the risk of transferring microbes between clients via my hands.”*  **Example Action – Situation 3 (Before Assisting with Meal Preparation):**  “Before helping a client prepare lunch, I used soap and water to wash my hands, paying close attention to the areas between fingers and under the nails. Even though there was no visible contamination, I wanted to ensure food safety and prevent any potential infection transmission.”   1. **Implement precautions for infection prevention and control according to national standards and guidelines on three different occasions, each responding to a different identified infection risk, including: Selecting and using correct Personal Protective Equipment (PPE)**   **Key Action**: The student selects and uses the correct Personal Protective Equipment (PPE) to manage infection risks, based on the type of exposure. This must be demonstrated on three different occasions, each responding to a different infection risk scenario. **Guidance for the Student**: You will be required to select and use the correct PPE in three different situations, based on the type and level of infection risk.  You must:  • Identify the appropriate PPE for the task (e.g. gloves, apron, mask, gown, goggles)  • Follow correct donning and doffing procedures  • Explain why that PPE is required in each situation  • Comply with national standards and guidelines for infection control  • Use PPE to minimise contact with infectious agents, contaminated surfaces, or body fluids  • Dispose of used PPE correctly in line with workplace procedures  Each response must demonstrate safe, effective, and risk-based PPE selection and use.  **Example Action** **– Situation One (Wound Care):** *“Before assisting a client with a leg wound dressing, I put on gloves and a disposable gown to protect myself from possible contact with blood and fluids. After the procedure, I carefully removed the PPE, turning the gloves inside out, and disposed of them in a biohazard waste bin as per our facility’s infection control guidelines.”*  **Example Action** **– Situation Two (Supporting a Client with Respisratory Systems):** *“When I supported a client who was coughing and sneezing during care, I wore a surgical mask and gloves to protect myself from airborne and droplet transmission. I made sure the mask covered my nose and mouth securely and discarded it immediately after the task, followed by hand hygiene.”*  **Example Action** **– Situation Three (Cleaning Bodily Fluid Spill):** *“When I was called to clean up a urine spill in the hallway, I wore gloves and a disposable apron to protect my hands and clothing. I used an approved disinfectant solution and followed the correct waste disposal procedure afterward, then removed my PPE and washed my hands thoroughly.”*   1. **Implement precautions for infection prevention and control according to national standards and guidelines on three different occasions, each responding to a different identified infection risk, including: Using correct cleaning and waste management procedures**   **Key Action**: The student applies cleaning and waste management procedures to prevent infection spread. They must demonstrate this on three different occasions, each in response to a different infection risk, and in accordance with national infection control standards and guidelines.. **Guidance for the Student**: You will be required to implement cleaning and waste management procedures in three different situations based on infection risks.  You must:  • Identify the infection risk involved in each scenario  • Use the correct cleaning agents or disinfectants for the task  • Follow appropriate cleaning order (e.g. clean to dirty, low to high surfaces)  • Wear appropriate PPE while cleaning or handling waste  • Dispose of clinical or contaminated waste using the correct labelled bins  • Follow national infection prevention and control guidelines and organisational policy  • Understand how these practices help break the chain of infection  Each action must demonstrate practical infection control through safe, thorough, and compliant cleaning and waste handling.  **Example Action – Situation One (Cleaning Shared Equipment)**: *“After using the blood pressure cuff, I will disinfect it with the appropriate cleaning solution, and I will dispose of any used materials, like tissues or gloves, in the proper waste disposal bins to ensure we manage the infection risk.”*  **Example Action – Situation Two (Disposing of Contaminated Waste)**: *“After using the blood pressure cuff, I will disinfect it with the appropriate cleaning solution, and I will dispose of any used materials, like tissues or gloves, in the proper waste disposal bins to ensure we manage the infection risk.”*  **Example Action – Situation Three (Cleaning Bodily Fluid Spill)**: *“When a client accidentally vomited in the dining area, I immediately put on gloves and a disposable apron. I followed the spill kit instructions, using absorbent powder first, then a hospital-grade disinfectant. I placed all contaminated materials into the correct waste bin and mopped the area again to ensure it was fully sanitised.”*  **Sample Conversation**  ***Support Worker (Student):*** *“I’ve noticed that after we use shared equipment, like the blood pressure cuff, it isn’t always disinfected. This could lead to the spread of infections, so I wanted to bring it to your attention.”*  ***Supervisor (Assessor):*** *“Thank you for pointing that out. What steps do you think we can take to address this issue?”*  ***Support Worker (Student):*** *“I suggest that we implement a procedure where all shared equipment is disinfected immediately after each use. I also think we should remind the team about the importance of using proper PPE and hand hygiene to reduce infection risks.”*  ***Supervisor (Assessor):*** *“That’s a good idea. Let’s ensure we follow up with staff training on these measures and keep records to document everything properly.”*  ***Support Worker (Student):*** *“I’ll make sure to record the incident of the unclean equipment and follow the workplace procedure to report it. I’ll also help communicate the importance of these procedures to the team.”* |  |
| **Q2: Please demonstrate how you apply infection prevention and control procedures by implementing appropriate hygiene and safety practices in the workplace. In your response, describe three different occasions where you responded to identified infection risks by following national infection control standards and your organisation’s guidelines. Each situation must show how you practised correct hand hygiene, selected and used the appropriate Personal Protective Equipment (PPE), and carried out cleaning and waste management procedures that match the level of risk.**  **You must demonstrate how you implement personal hygiene practices, including maintaining personal cleanliness, wearing clean work clothing or uniforms, following safe respiratory and cough etiquette, and not attending work when unwell. Your response should also show your understanding of safe laundering of work clothes, and your responsibility to prevent the spread of infection through personal hygiene.**  **Clearly describe how you follow correct hand hygiene techniques, including identifying when hand hygiene is needed, selecting the appropriate hand hygiene product, and applying hand rub or using soap and water correctly. Explain how you follow the 5 moments for hand hygiene and how you maintain hand care by avoiding skin damage, keeping nails short, and not wearing jewellery or watches.**  **You should also demonstrate your understanding of the safe and effective use of PPE, including gloves, masks, gowns or aprons, and protective eyewear or face shields. Show how you apply, fit, and remove PPE in the correct sequence and how you prevent contamination during use. Include how PPE should be safely disposed of after use and how reusable items are reprocessed according to standards.**  **Describe how you follow procedures for both routine and enhanced environmental cleaning, including reprocessing of equipment and responding to blood or body fluid spills. Your answer should also include how you manage linen and clothing safely. Explain how you identify when transmission-based precautions or enhanced cleaning measures are needed, and how you respond accordingly.**  **Finally, describe how you carry out waste management procedures safely, including disposing of general waste, managing contaminated waste, and safely handling and disposing of sharps. Your response must reflect your understanding of infection prevention principles such as asepsis and how they relate to your role.** | |
| **Role Play Scenario** | **Benchmark Answer** |
| You are a support worker in a community care facility. You are tasked with assisting a client, Mr. Thompson, who has an open wound that requires dressing changes. During this procedure, you will need to perform correct hand hygiene, select and use Personal Protective Equipment (PPE), and follow cleaning and waste management protocols. Additionally, you must identify when enhanced cleaning or transmission-based precautions are needed based on the client's condition and care needs. The assessor will play the role of your colleague or supervisor during this scenario.  **Instructions for the Role Play**   1. **Implement personal hygiene practices in the work setting**   **Key Action**: The student demonstrates personal hygiene practices, including proper hand hygiene techniques. **Guidance for the Student**: Before beginning any procedure, perform hand hygiene using national standard techniques. This includes washing hands or using hand sanitiser as appropriate. **Example Action**: *“Before changing Mr. Thompson’s dressing, I will thoroughly wash my hands using soap and water for at least 20 seconds to ensure all germs are removed, and I will dry my hands with a clean towel.”*   1. **Practice hand hygiene in accordance with national standards and guidelines**   **Key Action**: The student follows **national hand hygiene** standards and guidelines to ensure effective hand cleaning. **Guidance for the Student**: Follow the recommended hand hygiene procedure as outlined by national guidelines, including using alcohol-based hand rub or soap and water, depending on the situation. **Example Action**: *“I’ll use alcohol-based hand rub if soap and water are not available. I will apply a sufficient amount and rub my hands together for 20 seconds, making sure to cover all areas of my hands, including the back of the hands and between my fingers.”*   1. **Follow current national standards and guidelines for selection and correct use of Personal Protective Equipment (PPE) as required**   **Key Action**: The student selects and uses appropriate PPE based on the activity (e.g., wound dressing, assisting with toileting). **Guidance for the Student**: Ensure that you use the correct PPE (e.g., gloves, gown, mask) based on the care procedure and national standards. **Example Action:** *“Since I’ll be changing Mr. Thompson’s dressing, I’ll wear gloves, a gown, and an apron to protect myself and him from potential infection. I’ll also wear a mask if the procedure is expected to produce splashes or if the client* has respiratory symptoms.”   1. **Follow procedures for environmental cleaning and management of waste**   **Key Action**: The student follows **cleaning protocols** and **manages clinical waste** according to organisational and national guidelines. **Guidance for the Student**: Use the correct cleaning and waste disposal methods as per your organisation’s protocols. **Example Action**: *“After finishing the dressing change, I will place the used dressing and gloves in a clinical waste bin that is clearly marked for contaminated materials. I will also disinfect the area where I performed the procedure, following our cleaning protocols.”*   1. **Identify and respond to situations where transmission-based precautions or enhanced cleaning is required**   **Key Action**: The student identifies when **transmission-based precautions** or **enhanced cleaning** are needed and responds accordingly. **Guidance for the Student**: If a situation arises where enhanced infection control is required (e.g., client has a known infectious condition), ensure that these measures are implemented appropriately. **Example Action**: *“Since Mr. Thompson has an open wound, I’ll ensure to follow the enhanced infection control procedures. If I observe any signs of infection, such as increased redness or swelling, I’ll take additional precautions, like wearing a mask and ensuring all surfaces in the area are cleaned with disinfectant.”*  **Sample Conversation**  ***Support Worker (Student):*** *“Before starting the dressing change, I will perform hand hygiene to ensure I’m free of contaminants. I will use soap and water for 20 seconds, paying attention to all areas of my hands.”*  ***Supervisor (Assessor):*** *“That’s correct. What steps will you take next?”*  ***Support Worker (Student):*** *“Next, I’ll wear gloves, a gown, and an apron to ensure I’m protected during the procedure. I’ll also wear a mask if there is any risk of splashing during the dressing change.”*  ***Supervisor (Assessor):*** *“Good. And what will you do after the procedure is completed?”*  ***Support Worker (Student):*** *“After the procedure, I’ll dispose of the gloves and used dressing in a clinical waste bin. I will then disinfect the work area thoroughly to ensure it’s clean and safe. I will also make sure to perform hand hygiene once again.”*  ***Supervisor (Assessor):*** *“Perfect, and do you think any enhanced precautions are needed for Mr. Thompson?”*  ***Support Worker (Student):*** *“Since he has an open wound, I’ll follow enhanced infection control procedures, ensuring that the area remains clean and free of any contamination. If I notice any signs of infection, I’ll take extra precautions like wearing a mask and cleaning the area more thoroughly.”* |  |
| **Q3: Please demonstrate how you identify, respond to, and report infection risks or breaches in infection control by describing three separate situations where you encountered potential or actual exposure to infectious risk in your workplace. One of these must involve the management of exposure to blood or body fluids. For each situation, explain how you recognised the risk, assessed the severity, and took immediate action in accordance with your organisation’s policies and relevant industry guidelines. Describe the control measures you implemented to reduce the risk of contamination to people, materials, and equipment.**  **In your response, explain how you communicated the incident or breach to your supervisor, manager, or other responsible authority. Include the steps you took to seek further advice and ensure appropriate follow-up actions were taken. You must also describe how you documented the incident, including the nature of the risk, your response, and any reporting undertaken, in line with organisational procedures.**  **Demonstrate your knowledge of how infectious agents are transmitted using the chain of infection model, and describe how infection risks can be introduced and spread through work environments. Include an explanation of how clean and contaminated zones are identified and maintained, and how you manage the storage of materials and equipment to prevent cross-contamination. Your answer must show your understanding of cleaning procedures, waste disposal, and the use of aseptic techniques to reduce harm.**  **You should also describe the safe and effective use of personal protective equipment (PPE), including what PPE was used in each situation and how it was applied, removed, and disposed of correctly. Explain how you responded to spills or exposure incidents, including the specific procedures you followed to contain and clean the area safely.**  **Finally, include your understanding of who you must report incidents to, and how your actions align with your organisation’s expectations for infection prevention, incident management, and recordkeeping.** | |
| **Role Play Scenario** | **Benchmark Answer** |
| You are a support worker in a community care facility. During your shift, you notice a spill involving blood while assisting a client with a wound dressing. You need to respond to this exposure by following infection control procedures, using the correct PPE, cleaning and containing the affected area, and reporting the breach to your supervisor. You also need to document the incident properly using workplace forms. The assessor will play the role of your **supervisor** during this scenario.  **Instructions for the Role Play**   1. **Identify, respond to and communicate potential or actual risk of, or breach in, infection control**   **Key Action**: The student identifies the risk (spill of blood) and responds to the breach in infection control. **Guidance for the Student**: Recognise the spill as a breach in infection control and act promptly to mitigate the risk of contamination. **Example Action**: *“Since the spill involves blood, I recognize this as a potential infection control breach. I’ll make sure to use the correct PPE, including gloves, gown, and apron, to prevent direct contact with the body fluids.”*   1. **Assess the risk and take appropriate immediate action in accordance with industry and organisational guidelines**   **Key Action**: The student assesses the spill risk and takes immediate action following industry and organisational guidelines. **Guidance for the Student**: Ensure that the situation is managed according to the specific guidelines for handling spills of body fluids. **Example Action**: *“I’ll immediately assess the extent of the spill and make sure the area is secured to prevent further contamination. According to the guidelines, I will clean the area with disinfectant wipes and properly dispose of any contaminated materials.”*   1. **Communicate any breach in infection control and risk management strategies in place to the supervisor, manager or responsible authority and seek advice on actions required following a breach in infection control**   **Key Action**: The student communicates the breach and the steps taken to manage the situation to their supervisor. **Guidance for the Student**: Notify your supervisor of the breach and ask for guidance on further actions that may be required. **Example Action**: *“I will immediately inform you about the spill and the steps I’ve taken to clean the area. I’ll also let you know about the contaminated materials I’ve disposed of, and I’ll ask if any additional actions are needed to resolve the issue.”*   1. **Implement control measures to minimise contamination of people, materials and equipment**   **Key Action**: The student uses control measures to minimise the risk of contamination. **Guidance for the Student**: Use appropriate measures to prevent contamination of the surrounding area, people, or equipment. **Example Action**: *“To minimise contamination, I will ensure that all equipment I use, such as cleaning cloths, is disposed of in a clinical waste bin, and I will thoroughly disinfect the spill area. I’ll also ensure that no one else enters the area until it’s properly cleaned.”*   1. **Follow procedures for management of spills and exposure to blood or body fluids**   **Key Action**: The student follows the established procedures for managing spills and exposure to body fluids. **Guidance for the Student**: Ensure that all steps are taken in the right order according to organisational procedures for managing body fluid exposure. **Example Action**: *“I will follow the procedure by first securing the area, then cleaning the spill using the recommended disinfectant, and finally disposing of contaminated materials in the appropriate clinical waste containers. I’ll make sure the area is thoroughly cleaned and safe for others.”*   1. **Document incidents and responses and report according to organisational policies and procedures**   **Key Action**: The student documents the incident, their actions, and the response according to organisational procedures. **Guidance for the Student**: Complete the necessary documentation accurately, including the steps taken, and follow workplace policies for reporting the incident. **Example Action**: *“I’ll complete the incident report form to document the spill, the actions I took to clean and secure the area, and the materials I disposed of. I’ll ensure the report is submitted to you following the organisational policies.”*   1. **Ensure all records, materials and equipment are stored in a designated clean area**   **Key Action**: The student ensures that all materials and equipment are stored in the appropriate clean areas. **Guidance for the Student**: Ensure that all tools and materials used in the clean-up are stored correctly in designated clean areas. **Example Action**: *“After cleaning up the area, I’ll store the disinfectant wipes and cleaning equipment in a designated clean area to prevent contamination of other materials. I’ll also make sure that the clinical waste bin is properly sealed and stored in a designated area.”*   1. **Respond to three instances of exposure to infection risk, including:**  * **At least one instance that involves management of exposure to blood or body fluids**   **Key Action**: The student must demonstrate the ability to respond appropriately to three different instances of infection exposure risk, including at least one involving blood or body fluids. They must recognise each situation as a potential infection control breach, apply the correct procedures (including PPE use and containment measures), and act according to industry and organisational guidelines to minimise further contamination or harm. **Guidance for the Student**: Across three distinct situations, you must identify the infection risk and respond with the correct safety protocols.  You must:  • Identify and classify the risk (e.g. body fluid spill, surface contamination, or sharps exposure)  • Follow infection control procedures specific to each situation  • Select and wear the appropriate PPE  • Contain or isolate the risk area immediately  • Clean and disinfect affected surfaces thoroughly  • Dispose of any contaminated materials properly  • Report and document each event as per organisational policy  • Follow escalation procedures where needed (e.g. contact your supervisor or responsible authority) **Example Action – Instance One (Blood Spill During Wound Dressing)**: *“While assisting a client with a wound dressing, some blood spilled onto the floor. I immediately put on gloves, gown, and apron, and used a spill kit with hospital-grade disinfectant to clean the area thoroughly. I then disposed of all used materials in the clinical waste bin and informed my supervisor about the exposure to blood. I documented the incident in the appropriate infection control log.”*  **Example Action – Instance Two (Contaminated Equipment)**: *“I noticed a thermometer was reused between clients without disinfection. I removed it from circulation immediately, cleaned it according to our infection control guidelines, and reported the breach to my team leader. I reminded the team about the importance of cleaning shared equipment between use to prevent indirect contact transmission and documented the potential exposure risk.”*  **Example Action – Instance Three (Improper Waste Disposal Noticed)**: *“During my routine waste disposal check, I found soiled gloves discarded in a general bin instead of a clinical waste container. I wore gloves, transferred the gloves safely to the appropriate clinical bin, and disinfected the affected area. I then completed a hazard report and raised the issue in our team’s infection control briefing to reinforce waste segregation practices.”*   1. **Respond to three instances of exposure to infection risk, including:**  * **Documenting and reporting the incident and response**   **Key Action**: The student must document and report three different instances of exposure to infection risk. Each entry must comply with organisational policies and procedures for managing exposure incidents, including accurate recordkeeping, timely reporting, and communication to the appropriate party, such as a supervisor, health care professional, or responsible authority.  Documentation must capture the type of exposure, actions taken, infection risks identified, and control measures implemented, in line with standard infection control protocols. **Guidance for the Student**: You must document and report your response to three different infection risk incidents. For each situation:  • Record all relevant details (date, time, type of exposure, what occurred)  • Describe the specific actions you took to control the risk (e.g. cleaning, PPE use, isolating the area)  • Follow your workplace’s procedure for completing incident or risk forms  • Submit the documentation to the correct person (e.g. supervisor, manager, or responsible authority)  • Keep your reporting objective, factual, and compliant with organisational policy  • Use terminology aligned with infection control standards **Example Action – Instance One (Blood Spill Incident)**: *“After cleaning a blood spill, I completed the workplace incident report form. I included the date, time, location, how the spill occurred, what PPE I used, and how I cleaned and contained the area. I submitted the form to my supervisor and ensured it was logged in our infection control reporting system, following organisational policies and procedures for managing exposure incidents.”*  **Example Action – Instance Two (Improper Handling of Soiled Linen)**: *“I observed a staff member place visibly soiled linen in a clean linen trolley. I reported the breach verbally to my team leader and documented it using the hazard report form. I noted the contamination risk and recorded the corrective action taken—removal and proper disposal of the linen, and sanitisation of the trolley. I followed workplace policy for reporting risks and submitted the report to the designated authority.”*  **Example Action – Instance Three (Contaminated Sharps Container)**: *“I found a sharps container that was overfilled and not sealed correctly, posing a puncture risk. I recorded the hazard on the incident log, specifying the location, risk level, and how I secured the container and replaced it. I reported it to the responsible health care professional and ensured the risk was addressed during the infection control meeting.”*   1. **Respond to three instances of exposure to infection risk, including:**  * **Identifying and managing clean and contaminated zones**   **Key Action**: The student must demonstrate the ability to identify and manage clean and contaminated zones across three different infection risk scenarios.The student must apply procedures for zone separation, ensuring that contaminated materials, equipment, and waste do not compromise clean areas. Actions should reflect understanding of infection transmission pathways and organisational policies for infection control. **Guidance for the Student**: You must clearly separate clean and contaminated areas in three different situations. For each instance:  • Identify contaminated surfaces, equipment, or waste  • Prevent cross-contamination by isolating the zone or restricting access  • Use appropriate signage, barriers, or protocols to separate zones  • Clean and disinfect the contaminated area thoroughly  • Store or dispose of contaminated items correctly  • Ensure clean materials and documentation are not exposed  • Follow workplace policies and national infection control guidelines **Example Action – Instance One (Blood Spill in Shared Area)**: *“After a client’s dressing leaked onto the hallway floor, I identified the spill site as a contaminated zone. I placed ‘Cleaning in Progress’ signage to restrict access, cleaned the area with disinfectant, and ensured all materials used in the cleanup were disposed of in a clinical waste bin. I then disinfected my reusable mop and stored it in the designated clean area.”*  **Example Action – Instance Two (Solid Laundry Management)**: *“While collecting laundry, I identified a trolley with visibly soiled linen mixed in with clean sheets. I immediately reclassified the trolley as contaminated, removed and bagged the soiled linen separately in line with infection control protocol, and disinfected the trolley before returning it to clean use. I documented the breach and reported it for team awareness.”*  **Example Action – Instance Three (Storage of Cleaning Supplies)**: *“After cleaning a client’s room, I ensured that mops, gloves, and cleaning cloths were either disposed of properly or disinfected before storing them in the designated clean supply room. I kept all remaining unused stock and documents in the original clean zone to avoid exposure. I verified that contaminated and clean items were never mixed during transport or storage.”*  **Sample Conversation**  ***Support Worker (Student):*** *“Mr. Thompson, while changing your dressing, there’s been a small spill of blood on the floor. I’ll quickly clean this up to ensure no contamination occurs.”*  ***Supervisor (Assessor):*** *“Thank you for handling that. What steps are you taking to ensure the area is properly cleaned?”*  ***Support Worker (Student):*** *“I’ll put on my gloves, gown, and apron first, then disinfect the area thoroughly. I will dispose of all contaminated materials in the clinical waste bin and make sure the area is secure before anyone else enters.”*  ***Supervisor (Assessor):*** *“Great. Have you documented the spill and your response?”*  ***Support Worker (Student):*** *“Yes, I’m filling out the incident report form right now. I’ll ensure the details are recorded, including the materials I used and the actions taken.”*  ***Supervisor (Assessor):*** *“Perfect. I’ll review the report and we can discuss any follow-up actions.”* |  |

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| **HLTINF006 Apply basic principles and practices of infection prevention and control Assessment Criteria** | | |
| **Did the student respond to all the above Competency Conversations and Assessment Conditions Checklist accurately, and were the responses current and sufficient in relation to the unit? If yes, please tick "Satisfactory" below; if no, please tick "Not Satisfactory" below.** | | |
| ☐Satisfactory  ☐Not Satisfactory |  | |
| Comments: |  | |
| **Cross Checking Sections:** | **Satisfactory?                                           Notes** | |
| **Checking Section C against Section A:** Are the student's responses in Section C (Competency Conversation) consistent with their self-assessment provided in Section A (Self-Reflection Questionnaire)? | ☐     Yes  ☐     No | |
| **Checking Section C against Section B:** Does the student’s description match the evidence provided in Section B e.g. adhering to workplace policies and procedures provided? | ☐     Yes  ☐     No | |
| **Checking Section C against ACC:** Has the student mentioned all mandatory items on the ACC list during their Competency Conversations (CC) responses?   * Cross-check the student's responses with the ACC list to ensure all mandatory items have been addressed. * If any item is missing, do not tick or check it off on the ACC list. Instead, mark the item as Not Satisfactory and provide feedback to the student for further clarification or evidence**.** | ☐     Yes  ☐     No | |
| **Assessor please sign, insert your name, and date to indicate that you have assessed the above.** | | |
| Assessor Signature | | Date |
| Assessor Name | |  |

# **HLTWHS002 Follow safe work practices for direct client care**

**Comprehensive Role Play Scenario for Following Safe Work Practices for Direct Client Care**

**Context Overview**

You are a support worker providing direct care in a health or community service setting. Your responsibilities include maintaining safety for yourself and others through the application of workplace health and safety (WHS) practices. You must be alert to hazards, follow manual handling procedures, implement infection control protocols, and contribute to the ongoing improvement of workplace safety.

In your role, you are expected to participate in safety meetings, reflect on your stress levels, and follow clear procedures to report hazards, risks, incidents, and injuries.

**Applicability for Role Play**

This scenario is suited for a simulated workplace environment that reflects actual support conditions, risks, and WHS protocols. It allows students to demonstrate WHS awareness, hazard reporting, infection control, and participation in safety-focused practices.

**Simulated Workplace Stakeholders**

* **Your Assessor**: May act as a client, colleague, or supervisor.
* **Invited Participants**: May portray team members, WHS representatives, or infection control officers.

**Assessor Responsibilities**

* Ensure that simulation accurately reflects WHS policies and real workplace risks.
* Observe students applying safe work practices across various categories (manual handling, infection control, hazard reporting).
* Indicate whether simulation used real or simulated stakeholders.

**Role Play Purpose**

This scenario allows students to demonstrate the ability to:

* Follow safe work practices and report risks and incidents appropriately.
* Use proper manual handling techniques.
* Prevent infection transmission using standard and additional precautions.
* Engage in WHS consultation and workplace improvement activities.
* Reflect on personal wellbeing and stress as part of maintaining safety.

**Scenario Preparation**

**Key Learning Points for HLTWHS002 Alignment**

* **Safe Client Care Practices**:  
  o Follow procedures for identifying and reporting hazards and incidents.  
  o Minimise risks through proper use of PPE and adherence to policies.
* **Manual Handling Safety**:  
  o Apply correct techniques for lifting, transferring, or repositioning clients.  
  o Report handling-related risks and apply controls.
* **Infection Control Practices**:  
  o Implement standard and additional precautions based on risk.  
  o Report infection hazards in accordance with protocols.
* **Contributing to WHS in the Workplace**:  
  o Participate in safety discussions and suggest improvements.  
  o Support the development of safer work environments through engagement.
* **Reflecting on Own Practices**:  
  o Recognise signs of stress or fatigue and respond appropriately.  
  o Maintain up-to-date knowledge of WHS protocols in your role.

**Steps for Role Play**

**Scenario 1: Following Safe Work Practices for Direct Client Care**

**Purpose**: To demonstrate adherence to WHS procedures and risk reporting.

**Actions**:

* Identify a potential hazard (e.g. slippery floor, frayed cord) and report it to the appropriate person.
* Report a client-related risk (e.g. aggressive behaviour or mobility issue) and complete documentation.
* Follow procedures to minimise the identified risks.

**Scenario 2: Following Safe Manual Handling Practices**

**Purpose**: To safely support client mobility using approved techniques.

**Actions**:

* Assist a client in transferring from a bed to a wheelchair using correct manual handling techniques.
* Identify and report a manual handling hazard (e.g. broken hoist) and suggest a control strategy.

**Scenario 3: Applying Safe Infection Control Practices**

**Purpose**: To follow hygiene and transmission-based precautions.

**Actions**:

* Perform hand hygiene and use PPE while assisting a client with personal care.
* Identify a situation requiring additional precautions (e.g. known infection) and implement enhanced cleaning.
* Report any infection control concern to the appropriate person and record it.

**Scenario 4: Contributing to WHS in the Workplace**

**Purpose**: To participate in WHS consultation and improvement.

**Actions**:

* Participate in a simulated safety meeting and raise a WHS concern (e.g. faulty equipment).
* Suggest an improvement to an existing policy or practice (e.g. signage or storage changes).
* Follow up with a supervisor to support implementation of changes.

**Scenario 5: Reflecting on Safe Work Practices**

**Purpose**: To evaluate and improve your own WHS practices.

**Actions**:

* Identify a situation that increased your stress or fatigue and report it to your supervisor.
* Reflect on recent updates to safe work procedures and how they affect your role.
* Participate in a debrief session and share strategies to manage stress or improve safety performance.

**Assessment Criteria**

Assessors will evaluate your ability to:

* Follow WHS procedures and report hazards, risks, incidents, and injuries.
* Apply manual handling and infection control procedures according to standards.
* Contribute to WHS meetings and improvement initiatives.
* Reflect on personal safety practices, manage stress, and stay updated on safe work policies.
* Document and communicate risk information accurately and within scope.

**Expected Outcomes**

By the end of the role play, the student should:

* Demonstrate compliance with workplace safety policies and reporting procedures.
* Safely manage physical risks and infection control in client care.
* Participate in WHS communication and decision-making.
* Recognise and report their own needs in maintaining a safe work environment.
* Contribute to ongoing improvements in safe work practices.

**Assessment Conditions Checklist**

For Assessor:

**☒ The student has access to Facilities, Equipment, and Resources Required:**

☒ Workplace or realistic simulation environment providing in-depth, validated scenarios

☒ Current workplace policies and procedures for workplace health and safety (WHS)

☒ Personal protective equipment (PPE) relevant to the workplace and job role

**Role Play Documentation**

For Assessor: Please indicate whether the role play demonstration was conducted using:

​​ ☐ Simulated Stakeholders: The role play was conducted with simulated stakeholders (assessor/friends).  
​​ ☐ Real Workplace Stakeholders: The role play was conducted in a real workplace setting with actual stakeholders.

|  |  |
| --- | --- |
| **Q1: Please demonstrate how you maintain safe work practices in your role by consistently applying workplace health and safety (WHS) procedures and complying with workplace policies. In your response, describe how you follow established procedures to work safely, minimise risk, and respond to hazards and incidents in your daily tasks. Include examples that show how you contribute to workplace safety by applying infection control procedures, using personal protective equipment (PPE), and carrying out hazardous manual tasks safely.**  **You must provide examples of how you identified existing or potential hazards in your work environment and reported them to the appropriate person according to your organisation’s procedures. Include how you documented this process. Describe how you also identified and reported client-related risks or behaviours of concern, and explain how this information was recorded and shared in accordance with workplace policies.**  **Your response should include a description of your participation in a workplace WHS meeting or inspection, and explain how you contributed to discussions or assessments. You should also describe a time you conducted a workplace risk assessment, what hazards were identified, and how you recorded the results and communicated them to the relevant team members or supervisors.**  **Demonstrate your understanding of how WHS legislation in your state or territory impacts on workplace regulations, codes of practice, and industry standards. Show that you understand your rights and responsibilities as a worker, including your duty of care to yourself and others, and how these responsibilities are shared with your employer.**  **You should also describe the meaning of common safety symbols used in your work setting, such as those indicating poisons, PPE, emergency equipment, sharps, or radiation. Your response should demonstrate a strong understanding of what defines a hazard, the common types of hazards relevant to your setting—including infection control, manual handling, and personal safety risks—and the procedures you follow to identify and respond to these risks.**  **Finally, explain the strategies your workplace uses to minimise risk and ensure the safety of all staff and clients, including how incidents and injuries are reported and managed.** | |
| **Role Play Scenario** | **Benchmark Answer** |
| You are a support worker at a community care facility. During your shift, you notice a potential hazard such as a slippery floor in the hallway, which could pose a risk to both staff and clients. You also observe client-related risks, such as a client who appears to have mobility issues, potentially putting them at risk of falls. You need to identify these risks, report them according to WHS procedures, and complete the appropriate documentation. You will also take steps to minimise these risks in line with workplace safety protocols. The assessor will play the role of your supervisor during this scenario.  **Instructions for the Role Play**   1. **Follow workplace policies and procedures for safe work practices**   **Key Action**: The student follows **workplace policies and procedures** for safe work practices, demonstrating adherence to WHS guidelines. **Guidance for the Student**: Ensure that your actions align with workplace policies and procedures for safe practices, particularly in the areas of risk management and safety protocols. **Example Action**: *“According to our WHS guidelines, I’ll immediately notify the supervisor about the slippery floor in the hallway and also address the client’s mobility issues by reporting it to the team to ensure proper measures are taken.”*   1. **Identify existing and potential hazards in the workplace, report them to designated persons, and record them according to workplace procedures**   **Key Action**: The student identifies **hazards** in the workplace, reports them to the designated person, and documents the identified risks according to workplace procedures. **Guidance for the Student**: Recognise hazards such as slippery floors or other potential risks, report them to the appropriate person, and ensure they are properly documented. **Example Action**: *“I’ve noticed the floor is slippery, and I see the client may have trouble with their mobility. I will report these to you immediately, and I’ll complete the risk report form to ensure everything is documented correctly.”*   1. **Identify any client-related risk factors or behaviours of concern, report them to designated persons, and record them according to workplace procedures**   **Key Action**: The student identifies client-related risks such as mobility issues or behaviours of concern, reports them to the appropriate persons, and records them according to the workplace procedures. **Guidance for the Student**: Recognise any client-related risk factors, such as aggressive behaviour or mobility concerns, report them, and document according to organisational policies. **Example Action**: *“The client is showing signs of difficulty walking, and I’m concerned about their risk of falling. I’ll inform you about this, and I’ll make sure to record the incident in the client’s risk management log.”*   1. **Follow workplace policies and procedures to minimise risk**   **Key Action**: The student takes actions to **minimise risk**, following workplace policies and procedures. **Guidance for the Student**: Take proactive steps to minimise the identified risks, such as placing warning signs or assisting the client with mobility issues. **Example Action**: *“I’ll place a wet floor sign in the hallway immediately and assist the client by offering support while they move. I’ll also ensure the area is cleaned up to prevent any further accidents.”*   1. **Identify and report incidents and injuries to designated persons according to workplace procedures**   **Key Action**: The student reports any incidents or injuries to the appropriate designated person. **Guidance for the Student**: If an incident or injury occurs, report it immediately to the designated authority according to workplace procedures. **Example Action**: *“If the client falls or if any injury occurs due to the spill, I will report it immediately to you, following the incident reporting procedure, and ensure it is documented appropriately.”*   1. **There must be demonstrated evidence that the candidate has completed the following tasks at least once in line with state/territory WHS regulations, relevant codes of practice and workplace procedures: Conducted a workplace risk assessment and recorded the results**   **Key Action**: The student conducts a **risk assessment** and records the results appropriately. **Guidance for the Student**: Complete a risk assessment and ensure that it is documented following the correct protocols. **Example Action**: *“I will complete the risk assessment form for the hallway area where the spill occurred and for the client’s mobility concerns, ensuring all risks are documented in the appropriate system.”*   1. **There must be demonstrated evidence that the candidate has completed the following tasks at least once in line with state/territory WHS regulations, relevant codes of practice and workplace procedures: Consistently applied workplace safety procedures in the day-to-day work activities required by the job role, including:**  * **Infection control** * **Hazardous manual tasks** * **Use of personal protective equipment** * **Reporting incidents**   **Key Action**: The student must demonstrate consistent application of workplace safety procedures across four areas: infection control, hazardous manual tasks, use of personal protective equipment (PPE), and reporting of incidents. Their responses must align with state/territory WHS regulations, relevant codes of practice, and the facility’s organisational procedures.  **Guidance for the Student**: In your day-to-day tasks, you must show how you apply workplace safety procedures across four areas of WHS:  • Implement proper infection control practices (e.g. hand hygiene, disinfection, correct cleaning sequence)  • Perform manual handling tasks safely using correct technique and equipment  • Select, wear, and dispose of PPE appropriately for the situation  • Accurately report incidents or near misses using required workplace documentation and processes  Your actions must demonstrate safety awareness, risk minimisation, and compliance with both legislation and workplace expectations. **Example Action – Infection Control**: *“I cleaned a dining table after a client’s meal. I wore gloves and used disinfectant wipes in the correct cleaning sequence—working from the cleanest to the dirtiest area. After cleaning, I disposed of gloves in the clinical waste bin and washed my hands thoroughly to maintain hygiene.”*  **Example Action – Hazardous Manual Tasks**: *“When helping a client out of bed, I used a slide sheet and followed correct body mechanics—keeping my back straight and bending my knees. I also checked for any obstacles to prevent strain or injury during the transfer.”*  **Example Action – Use of Personal Protective Equipment (PPE)**: *“Before assisting a client with showering, I put on gloves, a gown, and a face mask. After the task, I removed each item carefully to avoid contamination, disposed of them in the appropriate bins, and then performed hand hygiene according to infection control protocol.”*  **Example Action – Reporting Incidents**: *“After I noticed a client had nearly tripped over a loose mat, I removed the hazard and filled out an incident report form. I included what happened, what I did to fix the issue, and who was notified. I then handed the form to my supervisor for follow-up.”*   1. **There must be demonstrated evidence that the candidate has completed the following tasks at least once in line with state/territory WHS regulations, relevant codes of practice and workplace procedures: Follow workplace procedures for at least one simulated emergency situation**   **Key Action**: The student follows workplaceprocedures during a simulated emergency situation, ensuring they take the necessary steps in response to the situation. **Guidance for the Student**: Demonstrate your ability to handle a **simulated emergency** by following established procedures. **Example Action**: *“If a slip**and**fall occurs due to the spill, I’ll follow the emergency procedures by assessing the situation, ensuring the safety of the client, and reporting the injury to the supervisor. I’ll also follow any additional protocols for first aid if required.”*  **Sample Conversation**  ***Support Worker (Student):*** *“I’ve noticed that the floor in the hallway is slippery, which is a hazard. I’ll make sure to place a wet floor sign to prevent any accidents, and I’ll report it to you as soon as possible.”*  ***Supervisor (Assessor):*** *“Thanks for bringing that up. How are you addressing the client’s mobility issues?”*  ***Support Worker (Student):*** *“I’ve noticed that the client is having trouble walking, and I’m concerned about a fall. I’ll make sure to support them when moving around and report this concern to you as well.”*  ***Supervisor (Assessor):*** *“Good work. Have you documented the risk and actions you’ve taken?”*  ***Support Worker (Student):*** *“Yes, I’ve completed the risk assessment for both the slippery floor and the client’s mobility issues, and I’ve filled out the incident report as per the workplace procedures.”*  ***Supervisor (Assessor):*** *“Perfect. Let’s keep an eye on this situation and ensure we follow up during the next WHS inspection.”* |  |
| **Q2: Please demonstrate how you apply safe manual handling practices as part of your daily work activities. In your response, describe how you follow your organisation’s manual handling procedures and work instructions to minimise the risk of injury to yourself, your colleagues, and the people you support. Provide examples of how you have applied these procedures consistently in your role, particularly when carrying out tasks that involve moving people, equipment, or other objects.**  **You must explain how you identify manual handling hazards in your work environment and how you report these in line with your organisation’s procedures. Include an example of how you recognised a manual handling risk, who you reported it to, and what actions were taken in response. Your response should also describe the control measures you use to reduce manual handling risks, such as adjusting posture, using assistive devices or equipment, and applying team lifting or load-handling techniques.**  **Show that you understand the basic structure and function of the musculoskeletal system and how manual handling tasks can affect it. Explain why proper body mechanics, positioning, and use of safe handling techniques are essential to avoid injury. Your response should also demonstrate knowledge of common hazardous manual tasks in your work setting and describe the strategies you use to minimise risk.**  **Finally, include your understanding of your workplace’s procedures for identifying hazards, and explain how you contribute to maintaining a safe environment by reporting risks and applying preventative measures.** | |
| **Role Play Scenario** | **Benchmark Answer** |
| You are a support worker at a community care facility. You are tasked with assisting a client, Mrs. Thompson, who has limited mobility, to transfer from her bed to a wheelchair. During this process, you must apply correct manual handling techniques to ensure her safety and comfort while also considering the potential manual handling hazards around you. If you identify any hazards, such as a broken hoist or faulty equipment, you need to report it immediately and suggest control strategies.  The assessor will play the role of the supervisor during this scenario.  **Instructions for the Role Play**   1. **Follow manual handling procedures and work instructions for minimising manual handling risk**   **Key Action**: The student demonstrates correct manual handling techniques following the workplace procedures. **Guidance for the Student**: Ensure that you follow the proper manual handling procedures for transferring clients safely. This may include techniques such as using assistive devices, positioning yourself appropriately, and ensuring the environment is clear. **Example Action:** *“Before assisting Mrs. Thompson, I’ll make sure the wheelchair is positioned close to the bed and locked in place. I’ll also ensure that I bend my knees and keep my back straight to reduce strain on my body during the transfer.”*   1. **Identify manual handling hazards and report in line with workplace procedures**   **Key Action**: The student identifies any manual handling hazards and reports them according to workplace procedures. **Guidance for the Student**: During the transfer, identify any potential hazards, such as faulty equipment or unsafe positioning, and report them to the appropriate person. **Example Action**: *“While preparing for the transfer, I noticed that the hoist seems to have a broken wheel. I’ll report this immediately to the maintenance team as it could pose a risk to both Mrs. Thompson and myself during future transfers.”*   1. **Apply control measures for minimising manual handling risk**   **Key Action**: The student takes appropriate control measures to minimise the manual handling risk during the transfer. **Guidance for the Student**: Ensure the correct control measures are applied to reduce the risk of injury to both the client and yourself. This may involve using proper lifting techniques or requesting additional assistance if needed. **Example Action:** *“To minimise the manual handling risk, I’ll use a transfer belt to assist Mrs. Thompson while maintaining a stable posture. I’ll also ensure the bed is at an appropriate height and the environment is clear of any obstacles.”*  **Sample Conversation**  ***Support Worker (Student):*** *“Mrs. Thompson, I’m going to help you transfer from the bed to the wheelchair. I’ve made sure the wheelchair is in place and locked. I’ll be using a transfer belt to make sure we’re both safe during the move.”*  ***Supervisor (Assessor):*** *“Good work. How will you manage your own posture during the transfer?”*  ***Support Worker (Student):*** *“I’ll bend my knees and keep my back straight, ensuring that I’m lifting with my legs, not my back, to reduce strain and avoid injury.”*  ***Supervisor (Assessor):*** *“Great. Did you notice any hazards while preparing for the transfer?”*  ***Support Worker (Student):*** *“Yes, I noticed that the hoist has a broken wheel. I’ll report this to the maintenance team so it can be fixed, as it could pose a risk during future transfers.”*  ***Supervisor (Assessor):*** *“Perfect. And what steps will you take to minimise the manual handling risks during this transfer?”*  ***Support Worker (Student):*** *“I’ll use a transfer belt to assist Mrs. Thompson while maintaining a stable posture. I’ll also ensure the bed is at the right height and the floor is clear of any obstacles to avoid tripping.”* |  |
| **Q3: Please demonstrate how you apply infection prevention and control procedures as part of your daily work routine, in accordance with workplace health and safety policies and procedures. In your response, describe how you consistently use standard precautions—such as hand hygiene, personal protective equipment (PPE), and safe handling of waste and sharps—to minimise the risk of spreading infection in your work environment.**  **Provide examples from your work where you recognised situations that required more than standard precautions and explain how you responded. Describe what additional infection control procedures you implemented—such as the use of transmission-based precautions or enhanced cleaning protocols—when standard measures were not sufficient to prevent the spread of infection.**  **Explain how you identify common sources of infection and assess the risks of transmission in your workplace. Include how you report infection risks to the appropriate person in line with your organisation’s procedures, and how you ensure that your response helps protect clients, colleagues, and yourself.**  **Your response should also demonstrate your understanding of how infection spreads and the role you play in interrupting that spread through the correct use of PPE and adherence to infection control protocols. Show that you follow your organisation’s policies for work health and safety and contribute to a safe and hygienic workplace.** | |
| **Role Play Scenario** | **Benchmark Answer** |
| You are a support worker in a community care facility. You are assisting a client, Mr. Lee, with personal care. During this task, you need to follow standard infection control procedures, including performing hand hygiene and using PPE. Additionally, you need to assess whether enhanced infection control precautions are necessary based on the client's condition, which may include a known infection. You must implement enhanced cleaning and waste management procedures if required and report any infection control concerns according to organisational protocols. The assessor will play the role of your supervisor during this scenario.  **Instructions for the Role Play**   1. **Follow standard precautions as part of own work routine to prevent the spread of infection**   **Key Action**: The student follows standard infection control precautions during personal care tasks to prevent the spread of infection. **Guidance for the Student**: Perform hand hygiene and use PPE as part of your routine to ensure that infection transmission is prevented. **Example Action:** *“Before assisting Mr. Lee with personal care, I will wash my hands thoroughly for at least 20 seconds with soap and water. Afterward, I will put on gloves, an apron, and a mask to ensure proper infection control.”*   1. **Recognise situations when additional infection control procedures are required**   **Key Action**: The student recognises when additional infection control precautions are needed. **Guidance for the Student**: Identify when the situation requires enhanced precautions, such as when a client has a known infection or shows symptoms that increase the risk of transmission. **Example Action**: *“Since Mr. Lee has an open wound and has shown signs of infection, I recognise the need for enhanced infection control precautions. I will ensure that I use the appropriate level of PPE, including a gown and mask, to prevent any potential contamination.”*   1. **Apply additional precautions when standard precautions alone may not be sufficient to prevent transmission of infection**   **Key Action**: The student implements additional infection control precautions beyond standard procedures to ensure safety. **Guidance for the Student**: Apply additional infection control procedures such as enhanced cleaning, isolation, or using more protective gear when the standard precautions are not enough to prevent the spread of infection. **Example Action**: *“In this case, I’ll ensure that I use gloves, gown, mask, and eye protection as Mr. Lee’s infection may be contagious. I’ll also avoid touching other surfaces or items without disinfecting my gloves after assisting him.”*   1. **Identify risks of infection and report them according to workplace procedures**   **Key Action**: The student identifies risks of infection, such as open wounds or possible contamination, and reports them appropriately. **Guidance for the Student**: Recognise any infection risks and report them according to workplace procedures to ensure the issue is addressed by the right person. **Example Action:** *“If I notice any signs of further infection or risk of contamination, I will immediately report it to the supervisor. I’ll also fill out the infection risk report form, documenting the client’s condition and the precautions taken.”*  **Sample Conversation**  ***Support Worker (Student):*** *“Mr. Lee, I’m going to assist you with personal care now. I’ll wash my hands first, and then I’ll put on gloves, an apron, and a mask to ensure we both stay safe during this process.”*  ***Supervisor (Assessor):*** *“Good. Is there anything else you’re doing for infection control?”*  ***Support Worker (Student):*** *“Since you have an open wound and have shown signs of infection, I’ll also wear a gown to protect myself. I’ll ensure that I don’t touch any surfaces after assisting you without disinfecting my gloves.”*  ***Supervisor (Assessor):*** *“That’s correct. Have you identified any other infection risks?”*  ***Support Worker (Student):*** *“Yes, I’ve noticed that there may be a risk of contamination due to the open wound, so I’ll take additional precautions, including using a mask and making sure to dispose of any used materials safely. I’ll report this concern immediately to you as well.”*  ***Supervisor (Assessor):*** *“Excellent. Let’s make sure we follow up on the situation and ensure everything is recorded in the incident report.”* |  |
| **Q4: Please demonstrate how you contribute to maintaining and improving workplace health and safety (WHS) by raising concerns, participating in WHS activities, and supporting the development of safe work practices. In your response, describe a situation where you raised a WHS issue with a designated person, such as a supervisor or health and safety representative, and explain how you followed your organisation’s reporting procedures.**  **Include an example of your participation in a workplace WHS meeting, inspection, or other consultative activity. Describe your role in that process and how your contribution supported the identification or resolution of safety concerns.**  **You must also describe how you have contributed to the development or implementation of safe work practices or procedures in your own work area. This may include offering feedback on existing policies, suggesting improvements, or supporting new safety initiatives that align with legal and ethical responsibilities.**  **Your response should demonstrate your understanding of your workplace’s WHS policies and procedures and your ability to apply them consistently in practice. Explain how your actions promote a positive safety culture and help ensure a safe environment for both workers and service users.** | |
| **Role Play Scenario** | **Benchmark Answer** |
| You are a support worker at a community care facility participating in a simulated workplace WHS meeting. During this meeting, you will raise a WHS concern regarding faulty equipment, clearly communicate the issue to your supervisor, and suggest an improvement to an existing workplace policy or practice (such as improved signage or better storage solutions). After the meeting, you'll follow up with your supervisor to ensure the suggested changes are implemented effectively.  The assessor will play the role of your supervisor in this scenario.  **Instructions for the Role Play**   1. **Raise WHS issues with designated persons according to organisational procedures**   **Key Action:** The student clearly identifies a WHS issue (e.g., faulty equipment) and raises this issue according to established organisational procedures. **Guidance for the Student:** Clearly describe the issue you've identified, and communicate it to the supervisor, ensuring adherence to your organisation’s WHS reporting processes. **Example Action:** *“I’ve noticed that the hoist we use for client transfers has become faulty, and it could pose a risk during manual handling tasks. I'd like to formally raise this as a WHS issue to be addressed.”*   1. **Participate in workplace safety meetings, inspections and consultative activities**   **Key Action:** The student actively participates in the WHS meeting by engaging in discussions about safety concerns and contributing suggestions for improvements. **Guidance for the Student:** Take an active role in the WHS meeting by clearly and professionally communicating your concerns, ideas, and potential improvements. **Example Action:** *“During this WHS meeting, I’d like us to discuss potential risks associated with manual handling equipment. Specifically, the faulty hoist in the client area requires immediate attention.”*   1. **Contribute to the development and implementation of safe workplace policies and procedures in own work area**   **Key Action:** The student suggests practical improvements to existing safety policies or procedures to enhance workplace safety. **Guidance for the Student:** Propose specific, actionable improvements to existing policies or practices to ensure a safer workplace environment. **Example Action:** *“To address this safety issue, I suggest we implement regular monthly inspections of all manual handling equipment and clearly mark equipment that’s due for maintenance or repairs. This could be included in our WHS policy.”*   1. **There must be demonstrated evidence that the candidate has completed the following tasks at least once in line with state/territory WHS regulations, relevant codes of practice and workplace procedures: Contributed to a workplace WHS meeting or inspection**   **Key Action:** The student contributes to WHS meetings or inspections, ensuring safety is maintained. **Guidance for the Student:** Participate in WHS meetings or inspections where safety issues are discussed and provide relevant feedback. **Example Action:** *“I’ll bring up this issue at the next WHS meeting and suggest that we conduct regular floor checks, ensuring all high-traffic areas are free from potential hazards.”*  **Sample Conversation**  ***Support Worker (Student):*** *“In this WHS meeting, I'd like to raise a concern about the faulty hoist used for client transfers. It’s become unsafe and needs immediate attention.”*  ***Supervisor (Assessor):*** *“Thank you for bringing this to our attention. Do you have suggestions for managing this risk?”*  ***Support Worker (Student):*** *“Yes, I suggest we implement monthly safety inspections for all manual handling equipment. Equipment needing repairs should be clearly tagged and temporarily removed from use until fixed.”*  ***Supervisor (Assessor):*** *“Great idea. How do you see this fitting into our current WHS procedures?”*  ***Support Worker (Student):*** *“We can include this inspection schedule in our WHS policies and procedures manual, ensuring regular checks and improved compliance with safety standards.”*  ***Supervisor (Assessor):*** *“That's a proactive approach. Please document your suggestions, and we’ll discuss this further after the meeting.”* |  |
| **Q5: Please demonstrate how you maintain your own safety and wellbeing in the workplace while contributing to a safe environment for others. In your response, describe how you keep your knowledge and practices current in relation to safe use of workplace systems, equipment, and procedures. Explain how you stay up to date with safety requirements that apply to your role and how you ensure your work continues to meet organisational WHS expectations.**  **You must also describe how you monitor your own levels of stress and fatigue, and how you report these to the appropriate person according to workplace procedures. Include how your actions contribute to your own safety, the safety of others, and the maintenance of a healthy work environment. Explain your participation in any workplace debriefings or support processes, and how these activities help to address individual wellbeing and reduce the risks of burnout or unsafe behaviour.**  **Provide an example of how you have followed procedures during a simulated emergency situation, such as a fire drill or critical incident response. Describe how you contributed to a WHS meeting or safety discussion, and how your input supported adherence to workplace safety procedures.**  **Your response should demonstrate your understanding of personal safety risks, workers’ rights and responsibilities, and the importance of managing fatigue, stress and emotional wellbeing in the workplace. You should also show basic awareness of home fire safety, including the behaviours that contribute to fire-related injuries or fatalities, the specific risks for high-risk groups, and the correct placement, installation, and maintenance of smoke alarms in residential settings.** | |
| **Role Play Scenario** | **Benchmark Answer** |
| You are a support worker at a community care facility, attending a workplace debrief session with your supervisor. In this session, you will reflect on your own work practices relating to safety, including identifying situations where stress or fatigue have impacted your performance. You will report this clearly to your supervisor, discuss recent updates to workplace safety procedures and how they affect your role, and share strategies for managing stress and fatigue effectively.  The assessor will play the role of your **supervisor** during this scenario.  **Instructions for the Role Play**   1. **Identify ways to maintain currency of safe work practices in regards to workplace systems, equipment and processes in own work role**   **Key Action:** The student demonstrates their understanding of maintaining current safety practices relevant to their role. **Guidance for the Student:** Discuss recent updates to safety systems, equipment, or procedures, and explain how you incorporate them into your daily work routine. **Example Action:** *“To maintain currency in my safe work practices, I regularly review updates to our infection control procedures and attend all scheduled WHS training sessions. Recently, the changes to PPE protocols have improved my daily practices in maintaining client safety.”*   1. **Reflect on own levels of stress and fatigue, and report to designated persons according to workplace procedures**   **Key Action:** The student reflects on a specific instance when their levels of stress or fatigue negatively impacted their performance and reports this to their supervisor. **Guidance for the Student:** Identify a situation where your stress or fatigue affected your work, describe it clearly, and report according to your workplace procedures. **Example Action:** *“I recently experienced significant fatigue after back-to-back shifts. It impacted my focus and reaction time during client care. I’m reporting this to you now as per our workplace procedures.”*   1. **Participate in workplace debriefing to address individual needs**   **Key Action:** The student actively participates in a debriefing session, openly sharing their experiences and contributing to the discussion of individual needs related to workplace safety. **Guidance for the Student:** Engage actively in the discussion, clearly sharing your personal experiences and strategies for improvement. **Example Action:** *“In today’s debrief session, I’d like to discuss how fatigue management strategies could be better integrated into our workplace practices. Regular breaks and adequate rest periods during long shifts could significantly improve my performance.”*  **Sample Conversation**  ***Support Worker (Student):*** *“I’d like to discuss a recent situation where fatigue significantly impacted my performance. After several consecutive shifts, I noticed my attention and response time diminished.”*  ***Supervisor (Assessor):*** *“Thanks for sharing this. Have you identified strategies to address this fatigue?”*  ***Support Worker (Student):*** *“Yes. Ensuring regular short breaks during shifts and better shift scheduling could reduce fatigue. Also, recent updates to our WHS procedures around fatigue management are helpful, and staying updated on these is crucial.”*  ***Supervisor (Assessor):*** *“Excellent suggestions. Did you find our recent simulated emergency drills helpful?”*  ***Support Worker (Student):*** *“Yes, during the recent simulated fire emergency, I strictly followed our workplace procedures, ensuring client safety and evacuation protocols were correctly executed.”*  ***Supervisor (Assessor):*** *“That’s good to hear. Your consistent contributions to WHS meetings have also been helpful. Let’s follow up on implementing your fatigue management suggestions soon.”* |  |

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| **HLTWHS002 Follow safe work practices for direct client care Assessment Criteria** | | |
| **Did the student respond to all the above Competency Conversations and Assessment Conditions Checklist accurately, and were the responses current and sufficient in relation to the unit? If yes, please tick "Satisfactory" below; if no, please tick "Not Satisfactory" below.** | | |
| ☐Satisfactory  ☐Not Satisfactory |  | |
| Comments: |  | |
| **Cross Checking Sections:** | **Satisfactory?                                           Notes** | |
| **Checking Section C against Section A:** Are the student's responses in Section C (Competency Conversation) consistent with their self-assessment provided in Section A (Self-Reflection Questionnaire)? | ☐     Yes  ☐     No | |
| **Checking Section C against Section B:** Does the student’s description match the evidence provided in Section B e.g. adhering to workplace policies and procedures provided? | ☐     Yes  ☐     No | |
| **Checking Section C against ACC:** Has the student mentioned all mandatory items on the ACC list during their Competency Conversations (CC) responses?   * Cross-check the student's responses with the ACC list to ensure all mandatory items have been addressed. * If any item is missing, do not tick or check it off on the ACC list. Instead, mark the item as Not Satisfactory and provide feedback to the student for further clarification or evidence**.** | ☐     Yes  ☐     No | |
| **Assessor please sign, insert your name, and date to indicate that you have assessed the above.** | | |
| Assessor Signature | | Date |
| Assessor Name | |  |

# **CHCDIS011 Contribute to ongoing skills development using a strengths-based approach**

**Comprehensive Role Play Scenario for Contributing to Ongoing Skills Development Using a Strengths-Based Approach**

**Context Overview**

You are a support worker in a community care setting that provides services to individuals with disability. Your role involves observing the person’s current skills, contributing to development strategies based on their strengths and goals, and encouraging learning in both structured and incidental situations.

You work under supervision and follow individualised plans to guide support strategies. Your duties include collaborating with the person receiving support, their nominated support network, and your supervisor to enhance the person’s skills, independence, and confidence.

**Applicability for Role Play**

This scenario is designed for a simulated care setting where strengths-based development can be safely demonstrated. It provides the student with an opportunity to observe, support, document, and contribute to the development of skills in ways that uphold the dignity and rights of the person.

**Simulated Workplace Stakeholders**

* **Your Assessor**: May act as a person with disability, supervisor, or family member.
* **Invited Participants**: May role-play as carers, friends, or advocates identified by the person receiving support.

**Assessor Responsibilities**

* Ensure the simulated setting reflects real work environments and strengths-based practices.
* Observe the student's ability to contribute to skill development in a respectful and engaging manner.
* Indicate whether simulation used real or simulated participants.

**Role Play Purpose**

This role play enables the student to demonstrate their ability to:

* Observe and contribute to skills assessment.
* Assist in strengths-based skill development planning and implementation.
* Recognise and use incidental learning opportunities.
* Complete accurate and respectful documentation in line with organisational requirements.

**Scenario Preparation**

**Key Learning Points for CHCDIS011 Alignment**

* **Contributing to Skills Assessment**:  
  o Observe respectfully and record observations in objective, accessible language.  
  o Communicate findings and changes in skills development with supervisors.
* **Assisting with Skills Development**:  
  o Use individualised plans to guide strategies that are strengths-based.  
  o Collaborate with the person and support network to plan, deliver, and monitor development.
* **Supporting Incidental Learning**:  
  o Encourage learning during everyday activities.  
  o Adapt support to maximise independence and engagement in real-life situations.
* **Completing Documentation**:  
  o Maintain accurate and accessible records.  
  o Respect the person’s right to view and access their documentation.

**Steps for Role Play**

**Scenario 1: Contributing to Skills Assessment**

**Purpose**: To observe and document the person’s current skills and identify changes.

**Actions**:

* Observe the person while they complete a basic task (e.g. using public transport, preparing a snack), noting their strengths and areas of support.
* Consult the supervisor to document observations objectively and in plain language.
* Discuss observations with the person and their carer, seeking input where appropriate.

**Scenario 2: Assisting with Skills Development**

**Purpose**: To support structured skill-building based on the person’s strengths and individualised plan.

**Actions**:

* Review the person’s individualised plan and identify a goal (e.g. improving cooking skills or budgeting).
* Plan and facilitate a relevant activity with the person, supporting them to draw on existing strengths.
* Provide feedback and adjust support as needed.
* Monitor their engagement and consult with the supervisor regarding progress or barriers.

**Scenario 3: Supporting Incidental Learning Opportunities**

**Purpose**: To encourage skill-building in informal or real-life situations.

**Actions**:

* Identify an opportunity for incidental learning (e.g. navigating a social situation during a community outing).
* Use supportive, strengths-based communication to encourage participation.
* Modify your approach based on the person’s feedback and level of comfort to promote experiential learning.

**Scenario 4: Completing Documentation**

**Purpose**: To document progress, observations, and the person’s engagement in line with workplace protocols.

**Actions**:

* Complete a support record or development progress log that reflects the person’s participation and achievements.
* Ensure the documentation is respectful, accurate, and can be understood by all team members.
* Store documentation in line with organisational requirements and acknowledge the person’s right to access their records.

**Assessment Criteria**

Assessors will evaluate your ability to:

* Respectfully observe and record the person’s current skills and capabilities.
* Interpret and implement skill development strategies according to the individualised plan.
* Collaborate with the person to encourage ongoing growth using a strengths-based approach.
* Recognise and use incidental learning opportunities to promote independence.
* Complete and manage documentation ethically and accurately.

**Expected Outcomes**

By the end of the role play, the student should:

* Demonstrate respect, objectivity, and professionalism when contributing to skills assessment.
* Support the person in planning and engaging with development strategies that are strengths-based and goal-oriented.
* Identify and act on incidental learning opportunities.
* Maintain clear, respectful documentation aligned to workplace procedures and person-centred care.

**Assessment Conditions Checklist**

For Assessor:

​​**☒ The student has access to Facilities, Equipment, and Resources Required:**

☒ Facilities, equipment and resources that reflect real working conditions and model industry operating conditions and contingencies

☒ Organisational policies and procedures

☒ Individualised plans

☒ Equipment and resources outlined in individualised plans

☒ Opportunities for engagement with people with disability or people participating in simulations and scenarios involving disability support

**Role Play Documentation**

For Assessor: Please indicate whether the role play demonstration was conducted using:

​​ ☐ Simulated Stakeholders: The role play was conducted with simulated stakeholders (assessor/friends).  
​​ ☐ Real Workplace Stakeholders: The role play was conducted in a real workplace setting with actual stakeholders.

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| **Q1: Please demonstrate how you contribute to the ongoing skills development of at least three people with disability, using a strengths-based and person-centred approach. This must include two people in a simulated environment and one person in a real workplace setting. In your response, describe how you respectfully observe each person’s current skills, abilities, and preferences in a way that upholds their rights, promotes dignity, and avoids judgement or bias. Explain how you involve the person’s family, carer, or other nominated support people in the observation or assessment process, and describe how this collaboration supports the person’s skill development and goal achievement.**  **Clearly describe how you record your observations accurately and objectively, using plain language that is easily understood and consistent with your organisation’s documentation protocols. Show how you work in consultation with your supervisor and report any changes in the person’s performance across different settings, as well as any changes in their physical, emotional or social status that could affect their progress or skill development goals.**  **Your response should demonstrate understanding of assessment processes and protocols used in your organisation to support individualised skills development. You must apply current strengths-based practices, including active support, positive behaviour support, image enhancement, and person-centred frameworks. Show how you support the person’s human rights and participation in meaningful life activities by applying principles such as the dignity of risk, duty of care, privacy and informed consent, and describe how the United Nations Convention on the Rights of Persons with Disabilities (UNCRPD) informs your approach.**  **Include your understanding of concepts such as vulnerability, power, independence, and interdependence, and how they impact support practices. Demonstrate how you support access and equity by recognising individual strengths, understanding structural discrimination, and promoting inclusion through community education and capacity-building. You should also show how to identify prompting needs, apply appropriate prompting strategies, and understand the principles of fading to encourage skill independence.**  **Finally, clearly outline the roles and responsibilities of all individuals involved in supporting a person with disability—including your own role as a support worker, as well as the roles of supervisors, carers, family members, and health professionals—and how effective communication and collaboration with these parties ensures that the person’s goals are supported in a holistic and ethical way.** | |
| **Role Play Scenario** | **Benchmark Answer** |
| You are a support worker at a community care facility. Your task is to observe David, a client with a disability, while he prepares a simple snack. You will note his strengths, areas requiring support, and any changes in skills. Afterward, you'll document your observations objectively in consultation with your supervisor and discuss these findings with David and his carer, seeking their input. The assessor will play the role of your supervisor and briefly act as David or his carer when required.  **Instructions for the Role Play**  **1. Observe the person with disability’s skills and competencies in a manner that respects their rights and upholds their dignity**  **Key Action:** Observe David respectfully, ensuring dignity and promoting his autonomy.  **Guidance for the Student:** Watch carefully without interference, encouraging independence and making notes about strengths and areas needing support.  **Example Action:** *“I observed David preparing a sandwich independently, successfully handling the bread and butter, though he needed support using the knife safely.”*  **2. Support the engagement of family, carer or others identified by the person in the skills assessment**  **Key Action:** Engage David’s carer actively in the skills assessment process.  **Guidance for the Student:** Clearly communicate your observations and encourage the carer to provide input on David's skills and needs.  **Example Action:** *“I’d like to involve you in discussing David’s skills. Did you notice anything different or specific that might help us support his skill development better?”*  **3. Record all observations accurately and objectively in consultation with supervisor, using terms that can be clearly understood**  **Key Action:** Document observations clearly, accurately, and objectively, using simple and easily understandable language.  **Guidance for the Student:** Consult with your supervisor when documenting to ensure clarity and objectivity.  **Example Action:** *“David was able to spread butter on the bread independently but required verbal prompts to handle the knife safely. I've recorded these observations clearly, ensuring objectivity as discussed with my supervisor.”*  **4. Provide feedback to supervisor about changes in the person’s demonstration of skills in different environments and changes in the person’s status likely to impact on skills development**  **Key Action:** Discuss with your supervisor any observed changes in David’s skills and how different environments may impact these skills.  **Guidance for the Student:** Clearly communicate observed changes, noting environmental factors or changes in David’s status that may affect skill performance.  **Example Action:** *“Compared to last month, David seems more confident in the kitchen but still needs supervision with sharp utensils. I think practising in different settings, like group activities, might improve his overall safety and confidence.”*  **5. Contribute to ongoing skills development, using a strengths-based approach, for at least three people with disability according to their individualised plan, two in simulation and one in the workplace, including:**   * **Identifying existing skills, preferences and goals of the person and strategies and resources to employ to meet their goals.** * **Supporting the involvement of the person’s carer or family.** * **Completing reports and documentation according to organisational policies and procedures.**   **Key Action:** The student must contribute to the skills development of three people with disability, two in simulation and one in the workplace, including David, using a strengths-based approach guided by each person’s individualised plan. The student must demonstrate the ability to:   * Identify the person’s existing skills, preferences, and goals, and suggest strategies and resources that help achieve those goals * Support the involvement of the person’s carer or family * Complete all reports and documentation clearly, objectively, and in accordance with organisational policies and procedures   **Guidance for the Student:** For each of the three individuals (including David), you must:   * Apply a strengths-based approach that focuses on what the person can do * Recognise each individual’s preferences, communication style, and goals * Identify suitable strategies, supports, or resources that align with their individualised plans * Engage the person’s carer or family where appropriate to support development collaboratively * Use clear, respectful language and follow all procedures for completing reports and documentation   Your approach should align with the following current practices, philosophies, and theories:   * Human rights framework of service * Strengths-based practice * Person-centred practice * Active support * Positive behaviour support * Concepts of vulnerability, power, independence and interdependence * Competency and image enhancement * Community education and capacity building * Social and emotional wellbeing frameworks   **Example Actions – Identifying existing skills, preferences and goals of the person and strategies and resources to employ to meet their goals.**   * *“David enjoys making snacks and wants to be more independent in the kitchen. I identified his strengths in assembling ingredients and suggested we introduce colour-coded visual prompts to support safe knife use, aligning with his goal of preparing food with minimal supervision.”* * *“Emma loves music and wants to learn to use a tablet to play her favourite playlists. I proposed using a simplified interface with large icons and built-in voice commands to support this goal.”* * *“Ryan is non-verbal but uses a communication board effectively. I recognised his interest in gardening and suggested a structured planting activity using symbols for steps and tools to help him follow and enjoy the process.”*   **Example Actions – Supporting the involvement of the person’s carer or family**   * *“I invited David’s carer to observe one of our kitchen sessions and provide input on how David manages food prep at home. They shared tips about the way David handles sharp objects, which we incorporated into his safety plan.”* * *“During a support planning meeting, I asked Emma’s aunt if she’d noticed any tech preferences at home. She mentioned Emma enjoys YouTube on tablets, which we used to build digital engagement strategies.”* * *“Before starting the garden activity, I consulted Ryan’s father about any sensitivities to texture or outdoor stimuli. His feedback helped us adjust the activity space and materials, making the experience more enjoyable for Ryan.”*   **Example Actions – Completing reports and documentation according to organisational policies and procedures**   * *“After David’s session, I recorded his progress in the individual support plan log, noting both his strengths and the safety concerns around knife handling. I followed our organisation’s reporting structure and submitted the entry to my supervisor for review.”* * *“I documented Emma’s engagement with the new tablet interface using the digital learning assessment form. I used plain, objective language and saved the file to her electronic record as per policy.”* * *“Following Ryan’s garden activity, I filled out the daily skill-building report and uploaded supporting photos (with consent). I noted changes in engagement and followed organisational protocols for protected documentation and sharing.”*   **Sample Conversation:**  ***Support Worker:*** *“I observed David preparing his snack today and noticed he’s improving at assembling food independently, but he needs ongoing support using the knife safely.”*  ***Supervisor:*** *“Thanks for noting that. Have you involved David’s carer in this assessment?”*  ***Support Worker:*** *“Yes, I discussed my observations with his carer, and they agreed that supervised practice on knife handling would be beneficial. I've documented everything clearly in his skills report.”*  ***Supervisor:*** *“Excellent. Let’s review the strategies and plan our next steps.”* |  |
| **Q2: Please demonstrate how you contribute to the ongoing skills development of at least three people with disability—two in simulation and one in the workplace—by applying a strengths-based, person-centred approach. In your response, explain how you interpret and apply the strategies outlined in each individual’s support plan, and how you work collaboratively with the person to identify their existing skills, personal strengths, and goals for development.**  **Describe how you support the person to explore and access resources—such as learning tools, assistive technologies, environmental adaptations or social supports—that complement their strengths and align with their personal preferences. You must also demonstrate how you provide relevant information and guidance to enable the person to engage in activities that contribute to their development and promote independence, confidence and choice.**  **Your response should include examples of how you support the person to apply their strengths, learn new skills, and participate in meaningful learning opportunities. Describe how you offer constructive feedback in a way that is respectful, positive and upholds the person’s dignity and rights. Explain how you acknowledge any challenges or barriers that arise during skill development and how you engage in open communication with the person—and, where appropriate, with carers, family members or supervisors—to find suitable solutions.**  **You must also describe how you monitor the effectiveness of skills development strategies and assess the person’s level of engagement in activities. Explain how you consult with your supervisor to review and adapt support where necessary, based on observations, feedback, or changing needs.**  **Demonstrate your understanding of motivators and barriers to learning and describe how you support informal learning opportunities that occur in everyday environments. Your response should also reflect your knowledge of effective teaching and learning strategies, communication supports and tools, and how to advocate appropriately on behalf of a person with disability when needed.**  **Finally, explain how you follow organisational procedures for documenting observations and outcomes, ensuring all records are timely, objective, and accurate. Include your understanding of secure information storage and the importance of protecting the person’s privacy and confidentiality at all times.** | |
| **Role Play Scenario** | **Benchmark Answer** |
| You are a support worker at a community care facility, supporting Emily, a client with a disability. Emily’s individualised plan includes developing her cooking skills. Your role involves reviewing her plan, identifying her strengths, and planning an activity to help achieve her cooking goals. You’ll support Emily during the activity, provide respectful feedback, adapt your approach if needed, and discuss any barriers or progress with your supervisor.  The assessor will play the role of your supervisor and may briefly act as Emily.  **Instructions for the Role Play**  **1. Interpret skills development strategies identified in the individualised plan.**  **Key Action:** Review Emily’s individualised plan and clearly interpret the skills development strategies listed.  **Guidance for the Student:** Clearly discuss Emily’s skills development strategies identified in her individualised plan and describe how you will apply these to the planned cooking activity.  **Example Action (Student statement):** *“I’ve reviewed Emily’s individualised plan, and it identifies improving her cooking skills as a primary goal. The strategies include supervised practice, using visual aids, and gradually increasing independence.”*  **2. Work with the person with disability to identify skills and plan for skills development.**  **Key Action:** Engage Emily directly to discuss and plan the cooking activity based on her current skills.  **Guidance for the Student:** Clearly communicate with Emily, identifying which cooking skills she currently has, and jointly plan how to enhance these.  **Example Action:** *“Emily, you mentioned you’re comfortable making sandwiches. Let’s build on that skill by trying to prepare a simple salad today.”*  **3. Work with the person to identify personal strengths and goals for ongoing skill development.**  **Key Action:** Assist Emily in clearly identifying her strengths and future goals.  **Guidance for the Student:** Encourage Emily to reflect on what she does well and set clear goals for improving her cooking abilities.  **Example Action:** *“Emily, you’re excellent at organising ingredients. Your goal to safely use kitchen utensils can help us focus our activities on practising those skills.”*  **4. Assist the person to identify resources to complement strengths.**  **Key Action:** Help Emily identify resources, such as tools or visual aids, that complement her strengths in cooking.  **Guidance for the Student:** Clearly identify and discuss helpful resources to support Emily’s skill development.  **Example Action:** *“Emily, using visual recipes and kitchen safety charts might help you feel more confident when preparing meals. Let's include these resources today.”*  **5. Provide the person with information, skills and support to engage in activities according to their needs and preferences.**  **Key Action:** Provide clear instructions and supportive guidance tailored to Emily’s preferences and needs.  **Guidance for the Student:** Ensure your support matches Emily’s preferred learning style, such as visual demonstration or verbal guidance.  **Example Action:** *“Emily, I’ll demonstrate first, and then you can try. Please tell me if you'd prefer me to talk you through each step or show you visually.”*  **6. Support the person to mobilise strengths and to encourage ongoing development and application of skills for personal development.**  **Key Action:** Encourage Emily to use her identified strengths actively during the activity, promoting ongoing skill development.  **Guidance for the Student:** Continuously encourage Emily by highlighting her strengths and how she can apply them effectively in the activity.  **Example Action:** *“Emily, your organisational skills are great. Let’s use that strength to arrange ingredients step-by-step to make following the recipe easier.”*  **7. Provide constructive feedback to the person in a respectful manner that recognises their rights and upholds their dignity.**  **Key Action:** Give Emily clear, respectful, and constructive feedback about her cooking progress.  **Guidance for the Student:** Offer respectful feedback that encourages improvement without undermining Emily’s confidence or dignity.  **Example Action:** *“You’ve done a wonderful job cutting the vegetables, Emily. Let’s just practise a bit more on holding the knife safely—you're making great progress!”*  **8. Acknowledge and discuss difficulties identified in implementing skills development activities with the person and others.**  **Key Action:** Discuss any difficulties Emily encounters openly and sensitively, involving her and relevant others.  **Guidance for the Student:** Address any challenges constructively with Emily and seek input from your supervisor if needed.  **Example Action:** *“Emily, I noticed using the knife made you feel uneasy. Let’s discuss this with my supervisor to find some safer, more comfortable options.”*  **9. Monitor strategies to determine effectiveness and level of engagement in activities in consultation with supervisor.**  **Key Action:** Assess the effectiveness of the skills development activity and Emily’s engagement, discussing findings with your supervisor.  **Guidance for the Student:** Clearly report your observations and consult your supervisor regarding how effective the strategies were and Emily’s level of engagement.  **Example Action:** *“After the session, I’ll discuss with my supervisor how well Emily engaged with the visual recipes. She seemed motivated, but we might need additional tools to address her concerns with utensil safety.”*  **10. Contribute to ongoing skills development, using a strengths-based approach, for at least three people with disability according to their individualised plan, two in simulation and one in the workplace, including:**   * **Using positive approaches and strategies that uphold the dignity and respect the rights of the person.** * **Providing feedback to the person.** * **Monitoring strategies and adapting support to meet changing needs of the person, in consultation with the person and others.**   **Key Action:** The student must contribute to the skills development of three people with disability, two in simulation and one in the workplace, including Emily, using a strengths-based approach guided by each person’s individualised plan. The student must demonstrate the ability to:   * Use positive approaches and strategies that uphold the dignity and respect the rights of the person * Provide feedback to the person * Monitor strategies and adapt support to meet the changing needs of the person, in consultation with the person and others   **Guidance for the Student:** For each of the three individuals (including Emily), you must:   * Apply a strengths-based approach that focuses on what the person can do * Encourage independence, dignity, and decision-making throughout the learning activity * Provide clear, respectful, and constructive feedback that builds confidence * Monitor how each individual engages with the learning strategies and supports * Adapt your support as needed, in consultation with your supervisor and the person * Use positive behaviour support, person-centred practice, and uphold the human rights of the individual   Your approach should align with the following current practices, philosophies, and theories:   * Human rights framework of service * Strengths-based practice * Person-centred practice * Active support * Positive behaviour support * Concepts of vulnerability, power, independence and interdependence * Competency and image enhancement * Community education and capacity building * Social and emotional wellbeing frameworks   **Example Action – Using positive approaches and strategies that uphold the dignity and respect the rights of the person:**   * *“Emily, you’re in charge of the recipe steps today. I’ll support you along the way, but this activity is based on your choices and pace.”* * *“Leo, I’ve prepared two task options today. You can choose which one to start with—your decisions matter, and I’ll follow your lead.”* * *“Samira, I know how important privacy is for you, so I’ll stay close for support while giving you space to prepare your materials independently.”*   **Example Action – Providing feedback to the person:**   * *“Emily, your knife grip has really improved since last week. Let’s keep practising that skill—you're getting stronger and more confident each time.”* * *“Leo, I noticed you stayed focused for the full activity today. That’s a great improvement in your attention and effort.”* * *“Samira, the way you labelled each item today was very accurate. I’m proud of how you’re remembering more steps on your own.”*   **Example Action – Monitoring strategies and adapting support to meet changing needs of the person, in consultation with the person and others**   * *“Emily, I noticed you hesitated with the visual recipe today. Would you prefer a verbal step-by-step guide instead? I’ll also check in with my supervisor about adjusting our materials.”* * *“Leo seemed tired halfway through today’s session, so I suggested we try shorter sessions next week. I’ll speak with the team to update his support schedule.”* * *“Samira asked for more time to finish her worksheet, so I modified the time allowance and added a timer for pacing. I’ll follow up with my supervisor to include this adjustment in her plan.”*   **Sample Conversation:**  ***Support Worker:*** *“Emily, your vegetable preparation was excellent today. How did you feel about using the knife?”*  ***Emily (Assessor):*** *“It was okay, but I felt nervous.”*  ***Support Worker:*** *“Thanks for sharing that. Let’s discuss this with my supervisor to find more comfortable strategies and tools for you.”*  ***Supervisor:*** *“I agree; let’s review some safer utensil options for Emily.”* |  |
| **Q3: Please demonstrate how you support the ongoing skills development of at least three people with disability—two in simulation and one in the workplace—by identifying and acting on informal or incidental learning opportunities. In your response, describe how you provide encouragement and support during real-life situations where learning can occur naturally. Explain how you recognise and use these moments to build the person’s skills and confidence while respecting their preferences, pace, and individual goals.**  **You must describe how you use positive strategies to promote enjoyment and maximise the person’s engagement in these everyday learning opportunities. Explain how your approach fosters motivation and creates a positive learning environment, particularly in routine activities such as making choices, using public transport, preparing food, or participating in social interactions.**  **Include examples of how you adapt your support in consultation with the person, their chosen support people (such as carers or family), and your supervisor. Describe how you modify your strategies to enhance the person’s independence, and how you ensure that experiential learning is embedded in natural daily contexts. Show that you understand how to promote independence through appropriate prompting, fading, and reinforcement techniques, and when to apply them to encourage self-direction and reduce reliance on support.**  **Your response should also demonstrate your understanding of what incidental learning is and why it is important in the development of skills for people with disability. Explain how these moments can support meaningful, lasting learning and contribute to the person’s overall autonomy and quality of life.** | |
| **Role Play Scenario** | **Benchmark Answer** |
| You are a support worker at a community care facility accompanying **Alex**, a client with a disability, on a community outing to a local shopping centre. During this activity, you identify incidental learning opportunities such as interacting with store employees, navigating social interactions, and managing money during a purchase. Your goal is to provide supportive, strengths-based communication to encourage Alex’s participation and adapt your approach based on Alex’s feedback and comfort level to ensure effective experiential learning. The assessor will play the role of your supervisor and may briefly act as Alex.  **Instructions for the Role Play**  **1. Provide encouragement in real-life situations that can act as potential, informal or incidental learning opportunities.**  **Key Action:** Encourage Alex during a real-life shopping interaction to help develop practical skills informally.  **Guidance for the Student:** Clearly identify and use a real-life moment (such as interacting with a cashier) to provide positive encouragement that supports Alex’s skill development.  **Example Action:** *“Alex, paying at the checkout is a great chance for you to practise interacting with the cashier and managing money. You can do this—I’ll be right here if you need any support.”*  **2. Use positive approaches and strategies to promote enjoyment and maximise engagement.**  **Key Action:** Use positive reinforcement and encouragement to help Alex enjoy and fully engage in the shopping task.  **Guidance for the Student:** Maintain a positive, friendly tone and offer specific praise to increase Alex’s enjoyment and participation.  **Example Action:** *“You’re doing really well, Alex! You spoke clearly to the cashier and handled the payment wonderfully. Let’s keep practising these great skills.”*  **3. Adapt support in consultation with the person, their chosen support people and supervisor, to maximise independence and experiential learning.**  **Key Action:** Adapt your approach based on Alex’s comfort level and feedback, involving your supervisor and Alex’s chosen support person if needed.  **Guidance for the Student:** Adjust your communication and support, respecting Alex’s autonomy, consulting him about his comfort, and clearly involving your supervisor if necessary.  **Example Action:** *“Alex, you seemed comfortable talking with the cashier but less sure about handling the change. Let’s talk with my supervisor about strategies to help you feel more confident handling money next time.”*  **Sample Conversation:**  ***Support Worker:*** *“Alex, here’s a chance to practise your money skills at the checkout. Are you comfortable speaking with the cashier yourself?”*  ***Alex (Assessor):*** *“Yes, I think I can, but I’m unsure about counting the change.”*  ***Support Worker:*** *“That’s okay—I’ll support you if needed. Afterward, let’s discuss with my supervisor some strategies to make you feel more comfortable next time.”*  ***Supervisor:*** *“Great idea. We’ll explore some practical ways to boost your confidence with handling money, Alex* |  |
| **Q4: Please demonstrate how you complete, maintain, and store documentation related to a person’s ongoing skills development in accordance with your organisation’s policies and procedures. Your response should include examples from your work with at least three people with disability—two in simulation and one in the workplace—where you contributed to their skills development using a strengths-based approach and recorded your actions, observations, and outcomes accurately and professionally.**  **Describe how you ensure that all reports and documentation are timely, objective, and detailed, and explain why this is important in the context of disability support. You must also show how you follow correct procedures for maintaining and securely storing records to protect the person’s privacy and ensure compliance with confidentiality and disclosure requirements.**  **Your response should demonstrate an understanding of the person’s legal right to access their own records. Describe how you uphold this right in practice, including any procedures you follow when a person requests access to their information. You should also explain how you communicate with the person and their support network when completing documentation to ensure clarity, transparency, and shared understanding.**  **Finally, include your understanding of relevant legal and ethical responsibilities related to documentation, such as privacy laws, and describe how you consult with the person and others—such as family, carers or supervisors—to ensure that the records accurately reflect the person’s goals, preferences, and progress.** | |
| **Role Play Scenario** | **Benchmark Answer** |
| You are a support worker at a community care facility. You have just finished assisting Jordan, a client with a disability, during a planned cooking activity aligned with his individualised plan. You observed his participation, noted his progress, and now need to complete a development progress log (or support record). Your role is to ensure that the documentation is respectful, accurate, written in clear language, and stored according to organisational guidelines. You must also recognise that Jordan has the right to access his own records if requested. The assessor will play the role of your supervisor and may briefly act as Jordan.  **Instructions for the Role Play**  **1. Complete reports according to organisational policies and procedures.**  **Key Action:** The student completes a development progress log (or support record) in line with the organisation’s documentation standards.  **Guidance for the Student:** Ensure that you fill in the documentation using the correct format and language, following all reporting procedures.  **Example Action:** *“I’ve completed Jordan’s progress log using the organisation’s template, clearly outlining his achievements in today’s cooking activity and noting his growing confidence using the stovetop under supervision.”*  **2. Complete, maintain and store documentation according to organisational policies and procedures.**  **Key Action:** The student properly files or submits the completed documentation according to established workplace protocols.  **Guidance for the Student:** Demonstrate how you maintain accurate records and ensure proper storage (e.g., entering details into the electronic system or placing hard copies in a secure location).  **Example Action:** *“I’ve saved the completed report in the shared electronic system under Jordan’s client file and ensured it’s accessible only to authorised team members as per our confidentiality policy.”*  **3. Comply with the person’s right to access their records.**  **Key Action:** The student acknowledges that the person they support has the legal right to view their documentation.  **Guidance for the Student:** Mention this right respectfully, and explain how the process works if the person expresses interest in viewing their records.  **Example Action:** *“If Jordan wants to review today’s documentation, I’ll let him know that he has the right to access his records and I’ll assist him in making a formal request through the proper channel.”*  **Sample Conversation:**  ***Support Worker:*** *“I’ve completed Jordan’s progress log after today’s cooking session. I made sure to document his achievements clearly and respectfully, as per our organisational policies and procedures.”*  ***Supervisor (Assessor):*** *“Good. How did you ensure it’s stored properly?”*  ***Support Worker:*** *“I’ve uploaded it securely to our internal system. It’s correctly filed under Jordan’s profile, following confidentiality and access protocols.”*  ***Supervisor:*** *“Excellent. And what if Jordan wants to review it?”*  ***Support Worker:*** *“I’ll inform him that he has the right to access his records and support him in submitting a formal request if he chooses.”* |  |

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| **CHCDIS011 Contribute to ongoing skills development using a strengths-based approach Assessment Criteria** | | |
| **Did the student respond to all the above Competency Conversations and Assessment Conditions Checklist accurately, and were the responses current and sufficient in relation to the unit? If yes, please tick "Satisfactory" below; if no, please tick "Not Satisfactory" below.** | | |
| ☐Satisfactory  ☐Not Satisfactory |  | |
| Comments: |  | |
| **Cross Checking Sections:** | **Satisfactory?                                           Notes** | |
| **Checking Section C against Section A:** Are the student's responses in Section C (Competency Conversation) consistent with their self-assessment provided in Section A (Self-Reflection Questionnaire)? | ☐     Yes  ☐     No | |
| **Checking Section C against Section B:** Does the student’s description match the evidence provided in Section B e.g. adhering to workplace policies and procedures provided? | ☐     Yes  ☐     No | |
| **Checking Section C against ACC:** Has the student mentioned all mandatory items on the ACC list during their Competency Conversations (CC) responses?   * Cross-check the student's responses with the ACC list to ensure all mandatory items have been addressed. * If any item is missing, do not tick or check it off on the ACC list. Instead, mark the item as Not Satisfactory and provide feedback to the student for further clarification or evidence**.** | ☐     Yes  ☐     No | |
| **Assessor please sign, insert your name, and date to indicate that you have assessed the above.** | | |
| Assessor Signature | | Date |
| Assessor Name | |  |

# **CHCDIS012 Support community participation and social inclusion**

**Comprehensive Role Play Scenario for Supporting Community Participation and Social Inclusion**

**Context Overview**

You are a support worker in a disability services organisation. Your role is to empower people with disability to engage in meaningful social and community participation. This involves supporting access to community networks, workplaces, events, services, and informal networks in line with the person’s individualised plan.

You are also responsible for identifying and addressing barriers to inclusion, supporting assistive technology use, and working in collaboration with the person, their support network, and your supervisor to promote engagement, accessibility, and fulfilment.

**Applicability for Role Play**

This role play is intended for use in a simulated environment that accurately reflects real-world opportunities and barriers for people with disability. It allows students to demonstrate person-centred planning, inclusive facilitation, and respectful support in community settings.

**Simulated Workplace Stakeholders**

* **Your Assessor**: May act as the person with disability, supervisor, or community program facilitator.
* **Invited Participants**: May role-play as family members, employers, or advocacy contacts.

**Assessor Responsibilities**

* Ensure the scenario includes consultation, planning, and reflection processes aligned with individualised support.
* Observe the student’s ability to identify, implement, and adapt inclusive strategies.
* Indicate whether the simulation was conducted with real or simulated stakeholders.

**Role Play Purpose**

This role play enables the student to demonstrate their ability to:

* Collaborate with a person with disability to explore and support community participation.
* Use individualised planning to implement strategies that enable social connection and work inclusion.
* Identify and address environmental, social, or resource-based barriers that limit inclusion.

**Scenario Preparation**

**Key Learning Points for CHCDIS012 Alignment**

* **Identifying Participation Opportunities**:  
  o Consult with the person to understand their interests and cultural preferences.  
  o Locate and explain services, programs, and equipment options suited to their needs.
* **Implementing Participation Strategies**:  
  o Support access to social, work, and community options using the individualised plan.  
  o Facilitate feedback and engagement monitoring to ensure ongoing relevance.
* **Addressing Barriers to Inclusion**:  
  o Identify physical, social, or systemic barriers and discuss solutions.  
  o Collaborate with the person and supervisor to implement and review inclusive strategies.

**Steps for Role Play**

**Scenario 1: Identifying Opportunities for Community Participation**

**Purpose**: To identify services and programs aligned with the person’s interests and needs.

**Actions**:

* Engage in a consultation with the person with disability to discuss their hobbies, goals, and preferences for participating in community life.
* Research and present options for programs, services, or networks that match their needs.
* Acknowledge cultural or religious factors in the planning conversation and recommend relevant inclusive options.

**Scenario 2: Implementing Strategies for Participation and Inclusion**

**Purpose**: To support social and work engagement using the individualised plan.

**Actions**:

* Refer to the person’s individualised plan to guide activity selection.
* Assist the person to attend a group session, social activity, or work-related opportunity that reflects their goals.
* Support the use of assistive technologies (e.g. communication device, mobility aid) and seek feedback about their experience.
* Record the person’s level of engagement and discuss next steps with the supervisor.

**Scenario 3: Addressing Barriers to Community Participation**

**Purpose**: To identify and respond to issues limiting the person’s inclusion.

**Actions**:

* Identify a barrier (e.g. inaccessible transport, financial limitation, communication gap) and discuss the impact with the person.
* Consult the supervisor and suggest strategies to overcome the barrier (e.g. organising an advocate, modifying an activity, sourcing a grant or equipment).
* Implement an action and monitor the result, recording observations and following organisational procedures.

**Assessment Criteria**

Assessors will evaluate your ability to:

* Engage the person in planning based on their needs, strengths, and preferences.
* Identify and explain available community participation options.
* Support and adapt inclusive practices that enable the person’s meaningful engagement.
* Recognise, report, and address barriers to inclusion and seek appropriate support.
* Monitor and document strategies to ensure positive, person-centred outcomes.

**Expected Outcomes**

By the end of the role play, the student should:

* Demonstrate respectful and thorough consultation with the person receiving support.
* Identify appropriate and accessible participation options based on the individualised plan.
* Implement and adjust strategies to support social and community inclusion.
* Recognise and respond to participation barriers while maintaining the person’s autonomy and dignity.
* Complete documentation accurately and contribute to continuous improvement of inclusive practices.

**Assessment Conditions Checklist**

For Assessor:

​​**☒ The student has access to Facilities, Equipment, and Resources Required:**

☒ Facilities, equipment and resources that reflect real working conditions and model industry operating conditions and contingencies

☒ Information on local resources, programs, agencies, transport services, aids and equipment available to people with disability

☒ Organisational policies and procedures

☒ Individualised plans

☒ Equipment and resources outlined in individualised plans

☒ Opportunities for engagement with people with disability or people participating in simulations and scenarios involving disability support

**Role Play Documentation**

For Assessor: Please indicate whether the role play demonstration was conducted using:

​​ ☐ Simulated Stakeholders: The role play was conducted with simulated stakeholders (assessor/friends).  
​​ ☐ Real Workplace Stakeholders: The role play was conducted in a real workplace setting with actual stakeholders.

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| **Q1: Please demonstrate how you support at least two people with disability to identify their skills, interests, and preferred ways of participating in the community, and how you assist them in accessing matching options that are outlined in their individualised plans. In your response, describe how you consult with each person to explore their social goals, abilities, support needs, and preferences regarding participation in community life. Your approach should reflect the principles of person-centred and strengths-based practice, while upholding the individual’s rights and fostering their independence, inclusion and wellbeing.**  **You must also show how you identify and access appropriate local resources, programs, agencies, aids, equipment and transport services that are suitable for the person’s participation goals. Clearly explain how you provide information to each person in a way that supports informed decision-making and aligns with their cultural background, communication style, and preferred method of engagement.**  **Include how you recognise and accommodate the person’s cultural or religious needs when helping them explore community options, ensuring your support is inclusive and respectful. Describe how you promote active citizenship by supporting the person to engage in roles, relationships or opportunities within the broader community that are meaningful to them.**  **Your response should demonstrate your understanding of the rights and responsibilities of people with disability, and how you apply social and emotional wellbeing frameworks and the human rights framework in your practice. Include examples of best practice in community inclusion, and describe the strategies you use to strengthen the person’s access to networks and social participation opportunities over time.**  **Finally, outline how you research and access reliable local information about community-based groups and programs—such as sporting clubs, cultural associations, volunteer networks or peer-based initiatives—that meet the diverse interests of people you support.** | |
| **Role Play Scenario** | **Benchmark Answer** |
| You are a support worker at a community centre. You are working with Rashida, a woman with a physical disability who recently moved into the area. Your task is to meet with Rashida to learn about her interests, cultural background, and goals for engaging in community life. Based on this discussion, you will research and recommend at least two community programs, services, or networks that reflect her preferences, support her participation, and align with her individualised plan. You must also ensure that her cultural or religious needs are considered when presenting options.  The assessor will play the role of Rashida and may briefly act as your supervisor during consultation and follow-up discussion.  **Instructions for the Role Play**  **1. Consult with the person with disability to determine their interests, needs, ability and preferences regarding engaging with a social network and requirements for their preferred manner of participation.**  **Key Action:** Engage in a respectful and collaborative conversation with Rashida, allowing her to express her goals and preferences for social participation.  **Guidance for the Student:** Use open-ended questions to learn about Rashida’s interests, accessibility requirements, and how she prefers to participate in the community.  **Example Action:** *“Rashida, I’d love to hear more about what you enjoy doing, what your goals are for connecting with the community, and how you’d prefer to be involved—whether in person, online, or with any specific supports.”*  **2. Identify and access community participation resources, programs, agencies, transport services, aids and equipment according to the person’s preferences and needs.**  **Key Action:** Research and access suitable community participation options and resources that are realistic and inclusive.  **Guidance for the Student:** Look for programs that offer accessible venues, inclusive activities, or support services such as transport or adaptive tools, based on Rashida’s input.  **Example Action:** *“I found two local programs that suit your preferences: a multicultural women’s art group that meets weekly with wheelchair access and an online book club focused on authors from diverse backgrounds. Transport support is available through the council’s accessible community shuttle for the art group.”*  **3. Provide the person with information on community participation options, networks and services that meet their needs and preferences.**  **Key Action:** Present clearly the researched options that suit Rashida’s goals, including relevant details about timing, location, and how to get involved.  **Guidance for the Student:** Explain the choices in plain language and ensure Rashida has everything she needs to make an informed decision.  **Example Action:** *“I’ve written down all the details for both groups, including who to contact, when they meet, and how to register. You can choose to try one or both and we can talk about any support you might need to get started.”*  **4. Recognise and accommodate the cultural and religious needs of the person with disability.**  **Key Action:** Acknowledge Rashida’s cultural or religious background and ensure that recommended services or programs are respectful and inclusive.  **Guidance for the Student:** Ask appropriate questions about cultural or religious considerations and ensure the recommended activities are inclusive or culturally aligned.  **Example Action:** *“I understand that your faith is important to you, so I ensured the art group is women-only and respects cultural attire. I also checked that the group celebrates cultural diversity and has members from varied backgrounds.”*  **5. Support at least two people with disability to identify skills and interests and find matching options within the broader community including:**   * **Selecting options that meet needs and preferences outlined in their individualised plan and supporting them to access.**   **Key Action:** The student must support at least two people with disability, including Rashida, to identify their skills and interests and find matching options within the broader community. This must include:   * Selecting options that meet the needs and preferences outlined in each person’s individualised plan * Supporting each person to access those options through practical assistance such as registration, transport, or information provision   **Guidance for the Student:** You must support at least two people with disability, including Rashida, to:   * Identify their skills, interests, and community participation goals * Select options that meet needs and preferences outlined in their individualised plan * Find and recommend inclusive community programs, services, or networks that align with these goals * Support them to access their chosen options, including offering practical assistance such as transport, registration, or communication support   Your approach must:   * Be strengths-based and person-centred * Respect the person’s cultural identity, communication style, and accessibility needs * Encourage autonomy and decision-making * Reflect the principles of active citizenship, social and emotional wellbeing, and community inclusion   Follow ethical and inclusive practices that uphold the rights and dignity of the person  **Example Action – Person One:** *“Rashida’s individualised plan highlighted social connection and creative expression as goals. After learning she enjoys art and values culturally respectful spaces, I suggested a local multicultural women’s art group and an online book club. I supported her by helping with registration and arranging transport to the first art group session.”*  **Example Action – Person Two:** *“Tariq expressed an interest in group sports and improving his physical health. Based on his plan, I recommended a local inclusive basketball program for wheelchair users. I helped him fill out the registration form and discussed transport options with his carer to support attendance.”*  **Sample Conversation**  ***Support Worker:*** *“Rashida, you mentioned you enjoy art and value connecting with other women in a culturally respectful environment. I’ve found a women’s art group that meets every Friday and also an online book club with flexible access.”*  ***Rashida (Assessor):*** *“That sounds good. Is the art group accessible and culturally appropriate?”*  ***Support Worker:*** *“Yes—it’s wheelchair accessible, women-only, and culturally inclusive. I also checked they’re fine with cultural dress and dietary needs if food is shared.”*  ***Rashida:*** *“I’d love to try that one first.”*  ***Support Worker:*** *“Great! I’ll help you register and arrange transport. We’ll check back after your first session to see how it went.”* |  |
| **Q2: Please demonstrate how you support at least two people with disability to identify and access community participation options that align with their individualised plans, and how you monitor and adjust strategies to ensure long-term engagement and success. In your response, describe how you work collaboratively with each person to explore community-based opportunities—such as work, volunteering, recreation, education or interest-based groups—that match their personal strengths, needs and preferences.**  **Explain how you support the person to establish meaningful social connections through shared interests and participation in inclusive community environments. If applicable, describe how you assist the person in accessing work opportunities and how you communicate with employers to promote the person’s inclusion and participation in the workplace. Include strategies that support reasonable adjustments, promote active involvement, and remove barriers to participation.**  **Your response should also demonstrate how you support the person in using assistive technologies that help meet their goals across different life domains. Describe how you select and promote the use of aids or devices for areas such as communication, mobility, hygiene, self-care, education, leisure or employment. Explain how these technologies contribute to maintaining the person’s independence and enabling their inclusion in daily and community life.**  **You must show how you seek feedback from the person and, where appropriate, from family members, carers, supervisors or colleagues to ensure that your support remains effective and responsive to changing needs. Describe how you regularly review strategies for community participation and inclusion with the person and your supervisor, and how you monitor the person’s level of engagement in community and social networks over time. Include any examples where you made adjustments to support plans or strategies in response to feedback or changing circumstances.**  **Your response should demonstrate your understanding of the role of assistive technologies, as well as the importance of collaboration with family, carers and other support people in promoting inclusion. Explain the practical strategies used by support workers and employers to create inclusive environments, and how your role contributes to promoting the rights, independence, and wellbeing of people with disability in the broader community.** | |
| **Role Play Scenario** | **Benchmark Answer** |
| You are a support worker at a disability support service. You are working with Nathan, a young adult with an acquired brain injury, who has expressed interest in socialising and potentially volunteering in an office environment. His individualised plan identifies social participation and community engagement through structured group activities and work experience as key goals. Your task is to help Nathan attend a local community centre’s weekly tech club, where he can interact with others and explore interests aligned with potential administrative tasks. You will also support Nathan in using his assistive communication device, monitor his level of engagement during the activity, and afterwards, consult with both Nathan and your supervisor to determine next steps.  The assessor will play the role of Nathan and may also briefly play your supervisor.  **Instructions for the Role Play**  **1. Work with the person to identify and access community options that will meet needs and preferences identified in their individualised plan.**  **Key Action:** Refer to Nathan’s individualised plan to select a relevant and meaningful activity.  **Guidance for the Student:** Discuss how the chosen activity directly reflects Nathan’s documented goals and needs.  **Example Action:** *“Nathan’s individualised plan highlights his interest in technology and social interaction. Based on that, we’ve chosen the tech club at the community centre as an ideal opportunity for both social and skills-based participation.”*  **2. Support the person to access opportunities to establish connections through shared interests.**  **Key Action:** Help Nathan engage with other participants who share similar interests, encouraging positive social connections.  **Guidance for the Student:** Create or support opportunities during the group activity for Nathan to interact with peers meaningfully.  **Example Action:** *“During the session, I introduced Nathan to two other members who enjoy coding games. This gave him a chance to talk about shared hobbies and feel included in the conversation.”*  **3. Support the person to access opportunities for participation in work and assist employer to facilitate the person’s participation and inclusion.**  **Key Action:** Link the activity to potential work participation and plan future steps that include employer engagement where applicable.  **Guidance for the Student:** Explain how the activity contributes to building Nathan’s readiness for work, and describe how you might support future workplace participation.  **Example Action:** *“The tech club gives Nathan a low-pressure environment to practise communication and routine-based tasks. We’ll look at transitioning him to a volunteer admin role and I can liaise with the workplace on necessary supports for inclusion.”*  **4. Support the person’s use of assistive technologies in meeting their individual needs.**  **Key Action:** Ensure Nathan is able to use his assistive communication device effectively during the activity.  **Guidance for the Student:** Help set up and troubleshoot any issues with Nathan’s communication device and encourage its consistent use.  **Example Action:** *“I helped Nathan set up his device before the session and reminded him how to use the preset phrases to ask questions and share ideas with the group.”*  **5. Seek feedback from the person with disability, family, carer, others identified by the person, colleagues or supervisor to ensure that the support continues to meet the current and changing needs and preferences of the person.**  **Key Action:** After the session, ask Nathan and your supervisor for feedback and reflect on how the activity met his needs.  **Guidance for the Student:** Clearly ask for input and note any suggestions for improvement or future planning.  **Example Action:** *“After the group, I asked Nathan how he felt. He said he enjoyed it but found the room noisy. I’ll speak to my supervisor about quieter alternatives or noise-reducing aids to make the environment more comfortable.”*  **6. Ensure strategies for community participation and social inclusion are regularly reviewed with the person and supervisor to facilitate positive outcomes.**  **Key Action:** Schedule and conduct follow-up conversations with Nathan and your supervisor to review strategies.  **Guidance for the Student:** Discuss how regularly reviewing participation strategies helps support long-term outcomes.  **Example Action:** *“I’ll meet with Nathan and my supervisor at the end of the week to review how the tech club fits into his long-term goals and whether we need to adjust anything to improve his experience.”*  **7. Monitor level of the person’s engagement in community and social networks in consultation with the person and supervisor.**  **Key Action:** Observe and document Nathan’s engagement during the activity and consult with him and your supervisor.  **Guidance for the Student:** Note both active participation and any signs of withdrawal, and address them with the relevant people.  **Example Action:** *“During the session, I noticed Nathan actively responded to two questions using his device and made eye contact with the facilitator. I’ll include this in my notes and discuss it with my supervisor as a sign of positive engagement.”*  **8. Support at least two people with disability to identify skills and interests and find matching options within the broader community including:**   * **Monitoring strategies and seeking feedback from the person and others on the success of implemented strategies.** * **Making adjustments as required to facilitate continued success.**   **Key Action:** The student must support at least two people with disability, including Nathan, to identify their skills and interests and find suitable participation options within the broader community. The student must:   * Monitor how well the implemented strategies support each person’s participation * Seek feedback from the person and others (e.g. supervisor, carer, or support team) * Make appropriate adjustments to improve success and engagement   **Guidance for the Student:** For both people with disability, including Nathan, you must:   * Work with the person to identify their strengths, goals, and participation needs * Implement and monitor strategies that support these goals * Seek feedback from the person and appropriate others about how well strategies are working * Adjust supports or environments based on what you learn to promote continued success * Document your actions in line with organisational protocols   Your support must reflect:   * Strategies around reasonable adjustment that can be used to increase the person’s independence * The role of carer, family and others in supporting and facilitating community participation and social inclusion   **Example Action – Person One:** *"I supported Nathan to attend the local tech club, where he could socialise and practise communication skills using his assistive device. After the session, I asked Nathan for feedback—he said he enjoyed the activity but found the noise overwhelming. I consulted my supervisor and proposed that we try a smaller group environment next time to better suit his sensory needs."*  **Example Action – Person Two:** *"Layla expressed interest in community gardening and had previously volunteered in a similar setting. I helped her enrol in a local inclusive gardening program. After two weeks, I reviewed her engagement and gathered feedback from Layla and the coordinator. Layla said she felt confident with plant care but overwhelmed by group discussions. I arranged a mentor buddy system to ease her into group settings gradually."*  **Sample Conversation**  ***Support Worker:*** *“Nathan, how did you feel about today’s tech group?”*  ***Nathan (Assessor):*** *“I liked the activities, but it was a bit noisy.”*  ***Support Worker:*** *“Thanks for telling me. I’ll let my supervisor know, and we can look at quieter options for next time. You did a great job using your device today!”*  ***Supervisor (Assessor):*** *“Sounds like a good first session. Let’s review next week and see how we can improve his comfort.”* |  |
| **Q3: Please demonstrate how you support at least two people with disability to identify and overcome barriers to community participation and social inclusion in line with their individualised plans and personal preferences. In your response, describe how you recognise and respond to different types of barriers that may limit access to or engagement in the community. These may include physical, skill-based, psychological, personal, systemic or structural obstacles, as well as stigma, self-stigma, discrimination, or lack of resources.**  **Explain how you consult with each person to explore and document any gaps in assistive technology that may impact their participation. Describe how you report these needs in accordance with your organisation’s policies and procedures. Your response should include how you work collaboratively with the person—and in consultation with your supervisor—to develop and implement solutions that reflect the person’s preferences and build on their strengths.**  **Clearly outline how you support the person to apply strategies to address the identified barriers. This might include adapting environments, accessing supports, coordinating transport, or engaging in skill-building activities. Also describe how you consult with the person to determine whether advocacy is needed to help them participate in their preferred way, and explain how you support or refer them through advocacy processes, either at an individual or systemic level.**  **Demonstrate how you monitor the success of these strategies over time, in partnership with the person and your supervisor. Explain how you respond to ongoing or unresolved issues, including recognising the limits of your role and seeking advice when necessary. You should also describe techniques you use to address negative attitudes that may be expressed by others—such as carers, family members, or members of the community—and how you work to promote inclusion, respect, and the rights of people with disability.**  **Your response should reflect an understanding of inclusive, rights-based support practices and your ability to promote equitable access to community life through problem-solving, advocacy, and partnership with the person.** | |
| **Role Play Scenario** | **Benchmark** **Answer** |
| You are a support worker at a disability support organisation. You are working with Sophie, a young woman with a physical disability who wants to attend a weekly local art class held in the community centre. However, the centre is not currently wheelchair accessible, and Sophie is unable to participate. Your role is to identify this barrier to participation, discuss it with Sophie, consult your supervisor, and develop a suitable strategy to support her participation in line with her individualised plan. You will then implement the agreed strategy, monitor the outcome, and record your observations.  The assessor will play the role of Sophie, and may also briefly play your supervisor.  **Instructions for the Role Play**  **1. Recognise barriers to community participation and social inclusion.**  **Key Action:** Identify the inaccessibility of the community centre as a clear barrier to Sophie’s participation in the art class.  **Guidance for the Student:** Clearly describe the barrier and acknowledge how it limits Sophie’s community involvement.  **Example Action:** *“Sophie, I understand the entrance to the community centre has stairs and no ramp. This presents a physical barrier to your participation and prevents access to an activity you’re really passionate about.”*  **2. Consult with the person to identify gaps in assistive technology needs and report according to organisational policies and procedures.**  **Key Action:** Ask Sophie if her current mobility aids are sufficient for accessing different environments and report the findings appropriately.  **Guidance for the Student:** Clarify whether additional equipment might be needed, and document the gap in accordance with procedures.  **Example Action:** *“Sophie, does your current wheelchair allow you to manage environments with small steps, or would you benefit from a portable ramp or other assistive equipment? I’ll report any identified gaps following our reporting guidelines.”*  **3. Collaborate with the person with disability to identify solutions to overcome barriers, in consultation with supervisor.**  **Key Action:** Work together with Sophie to brainstorm and propose possible solutions, and check these ideas with your supervisor.  **Guidance for the Student:** Ensure the solution is realistic and based on Sophie’s preferences and input.  **Example Action:** *“We could look into a mobile art workshop that comes to Sophie’s home or find an alternate nearby accessible venue. I’ll bring these ideas to my supervisor so we can work together to find the best option.”*  **4. Support the person to implement strategies to address barriers to community participation according to their individualised plan and preferences.**  **Key Action:** Follow through with the plan, ensuring it aligns with Sophie’s goals and preferences as outlined in her individualised plan.  **Guidance for the Student:** Clearly explain how you’re helping to implement the chosen strategy.  **Example Action:** *“Sophie’s individualised plan lists community-based art engagement as a goal. With approval, I’ve arranged for a community art volunteer to visit her home weekly. This supports her access to creative learning in an inclusive environment.”*  **5. Consult with the person to identify areas where advocacy is required to facilitate their preferred manner of participation.**  **Key Action:** Engage Sophie in discussing whether broader changes are needed (e.g. accessibility improvements at the community centre), and identify where advocacy may be helpful.  **Guidance for the Student:** Offer to help advocate for Sophie’s rights if needed and reflect this discussion in your planning.  **Example Action:** *“Sophie mentioned she’d like to attend the group class at the centre in the future. I’ll talk to my supervisor about advocating for accessibility improvements so the venue can accommodate her and others in similar situations.”*  **6. Monitor the success of strategies to address barriers in consultation with the person and supervisor.**  **Key Action:** Observe and evaluate how well the implemented solution is working, and share your findings with both Sophie and your supervisor.  **Guidance for the Student:** Use feedback and observations to assess how the strategy is helping Sophie meet her goals.  **Example Action:** *“After two home sessions, Sophie reported that she’s more confident and happier. I’ve spoken to my supervisor and shared how this strategy is working well. We’ll continue with this and explore long-term inclusion options.”*  **7. Recognise own limitations in addressing issues and seek advice from supervisor regarding issues outside of scope of own job role or ability.**  **Key Action:** Acknowledge when a situation (like venue renovation or funding advocacy) goes beyond your role and request guidance.  **Guidance for the Student:** Remain within your scope and show you understand when to escalate.  **Example Action:** *“Since building modifications are beyond my role, I’ve discussed with my supervisor the need to involve a community advocate or the council. I’ll support Sophie during the process but defer the coordination to appropriate contacts.”*  **8. Support at least two people with disability to identify skills and interests and find matching options within the broader community including:**   * **Identifying barriers and implementing strategies to overcome them in collaboration with the person.**   **Key Action:** The student must support at least two people with disability, including Sophie, to identify their interests and skills, recognise barriers that impact participation, and collaborate with each person to implement realistic, person-centred strategies that overcome these barriers. The strategy must align with each individual’s preferences and individualised plan.  **Guidance for the Student:** For each of the two individuals,  you must:   * Engage in a respectful conversation to identify each person’s skills, interests, and community participation goals * Collaboratively identify any personal, environmental, or structural barriers to participation * Develop and implement a strategy with the person to overcome those barriers * Ensure the strategy is aligned with the individual’s goals, preferences, and individualised plan * Follow through with practical support and monitor participation outcomes   Your approach must reflect:   * Strengths-based and person-centred practices * Respect for the individual’s autonomy, dignity, and preferred manner of participation * Legal, ethical, and organisational requirements * Consultation with supervisors when issues arise beyond your job role or authority   **Example Action – Person One:** *"Sophie shared that she wanted to attend a local art class, but the venue wasn’t wheelchair accessible. We discussed this barrier together and explored alternatives. With her input, I arranged for a community art volunteer to visit her at home weekly. This matched her creative interests and respected her individualised plan goal of engaging in inclusive, community-based art."*  **Example Action – Person Two:** *"Jai expressed interest in joining a local fitness group, but he experiences social anxiety in large settings. Together, we identified this as a barrier and decided on a strategy where I would accompany him to a smaller, quiet community yoga class first. We reviewed the plan with my supervisor to ensure it matched Jai’s wellbeing goals outlined in his individualised plan."*  **Sample Conversation**  ***Support Worker:*** *“Sophie, how are you feeling about the art sessions at home?”*  ***Sophie (Assessor):*** *“I’m really enjoying them, but I’d still love to join the actual group someday.”*  ***Support Worker:*** *“Thanks for letting me know. I’ll speak with my supervisor about exploring accessibility upgrades or advocating for a new inclusive venue.”*  ***Supervisor (Assessor):*** *“Great. Let’s work together on finding a suitable advocacy contact and continue supporting Sophie’s weekly art engagement.”* |  |

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| **CHCDIS012 Support community participation and social inclusion Assessment Criteria** | | |
| **Did the student respond to all the above Competency Conversations and Assessment Conditions Checklist accurately, and were the responses current and sufficient in relation to the unit? If yes, please tick "Satisfactory" below; if no, please tick "Not Satisfactory" below.** | | |
| ☐Satisfactory  ☐Not Satisfactory |  | |
| Comments: |  | |
| **Cross Checking Sections:** | **Satisfactory?                                           Notes** | |
| **Checking Section C against Section A:** Are the student's responses in Section C (Competency Conversation) consistent with their self-assessment provided in Section A (Self-Reflection Questionnaire)? | ☐     Yes  ☐     No | |
| **Checking Section C against Section B:** Does the student’s description match the evidence provided in Section B e.g. adhering to workplace policies and procedures provided? | ☐     Yes  ☐     No | |
| **Checking Section C against ACC:** Has the student mentioned all mandatory items on the ACC list during their Competency Conversations (CC) responses?   * Cross-check the student's responses with the ACC list to ensure all mandatory items have been addressed. * If any item is missing, do not tick or check it off on the ACC list. Instead, mark the item as Not Satisfactory and provide feedback to the student for further clarification or evidence**.** | ☐     Yes  ☐     No | |
| **Assessor please sign, insert your name, and date to indicate that you have assessed the above.** | | |
| Assessor Signature | | Date |
| Assessor Name | |  |

# **CHCDIS020 Work effectively in disability support**

**Comprehensive Role Play Scenario for Working Effectively in Disability Support**

**Context Overview**

You are employed as a support worker in a community disability support organisation. Your daily tasks include working collaboratively with colleagues, supporting people with disability in a manner that upholds their rights and preferences, maintaining workplace documentation, and ensuring your own wellbeing is sustained through appropriate self-care strategies.

You are expected to perform within the boundaries of your role and organisational policies, respect human rights and privacy laws, and communicate effectively with individuals receiving support and their networks.

**Applicability for Role Play**

This scenario is designed to be performed in a simulated workplace environment, replicating real interactions in the disability support sector. It allows students to demonstrate understanding of their role, legal and professional responsibilities, person-centred practice, and wellbeing maintenance.

**Simulated Workplace Stakeholders**

* **Your Assessor**: May act as a supervisor, colleague, or person with disability.
* **Invited Participants**: May role-play as family members, interdisciplinary team members, or peers.

**Assessor Responsibilities**

* Confirm that simulations reflect genuine disability support situations.
* Observe the student's ability to interpret job roles, communicate with others, and maintain wellbeing.
* Indicate whether the simulation used real or simulated stakeholders.

**Role Play Purpose**

This role play enables the student to demonstrate their ability to:

* Work within the scope of their job role.
* Follow organisational and legal frameworks.
* Deliver person-centred care and documentation.
* Monitor and respond to their own stress levels using appropriate support strategies.

**Scenario Preparation**

**Key Learning Points for CHCDIS020 Alignment**

* **Meeting Job Role Requirements**:  
  o Understand responsibilities and boundaries defined in a position description.  
  o Seek clarification for tasks outside of role scope.
* **Working Within Organisational Requirements**:  
  o Uphold professional and legal standards of conduct.  
  o Use workplace communication tools and collaborate with a team.
* **Working in a Disability Support Context**:  
  o Deliver person-centred support with informed consent.  
  o Identify and report concerns, and maintain accurate records.
* **Implementing Self-Care Strategies**:  
  o Monitor stress levels and seek appropriate support when needed.  
  o Follow self-care practices that sustain wellbeing in care settings.

**Steps for Role Play**

**Scenario 1: Meeting Job Role Requirements**

**Purpose**: To confirm role expectations and refer tasks beyond scope.

**Actions**:

* Review a provided position description and identify your key responsibilities.
* Clarify a task (e.g. medical decision or financial advice) with your supervisor to confirm it is outside your role.
* Refer the task to the appropriate person using organisational reporting protocols.

**Scenario 2: Working Within Organisational Requirements**

**Purpose**: To demonstrate professional, legal, and collaborative practice.

**Actions**:

* Interact with a team member using respectful, professional conduct.
* Use a workplace tablet or computer to access an individualised plan and update a shared document.
* Reference relevant human rights standards or workplace policies during a case discussion.

**Scenario 3: Working in a Disability Support Context**

**Purpose**: To provide support using person-centred approaches and documentation protocols.

**Actions**:

* Review the individualised plan for a person and support them in an activity (e.g. meal prep, attending a group).
* Use inclusive communication and seek consent before beginning support.
* Recognise and report a sign of abuse or neglect (e.g. change in mood, visible bruising).
* Document the interaction and report it in accordance with privacy and confidentiality guidelines.

**Scenario 4: Implementing Self-Care Strategies**

**Purpose**: To identify and manage your own stress as a support worker.

**Actions**:

* Reflect during a supervision session on a recent challenging situation and its impact on you.
* Identify and discuss self-care practices (e.g. debriefing, peer support, scheduled breaks).
* Seek support or guidance from a supervisor to manage stress levels in line with workplace policy.

**Assessment Criteria**

Assessors will evaluate your ability to:

* Identify and confirm the boundaries of your job role.
* Comply with organisational expectations, human rights, and legal frameworks.
* Use person-centred techniques and maintain professional standards.
* Communicate effectively with colleagues and people receiving support.
* Document accurately and uphold privacy.
* Monitor and respond to your own wellbeing needs appropriately.

**Expected Outcomes**

By the end of the role play, the student should:

* Demonstrate role clarity and safe work practices.
* Work respectfully and legally within team and organisational frameworks.
* Deliver support using communication and consent-based practices.
* Identify and report safety or wellbeing concerns.
* Use reflective and proactive strategies to manage personal stress.

**Assessment Conditions Checklist**

For Assessor:

​​**☒ The student has access to Facilities, Equipment, and Resources Required:**

☒ Facilities, equipment and resources that reflect real working conditions and model industry operating conditions and contingencies

**Role Play Documentation**

For Assessor: Please indicate whether the role play demonstration was conducted using:

​​ ☐ Simulated Stakeholders: The role play was conducted with simulated stakeholders (assessor/friends).  
​​ ☐ Real Workplace Stakeholders: The role play was conducted in a real workplace setting with actual stakeholders.

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| **Q1: Please demonstrate how you understand and operate within the scope of your job role as a disability support worker. In your response, describe how you have identified the requirements and responsibilities of your position by reading your position description. Explain how you clarified the expectations and limitations of your role through discussion with your supervisor, including any delegation or reporting arrangements that apply to your daily tasks.**  **Provide an example of a situation in which you recognised a task or responsibility that was outside the scope of your role, and explain how you followed your organisation’s reporting procedures to refer the task to the appropriate person. This may include instances such as managing medication, performing health procedures, responding to risk during personal care, or supporting someone to engage in an activity outside of their regular environment.**  **Your response should demonstrate an understanding of the different job roles within the disability support sector, including the role of supervisors and health professionals, and how delegation and supervision requirements are managed. You must show awareness of the risk assessment framework that applies when supporting people in their home, in the community, or during planned activities, and how this influences your responsibilities and need to refer or escalate concerns.**  **Explain the importance of working within the scope of your job role to ensure safe, ethical and person-centred support. Describe how you use an individualised plan to guide your actions and decision-making, including its purpose, contents, and alignment with the person’s needs and goals. You should also demonstrate your understanding of consent—both informed and un-informed—and how the person’s type of disability and level of functional capacity influences your communication, decision-making, and referral process.** | |
| **Role Play Scenario** | **Benchmark Answer** |
| You are a support worker in a residential disability support service. You have recently reviewed your position description as part of your induction and ongoing supervision process. Today, while supporting a client named Daniel, you are asked by his family member whether you can provide advice about adjusting his medication dosage and handling some of his financial paperwork.  Your task is to recognise that these responsibilities fall outside your job role scope, discuss the situation with your supervisor, and refer the request to the appropriate person using the organisation’s formal reporting procedures.  The assessor will play the role of your supervisor, and may also briefly play the role of Daniel’s family member.  **Instructions for the Role Play**  **1. Identify own job role requirements from reading position description.**  **Key Action:** Review and clearly articulate your job responsibilities based on your written position description.  **Guidance for the Student:** Summarise your main responsibilities and distinguish between what you are and are not authorised to do.  **Example Action:** *“According to my position description, my responsibilities include supporting daily living activities, promoting independence, and reporting concerns to relevant professionals. It does not include providing medical advice or managing financial matters.”*  **2. Discuss own job role requirements with supervisor to clarify and confirm job role scope and expectations.**  **Key Action:** Bring the issue to your supervisor to confirm that the request is outside your job role.  **Guidance for the Student:** Use this conversation to clarify boundaries and ensure shared understanding with your supervisor.  **Example Action:** *“Hi, I wanted to check with you about something Daniel’s sister asked. She wants me to suggest changes to his medication and help with his banking. I believe this falls outside my role, but I wanted to confirm that with you.”*  **3. Recognise and refer work tasks outside own job role scope to the appropriate person according to organisational reporting policies and procedures.**  **Key Action:** Once confirmed, use the appropriate channels to refer the task to the relevant professional (e.g., nurse, case manager, financial administrator).  **Guidance for the Student:** Describe how you refer the task using your organisation’s established reporting protocols.  **Example Action:** *“Thank you for confirming. I’ve now submitted a service note in our client management system and informed the case manager that Daniel’s sister needs assistance with medical and financial matters. I’ve documented that I did not provide advice and redirected the enquiry appropriately.”*  **4. Undertake work providing support to at least one person with disability, in a disability support work context that involves each of the following on at least one occasion: recognising scope of own job role and referrals.**  **Key Action:** The student must demonstrate that they are supporting one person with disability—in this case, Daniel—and recognise when a request or task falls outside their job role. The student must respond by appropriately referring the task using the organisation’s reporting procedures and maintain clear communication with both the supervisor and the person or their family.  **Guidance for the Student:** In this scenario, you must:   * Engage in direct support with Daniel during a routine activity (e.g. meal preparation, attending an appointment, social engagement). * Recognise a request from Daniel or his family that falls outside your job role scope (e.g. advising on medication or handling finances). * Communicate clearly and respectfully to explain that the request exceeds your responsibilities. * Consult with your supervisor to confirm role boundaries and next steps. * Refer the issue to the appropriate person using your organisation’s reporting policies and procedures. * Maintain accurate, timely documentation of the interaction, referral, and action taken.   Your actions must demonstrate:   * Understanding of your role boundaries as outlined in your position description. * Confidence in recognising and responding to requests outside your authorised duties. * Effective communication with your supervisor and use of referral processes in a real disability support work setting.   **Example Action:** *“While assisting Daniel with his afternoon routine, his sister approached me and asked if I could help adjust his medication dosage and complete a few of his financial documents. I explained respectfully that those tasks are not within my role as a support worker. I reviewed my position description, which confirms that I am not authorised to give medical or financial advice. I then spoke with my supervisor, who confirmed this, and I submitted a referral request through our client management system. I also made a service note in Daniel’s file stating that the request was redirected in accordance with organisational reporting procedures.”*  **Sample Conversation:**  ***Support Worker:*** *“Hi, I just wanted to confirm something with you. Daniel’s sister asked me to suggest changes to his medication and help her with some of his financial forms.”*  ***Supervisor (Assessor):*** *“You’re right to raise that. That’s outside your job role.”*  ***Support Worker:*** *“Yes, I checked my position description and saw that I’m not permitted to give medical or financial advice. I’ve now referred the request through the correct process and updated the case notes.”*  ***Supervisor:*** *“Excellent work following procedure and staying within your role.”* |  |
| **Q2: Please demonstrate how you uphold professional conduct and comply with legal and human rights frameworks while supporting at least one person with disability in a workplace setting. In your response, describe how you meet the expectations of your role by following your organisation’s code of conduct, industry standards, and policies related to ethical and professional behaviour. Include an example of how you ensure your actions reflect respect for the rights, dignity and privacy of the person you support.**  **Explain how you comply with legal responsibilities that apply to your role, such as maintaining confidentiality, gaining consent, fulfilling mandatory reporting obligations, and ensuring the protection of personal information. Show that you understand how national and state or territory legislation, statutory bodies (such as the Office of the Health Ombudsman), and the United Nations Convention on the Rights of Persons with Disabilities shape your responsibilities as a disability support worker.**  **Describe your role in working with interdisciplinary team members—such as supervisors, allied health professionals, support coordinators or case managers—and how you communicate and collaborate effectively with them to support quality care and service delivery. Include an example of how interdisciplinary teamwork contributed to meeting a person’s goals or responding to a support need.**  **You must also explain how you use digital technology in your role to access and share workplace information. This includes using systems or devices to complete reports, checklists, and documentation accurately, as well as storing information securely in line with privacy and confidentiality requirements. Describe how you ensure that your digital communication is professional, secure, and appropriate for workplace use.**  **Finally, demonstrate your understanding of workplace record-keeping procedures, including what types of information must be recorded, how documentation is completed, and how information is maintained and stored according to organisational policies and legal obligations.** | |
| **Role Play Scenario** | **Benchmark Answer** |
| You are a support worker at a supported living facility. You are meeting with your colleague Monique, a speech therapist, to discuss an update on your client Liam, a young man with an intellectual disability. Liam’s communication support needs have recently changed, and his individualised plan requires updating. During the discussion, you must demonstrate respectful, professional communication, access and update Liam’s shared support document using a workplace tablet, and refer to relevant human rights standards or workplace policies to guide your decision-making. The assessor will play the role of Monique, your colleague.  **Instructions for the Role Play**  **1. Comply with professional conduct requirements.**  **Key Action:** Demonstrate respect, professionalism, and ethical behaviour in your interaction with Monique.  **Guidance for the Student:** Use appropriate language and tone, listen actively, and communicate in a courteous, non-judgemental manner.  **Example Action:** *“Thanks for meeting with me today, Monique. I appreciate your input on Liam’s progress—let’s review what’s changed so we can align our support strategies professionally and respectfully.”*  **2. Comply with legal and human rights framework requirements relevant to disability support work.**  **Key Action:** Ensure that your actions and decisions align with the legal and human rights standards in disability support.  **Guidance for the Student:** Reference standards such as the UN Convention on the Rights of Persons with Disabilities or your organisation’s commitment to choice, dignity, and access.  **Example Action:** *“As we adjust Liam’s communication supports, I want to make sure we uphold his right to participate in decisions affecting him, as stated in our policy on supported decision-making and the human rights framework we follow.”*  **3. Communicate and cooperate with interdisciplinary team members.**  **Key Action:** Engage in collaborative problem-solving with Monique, demonstrating cooperation and shared goal setting.  **Guidance for the Student:** Use inclusive language, invite professional input, and show appreciation for team collaboration.  **Example Action:** *“Monique, from your speech therapy sessions with Liam, have you noticed whether he responds better to picture cards or voice output? I’d like to integrate your insight into our updated strategy so we can ensure consistency across the team.”*  **4. Use digital technology to access and share workplace information.**  **Key Action:** Demonstrate correct and secure use of workplace technology to access and update Liam’s individualised plan.  **Guidance for the Student:** Show how you log in, access the shared care plan, make appropriate updates, and maintain data security.  **Example Action:** *“I’ve logged into our secure care system on the workplace tablet, and I’m updating Liam’s support record to reflect his new communication goals. I’ll mark the changes as reviewed by both of us so the team can follow up easily.”*  **5. Undertake work providing support to at least one person with disability, in a disability support work context that involves each of the following on at least one occasion:**   * **Complying with professional conduct requirements** * **Working with interdisciplinary team members** * **Engaging with people and organisation using technology** * **Completing workplace reports and checklists** * **Maintenance and storage of workplace information** * **Meeting privacy and confidentiality requirements**   **Key Action:** The student must demonstrate the ability to support one person with disability—in this case, Liam—in a real or simulated disability support setting. During this process, the student must demonstrate competence across all six of the following areas.  **Guidance for the Student:** In this task, you must:   * Demonstrate respectful and ethical behaviour while supporting Liam and communicating with colleagues. * Collaborate effectively with a professional team member (e.g. a speech therapist, case manager) to align support approaches. * Use technology correctly to access and update Liam’s individualised plan or other workplace systems. * Complete workplace reports, forms or checklists that document your support for Liam. * Ensure information is stored correctly using secure organisational systems. * Follow all privacy and confidentiality procedures when handling Liam’s personal or sensitive information.   Your actions must demonstrate:   * Understanding of your professional boundaries and responsibilities. * Awareness of policies relating to digital documentation and secure recordkeeping. * Respect for Liam’s rights, dignity, and privacy at every stage of your work.   **Example Action - Complying with professional conduct requirements:** *“While meeting with Monique, the speech therapist, I used respectful, inclusive language, maintained eye contact, and actively listened to her observations about Liam’s communication updates. I spoke calmly and professionally, reflecting the workplace code of conduct.”*  **Example Action – Working with interdisciplinary team members:** *“During our discussion, I asked Monique whether Liam had shown a stronger response to picture cards or the speech app. I used her insights to inform the update to his individualised plan, ensuring a consistent approach between the therapy and support teams.”*  **Example Action – Engaging with people and organisation using technology:** *“I accessed Liam’s individualised support plan using the encrypted workplace tablet. I updated the communication support section to include his increased use of picture cards and added a note that the update was made in collaboration with Monique.”*  **Example Action – Completing workplace reports and checklists:** *“After our meeting, I completed Liam’s Communication Update Checklist and recorded each observed interaction during the morning session, noting his use of AAC systems and his response to specific prompts.”*  **Example Action – Maintenance and storage of workplace information:** *“I saved the completed checklist and updated support plan to Liam’s secure digital file using our cloud-based documentation system. I checked that all files were timestamped and accessible only to authorised staff members.”*  **Example Action – Meeting Privacy and confidentialy requirements:** *“Throughout the process, I ensured Liam’s personal and medical information was only shared with Monique and relevant team members. I followed the organisational confidentiality policy by marking all files as private and refrained from discussing details in shared spaces.”*  **Sample Conversation**  ***Support Worker:*** *“Hi Monique, thanks for joining me. I’ve noticed Liam’s communication style has shifted recently, and I’d like to check in with you to ensure we’re consistent in our support.”*  ***Monique (Assessor):*** *“Yes, I’ve seen that too—he’s been using the picture cards more.”*  ***Support Worker:*** *“Perfect. I’ll update his plan using the secure tablet here. Let’s ensure everything aligns with our human rights obligations—particularly his right to express preferences and make decisions. I’ll document this now and note our collaboration.”* |  |
| **Q3: Please demonstrate how you provide person-centred support to at least one person with disability by following their individualised plan and applying ethical, rights-based, and trauma-informed practices. In your response, explain how you read and interpret an individualised plan to identify the support tasks you are required to complete and how you use person-centred communication techniques to carry out these tasks in a way that upholds the person’s autonomy, dignity, and right to self-determination.**  **Describe how you seek and confirm informed consent from the person before commencing any support activity, and when appropriate, how you involve their carer, family or other nominated individuals. Include an example that shows your understanding of the difference between informed and uninformed consent and how this impacts your support approach.**  **You must also explain how you recognise signs or risk factors for abuse—whether physical, emotional, financial, sexual, or systemic—and describe how you respond according to your organisation’s reporting policies and duty of care requirements. Include how you would escalate concerns and who you would report to if abuse or suspected abuse is identified.**  **Your response should reflect your understanding of person-centred approaches, including how they relate to the social model of disability, social role valorisation, and the empowerment of individuals receiving support. Discuss how you avoid making values-based judgements about a person’s quality of life, and how you challenge stereotypes such as ableism, paternalism, or stigma within your role.**  **If applicable, describe how psychosocial disability may affect the person's support needs—highlighting how it differs from other mental health conditions, how it can be episodic, and how it may interact with other disabilities. Include how you tailor your approach and communication style during periods of increased need or vulnerability.**  **Finally, describe how you complete documentation accurately, and how you maintain and store workplace information according to your organisation’s record-keeping procedures. Your response must demonstrate compliance with privacy and confidentiality requirements and show that you understand the legal, ethical, and procedural responsibilities that guide your documentation practices.** | |
| **Role Play Scenario** | **Benchmark Answer** |
| You are a support worker in a residential care setting. Today, you are supporting Ella, a woman with an intellectual disability, during her scheduled participation in a group gardening activity. This activity is outlined in her individualised plan as part of her goal to improve daily living skills and increase community participation.  Before beginning the activity, you are expected to use person-centred communication and seek consent. During the activity, you notice a visible bruise on Ella’s upper arm and a significant change in her mood—she appears withdrawn and avoids interacting with others, which is unusual for her.  Your role is to support Ella through the activity, recognise the signs of possible abuse, and report and document the concern according to your organisation’s policies, maintaining privacy and confidentiality. The assessor will play the role of Ella and may also briefly act as your supervisor.  **Instructions for the Role Play**  **1. Read individualised plans to identify tasks.**  **Key Action:** Review Ella’s individualised plan to confirm her scheduled activity and understand how it supports her goals.  **Guidance for the Student:** Show how you use the individualised plan to inform your support actions.  **Example Action:** *“I’ve reviewed Ella’s individualised plan, and it outlines her goal to build confidence through group activities. Today’s gardening session is designed to support that goal by encouraging social interaction and hands-on participation.”*  **2. Use person-centred communication techniques when carrying out work tasks.**  **Key Action:** Communicate with Ella using language and tone that reflect respect, empathy, and support for her autonomy.  **Guidance for the Student:** Use inclusive, strengths-focused communication that adapts to Ella’s needs.  **Example Action:** *“Hi Ella, I’m really looking forward to gardening with you today. You always choose the nicest flowers. Would you like to help me gather the tools, or would you rather pick out the seeds first?”*  **3. Seek consent from the person, carer, family or others identified by the person, before commencing support activities.**  **Key Action:** Ensure you have Ella’s informed consent before beginning any activity or physical assistance.  **Guidance for the Student:** Ask for clear consent in a way that Ella can understand and respond to.  **Example Action:** *“Ella, is it okay if I help you put your gloves on before we start gardening? Let me know if you’d prefer to do it yourself.”*  **4. Recognise signs of abuse and report according to organisational policies and procedures.**  **Key Action:** Identify concerning signs—such as unexplained bruising and mood changes—and report the matter appropriately.  **Guidance for the Student:** Do not confront the person; instead, report the signs through the correct internal channels.  **Example Action:** *“I noticed a bruise on Ella’s upper arm, and she’s unusually withdrawn today. I won’t ask her about it directly, but I will complete an incident report immediately and speak to my supervisor privately to initiate the safeguarding process.”*  **5. Record, maintain and store workplace information according to organisational record keeping procedures, and privacy and confidentiality requirements.**  **Key Action:** Accurately document the concern and actions taken, ensuring the record is secure and confidential.  **Guidance for the Student:** Use objective language in your documentation and follow all privacy protocols.  **Example Action:** *“I’ve completed the incident report using factual language—describing the location and size of the bruise, Ella’s mood, and the steps I’ve taken. The report is stored in the confidential incident reporting system, accessible only to authorised staff.”*  **6. Undertake work providing support to at least one person with disability, in a disability support work context that involves each of the following on at least one occasion:**   * **Person-centred communication** * **Identifying tasks from individualised plan** * **Seeking consent for support activities** * **Recognising and reporting signs of abuse**   **Key Action:** The student must demonstrate how they support a person with disability—in this case, Ella—by undertaking work that reflects real-life disability support practice.  **Guidance for the Student:** In this scenario, you must:   * Engage respectfully with Ella and communicate using a person-centred approach. * Use the individualised plan to guide the activity and understand its purpose. * Ask for Ella’s clear and informed consent before beginning any support or physical assistance. * Monitor Ella’s behaviour and appearance for signs that may indicate abuse. * Report and document your observations using your organisation’s privacy, documentation, and reporting procedures. * Follow role boundaries—do not make assumptions or confront Ella * directly.   **Example Action – Person Centred Communication:** *“I approached Ella with warmth and encouraged her gently by highlighting her strengths. I said, ‘Ella, you always pick the most colourful flowers—shall we look at the new seed packets together?’ This helped her feel valued and empowered to make her own choices.”*  **Example Action – Identifying Tasks from Individualised Plan:** *“Before we started the activity, I reviewed Ella’s individualised plan and saw that today’s group gardening session supports her goal of improving social participation and confidence. I used this to guide how I facilitated her involvement.”*  **Example Action – Seeking Consent for Supporting Activities:** *“When I offered to help Ella put on her gardening gloves, I asked, ‘Ella, would you like me to help you with the gloves, or would you prefer to do it yourself?’ I waited for her verbal and non-verbal cues before continuing.”*  **Example Action – Recognising and Reporting Signs of Abuse:** *“During the gardening session, I noticed a dark bruise on Ella’s upper arm and that she was more withdrawn than usual. I did not question her directly, but I immediately documented the signs objectively and reported the concern to my supervisor in line with our safeguarding policy.”*  **Sample Conversation**  ***Support Worker:*** *“Ella, are you happy to join the gardening activity today? I can help you get started if you’d like.”*  ***Ella (Assessor):*** *“I guess... I don’t really feel like it today.”*  ***Support Worker:*** *“That’s okay. I noticed you’re a bit quiet today, and if you’d rather take a break, that’s fine. I’ll let the team know. I’ll also talk to my supervisor just to check in and make sure you’re feeling safe and supported.”*  ***Supervisor (Assessor):*** *“Thanks for bringing this up. Please document what you observed and I’ll take it from here.”* |  |
| **Q4: Please demonstrate how you monitor your own stress levels while supporting at least one person with disability, and how you apply self-care strategies in line with organisational policies and procedures. In your response, describe how you identify early signs of stress or fatigue that may arise from working in a support role, and explain the steps you take to maintain your emotional and mental wellbeing while continuing to meet the needs of the people you support.**  **You should include examples of specific self-care strategies you use, and describe how and when you seek support from supervisors, colleagues, or other workplace resources. Explain how your approach to self-care supports safe, consistent, and person-centred service delivery, and how it helps you meet your duty of care to others while respecting your own boundaries and limitations.**  **Your response must also reflect your understanding of social and emotional wellbeing frameworks and how they relate to supporting both clients and workers in the disability sector. Show that you understand your role within the broader disability support system, including the importance of working under supervision, reporting lines, and the cultural competency required to work respectfully with people from diverse backgrounds.**  **Include your understanding of legal and human rights frameworks, including duty of care, dignity of risk, and confidentiality. You should also explain how you use workplace technology to complete reports, checklists, and maintain accurate records, and how you store information according to organisational privacy and confidentiality requirements.**  **Finally, demonstrate your awareness of the structure of the disability services sector, including key organisations, funding and accreditation systems, and how these influence the context in which you work.** | |
| **Role Play Scenario** | **Benchmark Answer** |
| You are a support worker in a group home for adults with disabilities. Last week, you supported a client during a behavioural escalation incident, which left you feeling emotionally and physically drained. You’ve noticed increased fatigue and difficulty concentrating since the event. Today, you are attending a supervision session with your supervisor to reflect on your experience, discuss self-care strategies, and seek support to manage ongoing stress.  The assessor will play the role of your supervisor.  **Instructions for the Role Play**  **1. Monitor own stress level when working with people receiving support.**  **Key Action:** Demonstrate self-awareness by reflecting on how the recent event affected your emotional wellbeing and functioning.  **Guidance for the Student:** Describe signs of stress you've experienced and how they relate to your support work.  **Example Action:** *“After last week’s incident, I’ve noticed I’m more tired than usual and find it harder to focus during shifts. Supporting someone through a crisis takes a toll, and I’ve realised that I need to monitor my stress more closely.”*  **2. Use self-care strategies and seek support if required according to organisational policies and procedures.**  **Key Action:** Identify a specific self-care strategy and request guidance or support in line with your workplace policy.  **Guidance for the Student:** Suggest a practical and appropriate self-care method (e.g., peer debriefing, journaling, taking scheduled breaks) and request access to support structures (e.g. EAP, supervision, additional training).  **Example Action:** *“I’ve started using journaling to reflect after my shifts, and I’d also like to schedule a peer debrief session. According to our policy, we can request one-on-one support through our wellbeing officer—could you help me arrange that?”*  **Sample Conversation**  ***Support Worker:*** *“I wanted to use this supervision session to reflect on how I’ve been feeling since the escalation last week. I’ve noticed I’ve been more tired and less focused.”*  ***Supervisor (Assessor):*** *“That’s understandable. Have you taken any steps to manage your stress?”*  ***Support Worker:*** *“Yes, I’ve started journaling after each shift and I’d like to schedule a peer debrief. Also, I’d appreciate it if you could help me access further support through the wellbeing program, as outlined in our procedures.”*  ***Supervisor:*** *“Absolutely. Let’s schedule the debrief and refer you to the internal wellbeing officer. You’ve done the right thing by raising this.”* |  |

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| **CHCDIS020 Work effectively in disability support Assessment Criteria** | | |
| **Did the student respond to all the above Competency Conversations and Assessment Conditions Checklist accurately, and were the responses current and sufficient in relation to the unit? If yes, please tick "Satisfactory" below; if no, please tick "Not Satisfactory" below.** | | |
| ☐Satisfactory  ☐Not Satisfactory |  | |
| Comments: |  | |
| **Cross Checking Sections:** | **Satisfactory?                                           Notes** | |
| **Checking Section C against Section A:** Are the student's responses in Section C (Competency Conversation) consistent with their self-assessment provided in Section A (Self-Reflection Questionnaire)? | ☐     Yes  ☐     No | |
| **Checking Section C against Section B:** Does the student’s description match the evidence provided in Section B e.g. adhering to workplace policies and procedures provided? | ☐     Yes  ☐     No | |
| **Checking Section C against ACC:** Has the student mentioned all mandatory items on the ACC list during their Competency Conversations (CC) responses?   * Cross-check the student's responses with the ACC list to ensure all mandatory items have been addressed. * If any item is missing, do not tick or check it off on the ACC list. Instead, mark the item as Not Satisfactory and provide feedback to the student for further clarification or evidence**.** | ☐     Yes  ☐     No | |
| **Assessor please sign, insert your name, and date to indicate that you have assessed the above.** | | |
| Assessor Signature | | Date |
| Assessor Name | |  |

# **CHCCCS036 Support relationships with carer and family**

**Comprehensive Role Play Scenario for Supporting Relationships with Carer and Family**

**Context Overview**

You are a support worker providing community-based or residential care to individuals who rely on the ongoing involvement of their family members and carers. In your role, you must recognise the contribution of these informal support networks and work collaboratively with them as part of the broader support team.

This includes ensuring they are informed, involved in planning, supported during transitions or changes, and connected to resources that help them maintain their own wellbeing.

**Applicability for Role Play**

This role play is designed for a simulated care environment that reflects authentic relationships between the person, their carer(s), and support staff. It enables students to demonstrate partnership-based practice, respectful communication, and carer inclusion.

**Simulated Workplace Stakeholders**

* **Your Assessor**: May act as the carer, family member, or person receiving care.
* **Invited Participants**: May portray other support workers, advocates, or health professionals.

**Assessor Responsibilities**

* Ensure that the simulation includes meaningful engagement with carers and family members.
* Observe the student's ability to include, support, and advocate for carers in a respectful and informed manner.
* Document whether the simulation involved real or simulated stakeholders.

**Role Play Purpose**

This role play allows the student to demonstrate their ability to:

* Recognise and involve carers and family in support planning and delivery.
* Assess and respond to changes that impact the care relationship.
* Promote the rights and wellbeing of carers and families while supporting the person receiving care.

**Scenario Preparation**

**Key Learning Points for CHCCCS036 Alignment**

* **Including Carers and Family in Support**:  
  o Acknowledge carers’ lived knowledge and support their contribution to care planning.  
  o Collaborate with families to ensure assistive technologies and resources are understood and integrated.
* **Responding to Changes in the Care Relationship**:  
  o Identify stressors or risks affecting the care dynamic.  
  o Use positive strategies to support transition and shared decision-making.
* **Promoting Carer Wellbeing**:  
  o Respect the privacy and personal needs of the carer.  
  o Offer information and referrals to support services where needed.

**Steps for Role Play**

**Scenario 1: Including Carer and Family in the Support Team**

**Purpose**: To demonstrate collaboration with carers and family during support planning.

**Actions**:

* Meet with a family member and the person receiving care to discuss support needs and shared goals.
* Recognise the family’s insights and skills, and invite input into service planning.
* Provide information on assistive technologies and explain their use to both the person and their carer.

**Scenario 2: Responding to Changes in the Care Relationship**

**Purpose**: To assess and support transition or change that affects the carer or family dynamic.

**Actions**:

* Identify a change in the care relationship (e.g. carer experiencing burnout, hospitalisation, or moving into shared care).
* Discuss the situation with the person and their carer to determine strategies that reduce stress and maintain positive involvement.
* Report risks or concerns following organisational policies and ethical frameworks.

**Scenario 3: Promoting Carer Rights and Wellbeing**

**Purpose**: To ensure the carer’s wellbeing is respected and supported.

**Actions**:

* Check in with the carer about how they are managing emotionally and physically.
* Offer information on respite care or local support services (e.g. counselling, peer groups).
* Maintain the privacy and confidentiality of both the person and their carer in all discussions and documentation.

**Assessment Criteria**

Assessors will evaluate your ability to:

* Recognise the role and expertise of carers and family in the support process.
* Collaborate respectfully with families to enhance the person’s care.
* Respond to risks, transitions, and changes in the care relationship with appropriate strategies.
* Support carers' access to resources that promote their health and wellbeing.
* Uphold confidentiality, informed consent, and collaborative communication in all interactions.

**Expected Outcomes**

By the end of the role play, the student should:

* Demonstrate inclusive and respectful communication with carers and families.
* Actively involve informal support networks in support planning and service delivery.
* Identify and address stressors affecting the care relationship using ethical and supportive practices.
* Promote carer wellbeing and provide accurate information about available services.
* Maintain documentation and communication in accordance with privacy and organisational procedures.

**Assessment Conditions Checklist**

For Assessor:

​​**☒ The student has access to Facilities, Equipment, and Resources Required:**

☒ Facilities, equipment and resources that reflect real working conditions and model industry operating conditions and contingencies

☒ Organisational policies and procedures

☒ Risk assessment tools and management strategies

☒ Opportunities for engagement with people receiving care and their carer and family, or people participating in simulations and scenarios involving provision of care in a range of contexts

**Role Play Documentation**

For Assessor: Please indicate whether the role play demonstration was conducted using:

​​ ☐ Simulated Stakeholders: The role play was conducted with simulated stakeholders (assessor/friends).  
​​ ☐ Real Workplace Stakeholders: The role play was conducted in a real workplace setting with actual stakeholders.

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| **Q1: Please demonstrate how you recognise and respond to the support needs of carers and family members of at least three different people who are using a disability support service. In your response, describe how you assess and acknowledge the important role that carers and family members play in the life of the person with disability. Explain how you work in a manner that supports and respects these relationships, recognising the unique knowledge and insight that carers and families bring to the planning and delivery of individualised support.**  **Your response should include examples of how you involve carers and family members in the design and delivery of support services, and how you collaborate with them in a way that builds positive, respectful partnerships. Explain how you recognise the skills and experience of the carer or family, and how you align their contributions with your own professional role to achieve the best outcomes for the person.**  **You must also describe how you assist carers and family members to explore and identify assistive technologies that benefit both the person receiving support and the carer themselves. Include how you confirm their understanding of how to use the equipment or devices, and explain how you support them in learning or adapting to this technology.**  **Demonstrate your understanding of the social and emotional wellbeing frameworks that apply to both the person with disability and their carers. Reflect on the broader context of caring in Australia, including carer demographics, support resources and organisations, and common stereotypes or misconceptions about caring roles. You should also describe the various pathways that people with disability may take into service systems, and how these transitions may affect their carers and families.**  **Finally, explain the rights, roles, and responsibilities of each person involved in the care relationship—including the person with disability, their family and friends, and yourself as a support worker. Your response should show how you use strategies that promote inclusion, empowerment, and wellbeing for all parties involved, while respecting boundaries and working within the scope of your role.** | |
| **Role Play Scenario** | **Benchmark** **Answer** |
| You are a support worker at a community-based disability service. You are meeting with Grace, a person receiving support, and her mother Rosa, who is her primary carer. Grace recently began using a communication device to support her expressive language, and her individualised plan is due for review. You are facilitating a collaborative meeting to discuss Grace’s support needs and shared goals, while ensuring that Rosa is actively involved in the planning process.  Your role is to:   * Engage Grace and Rosa in a respectful conversation about support needs. * Recognise Rosa’s role and insights as Grace’s carer. * Invite Rosa’s input into support planning. * Provide clear information about how assistive technologies like Grace’s communication device support both Grace and Rosa.   The assessor will play the role of Rosa, Grace’s mother, and may briefly roleplay as Grace.  **Instructions for the Role Play**  **1. Assess and acknowledge the role and importance of carer and family members for the person.**  **Key Action:** Open the meeting by recognising Rosa’s involvement and the significant role she plays in Grace’s life.  **Guidance for the Student:** Use respectful and affirming language to acknowledge the importance of the carer relationship.  **Example Action:** *“Rosa, thank you for being here today. Your involvement is so important. We truly value the care and consistency you provide for Grace every day.”*  **2. Work in a manner that recognises and supports carer and family relationships with, and knowledge about, the person with support needs.**  **Key Action:** Involve Rosa in the conversation by actively listening to her experiences and ensuring her relationship with Grace is respected.  **Guidance for the Student:** Ask open-ended questions and genuinely consider Rosa’s insights.  **Example Action:** *“From your day-to-day experience with Grace, what have you noticed about how she’s using her communication device at home? Your perspective helps us understand what’s working well and where we might need to adjust things.”*  **3. Recognise the knowledge and skills of the carer and family that complement own job role.**  **Key Action:** Acknowledge Rosa’s unique expertise and how it complements your support role.  **Guidance for the Student:** Identify specific examples where Rosa’s insights enhance the effectiveness of Grace’s support.  **Example Action:** *“You’ve done such a great job helping Grace practise her new vocabulary on the device. Your support at home really helps reinforce the strategies we use during our sessions.”*  **4. Involve carer and family in the design and delivery of the person’s support services.**  **Key Action:** Actively invite Rosa to participate in setting goals and planning how support will be delivered moving forward.  **Guidance for the Student:** Present planning as a shared process where Rosa’s voice is equally important.  **Example Action:** *“We’re reviewing Grace’s plan today. Would you be comfortable helping us shape some of her new communication goals based on what she’s shown interest in at home?”*  **5. Assist carer and family to determine assistive technologies that support the person and themselves and confirm understanding of its use.**  **Key Action:** Explain how Grace’s communication device works and explore how it supports both Grace and Rosa, ensuring Rosa feels confident in its use.  **Guidance for the Student:** Give clear explanations and check for understanding through demonstration or questions.  **Example Action:** *“This device allows Grace to express herself using customisable picture grids. We can add daily routines or favourite activities here. Would you like a quick refresher on how to update the settings so you can adjust it at home if needed?”*  **6. Recognise and respond to the support needs of the carer or family members of at least three different people who are using the service.**  **Key Action:** The student must demonstrate awareness and responsiveness to the support needs of family members or carers of at least three different individuals using the service, including Grace’s mother Rosa. This includes initiating supportive conversations, offering relevant referrals, and acknowledging the emotional and practical load carried by carers.  **Guidance for the Student:** You must:   * Demonstrate your ability to identify the support needs of three different carers or family members of people using the service. * Actively engage with carers or family members to assess their wellbeing and understand the challenges they may be facing.   + Provide appropriate responses which may include:   + Emotional support (validation, reassurance)   + Information about services (respite, peer support, financial assistance)   + Practical support or referrals to community or internal resources * Ensure all actions are individualised, respectful, and consistent with organisational guidelines for supporting carers and families.   **Example Action – Person One:** *“Rosa, I really appreciate how involved you’ve been in Grace’s support. I also want to check how you’re doing—are there areas where you feel extra support might help? If you ever feel you’d benefit from a short break, we can talk about some local respite services.”*  **Example Action – Person Two:** *“Evelyn, I know you’ve taken on a lot with Liam’s day-to-day care. Would you like help connecting with a carer’s support group or someone to help manage some of the paperwork?”*  **Example Action – Person Three:** *“Yusuf, I noticed you’ve been juggling your job and Amina’s appointments. There’s a young carer support program nearby that offers resources and peer connection. Would you like some information on that?”*  **Sample Conversation**  ***Support Worker:*** *“Rosa, you’ve been such a consistent presence in Grace’s life. We really value the insight you bring.”*  ***Rosa (Assessor):*** *“Thanks. I’ve been trying to help her practise, but I’m not sure I’m using the device correctly.”*  ***Support Worker:*** *“I’d be happy to walk you through the settings again so you feel confident. Let’s also work together to update her support plan with goals that reflect what you’ve seen at home.”* |  |
| **Q2: Please demonstrate how you support the carer or family of at least one person with disability who is undergoing a change in care arrangements. In your response, describe how you assess and respond to risks associated with this transition, including the potential for both physical and psychological impacts on the person, their carer, and family members. Your response should reflect your ability to identify and address these risks using appropriate risk assessment tools, and to implement strategies in line with organisational policies, legal responsibilities, and ethical considerations.**  **Explain how you support the person, carer, and family to navigate the change in a way that promotes positive outcomes. Describe how you help them understand and manage the emotional and practical aspects of the transition and how you work collaboratively to identify strategies that minimise negative impacts and maximise opportunities for growth, stability and continuity in relationships.**  **Include in your response how you assist carers and family members in maintaining meaningful involvement in the person’s life after the change. This may include helping them identify new roles, routines, or ways of staying connected that align with the person’s evolving needs and preferences.**  **Demonstrate your understanding of the broader impacts of the caring role, including the stress and emotional strain that transitions can place on carers and families. You should also show awareness of different family patterns and structures, and how these can influence support needs and decision-making during changes in care.**  **Your response must reflect legal and ethical requirements, including respect for privacy, confidentiality, non-discrimination, and role boundaries. Clearly explain how you uphold these standards while supporting the carer and family, and how you stay within your responsibilities as defined by your organisation.**  **Finally, describe how the principles of person-centred practice, strengths-based practice, and active support inform your approach to change and transition planning, and how you use these frameworks to promote dignity, choice and wellbeing for everyone involved.** | |
| **Role Play Scenario** | **Benchmark Answer** |
| You are a support worker in a home and community care service. You are supporting Marcus, a man with an intellectual disability who lives with his mother Diana, his primary carer. Recently, Diana has been experiencing health challenges and is due for hospitalisation next week. This situation has triggered a short-term change in Marcus's care arrangement, where he will transition into a shared supported living home for two weeks. Your role is to meet with Marcus and Diana to discuss how this change is impacting them both, assess any risks, identify strategies to support a positive transition, and report your findings following organisational procedures and legal and ethical frameworks. The assessor will play the role of Diana, and may also briefly act as Marcus.  **Instructions for the Role Play**  **1. Assess risks of change to the care relationship including potential physical and psychological harm to carer, family and the person.**  **Key Action:** Acknowledge and evaluate the emotional and physical risks to both Marcus and Diana due to the upcoming hospitalisation and care change.  **Guidance for the Student:** Demonstrate how you observe and ask about indicators of distress, worry, or fatigue.  **Example Action:** *“Diana, I understand that your upcoming hospital stay may be causing stress for both you and Marcus. Marcus seems withdrawn during our last sessions, and I want to make sure we assess any physical or psychological risks this change might present for both of you.”*  **2. Use identified strategies to address risks according to organisational policies and procedures and legal and ethical considerations.**  **Key Action:** Apply practical strategies that follow policy and respect privacy, dignity, and legal obligations.  **Guidance for the Student:** Describe strategies such as pre-transition visits, familiar support staff, and information sharing—all within privacy and duty of care boundaries.  **Example Action:** *“To support this transition, we’ve arranged a visit for Marcus to meet the staff and tour the supported living home before he moves in. This is in line with our transition support policy, and we’ll ensure his preferences and routines are respected during this time.”*  **3. Support the person, carer and family to determine and use strategies that maximise positive aspects of change and transition.**  **Key Action:** Collaborate with Marcus and Diana to focus on the strengths and opportunities this transition might bring.  **Guidance for the Student:** Encourage a positive outlook and highlight supportive aspects of the temporary change.  **Example Action:** *“Marcus, you’ll have the chance to try some group activities at the new home that match your interests—like cooking and gardening. Diana, this short-term arrangement may also give you the rest you need to focus on your health while knowing Marcus is safe and supported.”*  **4. Support carer and family to maintain ongoing support and involvement in the life of the person.**  **Key Action:** Encourage Diana to stay connected to Marcus even while she is in hospital.  **Guidance for the Student:** Discuss methods of maintaining involvement, such as phone calls, scheduled visits, or video chats, depending on what’s feasible and appropriate.  **Example Action:** *“We’ve set up regular video calls between you and Marcus while you’re in hospital. He’ll also be able to bring some of your photos and notes with him to help him feel close to you during the transition.”*  **5. Provide support to the carer or family of one person undergoing a change in care arrangements including identification of risks and use of strategies to address risks.**  **Key Action:** Summarise how you’ve identified risks in Diana and Marcus’s situation and applied appropriate strategies to reduce harm and support the transition.  **Guidance for the Student:** Demonstrate real-time application of the assessment and support process.  **Example Action:** *“In this situation, I’ve identified emotional stress in both Diana and Marcus due to the change in care. Following our organisational protocol, I’ve arranged pre-transition visits, maintained ongoing communication, and ensured a continuity of support workers Marcus is already familiar with. I’ll document and report this plan according to our record-keeping and safeguarding procedures.”*  **Sample Conversation**  ***Support Worker:*** *“Diana, I can see how important your relationship with Marcus is. I know this upcoming hospital stay is a big shift for both of you.”*  ***Diana (Assessor):*** *“Yes, I’m really worried how he’ll cope without me.”*  ***Support Worker:*** *“We’ve arranged some supports like scheduled video calls and having familiar staff with him. This change can be stressful, but we’ll help Marcus ease into the new setting and keep you involved throughout. I’ll document and report this plan through our organisational process.”* |  |
| **Q3: Please demonstrate how you recognise and respond to the support needs of the carer or family members of at least three different people who are using a disability support service. In your response, describe how you uphold the privacy and confidentiality of not only the person receiving support, but also their carers and family members, in accordance with legal, ethical, and organisational requirements.**  **Explain how you recognise when carers and families may need additional support to maintain a healthy and effective care relationship, and describe the signs or concerns that may indicate an impact on their physical or emotional health and wellbeing. Provide examples of how you responded to these concerns in a professional and respectful way, while remaining within your role and scope of practice.**  **Your response should include how you provide carers and families with relevant information about available support services and resources—such as carer support organisations, mental health or respite services—and how you assist them in understanding how to access those services. Describe how your communication with carers and families promotes trust, empowerment, and wellbeing, while also respecting their unique experiences and perspectives.**  **You must also demonstrate your understanding of the rights, roles and responsibilities of each person in the care relationship, including the person with disability, family members, and yourself as a support worker. Describe how you apply social and emotional wellbeing frameworks and strategies that help maintain positive relationships between all parties.**  **Finally, explain how your actions align with organisational policies and procedures related to carer and family engagement, and how you ensure your work is inclusive, culturally respectful, and in line with strengths-based and person-centred practices.** | |
| **Role Play Scenario** | **Benchmark** **Answer** |
| You are a support worker for a community-based disability service. You support Leo, a young man with autism, who lives with his father Graham, his full-time carer. Over the past few weeks, you have noticed Graham appearing increasingly tired and distracted during drop-off and pick-up times. You arrange a private check-in conversation with Graham to discuss his wellbeing and provide information about available support services.  Your role in this scenario is to:   * Check in on the emotional and physical wellbeing of Graham as a carer. * Identify any needs that might be impacting his capacity to maintain the care relationship. * Offer clear and accessible information about local respite care, counselling, and peer support services. * Ensure that all interactions and records are handled with full respect for confidentiality and privacy.   The assessor will play the role of Graham.  **Instructions for the Role Play**  **1. Respect the confidentiality and privacy of the carer and family, as well as the person with support needs.**  **Key Action:** Ensure the meeting with Graham is held privately and that you reassure him of the confidential nature of your discussion and record-keeping.  **Guidance for the Student:** Acknowledge privacy and explain your responsibility to keep personal information secure.  **Example Action:** *“Graham, I really appreciate you taking a moment to talk today. Everything we discuss will be treated in confidence, and I’ll only share relevant information with our service coordinator if needed and with your permission, following our privacy policy.”*  **2. Recognise and respond to the need for services required by the carer and family to support the care relationship with the person.**  **Key Action:** Identify if Graham needs additional support to continue caring for Leo and provide service options.  **Guidance for the Student:** Listen carefully, and suggest services that could relieve stress or share the care responsibilities.  **Example Action:** *“I understand things have felt a bit overwhelming lately. We could look into some regular respite options, even just for a few hours each week, to give you space to recharge while still supporting Leo’s needs.”*  **3. Recognise and respond to issues that may impact on the physical and emotional health and wellbeing of the carer and family.**  **Key Action:** Ask questions that help identify signs of stress, burnout, or health concerns.  **Guidance for the Student:** Be empathetic and responsive to Graham’s needs and cues.  **Example Action:** *“You’ve mentioned feeling really tired and like you haven’t had much time for yourself. That can have a real impact on your health. It’s so important to make time for your wellbeing too—would you be open to talking about support services that could help with that?”*  **4. Provide carer and family with information about support services and how to access.**  **Key Action:** Provide practical information about carer support options that are available in your area.  **Guidance for the Student:** Share brochures, digital links, or contact details for services like Carer Gateway, respite care, or local peer support groups.  **Example Action:** “*I have some information here about local carer support groups and short-term respite options nearby. There’s also free phone counselling through Carer Gateway. I can help you contact them or fill out a referral form if you’d like.”*  **Sample Conversation**  ***Support Worker:*** *“Graham, I just wanted to check in and see how you’ve been feeling lately. You’ve seemed really tired, and I want to make sure you’re getting the support you need too.”*  ***Graham (Assessor):*** *“I haven’t had a break in months. It’s just me and Leo.”*  ***Support Worker:*** *“That sounds exhausting. I’d love to give you some information about local respite services and a carer support group. And don’t worry—everything we talk about stays private unless you give me permission to share.”* |  |

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| **CHCCCS036 Support relationships with carer and family Assessment Criteria** | | |
| **Did the student respond to all the above Competency Conversations and Assessment Conditions Checklist accurately, and were the responses current and sufficient in relation to the unit? If yes, please tick "Satisfactory" below; if no, please tick "Not Satisfactory" below.** | | |
| ☐Satisfactory  ☐Not Satisfactory |  | |
| Comments: |  | |
| **Cross Checking Sections:** | **Satisfactory?                                           Notes** | |
| **Checking Section C against Section A:** Are the student's responses in Section C (Competency Conversation) consistent with their self-assessment provided in Section A (Self-Reflection Questionnaire)? | ☐     Yes  ☐     No | |
| **Checking Section C against Section B:** Does the student’s description match the evidence provided in Section B e.g. adhering to workplace policies and procedures provided? | ☐     Yes  ☐     No | |
| **Checking Section C against ACC:** Has the student mentioned all mandatory items on the ACC list during their Competency Conversations (CC) responses?   * Cross-check the student's responses with the ACC list to ensure all mandatory items have been addressed. * If any item is missing, do not tick or check it off on the ACC list. Instead, mark the item as Not Satisfactory and provide feedback to the student for further clarification or evidence**.** | ☐     Yes  ☐     No | |
| **Assessor please sign, insert your name, and date to indicate that you have assessed the above.** | | |
| Assessor Signature | | Date |
| Assessor Name | |  |

# **CHCCCS044 Follow established person-centred behaviour supports**

**Comprehensive Role Play Scenario for Following Established Person-Centred Behaviour Supports**

**Context Overview**

You are a support worker providing care to individuals who display behaviours of concern. Your role involves implementing person-centred strategies outlined in the individualised behaviour support plan while working within your scope and adhering to legal, ethical, and organisational requirements.

You will support the person’s wellbeing, participate in monitoring behaviour triggers and responses, and collaborate with supervisors to ensure safety and effectiveness of behavioural interventions. Accurate documentation and reflective practice are integral to the role.

**Applicability for Role Play**

This scenario is intended for use in a simulated environment that closely mirrors real support situations involving behaviours of concern. It allows students to practise respectful support, behavioural monitoring, positive intervention, and documentation.

**Simulated Workplace Stakeholders**

* **Your Assessor**: May act as the person with behaviours of concern, a supervisor, or a team member.
* **Invited Participants**: May portray family members, behaviour support practitioners, or co-workers.

**Assessor Responsibilities**

* Ensure that scenarios reflect safe and ethical handling of behaviours of concern.
* Observe the student’s use of person-centred techniques and documentation accuracy.
* Record whether stakeholders were real or simulated.

**Role Play Purpose**

This role play allows the student to demonstrate the ability to:

* Apply person-centred behavioural supports.
* Monitor and respond to behaviours of concern.
* Implement strategies according to individualised plans.
* Document accurately and consult collaboratively.

**Scenario Preparation**

**Key Learning Points for CHCCCS044 Alignment**

* **Person-Centred Behaviour Support**:  
  o Engage individuals in a way that respects their strengths, dignity, and preferences.  
  o Identify and respond to motivation challenges and environmental safety concerns.
* **Reviewing Context of Behaviours**:  
  o Observe patterns, triggers, and environmental or emotional factors linked to behaviour.  
  o Record behavioural observations objectively and consultatively.
* **Providing Positive Behaviour Support**:  
  o Follow behaviour support strategies and safety protocols.  
  o Recognise and report changes in behaviour, needs, or safety.
* **Completing Documentation**:  
  o Document interventions and behaviours clearly and accurately.  
  o Maintain confidentiality and adhere to policies for access and storage.

**Steps for Role Play**

**Scenario 1: Applying Person-Centred Behaviour Support**

**Purpose**: To provide support that aligns with the person’s needs and behaviour support plan.

**Actions**:

* Engage with the person during an activity of daily living, incorporating their preferences and strengths.
* Identify a motivational challenge (e.g. refusal to attend a program) and seek guidance from your supervisor.
* Make the environment calm and predictable to support adaptive responses.

**Scenario 2: Reviewing Context of Behaviours of Concern**

**Purpose**: To observe, assess, and document behaviour patterns.

**Actions**:

* Identify and describe a behaviour of concern (e.g. verbal outbursts, withdrawal) and what occurred before, during, and after.
* Consider health, emotional, environmental, or medication factors influencing the behaviour.
* Record observations using objective language and consult with your supervisor for review.

**Scenario 3: Providing Positive Behaviour Support**

**Purpose**: To implement strategies and manage behaviour safely.

**Actions**:

* Follow behaviour support strategies (e.g. use of redirection, reinforcement) as outlined in the plan.
* Respond appropriately to a simulated critical incident (e.g. a person throws an object), ensuring safety and reporting.
* Monitor the effectiveness of the intervention and consult with your supervisor about potential changes.

**Scenario 4: Completing Documentation**

**Purpose**: To record behavioural incidents and interventions accurately.

**Actions**:

* Complete a behaviour incident report using workplace documentation.
* Store the record securely and in accordance with the person’s right to access.
* Reflect briefly with a supervisor about the impact of your actions and any follow-up needed.

**Assessment Criteria**

Assessors will evaluate your ability to:

* Apply a person-centred approach while implementing behaviour support strategies.
* Recognise and document behavioural patterns, triggers, and contributing factors.
* Implement interventions safely and in line with established support plans.
* Respond to behavioural risks and critical incidents appropriately.
* Accurately complete, maintain, and store documentation.

**Expected Outcomes**

By the end of the role play, the student should:

* Respectfully support the person using individualised behavioural strategies.
* Recognise behavioural influences and patterns, and respond appropriately.
* Maintain a safe environment and follow escalation protocols when necessary.
* Document and store behavioural data according to organisational procedures and the person’s rights.

**Assessment Conditions Checklist**

For Assessor:

**☒ The student has access to Facilities, Equipment, and Resources Required:**

☒ Facilities, equipment and resources that reflect real working conditions and model industry operating conditions and contingencies

☒ Organisational policies and procedures for behaviour management, work health and safety, intervention and notification, referral, reporting, and documentation

☒ Individualised behaviour support plans

☒ Equipment and resources outlined in individualised behaviour support plans

☒ Opportunities for engagement with people receiving care or support who present behaviours of concern or people participating in simulations and scenarios involving behaviours of concern

**Role Play Documentation**

For Assessor: Please indicate whether the role play demonstration was conducted using:

​​ ☐ Simulated Stakeholders: The role play was conducted with simulated stakeholders (assessor/friends).  
​​ ☐ Real Workplace Stakeholders: The role play was conducted in a real workplace setting with actual stakeholders.

|  |  |
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| **Q1: Please demonstrate how you support a person receiving care or support to engage in their daily living activities in a way that aligns with their individualised behaviour support plan. Your response must include examples of how you provided positive support in response to at least three different presentations of behaviours of concern, while also ensuring that the person’s rights, dignity and wellbeing were respected throughout the process.**  **In your response, describe how you consider the person’s individual needs, strengths, capabilities and preferences when assisting them with their daily routines and activities. Explain how your actions are guided by legal and ethical responsibilities, including duty of care, dignity of risk, the human rights framework, and the National Disability Insurance Scheme (NDIS) Code of Conduct.**  **You should also describe how you recognise and respond to challenges in engaging or motivating the person. Include how you seek appropriate assistance from other team members or support professionals when needed, and how collaboration helps ensure safe, person-centred care. Describe how you maintain a safe and supportive environment that encourages adaptive and positive responses, and how this contributes to overall wellbeing.**  **Demonstrate your understanding of the principles of positive behaviour support, including how they are person-focused and promote a quality of life free from social devaluation and discrimination. Explain how you use positive lifestyle enhancement strategies such as motivation techniques, stress management, engagement in meaningful activities, healthy routines (e.g. nutrition), and supportive relationships to reduce behaviours of concern and improve outcomes.**  **Your response must reflect knowledge of effective communication techniques used to minimise behaviours of concern, and how you follow your organisation’s policies and procedures for behaviour management, work health and safety, and proper documentation. Also explain how documentation is completed, maintained and stored according to your organisation’s standards.** | |
| **Role Play Scenario** | **Benchmark Answer** |
| You are a support worker in a community living home for people with intellectual disabilities. Today, you are assisting Toby, a young man who prefers routine and calm environments. According to his individualised behaviour support plan, Toby thrives when his choices are respected, and he is given gentle prompts during transitions.  You are supporting Toby with his morning routine, which includes preparing breakfast and getting ready for a day program he usually enjoys. However, today Toby appears unmotivated and refuses to attend. Your task is to support Toby during this activity of daily living in a way that reflects his needs and plan, respond appropriately to the motivational challenge, adjust your approach, and seek guidance from your supervisor if needed. The assessor will play the role of Toby, and may also briefly act as your supervisor.  **Instructions for the Role Play**  **1. Support the person receiving care or support to maintain their activities of daily living in accordance with organisational policies and procedures, legal and ethical considerations and the individualised behaviour support plan.**  **Key Action:** Demonstrate that you are following organisational guidelines and the behaviour support plan while helping Toby with his morning routine.  **Guidance for the Student:** Refer to the plan and show that your approach is informed, respectful, and consistent with expectations.  **Example Action:** *“Toby’s behaviour support plan highlights the importance of giving him control over his morning routine. I’ll offer simple choices for breakfast and avoid rushing him, while following our policies on dignity and autonomy.”*  **2. Consider the person’s individual needs, strengths, capabilities and preferences when engaging in activities of daily living and routines.**  **Key Action:** Support Toby in a way that reflects his communication style, routine preference, and sensory sensitivities.  **Guidance for the Student:** Use a person-centred approach that incorporates strengths and preferences.  **Example Action:** *“Toby, would you like toast or cereal today? You usually enjoy making your own tea—would you like to start with that? I’ll follow your lead.”*  **3. Identify challenges with engaging or motivating the person and seek assistance from others.**  **Key Action:** When Toby refuses to attend the day program, acknowledge this as a motivational challenge and seek support.  **Guidance for the Student:** Remain calm, make gentle attempts to redirect, and then involve your supervisor appropriately.  **Example Action:** *“I noticed Toby said no to attending his day program and is avoiding eye contact. I gave him extra time and reminded him about seeing his favourite staff member there, but he still declined. I’ll now check in with my supervisor to explore next steps.”*  **4. Provide a safe environment for the person conducive to positive and adaptive responses.**  **Key Action:** Modify the space or routine as needed to create a calm and predictable environment.  **Guidance for the Student:** Lower sensory input, use clear communication, and keep transitions slow and smooth.  **Example Action:** *“I’ve lowered the kitchen lights and turned off the radio to help create a calm environment. I’ve also cleared the table so Toby has a clutter-free space, which usually helps him feel more at ease.”*  **5. Provide positive support in accordance with an individualised behaviour support plan in response to at least three different presentations of behaviours of concern.**  **Key Action:** The student must demonstrate positive, supportive responses to at least three different presentations of behaviours of concern, all guided by the individualised behaviour support plan. These responses should include appropriate strategies for prevention, redirection, de-escalation, and recovery in a calm, safe, and legally compliant manner.  **Guidance for the Student:** During this scenario, you must show how you:   * Apply the individualised behaviour support plan to respond to three different behaviours of concern (e.g., refusal, avoidance, agitation). * Use low-arousal, person-centred strategies tailored to Toby’s preferences and needs. * Adjust your language, environment, or pace to maintain a safe and supportive space. * Follow all legal and ethical requirements, including upholding Toby’s dignity, autonomy, and rights at all times.   Your response must demonstrate:   * Use of positive behaviour support strategies * Understanding of organisational procedures and the individualised behaviour support plan * Safe and respectful communication throughout   **Example Action – Behaviour of Concern 1 (Verbal Refusal):** *“When Toby refused the day program, I responded calmly by giving him space and acknowledging his choice. I reminded him of the option later and offered a visual schedule to help him feel more in control.”*  **Example Action – Behaviour of Concern 2 (Avoidance and Withdrawal):** *“I observed Toby withdrawing and choosing to stay in his room instead of engaging in breakfast. I gently knocked and used soft verbal prompts to offer choices, like starting with his favourite tea, which helped ease him back into routine.”*  **Example Action – Behaviour of Concern 3 (Restlessness and Agitation):** *“I recognised signs of agitation in Toby when he began pacing and fidgeting. I lowered sensory input by dimming the lights and removing background noise. Then I redirected him to a preferred calming activity from his support plan—sorting his art supplies.”*  **Sample Conversation**  ***Support Worker:*** *“Toby, I see you're not feeling like going to the program today. That’s okay—we don’t have to rush. Let’s have your tea first. You can let me know later if you feel up to going.”*  ***Toby (Assessor):*** *“No day program.”*  ***Support Worker:*** *“Alright, I’ll let the team know you’re staying in for now. I’ll also speak with my supervisor to make sure we adjust your plan for today.”* |  |
| **Q2: Please demonstrate how you provide positive behaviour support in response to at least three different presentations of behaviours of concern, in accordance with an individualised behaviour support plan. In your response, describe how you recognise the specific behaviours outlined in the plan and how you observe and analyse what happens before, during, and after each behaviour. Explain how you identify patterns in the behaviour, such as frequency, type, and common triggers.**  **Your response should also describe how you recognise and consider various contributing factors, including environmental influences (such as noise, crowding or routine changes), emotional wellbeing, unmet physical or personal needs, the person’s health status, medication effects, and broader personal or social circumstances. Include how these factors may interact to influence the person’s behaviour and how your understanding informs a respectful and supportive response.**  **Demonstrate your ability to record observations promptly, objectively, and in a clear, accurate manner in consultation with your supervisor. Your documentation should use language that is easy to understand, avoids judgement, and aligns with organisational procedures. Where restrictive practices are used, you must show understanding of the required documentation processes, organisational reporting protocols, and relevant legal and regulatory requirements.**  **You should also explain how you recognise when a change in the person’s behaviour might require a review of the current support strategies or the behaviour support plan, and how you report these changes appropriately.**  **Your response must reflect knowledge of the various factors that can contribute to behaviours of concern—whether physical, emotional, relational, environmental, cultural, systemic, or structural—and the role of unmet needs in triggering or escalating those behaviours. Finally, demonstrate your understanding of the roles and responsibilities of those involved in providing care and support, including yourself as the support worker, your supervisor, carers, family members, and health professionals, and how collaborative input contributes to effective support planning and review.** | |
| **Role Play Scenario** | **Benchmark Answer** |
| You are a support worker in a residential disability service. You are working with Lucas, a 27-year-old man with autism who has an individualised behaviour support plan. Lucas typically enjoys participating in music activities, but today during a scheduled session, he displayed a behaviour of concern—a verbal outburst followed by self-isolation in his room.  You are expected to:   * Observe and document the behaviour using objective, non-judgemental language. * Identify what occurred before, during, and after the incident. * Consider contributing factors such as environment, emotional state, health, and medication. * Consult with your supervisor to review your observations and ensure consistent follow-up.   The assessor will play the role of your supervisor, and may also briefly simulate Lucas’s behaviour through descriptive prompts.  **Instructions for the Role Play**  **1. Recognise behaviours of concern outlined in the individualised behaviour support plan.**  **Key Action:** Demonstrate that the behaviour you observed matches those listed in Lucas’s behaviour support plan.  **Guidance for the Student:** Clearly state the behaviour and link it to the documented plan.  **Example Action:** *“Lucas’s individualised behaviour support plan outlines verbal outbursts and social withdrawal as behaviours of concern. Today, he shouted loudly during the transition to music time and immediately retreated to his room.”*  **2. Establish what happened before, during and after the behaviour of concern.**  **Key Action:** Describe the full context of the incident in chronological order.  **Guidance for the Student:** Be clear and detailed, focusing on factual observations.  **Example Action:** *“Before the incident, Lucas was eating a late breakfast and appeared tense when reminded about the music session. During the behaviour, he shouted ‘no music’ several times and threw his headphones. Afterward, he went to his room and closed the door.”*  **3. Recognise the type, frequency and triggers of the behaviour.**  **Key Action:** Identify the kind of behaviour, how often it occurs, and what may have triggered it.  **Guidance for the Student:** Use data or past patterns to support your statement.  **Example Action:** *“This type of verbal outburst has occurred twice this week during activity transitions. One consistent trigger appears to be when routines are adjusted or when he’s feeling rushed.”*  **4. Recognise environmental factors and their influence on the behaviour.**  **Key Action:** Note any environmental conditions that may have contributed.  **Guidance for the Student:** Discuss things like noise, temperature, room layout, or group dynamics.  **Example Action:** *“The room was louder than usual due to cleaning equipment in the hallway, and his usual support worker wasn’t present. These environmental changes may have contributed to his distress.”*  **5. Recognise aspects of the person’s emotional well-being and their influence on the behaviour.**  **Key Action:** Evaluate how Lucas’s emotional state may have played a role.  **Guidance for the Student:** Base this on observed mood and known emotional needs.  **Example Action:** *“Lucas seemed anxious before the session and was avoiding eye contact. His behaviour may reflect emotional stress related to change in staff or routine.”*  **6. Recognise aspects of the person’s health status and potential unmet needs that may influence their behaviour.**  **Key Action:** Identify any health-related issues or basic needs that may be unmet.  **Guidance for the Student:** Mention any relevant signs such as fatigue, hunger, or illness.  **Example Action:** *“Lucas had a headache yesterday and skipped dinner. It’s possible he may still be feeling unwell or hungry, which could influence his tolerance level today.”*  **7. Recognise impacts of the person’s medication on the behaviour.**  **Key Action:** Note any known side effects or recent medication changes.  **Guidance for the Student:** Mention if a review is pending or if side effects are listed in his plan.  **Example Action:** *“Lucas recently had a dosage adjustment for his anxiety medication. Drowsiness and increased irritability were listed as possible side effects.”*  **8. Recognise personal and social circumstances of the person and their influence on the behaviour.**  **Key Action:** Identify any personal factors (e.g., recent events, family changes) that may affect behaviour.  **Guidance for the Student:** Use context and knowledge of the individual.  **Example Action:** *“Lucas’s brother moved interstate last week, and they were very close. He’s asked about him several times. The change in personal relationships might be impacting his emotional stability.”*  **9. Record all observations promptly, accurately and objectively in consultation with supervisor, using terms that can be clearly understood.**  **Key Action:** Use clear, factual, and respectful language to document the incident and consult with your supervisor.  **Guidance for the Student:** Demonstrate objectivity—avoid emotional or judgmental terms.  **Example Action:** *“I’ve recorded the incident in the behaviour observation form. The language used is factual—'Lucas raised his voice and threw his headphones'—without assumptions. I’m consulting with you now to ensure the next steps are aligned with his support plan.”*  **Short Sample Conversation**  ***Support Worker:*** *“Hi, I wanted to review a behaviour incident with you regarding Lucas. He had a verbal outburst this morning and retreated to his room. I’ve recorded the incident with observations of what happened before, during, and after, and I’d like your input on possible adjustments.”*  ***Supervisor (Assessor):*** *“Thanks for letting me know. Did you consider possible health or medication factors?”*  ***Support Worker:*** *“Yes, he missed dinner last night and had a medication change this week, which could have contributed. I’ve included all this in the report.”* |  |
| **Q3: Please demonstrate how you implement and monitor behaviour support interventions for a person with disability in response to at least three different presentations of behaviours of concern, in accordance with their individualised behaviour support plan. Your response must include one example where you responded to a critical incident involving a behaviour of concern, following your organisation’s policies and procedures for intervention, safety, and incident notification.**  **In your response, describe how you consult with the person to establish appropriate interventions, including any use of restrictive practices when required to prevent harm to the person or others. Explain how you interpret and follow the behaviour support strategies in the plan, and ensure that all actions taken are in line with organisational procedures, human rights considerations, and legal requirements.**  **Clearly describe how you follow protocols to maintain the safety of the person, yourself, and others during high-risk situations, and how you respond promptly and appropriately to critical incidents. Include how you report and document such incidents, and how you seek support or escalate concerns when required.**  **Your response should show your understanding of different types of restrictive practices, including seclusion, chemical restraint, mechanical restraint, physical restraint, and environmental restraint. Explain when it is legally acceptable to use each practice, the authorisation requirements, and the human rights risks involved. Discuss the consequences of unauthorised or inappropriate use, and the role of organisations such as the NDIS Quality and Safeguards Commission and the Aged Care Quality and Safety Commission in regulating the use of restrictive practices.**  **You must also demonstrate how you monitor the effectiveness of behaviour support strategies, including through regular consultation with the person and your supervisor. Describe how you recognise and report changes in the person’s behaviour or needs that may require a review of the current plan, and how you follow organisational procedures for making referrals or seeking further support.**  **Finally, reflect your knowledge of positive, proactive support approaches designed to reduce the need for restrictive interventions, and describe how your everyday practice helps to promote safety, dignity, and quality of life for the person receiving support.** | |
| **Role Play Scenario** | **Benchmark Answer** |
| You are a support worker at a supported accommodation service. You are assisting Ava, a 35-year-old woman with an intellectual disability and sensory sensitivity. According to her individualised behaviour support plan, she responds well to redirection, choice-making, and access to a low-stimulation space when anxious.  During a group activity, Ava becomes distressed when a change in routine occurs — the music class is cancelled unexpectedly. She raises her voice and throws a small object. Your task is to implement the strategies in her plan, ensure everyone's safety, follow the critical incident procedure, and consult with your supervisor regarding the outcomes. The assessor will play the role of Ava, and may also act briefly as your supervisor.  **Instructions for the Role Play**  **1. Consult with the person to establish interventions when addressing behaviours of concern, including the use of restrictive practices when the behaviour presents a safety risk to the person or others.**  **Key Action:** Engage the person in identifying or accepting strategies to manage their behaviour, and avoid restrictive practices unless absolutely necessary for safety.  **Guidance for the Student:** Speak directly with the person using calm, respectful communication. Only use restrictive interventions if outlined in the plan and if a safety risk is present.  **Example Action:** *The student sits beside Ava and gently says, “I know the change in schedule is frustrating. Would you like to go to the quiet room or listen to your calming playlist? We can make a choice together.”*  **2. Interpret and follow behavioural support strategies in collaboration with the person.**  **Key Action:** Demonstrate how you are using strategies from the behaviour support plan in a way that includes the person’s input and preferences.  **Guidance for the Student:** Describe the strategies clearly and explain how they are personalised to the individual’s routine and strengths.  **Example Action:** *The student offers Ava her sensory kit and prompts her to choose between fidget tools or noise-cancelling headphones, supporting her preferred calming method.*  **3. Ensure that all interventions are in line with the plan and organisation policies and procedures.**  **Key Action:** Verify that every action taken is consistent with both the person’s plan and organisational policies.  **Guidance for the Student:** Reference the plan and explain how you followed it without introducing unapproved techniques.  **Example Action:** *“I followed Ava’s support plan by using verbal reassurance, giving her time in the quiet space, and avoiding any physical intervention.”*  **4. Follow organisational policies and procedures to ensure safety of the person, self and other people.**  **Key Action:** Respond to the behaviour in a way that keeps everyone physically and emotionally safe.  **Guidance for the Student:** Position yourself safely, remove hazards, and calmly redirect the person in a low-arousal manner.  **Example Action:** *The student quietly moves other clients out of the room, removes nearby items, and speaks in a calm, low voice while offering Ava choices.*  **5. Respond to critical incidents in accordance with organisational policies and procedures for intervention and notification.**  **Key Action:** Treat the outburst as a critical incident, respond using approved de-escalation methods, and follow up with proper reporting.  **Guidance for the Student:** Demonstrate that you are aware of what constitutes a critical incident and how to report and escalate it.  **Example Action:** *“I followed our Critical Incident Response procedure by informing the team leader, completing the incident form within 30 minutes, and logging a case note using objective language.”*  **6. Monitor strategies to determine effectiveness in consultation with supervisor.**  **Key Action:** Reflect on how well the strategies worked and discuss with your supervisor whether any changes might be needed.  **Guidance for the Student:** Be specific about what worked or didn’t and suggest realistic improvements with supervisor input.  **Example Action:** *“In our debrief, I noted that Ava calmed within 10 minutes using the sensory kit. I suggested trialling her preferred music earlier in the transition period to prevent escalation.”*  **7. Recognise and report changes in the person’s needs and behaviours in consultation with the person and supervisor.**  **Key Action:** Identify changes in behaviour patterns or needs and ensure they’re acknowledged by the team and the person themselves.  **Guidance for the Student:** Base this on your observation—was the behaviour more intense, more frequent, or triggered by something new?  **Example Action:** *“I observed that Ava reacted more intensely than usual, likely due to a change in support worker earlier that day. I shared this with Ava and my supervisor and recommended we review her transition plan.”*  **8. Follow organisational policies and procedures for referral in consultation with supervisor.**  **Key Action:** If Ava’s behaviour escalates or changes significantly, suggest a referral for additional support or assessment.  **Guidance for the Student:** Know when to recommend a referral and how to follow the correct procedure.  **Example Action:** *“After reviewing the incident with my supervisor, we completed a referral form to the behaviour practitioner for an updated assessment of Ava’s emotional triggers.”*  **9. Respond to at least one critical incident relating to a behaviour of concern in accordance with an individualised behaviour support plan and organisational policies and procedures.**  **Key Action:** The student must respond to one critical incident involving a behaviour of concern (e.g., aggression, self-harm, or property damage) using the strategies outlined in the individualised behaviour support plan and in alignment with organisational policies and procedures. Their actions must ensure safety, apply positive behaviour support strategies, and follow appropriate incident reporting and escalation protocols.  **Guidance for the Student:** In this task, you must:   * Identify that the situation qualifies as a critical incident * Apply de-escalation and safety strategies from the behaviour support plan * Follow organisational procedures for managing and reporting critical incidents * Support the person respectfully throughout the incident and recovery period * Complete required documentation and communicate clearly with your supervisor   Your response must demonstrate:   * Understanding of what constitutes a critical incident under your organisation’s policy * Application of positive behaviour support and person-centred approaches * Legal and ethical practice, including duty of care and dignity of risk   **Example Action – Critical Incident:** *“Ava became distressed when she learned that the music session was cancelled. She raised her voice and threw a small speaker across the room. I recognised this as a behaviour of concern and a critical incident. I followed her individualised behaviour support plan by redirecting her to the quiet room and offering her sensory kit. Once she was calm, I completed the critical incident report, informed my supervisor immediately, and documented everything objectively in the case management system.”*  **Sample Conversation**  ***Support Worker:*** *“Hi, I wanted to debrief about Ava’s outburst today. I followed her behaviour support plan using redirection and calming space access, ensured safety, and completed the critical incident report.”*  ***Supervisor (Assessor):*** *“Thanks. Did you notice anything different this time?”*  ***Support Worker:*** *“Yes, she responded faster than usual to her music. I’d like to trial playing it proactively during transitions.”* |  |
| **Q4: Please demonstrate how you complete, maintain, and store documentation when providing positive behaviour support in response to at least three different presentations of behaviours of concern. In your response, describe how you follow your organisation’s policies and procedures for accurately reporting behavioural incidents, recording interventions, and managing information storage. Include how you ensure that all documentation is completed in a timely, objective, and professional manner, and that it reflects your legal and ethical responsibilities.**  **You must explain how you ensure that the person’s right to access their records is upheld, and how you respond appropriately to requests for information. Include your understanding of privacy, confidentiality, and the ethical considerations surrounding access to and protection of personal data in the context of behaviour support and disability care.**  **Your response should also show your awareness of systemic and structural issues—such as poverty, housing insecurity, or limited access to community resources—that may influence the person’s behaviour or affect the implementation of support strategies. Describe how these issues may be documented or raised through reporting channels and referral procedures.**  **Additionally, explain your role in identifying when a person’s behaviour or situation may require further support beyond your scope of practice, and how you follow organisational procedures to make appropriate referrals to specialist services or other professionals.**  **Finally, demonstrate your knowledge of relevant legal obligations and practice standards, particularly as they relate to preventing and reporting instances of abuse, neglect, exploitation, or rights violations. Describe how you follow work health and safety procedures when documenting critical incidents, and how your documentation contributes to the safety, transparency, and quality of the care provided.** | |
| **Role Play Scenario** | **Benchmark Answer** |
| You are a support worker at a residential disability service. Earlier in the day, you supported Liam, a young man with a psychosocial disability, during an incident where he became distressed and threw his tablet device when asked to stop watching videos. You applied strategies from his individualised behaviour support plan (including redirection and access to a quiet space) and de-escalated the behaviour without the need for restrictive practices.  You now need to:   * Accurately and respectfully complete a behaviour incident report. * Ensure that the documentation is stored securely, in line with organisational policy, and is accessible to Liam in accordance with his rights. * Reflect briefly with your supervisor to discuss the impact of your actions and whether further review or follow-up is required.   The assessor will play the role of your supervisor.  **Instructions for the Role Play**  **1. Complete reports according to organisational policies and procedures.**  **Key Action:** Demonstrate how to complete a behaviour incident report using the correct form and guidelines.  **Guidance for the Student:\** Ensure that your documentation is accurate, objective, and uses appropriate workplace language.  **Example Action:** *“I’ve completed the behaviour incident report using the organisation’s template. I included time, location, observed behaviour, intervention applied, and outcome. I avoided assumptions and focused on observable actions, like ‘Liam shouted and threw his device when asked to transition.”*  **2. Complete, maintain and store documentation according to organisational policies and procedures.**  **Key Action:** Show how the report is securely stored, either digitally or physically, in line with workplace protocol.  **Guidance for the Student:** Discuss how records are protected and accessible only to authorised personnel.  **Example Action:** *“I’ve uploaded the report into Liam’s secure electronic file and marked it as confidential. I also ensured the original hard copy is filed in the locked cabinet as per our documentation policy.”*  **3. Comply with the person’s right to access their records.**  **Key Action:** Acknowledge and protect the individual’s legal right to view their own records, including behaviour reports.  **Guidance for the Student:** Demonstrate how you would respond if the person requests to see their report.  **Example Action:** *“If Liam or his guardian requests access to this record, I’ll follow our access-to-records procedure, which includes submitting a written request. I’ll make sure he understands he has the right to view it and can ask questions.”*  **Sample Conversation**  ***Support Worker:*** *“I’ve completed the incident report for Liam’s behaviour this morning. It’s stored securely in line with our privacy policy, and if Liam requests access, I’ll follow the organisation’s records protocol.”*  ***Supervisor (Assessor):*** *“Thanks. Any thoughts on how it went?”*  ***Support Worker:*** *“I think the redirection worked well, and he calmed down quicker than usual. We might consider updating his plan to include music as a calming tool—he responded well to it afterward.”* |  |

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| **CHCCCS044 Follow established person-centred behaviour supports Assessment Criteria** | | |
| **Did the student respond to all the above Competency Conversations and Assessment Conditions Checklist accurately, and were the responses current and sufficient in relation to the unit? If yes, please tick "Satisfactory" below; if no, please tick "Not Satisfactory" below.** | | |
| ☐Satisfactory  ☐Not Satisfactory |  | |
| Comments: |  | |
| **Cross Checking Sections:** | **Satisfactory?                                           Notes** | |
| **Checking Section C against Section A:** Are the student's responses in Section C (Competency Conversation) consistent with their self-assessment provided in Section A (Self-Reflection Questionnaire)? | ☐     Yes  ☐     No | |
| **Checking Section C against Section B:** Does the student’s description match the evidence provided in Section B e.g. adhering to workplace policies and procedures provided? | ☐     Yes  ☐     No | |
| **Checking Section C against ACC:** Has the student mentioned all mandatory items on the ACC list during their Competency Conversations (CC) responses?   * Cross-check the student's responses with the ACC list to ensure all mandatory items have been addressed. * If any item is missing, do not tick or check it off on the ACC list. Instead, mark the item as Not Satisfactory and provide feedback to the student for further clarification or evidence**.** | ☐     Yes  ☐     No | |
| **Assessor please sign, insert your name, and date to indicate that you have assessed the above.** | | |
| Assessor Signature | | Date |
| Assessor Name | |  |

# **CHCDIS013 Assist with communication using augmentative and alternative communication methods**

**Comprehensive Role Play Scenario for Assisting with Communication Using Augmentative and Alternative Communication Methods**

**Context Overview**

You are a disability support worker assisting individuals with complex communication needs. Your role involves identifying communication requirements, supporting the person to access and use Augmentative and Alternative Communication (AAC) systems, overcoming barriers to effective communication, and documenting all support provided.

You work under supervision and in collaboration with the person, their family or carers, and other professionals. Your approach must always prioritise the person’s preferences, dignity, cultural identity, and rights.

**Applicability for Role Play**

This role play is designed for a simulated environment that models real disability support contexts involving AAC. It enables students to demonstrate respectful, person-centred communication support using appropriate tools and practices.

**Simulated Workplace Stakeholders**

* **Your Assessor**: May role-play as a person with communication needs, a carer, or a speech pathologist.
* **Invited Participants**: May portray family members, peers, or communication support partners.

**Assessor Responsibilities**

* Ensure scenarios include the use of AAC methods and address communication needs authentically.
* Observe student interactions that reflect person-centred support, protocol adherence, and accurate documentation.
* Indicate whether stakeholders were simulated or real.

**Role Play Purpose**

This role play allows the student to demonstrate the ability to:

* Identify and support communication needs through AAC.
* Help the person access and use AAC systems in daily life.
* Respond to and report barriers to communication.
* Complete and maintain documentation regarding communication strategies.

**Scenario Preparation**

**Key Learning Points for CHCDIS013 Alignment**

* **Identifying Communication Needs**:  
  o Collaborate with the person and their network to understand communication goals.  
  o Adhere to cultural protocols and uphold the person’s rights and preferences.
* **Accessing and Using AAC Systems**:  
  o Support access to appropriate AAC tools based on the individualised plan.  
  o Encourage vocabulary development and social connection through AAC.
* **Identifying Communication Barriers**:  
  o Consult with the person to identify difficulties using AAC.  
  o Refer complex issues to supervisors or professionals when beyond scope.
* **Reporting on Communication Strategies**:  
  o Monitor and record AAC use and support effectiveness.  
  o Comply with reporting, confidentiality, and storage requirements.

**Steps for Role Play**

**Scenario 1: Identifying Communication Needs**

**Purpose**: To assess and confirm AAC needs in collaboration with the person and their support network.

**Actions**:

* Review the individualised plan to identify recommended AAC methods.
* Meet with the person and a carer to confirm communication needs and preferences.
* Uphold the person’s cultural identity and dignity throughout the conversation.
* Document outcomes of the discussion according to workplace procedures.

**Scenario 2: Supporting AAC Access and Use**

**Purpose**: To help the person engage with their AAC system.

**Actions**:

* Show the person how to use their AAC device (e.g. communication board, tablet app).
* Support them during a simulated conversation or activity that uses their AAC system.
* Encourage the person to expand their vocabulary and interact with others using AAC.
* Seek support from your supervisor if unfamiliar issues arise with the technology.

**Scenario 3: Addressing Barriers to AAC Use**

**Purpose**: To identify and help overcome communication challenges.

**Actions**:

* Ask the person about any problems they face using their AAC (e.g. system too slow, vocabulary not relevant).
* Work with the person and a carer to adjust or troubleshoot simple barriers.
* Refer any technical or advanced difficulties (e.g. programming issue) to your supervisor or speech pathologist.
* Record the issue and actions taken.

**Scenario 4: Reporting on Communication Strategy Implementation**

**Purpose**: To document and report on AAC usage and effectiveness.

**Actions**:

* Complete a communication support record outlining what AAC system was used and how it supported the person’s goals.
* Monitor the person’s engagement and communication outcomes.
* Submit and store documentation according to organisational privacy and reporting standards.

**Assessment Criteria**

Assessors will evaluate your ability to:

* Interpret communication needs from individualised plans.
* Collaborate respectfully with the person and their support network.
* Support effective AAC use in daily activities.
* Identify and report communication barriers within role scope.
* Complete clear, respectful, and confidential documentation in line with organisational policy.

**Expected Outcomes**

By the end of the role play, the student should:

* Demonstrate the ability to support AAC-based communication respectfully and confidently.
* Collaborate with others to improve communication outcomes.
* Identify and respond to difficulties or access issues related to AAC.
* Maintain accurate records while respecting the person’s right to access them.

**Assessment Conditions Checklist**

For Assessor:

​​**☒ The student has access to Facilities, Equipment, and Resources Required:**

☒ Disability support workplace or simulated environment that reflects real working conditions

☒ AAC (Augmentative and Alternative Communication) devices

☒ Individualised plans and any equipment outlined in the plans

☒ Organisational policies and procedures relating to AAC

☒ Opportunities for engagement with people with complex communication needs

**Role Play Documentation**

For Assessor: Please indicate whether the role play demonstration was conducted using:

​​ ☐ Simulated Stakeholders: The role play was conducted with simulated stakeholders (assessor/friends).  
​​ ☐ Real Workplace Stakeholders: The role play was conducted in a real workplace setting with actual stakeholders.

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| **Q1: Please demonstrate how you assist a person with complex communication needs to use augmentative and alternative communication (AAC) systems. In your response, describe how you interpret the person’s individualised plan to understand their communication goals, preferences, and any AAC strategies or systems already in place. Explain how you familiarise yourself with the specific AAC requirements of the person and ensure your approach aligns with their needs and the support strategies outlined in the plan.**  **Describe how you collaborate with the person, their family, carer, or others identified by the person to confirm their preferred ways of communicating. Your response should show how you build communication partnerships that promote respect, inclusion, and individual autonomy. Include how you apply cross-cultural communication protocols and uphold the person’s dignity and rights throughout your interactions.**  **You must also document the outcomes of this consultation process according to your organisation’s reporting and documentation procedures. Explain what type of information should be recorded and why accurate documentation is important when supporting people who use AAC systems.**  **Your response should demonstrate your understanding of the different ways people communicate—including verbal and non-verbal mechanisms—and how AAC can support individuals to express themselves, make choices, and participate in their community. Include your understanding of the principles and practices of AAC, and how you support communication through visual symbols, sign systems, speech-generating devices, communication boards, or other tools.**  **Finally, explain the role of allied health professionals—such as speech pathologists and occupational therapists—in assessing communication needs and designing AAC systems, and how you work collaboratively with them as part of the support team.** | |
| **Role Play Scenario** | **Benchmark** **Answer** |
| You are a support worker at a day service for adults with disability. One of the people you support is Mei, a 32-year-old woman with cerebral palsy. Mei uses a communication book with symbols and gestures. Her individualised plan outlines the need for augmentative and alternative communication (AAC) supports.  Today, you are meeting with Mei and her sister (her primary carer) to discuss Mei’s current communication needs and preferences. Your role is to:   * Review Mei’s individualised plan, * Confirm her communication needs and preferences in collaboration with her and her sister, * Ensure cultural respect and dignity, * Document the outcomes of this meeting as per organisational procedure.   The assessor will play the role of Mei’s sister and may also act briefly as Mei.  **Instructions for the Role Play**  **1. Interpret individualised plan and familiarise self with augmentative and alternative communication (AAC) requirements of the person with disability.**  **Key Action:** Demonstrate that you have reviewed and understood Mei’s AAC needs as outlined in her plan.  **Guidance for the Student:** Mention the AAC systems described in the plan and how you’ve prepared to support them.  **Example Action:** *“I’ve read Mei’s individualised plan and noted that she uses a communication book with key symbols. It also recommends exploring a voice-output AAC app to support longer conversations.”*  **2. Work in collaboration with the person, family, carer or others identified by the person, to confirm the person’s communication needs and preferences.**  **Key Action:** Engage respectfully with Mei and her sister to confirm Mei’s current communication strategies and what she prefers.  **Guidance for the Student:** Use clear, inclusive questions and acknowledge the role of the carer.  **Example Action:** *“Mei, would you like to show me how you use your book to ask for music or a drink? And to you, I’d love to hear what communication methods have been working best at home.”*  **3. Adhere to protocols around cross-cultural communication and uphold the rights and dignity of the person.**  **Key Action:** Ensure your communication practices are culturally respectful and that the person’s dignity is maintained throughout the conversation.  **Guidance for the Student:** Be sensitive to cultural roles, communication preferences, and respectful language.  **Example Action:** *“I understand that your family prefers to be involved in support planning decisions, and I really want to make sure Mei leads this conversation in her own way while we support her together.”*  **4. Document the outcomes of this process according to organisational policies and procedures.**  **Key Action:** Summarise how you will accurately and respectfully record the communication preferences identified.  **Guidance for the Student:** State where and how the information will be recorded, using plain and objective language.  **Example Action:** *“I’ll complete the communication update form today and upload it to Mei’s secure file. I’ll include that she prefers using her symbol book but is also open to trying a voice-output app, and that her sister supports this transition.”*  **5. Assist at least one person with complex communication needs to use AAC systems, including: confirming communication needs and preferences in collaboration with the person.**  **Key Action:** The student must assist at least one person with complex communication needs to use their augmentative and alternative communication (AAC) system. This must include confirming the person’s communication needs and preferences in direct collaboration with them.  **Guidance for the Student:** In this task, you must:   * Actively support the person in using their AAC system (e.g. communication book, symbols, or voice-output device). * Collaborate with the person to confirm their current communication preferences, giving them time to respond. * Use clear, respectful communication and gestures where needed. * Be responsive to the individual’s chosen method and pace of communication. * Ensure your approach aligns with the person’s individualised plan and rights to autonomy and dignity.   **Example Action:** *“Mei, I can see you’ve pointed to ‘music’ and ‘quiet’ in your communication book. Would you like to go to the quiet area and listen to your playlist? I’ll help you set that up. Thanks for letting me know so clearly—I'll also note this preference in your support record.”*  **Sample Conversation**  ***Support Worker:*** *“Mei, you’ve pointed to ‘toilet’—I understand, I’ll help you with that now.”*  ***Mei’s Sister (Assessor):*** *“She’s been using that symbol more lately. We might need to add more pages to the book.”*  ***Support Worker:*** *“Thanks for letting me know. I’ll record that today and let the speech therapist know we’d like to expand the options in her communication book.”* |  |
| **Q2: Please demonstrate how you assist at least one person with complex communication needs to select and access augmentative and alternative communication (AAC) systems in line with their individualised plan. In your response, describe how you provide the person with information about the AAC options available to them, and how you consult with the person to confirm their preferred communication methods and tools. This may include aided systems (such as speech-generating devices or communication boards) or unaided systems (such as sign language or gestures), as well as multi-modal communication strategies.**  **Explain how you support the person to use their selected AAC systems in everyday settings, and how you create and facilitate opportunities for them to communicate meaningfully. Include how you identify moments where vocabulary could be expanded, and how you encourage and support the person to increase their communication range based on their interests, needs, and goals.**  **Your response should also describe how you support the person to stay connected with others, including communication partners, support people, or other AAC users. Explain the strategies you use to build communication partnerships and how you adapt your support to enable interaction across various environments.**  **Demonstrate your understanding of the different types of AAC systems—high-tech, low-tech, and multi-modal—and how each supports communication for people with varying levels of ability. Explain the components of these systems, such as devices, aids, symbols, and strategies, and how they are selected and used to meet the individual’s specific communication needs.**  **Finally, explain how you work within the scope of your role and consult with your supervisor when support needs exceed your responsibilities. Include how you refer the person, with their consent, to appropriate professionals or service providers when specialised assessment or additional support is required.** | |
| **Role Play Scenario** | **Benchmark Answer** |
| You are a support worker in a community centre that provides daily living and communication support for adults with disability. You are working with **Arjun**, a man with complex communication needs related to a brain injury. Arjun uses a tablet-based speech app and a communication board, as outlined in his individualised plan.  Your task today is to:   * Assist Arjun to access and use his AAC system during a short simulated conversation, * Encourage him to expand his vocabulary using the device, * Support him to connect with other AAC users during a group session, * Seek guidance from your supervisor if you encounter any issues outside your role or scope.   The assessor will play the role of Arjun, and may also act briefly as your supervisor if needed.  **Instructions for the Role Play**  **1. Provide information to the person with disability on the AAC options that are available within their individualised plan to address communication needs.**  **Key Action:** Explain the AAC systems that are documented in the plan, ensuring the person understands their options.  **Guidance for the Student:** Use simple, clear language to describe the systems and how each might help the person.  **Example Action:** *“Arjun, your plan says you can use both your tablet with the speech app and your laminated communication board. The tablet is great for longer conversations, while the board is handy when we’re outside or the battery is low.”*  **2. Consult with the person to confirm their preferred AAC systems.**  **Key Action:** Ask the person which AAC method they are most comfortable using for the activity.  **Guidance for the Student:** Respect the person’s preferences and allow them to choose their method.  **Example Action:** “Would you rather use your communication board or your tablet today to tell me what you want for morning tea?”  **3. Consult with the person or others identified by the person, to refer them to other professionals and service providers when communication needs are beyond the scope of own job role, in consultation with supervisor.**  **Key Action:** If the person expresses a communication need or device issue beyond your knowledge, refer the concern appropriately.  **Guidance for the Student:** Know your job role limits and involve a supervisor for specialist referrals.  **Example Action:** “You mentioned your speech app isn’t saying the words clearly—this might be a settings issue. I’ll speak with our supervisor today and we can ask the speech pathologist to have a look.”  **4. Work within scope of own job role to assist the person to access AAC systems and seek advice from supervisor when required.**  **Key Action:** Demonstrate that your support is appropriate to your role and that you know when to escalate.  **Guidance for the Student:** Do not troubleshoot or adjust settings unless it’s within your training.  **Example Action:** *“I can help you find the right category on your app, but I won’t change the settings—I’ll let our supervisor know and we’ll arrange a review with the tech support team.”*  **5. Provide and support opportunities for the person to communicate using their AAC systems.**  **Key Action:** Encourage the person to use their AAC to participate in an activity or exchange.  **Guidance for the Student:** Give the person time and support to express themselves.  **Example Action:** *“We’re heading to the group activity now. Let’s use your tablet to tell everyone your name and your favourite hobby—do you want to practise first?”*  **6. Identify opportunities to assist the person to increase communication vocabulary.**  **Key Action:** Introduce new, relevant vocabulary for the person’s AAC system that aligns with their daily life or interests.  **Guidance for the Student:** Use situations where new words may be helpful and suggest adding them to the device or board.  **Example Action:** *“Since you’re joining the art group next week, how about we add words like ‘paint’, ‘easel’, and ‘canvas’ to your communication board?”*  **7. Work with the person to support them to maintain contact with other AAC users or support people.**  **Key Action:** Support social interaction by helping the person use their AAC system to communicate with others.  **Guidance for the Student:** Identify and encourage communication with other AAC users or familiar support people.  **Example Action:** *“Did you want to message Jenny from the other group using your speech app to say you’ll see her at the next art session? I can help you open the app and find the words.”*  **8. Assist at least one person with complex communication needs to use AAC systems, including: assisting the person to select and access aided or unaided AAC systems within their individualised plan that meet their needs and preferences.**  **Key Action:** The student must assist at least one person with complex communication needs, such as Arjun, to select and access an aided or unaided AAC system as identified in the individualised plan. The student must ensure that the chosen system reflects the person’s preferences and is appropriate for the setting and communication task.  **Guidance for the Student:** You must:   * Confirm the aided or unaided AAC systems listed in the person’s individualised plan (e.g., speech app, communication board, symbol cards). * Offer support to help the person choose the most suitable AAC system for the current activity or environment. * Encourage the person’s autonomy by honouring their preferences and giving time for decision-making. * Assist the person in successfully accessing and using their selected AAC system to communicate. * Ensure your actions reflect best practices in AAC use, align with the person’s plan, and uphold their communication rights.   **Example Action:** *“Arjun, your plan includes both your tablet with the speech app and your laminated communication board. Since we’re going outside and your battery’s low, would you prefer the board today? I’ll help you find the food and drink symbols so you can let me know your morning tea choice.”*  **Short Sample Conversation**  ***Support Worker:*** *“Arjun, would you like to use your tablet or your board for the group session?”*  ***Arjun (Assessor):*** *(Pointing to tablet)*  ***Support Worker:*** *“Perfect. Let’s find the ‘introductions’ section so you can tell them your name and what you like to do.”* |  |
| **Q3: Please demonstrate how you support at least one person with complex communication needs to use their augmentative and alternative communication (AAC) system effectively by identifying and responding to barriers. In your response, describe how you consult with the person to identify any issues they experience when using their AAC system, including both technical and environmental barriers, or interpersonal difficulties in communication.**  **Explain how you work collaboratively with the person and others identified by them—such as family members, carers, or support workers—to overcome these barriers. Describe any strategies you use to adapt communication environments, strengthen communication partnerships, and ensure the person has opportunities to use their AAC system in ways that suit their needs and preferences.**  **Include how you respond to communication challenges that fall within your job role, and how you recognise when issues are beyond your scope of practice. Describe how you follow organisational procedures to refer these concerns to your supervisor or to other professionals or service providers with the person’s involvement and consent.**  **Demonstrate your understanding of the importance of facilitating inclusive communication in all settings and ensuring that the person is supported to participate fully and confidently. Include how you apply organisational policies and procedures for documenting and reporting observations, referrals, and communication outcomes in a clear, accurate, and respectful manner.**  **Your response should show that you understand your role boundaries and responsibilities, and how working in partnership with the person and their communication network contributes to overcoming barriers and promoting successful AAC use.** | |
| **Role Play Scenario** | **Benchmark Answer** |
| You are a support worker in a community living program. You are working with Tyrese, a man in his 30s who uses a tablet-based AAC system with a speech-generating app. Tyrese recently began expressing frustration during group conversations and has signalled through gestures and the app that he is not satisfied with how the device is working for him.  Today, your task is to:   * Speak with Tyrese to identify any barriers to the effective use of his AAC system, * Attempt to resolve any simple or routine issues (e.g. navigation difficulty or missing vocabulary), * Refer technical or complex issues (e.g. programming problems) to a supervisor or speech pathologist, and * Record the issues and the steps taken according to workplace protocols.   The assessor will play the role of Tyrese, and may briefly act as your supervisor if a referral is made.  **Instructions for the Role Play**  **1. Consult with the person with disability to identify barriers to the effective use of AAC systems.**  **Key Action:** Initiate a respectful, inclusive conversation to understand the issues Tyrese is experiencing with his AAC system.  **Guidance for the Student:** Ask open-ended or AAC-accessible questions to allow the person to explain their difficulties in their own way.  **Example Action (Quotation from the Student):** *“Tyrese, I’ve noticed it’s been harder to use your device during group chats. Can you show me or tell me what’s been frustrating or getting in the way?”*  **2. Work with the person and others identified by the person to overcome the barriers.**  **Key Action:** Collaborate with Tyrese and a nominated person (e.g. family member, key worker) to address manageable issues.  **Guidance for the Student:** Focus on simple adjustments or strategies that are within your training and work responsibilities.  **Example Action (Quotation from the Student):** “Thanks for showing me that the ‘food’ page is hard to get to quickly. I can bookmark it on the home screen so you don’t have to scroll so much.”  **3. Consult with the person to identify difficulties experienced when communicating and respond within scope of own job role.**  **Key Action:** Identify what communication difficulties are present and respond only within what you are trained and authorised to manage.  **Guidance for the Student:** Do not attempt to fix technical issues or modify the device programming unless that’s part of your job role.  **Example Action:** *“I see that some of the words you need aren’t showing up in your app. I can’t change the vocabulary settings myself, but I’ll raise it with the supervisor so we can get the right support.”*  **4. Work with the person and others identified by the person to refer difficulties outside scope of own job role to supervisor or other professionals or service providers.**  **Key Action:** Facilitate a referral for more complex issues beyond your role and involve the appropriate professionals.  **Guidance for the Student:** Ensure the person is informed and involved in the referral process.  **Example Action (Quotation from the Student):** *“Tyrese, would you be okay with me asking our supervisor to speak to the speech pathologist about updating your app? I’ll make sure they know exactly what you told me.”*  **5. Assist at least one person with complex communication needs to use AAC systems, including: identifying barriers to effective use of AAC by the person and implementing strategies to overcome barriers.**  **Key Action:** The student must assist one person with complex communication needs to identify barriers to the effective use of their AAC system and implement appropriate strategies to overcome those barriers. This must occur in the context of a real or simulated support interaction and must reflect the person’s communication style, preferences, and individualised plan.  **Guidance for the Student:** You must:   * Engage with Tyrese to explore and understand his communication-related frustrations or challenges using the AAC device. * Identify barriers that may be impacting effective AAC use (e.g. inaccessible vocabulary, navigation difficulty, or sensory overload). * Implement simple, authorised strategies to address those barriers (e.g. updating shortcuts, simplifying layout). * Escalate technical or systemic issues outside your role to the appropriate person (e.g. supervisor, speech pathologist). * Communicate respectfully and inclusively throughout the interaction, giving Tyrese time to respond and participate fully in decision-making.   Your response must demonstrate:   * A person-centred, strengths-based approach * Awareness of your job role boundaries and responsibilities * Strategies that support the person’s independence, dignity, and preferences   **Example Action:** *“Tyrese showed me that accessing food-related vocabulary on his speech app was slow and frustrating. After discussing it together, I created a shortcut on his homepage to the ‘food’ section so he could navigate more easily. When I noticed that some of his usual words were missing, I informed my supervisor and requested a referral to the speech pathologist for a vocabulary update, as adjusting those settings is outside my role.”*  **Sample Conversation**  ***Support Worker:*** *“Tyrese, I saw you struggling to find the words for ‘sandwich’ and ‘fruit’—do you want to show me what’s missing on your device?”*  ***Tyrese (Assessor):*** *(Taps ‘food’ and gestures, looks frustrated)*  ***Support Worker:*** *“I understand. I’ll bookmark this section to make it easier for now, and I’ll talk to the supervisor about having a speech therapist update your vocabulary. Is that okay with you?”* |  |
| **Q4: Please demonstrate how you assist at least one person with complex communication needs to use their augmentative and alternative communication (AAC) system by monitoring and documenting the implementation of communication strategies. In your response, describe how you consult with the person to ensure that the strategies in place are meeting their needs and preferences, and how you use your organisation’s reporting procedures to record this information accurately and respectfully.**  **Explain how you complete, maintain, and store documentation and reports in line with organisational policies, ensuring that all information is clear, objective, and accessible to others involved in the person’s care. Your documentation should reflect the person's progress, any challenges observed, and your collaboration with the person to monitor the effectiveness of their AAC use.**  **You must also show awareness of your work role boundaries and explain when and how you would involve allied health professionals—such as speech pathologists—who are responsible for assessing communication needs and developing AAC systems. Describe how your role supports the ongoing implementation of these strategies, while staying within your scope of responsibility.**  **Finally, demonstrate your understanding of the importance of clear documentation in promoting continuity of care, communication among team members, and accountability in supporting people with complex communication needs.** | |
| **Role Play Scenario** | **Benchmark Answer** |
| You are a support worker in a post-school transitions program. Today, you are supporting Lina, a young woman with Down syndrome who uses a tablet-based AAC app to support her communication in group sessions and when interacting with new staff. Lina’s individualised plan outlines communication goals such as initiating greetings, requesting help, and expressing preferences.  After supporting Lina during a cooking session where she used her AAC system to ask for ingredients and request support, you are now responsible for:   * Completing a communication support report describing the AAC system used and how it supported her communication goals, * Monitoring and reflecting on Lina’s engagement and outcomes, * Submitting and storing documentation according to your organisation’s reporting and privacy procedures.   The assessor will play the role of your supervisor, who will review the report with you.  **Instructions for the Role Play**  **1. Comply with organisational reporting policies and procedures to monitor implementation of communication strategies in consultation with the person with disability.**  **Key Action:** Explain how you monitored Lina’s use of the AAC system during the session and how you consulted her to review its success.  **Guidance for the Student:** Describe the strategy used, how Lina interacted with it, and what feedback or cues she provided.  **Example Action:** *“During the cooking session, Lina used her AAC app to say ‘help’ and ‘stirring’ when she needed support. I asked her at the end how she felt about using the device, and she gave me a thumbs up and selected ‘happy’ from her mood options. I’ve included that feedback in the report as part of monitoring her communication progress.”*  **2. Complete, maintain and store documentation and reports according to organisational policies and procedures.**  **Key Action:** Demonstrate how you documented the interaction and submitted the report following organisational standards.  **Guidance for the Student:** Ensure the report is respectful, clear, and securely stored or submitted.  **Example Action:** *“I’ve completed Lina’s communication support report and uploaded it to her digital file. I followed our privacy policy by labelling it confidential and limiting access to the speech pathologist and her key worker. I also included a short summary of her AAC use and noted that the strategy is helping her reach her goal of requesting help independently.”*  **3. Assist at least one person with complex communication needs to use AAC systems, including: completing reports and documentation according to organisational policies and procedures.**  **Key Action:** The student must complete a report documenting their support of one person with complex communication needs using an AAC system. The report must include accurate details of the person’s AAC use, communication outcomes, and feedback (verbal or non-verbal) from the person. The report must be completed, maintained, and stored in accordance with organisational documentation, privacy, and confidentiality protocols.  **Guidance for the Student:** In this scenario, you must:   * Support Lina in using her AAC system during a group session or shared task. * Document your observations of how Lina used her AAC to communicate (e.g. requesting help, expressing preferences). * Include any consultation with Lina about the effectiveness of the AAC strategy (e.g. thumbs up, symbol use, verbal expression). * Complete the report using objective, respectful language that reflects organisational reporting standards. * Store and submit the documentation according to workplace privacy and confidentiality policies.   Your actions must demonstrate:   * Understanding of what is required in AAC-related reporting * Attention to respectful language and documentation tone * Compliance with organisational documentation and privacy protocols   **Example Action:** *“During today’s cooking session, Lina used her AAC app four times—twice to request help (‘help’ and ‘stir’) and twice to express preference (‘no onion’ and ‘more cheese’). After the session, I asked Lina if the app helped her communicate, and she smiled, tapped ‘yes’, and gave a thumbs up. I completed the communication support report, recorded each AAC interaction, and saved it to her secure digital profile. I marked the document confidential and limited access to the key worker and speech pathologist as per our organisational policies and procedures.”*  **Sample Conversation**  ***Support Worker:*** *“I’ve completed Lina’s communication report from today’s session. It includes her use of the AAC app, the outcomes we observed, and her response to using the system.”*  ***Supervisor (Assessor):*** *“Great. Did she achieve the goals listed in her plan?”*  ***Support Worker:*** *“Yes, she initiated communication three times using the app, which aligns with her goal of independently requesting support. I’ve saved the report securely and flagged it for the speech pathologist to review.”* |  |

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| **CHCDIS013 Assist with communication using augmentative and alternative communication methods Assessment Criteria** | | |
| **Did the student respond to all the above Competency Conversations and Assessment Conditions Checklist accurately, and were the responses current and sufficient in relation to the unit? If yes, please tick "Satisfactory" below; if no, please tick "Not Satisfactory" below.** | | |
| ☐Satisfactory  ☐Not Satisfactory |  | |
| Comments: |  | |
| **Cross Checking Sections:** | **Satisfactory?                                           Notes** | |
| **Checking Section C against Section A:** Are the student's responses in Section C (Competency Conversation) consistent with their self-assessment provided in Section A (Self-Reflection Questionnaire)? | ☐     Yes  ☐     No | |
| **Checking Section C against Section B:** Does the student’s description match the evidence provided in Section B e.g. adhering to workplace policies and procedures provided? | ☐     Yes  ☐     No | |
| **Checking Section C against ACC:** Has the student mentioned all mandatory items on the ACC list during their Competency Conversations (CC) responses?   * Cross-check the student's responses with the ACC list to ensure all mandatory items have been addressed. * If any item is missing, do not tick or check it off on the ACC list. Instead, mark the item as Not Satisfactory and provide feedback to the student for further clarification or evidence**.** | ☐     Yes  ☐     No | |
| **Assessor please sign, insert your name, and date to indicate that you have assessed the above.** | | |
| Assessor Signature | | Date |
| Assessor Name | |  |