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# Introduction

Assessment is a difficult process. We understand this and have developed a range of assessment kits such as this to facilitate a seamless process for both the assessor and the candidate being assessed.

There are a number of characteristics of assessment, ranging from subjective assessment (which is based on opinions and feelings) to objective assessment (which is based clearly on defined processes and specific standards). Nearly all assessments involve a mixture of both types of assessment because it is almost impossible to eliminate the subjectivity people may carry into the process of assessing. The goal in developing and implementing these assessment kits is to work towards the objective end as far as possible and to reduce the degree of opinions and feelings present.

# Competency-Based Assessments

**Definition of Competency**

Assessment in this context can be defined as the fair, valid, reliable, and flexible gathering and recording of evidence to support the judgement on whether competency has been achieved. Skills and knowledge (developed in a structured learning situation, at work, or in some other context) are assessed against national standards of competence required by the industry rather than compared with the skills and knowledge of other candidates.

**The features of a competency-based assessment system are:**

* It is focused on what candidates can do and whether it meets the criteria specified by the industry as competency standards.
* Assessment should mirror the environment the candidate will encounter in the workplace.
* Assessment criteria should be clearly stated to the candidate at the beginning of the learning process.
* Assessment should be holistic. That is, it aims to assess as many elements and/or units of competency as is feasible at one time.
* In competency assessment, a candidate receives one of only two outcomes – ‘competent’ or ‘not yet competent.’
* The basis of assessment is in applying knowledge for some purpose. In a competency system, knowledge for the sake of knowledge is seen to be ineffectual unless it assists a person in performing a task to the level required in the workplace.
* The emphasis in assessment is on assessable outcomes that are clearly stated for the trainer and candidate. Assessable outcomes are tied to the relevant industry competency standards where these exist. Where such competencies do not exist, the outcomes are based upon those identified in training needs analysis.

# Assessing Nationally-Recognised Training

Developing and conducting assessment in an Australian Vocational Education and Training (VET) context is founded on the Principles of Assessment and the Rules of Evidence:

**Principles of Assessment**

1. **Assessment must be valid**
   * Assessment must include the full range of skills and knowledge needed to demonstrate competency.
   * Assessment must include the combination of knowledge and skills with their practical application.
   * Assessment, where possible, must include judgements based on evidence drawn from a number of occasions and across a number of contexts.
2. **Assessment must be reliable**
   * Assessment must be reliable and must be regularly reviewed to ensure that assessors are making decisions in a consistent manner.
   * Assessors must be trained in national competency standards for assessors to ensure reliability.
3. **Assessment must be flexible**
   * Assessment, where possible, must cover both the on- and off-the-job components of training within a course.
   * Assessment must provide for the recognition of knowledge, skills, and attitudes regardless of how they have been acquired.
   * Assessment must be made accessible to candidates through a variety of delivery modes, so they can proceed through modularised training packages to gain competencies.
   * Assessment must be mutually developed and agreed upon between the assessor and the assessed.
   * Assessment must be able to be challenged. Appropriate mechanisms must be made for reassessment as a result of challenge.
4. **Assessment must be fair**
   * The assessment process must consider the individual needs of the candidate.
   * Assessment must provide for reasonable adjustments, where appropriate, to consider the individual candidate’s needs.

*(Source: Standards for RTOs 2015, Clauses 1.8 – 1.12)*

**Rules of Evidence**

When collecting evidence, certain rules apply to that evidence. All evidence must be valid, sufficient, authentic, and current:

1. **Valid**

Evidence gathered should meet the requirements of the unit of competency. This evidence should match, or at least reflect, the type of performance that is to be assessed, whether it covers knowledge, skills, or attitudes.

1. **Sufficient**

This rule relates to the amount of evidence gathered. Enough evidence must be gathered to satisfy the requirements that the candidate be competent in all aspects of the unit of competency.

1. **Authentic**

When evidence is gathered, the assessor must be satisfied that the evidence is the candidate’s own work.

1. **Current**

This relates to the recency of the evidence and whether the evidence relates to current abilities.

*(Source: Training in Australia by M Tovey, D Lawlor)*

# Dimensions of Competency

The national concept of competency includes all aspects of work performance and not only narrow task skills. The four dimensions of competency are:

1. Task skills
2. Task management skills
3. Contingency management skills
4. Job or role environment skills

# Reasonable Adjustment

‘Reasonable adjustment’ in VET is the term applied to modifying the learning environment or making changes to the training delivered to assist a candidate with a disability. A reasonable adjustment can be as simple as changing classrooms to be closer to amenities or installing a particular type of software on a computer for a person with vision impairment.

**Why make a reasonable adjustment?**

We make reasonable adjustments in VET to make sure that candidates with disabilities have the following:

* The same learning opportunities as candidates without disabilities, and
* The same opportunity to perform and complete assessments as those without disabilities.

**Reasonable adjustment applied to participation in teaching, learning, and assessment activities can include:**

* Customising resources and assessment activities within the training package or accredited course
* Modifying the presentation medium
* Learner support
* Use of assistive/adaptive technologies
* Making information accessible both before enrolment and during the course
* Monitoring the adjustments to ensure candidate needs continue to be met

**Assistive/Adaptive Technologies**

Assistive/adaptive technology means ‘software or hardware that has been specifically designed to assist people with disabilities in carrying out daily activities’ (World Wide Web Consortium - W3C). It includes screen readers, magnifiers, voice recognition software, alternative keyboards, devices for grasping, visual alert systems, and digital note-takers.

*(Adapted Reasonable Adjustment in teaching, learning and assessment for learners with a disability - November 2010 - Prepared by - Queensland VET Development Centre)*

**IMPORTANT:**

**Reasonable adjustments made for collecting candidate assessment evidence must not impact the standard expected by the workplace, as expressed by the relevant unit/s of competency. For example, if the assessment were gathering evidence of the candidate’s competency in writing, allowing the candidate to complete the assessment verbally would not be a valid assessment method. The method of assessment used by any reasonable adjustment must still meet the competency requirements.**

# The Unit of Competency

The units of competency specify the standards of performance required in the workplace.

This assessment addresses the following unit of competency:

**CHCCCS031 - Provide individualised support (Release 1)**

1. Determine personal support requirements.
2. Provide support services.
3. Monitor support activities.
4. Complete reporting and documentation.

**A complete copy of the above unit of competency can be downloaded from the TGA website:**

<https://training.gov.au/training/details/CHCCCS031>

# The Context of Assessment

To complete the assessments in this workbook, students need to have access to their learning materials and the Internet.

The Simulated Assessment may be completed in an environment with conditions similar to that of a real workplace.

# Contextualising the Assessment Tools

Contextualisation is the process of modifying assessment tools to make learning more meaningful for your students and their employers.

Compliant Learning Resources highly recommends that your RTO contextualise the assessment tools before using them.

You must contextualise the assessment tools to suit the following:

* Your student’s needs
* Your RTO’s training and assessment processes
* The work and industry context in which you operate

**Contextualising for your state/territory**

The contents of this assessment tool are not written for a specific state/territory unless stated otherwise. Where the assessment tool refers to legislation and other industry requirements, which may vary across states/territories, model answers are based on one state/territory.

Should your RTO intend to use this assessment tool for learners from your state/territory, Compliant Learning Resources recommends you to:

* Access and review the legislation and industry requirements applicable in your state/territory.
* Update assessments and benchmark answers to reflect the legislation and industry requirements applicable in your state/territory.

When you are contextualising assessment tools, you must ensure that you retain the integrity of the assessment and the outcomes of the unit of competency.

**Contextualising the generic workplace assessment**

The workplace assessment included in this workbook was designed to be administered in a real workplace. Should your RTO wish to administer the assessment in a simulated environment, the RTO will need to redevelop the existing workplace assessment in this workbook so the candidate can complete it in the simulated environment.

Below are some examples of how the RTO may simulate the workplace assessment:

* Develop role-play activities with clear instructions and guidelines to replace existing tasks involving consultation, meetings, discussions, and oral communication.
* Provide the candidate with access to work personnel who will participate in assessment activities, e.g., project stakeholders, clients/customers, or team members.
* Provide the candidate with access to simulated workplace documents and information, such as but not limited to policies and procedures, organisational vision and mission statements, business plans, operational plans, etc.

**A comprehensive guide to contextualising your assessment tools for your RTO can be accessed through this link:**

<https://compliantlearningresources.com.au/blog/simple-guide-to-contextualising-rto-training-resources-and-assessment-tools/>

# Assessment Methods

This workbook uses the following assessment methods:

1. **Simulated Assessment**

A set of practical tasks or activities completed according to set instructions and guidelines to meet the requirements of the relevant unit. A simulated environment with scenarios is provided to complete the tasks and activities.

1. **Supplementary Questions**

A set of general and workplace questions testing the candidate’s general knowledge and understanding of the general theory behind the unit.

# Resources Required for Assessment

**The candidate will need access to the following:**

* Computer with Internet, email access, and a working web browser
* Installed software: MS Word, Adobe Acrobat Reader

**To complete this assessment, the following has been provided in this workbook:**

* Simulated direct support work environment – Lotus Compassionate Care
* Clients’ individualised support plans
* Organisational policies and procedures relevant to providing individualised support
* Legislative requirements and written direction from the health professional relevant to taking pre-packaged medication
* Lotus Compassionate Care forms and templates, including:
  + Risk management templates, e.g., hazard identification report, health and safety checklist, site safety inspection, risk register, etc.
  + Progress notes
  + Meeting minutes

**Additionally, your assessor/training organisation must organise your access to the following:**

* One volunteer to act as your supervisor
* One volunteer to act as other support staff in the workplace
* One volunteer to act as the individual support client or person requiring support
* One volunteer to act as the client’s family/carer
* Aids, devices/appliances, and equipment used by the clients

The case studies refer to the following:

* Hearing aid
* Walking stick
* Dentures
* Colostomy bag or stoma bag
* Cold compress
* Person hoist
* Slide sheet
* Hoist with slings
* Stand-up lifter

These aids, equipment, devices/appliances may be changed to other aids, equipment, devices/appliances depending on what is available in the training organisation/workplace.

* User manuals or manufacturers’ instructions for preparing and assembling these aids, devices/appliances, and equipment
* Resources to conduct a risk assessment, including but not limited to:
  + Areas to inspect
* Facilities, resources, and equipment used to provide individualised support in the following areas:
  + Dressing, undressing, and grooming
  + Eating and drinking
  + Oral hygiene
  + Showering
  + Toileting and the use of continence aids
  + Using slide sheets, hoists, slings and lifters
  + Transferring a person between bed and chair
  + Bed bathing
  + Shaving
  + Transferring a person in and out of car
  + Falls recovery
  + Taking pre-packaged medication
  + Computer, filing cabinets, cloud storage, organisation intranet, etc.

# Assessor Instructions

This is a compulsory assessment to be completed by all candidates. This assessment tests the candidate’s knowledge and understanding of the general theory and concepts underpinning the unit of competency.

Reasonable adjustment applies here, and while the majority of candidates will complete this assessment as a written assessment, verbal assessment may be an option for those who need it. The assessor must use the marking guide as the principal marking tool unless a reasonable adjustment is demonstrated.

The Assessor Guide provides instructions to the assessor on how to assess the candidate’s responses and performance and criteria for assessing the candidate’s responses and performance. Benchmark answers and benchmark performance are also detailed for each assessment task, setting out which key responses and skills must be included and performed, as well as indicating where flexibility is acceptable.

The number of responses required is specified in each assessment task to avoid ambiguity. In these cases, the model answer will provide a list of possible answers. For instance, if a question requires the candidate to list three examples, then their response must include three of the items listed in the model answer.

**IMPORTANT:**

**Candidates must achieve a satisfactory result in ALL assessment tasks to be deemed COMPETENT for the unit/s relevant to this workbook.**

# Candidate Instructions

This workbook contains the Practical Assessment.

The **Practical Assessment** is made up of the **Simulated Assessment.** This assessment tests your practical skills with respect to the requirements of the relevant unit of competency.

The Practical Assessment requires you to complete and submit workplace documents and other documentation relevant to the unit of competency.

**The evidence you submit must be your own work except where due reference is made and where you are required to submit supplementary workplace documents such as policies and procedures.**

**When completing the assessments included in this workbook:**

1. Read the instructions provided in each task carefully before attempting to complete the task. The instructions will guide you on how to answer the question or complete the task satisfactorily.
2. Follow the steps provided in each task.
   * If the question instructs you to describe, provide a description as your response. If the question instructs you to list, provide a list as your response.
   * Where there is a number of required responses, provide the required number of responses. For example, if you are asked to list three responses, provide three responses.
   * Where required, ensure that your assessor is present at the workplace to observe you as they conduct the assessment.
   * Organise and submit any required evidence for each assessment task.
3. Ensure that all your submissions for this assessment indicate your first and last name and that these submissions have been named according to the file naming convention prescribed by your assessor.

# Assessment Workbook Cover Sheet

**To the candidate:** Print this cover sheet and complete it by filling in all the required information and signing in the space provided. Your signature must be handwritten. Scan the completed cover sheet and submit it along with your evidence submissions. Use the filename: **CHCCCS031 – Part B Cover Sheet**

**Marking guide for the assessor:** The candidate must fill in all the required details of this cover sheet. The completed cover sheet must be printed, completed, contain a handwritten signature, and scanned.

|  |  |
| --- | --- |
| Workbook | CHCCCS031 – Part B |
| Title | Provide individualised support (Release 1) |
| First and Last Name |  |
| Phone |  |
| Email |  |

|  |  |  |
| --- | --- | --- |
| **Please read the Candidate Declaration below, and if you agree to the terms of the declaration, sign and indicate the date in the spaces provided.**  **By submitting this work, I declare that:**   * I have been advised of the assessment requirements, have been made aware of my rights and responsibilities as an assessment candidate, and choose to be assessed at this time. * I am aware that there is a limit to the number of submissions that I can make for each assessment, and I am submitting all documents required to complete this Assessment Workbook. * I have organised and named the files I am submitting according to the instructions provided. I am aware that my assessor will not assess work that cannot be identified and may request the work be resubmitted according to the correct process. * This work is my own and contains no material written by another person except where due reference is made. I am aware that a false declaration may lead to the withdrawal of qualification or statement of attainment. * I am aware that there is a policy of checking the validity of qualifications that I submit as evidence, as well as the qualifications/evidence of parties who verify my performance or observable skills. I give my consent to contact these parties for verification purposes. | | |
| **Name:** | **Signature:** | **Date signed:** |

# Practical Assessment

## Assessor Instructions

The Practical Assessment is a set of tasks that must be completed in an environment with conditions similar to that of a real workplace.

This assessment will help the candidate demonstrate skill requirements relevant to providing individualised support.

The Practical Assessment includes the following:

1. **Simulated Assessment**

A set of practical tasks or activities completed according to set instructions and guidelines to meet the requirements of the relevant unit. A simulated environment with case study scenarios is provided to complete the tasks and activities.

1. **Supplementary Questions**

A set of general and workplace questions testing the candidate’s general knowledge and understanding of the general theory behind the unit.

## Candidate Instructions

The Practical Assessment is a set of tasks that must be completed in an environment with conditions similar to that of a real workplace.

This assessment will help the candidate demonstrate skill requirements relevant to providing individualised support.

The Practical Assessment includes the following:

1. **Simulated Assessment**

A set of practical tasks or activities completed according to set instructions and guidelines to meet the requirements of the relevant unit. A simulated environment with case study scenarios is provided to complete the tasks and activities.

1. **Supplementary Questions**

A set of general and workplace questions testing the candidate’s general knowledge and understanding of the general theory behind the unit.

## Before Proceeding

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| **IMPORTANT: You must complete this Simulated Assessment before you proceed with the assessments in the Skills Workbook.**  The unit *CHCCCS031 – Provide individualised support (Release 1)* requires you to:   * Provide personal support to people in the following tasks in **three separate instances in a real workplace**:   + Dressing, undressing, and grooming   + Eating and drinking   + 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   The above must first be demonstrated in a simulated environment before being demonstrated in a workplace.   * Provide personal support to people in the following tasks in **two separate instances in a simulated environment**:   + Bed bathing   + Shaving   + Transferring a person in and out of car   + Falls recovery and   + Assisting a person in taking pre-packaged medication   The simulation requirements are addressed in this workbook, Assessment Workbook – Part B. The real workplace assessment requirements are addressed in the Skills Workbook. |

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| This is illustrated below:   |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | | **Tasks to be completed by the candidate** | **Assessment Workbook – Part B**  **(This Workbook)** | | **Skills Workbook** | | | | **Simulation 1**  **(Case Study 1)** | **Simulation 2**  **(Case Study 2)** | **Real Workplace**  **(Instance 1)** | **Real Workplace**  **(Instance 2)** | **Real Workplace**  **(Instance 3)** | | Dressing, undressing, and grooming | 🗸 |  | 🗸 | 🗸 | 🗸 | | Eating and drinking | 🗸 |  | 🗸 | 🗸 | 🗸 | | Oral hygiene | 🗸 |  | 🗸 | 🗸 | 🗸 | | Showering | 🗸 |  | 🗸 | 🗸 | 🗸 | | Toileting and the use of continence aids | 🗸 |  | 🗸 | 🗸 | 🗸 | | Using slide sheets, hoists, slings and lifters | 🗸 |  | 🗸 | 🗸 | 🗸 | | Transferring a person between bed and chair | 🗸 |  | 🗸 | 🗸 | 🗸 | | Bed bathing | 🗸 | 🗸 |  |  |  | | Shaving | 🗸 | 🗸 |  |  |  | | Transferring a person in and out of car | 🗸 | 🗸 |  |  |  | | Falls recovery | 🗸 | 🗸 |  |  |  | | Assisting a person in taking pre-packaged medication | 🗸 | 🗸 |  |  |  | |

# Simulated Assessment

## Overview

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| **This assessment is done through simulated activities and must be completed prior to the start of your vocational placement.**  **The goal of this assessment is to assess your practical knowledge and skills in the following:**   * Determining personal support requirements. * Providing support services. * Monitoring support activities. * Completing reporting and documentation.   **This assessment is made up of two case studies:**  *Case Study 1 – Abraham*   1. Task 1.1 – Review the Client’s Individualised Support Plan 2. Task 1.2 – Meet with the Client and Their Family and Carers 3. Task 1.3 – Conduct Risk Assessment 4. Task 1.4 – Prepare and Assemble the Aids, Equipment, and Devices Required by the Client 5. Task 1.5 – Facilitate Support Activities 6. Task 1.6 – Monitor Support Activities 7. Task 1.7 – Report and Refer Client’s Progress   *Case Study 2 – Henry*   1. Task 2.1 – Review the Client’s Individualised Support Plan 2. Task 2.2 – Meet with the Client and Their Family and Carers 3. Task 2.3 – Conduct Risk Assessment 4. Task 2.4 – Prepare and Assemble the Aids, Equipment, and Devices Required by the Client 5. Task 2.5 – Facilitate Support Activities 6. Task 2.6 – Monitor Support Activities 7. Task 2.7 – Report and Refer Client’s Progress |
| *Case Study 3 – Mobility Equipment*   1. Task 3.1 – Demonstrate Assistive Technologies   **You are required to:**   * Complete the tasks within the time allowed, as scheduled in-class roll. * Review the instructions in each task included in this Simulated Assessment. * Determine personal support requirements. * Provide individualised support to the client, including bed bathing, dressing, undressing, grooming, eating and drinking, etc. * Monitor support activities. * Complete reporting and documentation.   **Resources required for assessment:**  To complete this assessment, the following has been provided in this workbook:   * Simulated direct support work environment – Lotus Compassionate Care * Clients’ individualised support plans * Organisational policies and procedures relevant to providing individualised support * Legislative requirements and written direction from the health professional relevant to taking pre-packaged medication * Lotus Compassionate Care forms and templates, including:   + Risk management templates, e.g., hazard identification report, health and safety checklist, site safety inspection, risk register, etc.   + Progress notes   + Meeting minutes   Additionally, your assessor/training organisation must organise your access to the following:   * One volunteer to act as your supervisor * One volunteer to act as other support staff in the workplace * One volunteer to act as the individual support client or person requiring support * One volunteer to act as the client’s family/carer * Aids, devices/appliances, and equipment used by the clients |

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| The case studies refer to the following:   * Hearing aid * Walking stick * Dentures * Colostomy bag or stoma bag * Cold compress * Person hoist * Slide sheets * Hoist with slings * Stand-up lifter   These aids, equipment, devices/appliances may be changed to other aids, equipment, devices/appliances depending on what is available in the training organisation/workplace.   * User manuals or manufacturers’ instructions for preparing and assembling these aids, devices/appliances, and equipment * Resources to conduct a risk assessment, including but not limited to:   + Areas to inspect * Facilities, resources, and equipment used to provide individualised support in the following areas:   + Dressing, undressing, and grooming   + Eating and drinking   + Oral hygiene   + Showering   + Toileting and the use of continence aids   + Using slide sheets, hoists, slings and lifters   + Transferring a person between bed and chair |

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| * + Bed bathing   + Shaving   + Transferring a person in and out of car   + Falls recovery   + Taking pre-packaged medication * Computer, filing cabinets, cloud storage, organisation intranet, etc. |

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| *Mapping: Provided in each task below.*  **Marking guide**  This assessment is made up of two case studies:  *Case Study 1 – Abraham*   1. Task 1.1 – Review the Client’s Individualised Support Plan 2. Task 1.2 – Meet with the Client and Their Family and Carers 3. Task 1.3 – Conduct Risk Assessment 4. Task 1.4 – Prepare and Assemble the Aids, Equipment, and Devices Required by the Client 5. Task 1.5 – Facilitate Support Activities 6. Task 1.6 – Monitor Support Activities 7. Task 1.7 – Report and Refer Client’s Progress   *Case Study 2 – Henry*   1. Task 2.1 – Review the Client’s Individualised Support Plan 2. Task 2.2 – Meet with the Client and Their Family and Carers 3. Task 2.3 – Conduct Risk Assessment 4. Task 2.4 – Prepare and Assemble the Aids, Equipment, and Devices Required by the Client 5. Task 2.5 – Facilitate Support Activities 6. Task 2.6 – Monitor Support Activities 7. Task 2.7 – Report and Refer Client’s Progress   *Case Study 3 – Mobility Equipment*   1. Task 3.1 – Demonstrate Assistive Technologies |

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| Each task comes with a set of instructions. The tasks require the candidate to:   * Be observed by the assessor while completing the task; and/or * Secure documentation from their completion of the task.   The assessor/training provider must provide the candidate access to the resources required for this assessment.  The candidate is required to:   * Complete the tasks within the time allowed, as scheduled in-class roll. * Review the instructions in each task included in this Simulated Assessment. * Complete the tasks within the time allowed, as scheduled in-class roll. * Review the instructions in each task included in this Simulated Assessment. * Determine personal support requirements. * Provide individualised support to the client, including bed bathing, dressing, undressing, grooming, eating and drinking, etc. * Monitor support activities. * Complete reporting and documentation.   **Resources required for assessment:**  To complete this assessment, the candidate will need access to the following:  **IMPORTANT: The assessor/training provider must provide the candidate access to these resources.**  The case studies refer to the following:   * Hearing aid * Walking stick * Dentures * Colostomy bag or stoma bag * Cold compress * Person hoist * Slide sheet * Hoist with slings * Stand-up lifter   These aids, equipment, devices/appliances may be changed to other aids, equipment, devices/appliances depending on what is available in the training organisation/workplace.   * User manuals or manufacturers’ instructions for preparing and assembling these aids, devices/appliances, and equipment |
| * Resources to conduct a risk assessment, including but not limited to:   + Areas to inspect * Facilities, resources, and equipment used to provide individualised support in the following areas:   + Dressing, undressing, and grooming   + Eating and drinking   + Oral hygiene   + Showering   + Toileting and the use of continence aids   + Using slide sheets, hoists, slings and lifters   + Transferring a person between bed and chair   + Bed bathing   + Shaving   + Transferring a person in and out of car   + Falls recovery   + Taking pre-packaged medication   + Computer, filing cabinets, cloud storage, organisation intranet, etc. |

### Contextualisation

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| **INSTRUCTIONS TO THE ASSESSOR**  This assessment aims to assess the candidate’s practical knowledge and skills in the following:   * Determining personal support requirements. * Providing support services. * Monitoring support activities. * Completing reporting and documentation.   The tasks in this assessment are not designed for a specific organisation/workplace.  Before commencing the assessment, the assessor must contextualise these tasks as well as any other assessment tool provided along with this workbook, e.g., Observation Forms, Assessor’s Checklists, and other generic templates provided along with this workbook. The assessor must contextualise these to reflect the following:   * Relevant community and health service context in which the candidate is completing this assessment, e.g., direct support work, individual support, aged care, disability etc. * Relevant policies, processes, and procedures from your RTO or the candidate’s organisation/workplace. * Individualised plans or care plans (or similar), including the goals, needs, and preferences of the people whom the candidate will be supporting in this assessment.   **To contextualise these tasks:**   * Adapt/revise the instructions provided in each task so that they reflect the above. * Adapt/revise the Observation Forms or Assessor’s Checklists, as well as any assessment tools and templates provided in each task, so that they reflect the above.   **IMPORTANT:**  **Any contextualisation required must be completed before distributing the assessment workbooks and associated assessment tools to the students.**  **When contextualising the tasks for your RTO and your candidate, ensure the assessment tasks and benchmark performance still address the relevant unit requirements and assessment requirements in compliance with Standards for RTOs 2015 Clause 1.8-1 Principles of assessment and Clause 1.8-2 Rules of evidence.** |

## Lotus Compassionate Care

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| **SCENARIO**  Two people looking at a paper  Description automatically generated with low confidence A few people having a discussion  Description automatically generated with low confidence A picture containing person, person, child, posing  Description automatically generated  You are working as a support worker at Lotus Compassionate Care. Lotus Compassionate Care is committed to providing high-quality care and support to people with disability, seniors and their carers living in the Cascade Peak Community.  [Lotus Compassionate Care](https://compliantlearningresources.com.au/network/lotus-v2/)  *(Username: newusername Password: newpassword)*  As a support worker, you are required to provide individualised support to clients.  This involves:   * Determining personal support requirements * Providing support services * Monitoring support activities * Completing reporting documentation   This case study includes scenarios relevant to providing individualised support to clients.  Review each scenario carefully and respond to each appropriately by completing the tasks that follow.  To assist you in completing the tasks in this assessment, access and review the following resources:   * [Lotus Compassionate Care – Staff Handbook](https://compliantlearningresources.com.au/network/lotus-v2/policies-procedures/) * [Lotus Compassionate Care – Client Records](https://compliantlearningresources.com.au/network/lotus-v2/client-records/)   **For the purposes of this assessment, Lotus Compassionate Care is located in your state/territory.** |

## Case Study 1 – Abraham

*Mapping: CHCCCS031 PE1.0 (p), PE2.0 (p)*

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| **SCENARIO**  C:\Users\abigail.c\Documents\2 - Transition Developments\Individual Support\Subject 1\6 - Images\Abraham Chatzkel.jpg  Abraham is a new client at Lotus Compassionate Care.  Abraham never married and has no kids of his own. Before moving to the centre, Abraham stayed with his niece, Abigail, her husband, Jacob, and their two daughters. Abigail is a stay-at-home mother, taking care of Abraham and her two kids.  Abigail’s husband recently accepted a job in a different state and moved there with the rest of the family. Abraham does not want to move with them and prefers to spend the rest of his life in his hometown, where he has spent most of his life.  Because of this, Abraham, Abigail, and Jacob decided that it would be best for Abraham to move to Lotus Compassionate Care, where he could be fully cared for.  Due to the distance, Abigail now visits Abraham at Lotus Compassionate Care three times a month.  **For the purposes of this assessment, Lotus Compassionate Care is located in your state/territory.** |

### Task 1.1 – Review the Client’s Individualised Support Plan

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| Application  Description automatically generated with low confidence | Access and carefully review the following:   * Abraham’s individualised support/care plan.   [Lotus Compassionate Care – Client Records](https://compliantlearningresources.com.au/network/lotus-v2/client-records/)   * Organisational policies and procedures for providing individualised support.   [Lotus Compassionate Care – Staff Handbook](https://compliantlearningresources.com.au/network/lotus-v2/policies-procedures/) |

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| *Mapping: No mapping. This is an intermediate step the candidate needs to complete before proceeding with Tasks 1.2 - 1.7.*  **Marking guide**  The candidate must access and carefully review the following:   * Abraham’s individualised support/care plan.   + Lotus Compassionate Care – Client Records * Organisational policies and procedures for providing individualised support.   + Lotus Compassionate Care – Staff Handbook   The candidate will be required to refer to and follow the client’s records and staff handbook as they complete Tasks 1.2 – 1.7 of this simulated assessment. |

### Task 1.2 – Meet with the Client and Their Family and Carers

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| **SCENARIO**  After reviewing Abraham’s individualised care plan and relevant policies and procedures, you are now ready to meet with him and his family/carer, Abigail.  In this meeting, you will review and confirm with them the support requirements, goals, needs, and preferences recorded in Abraham’s Care Plan. |

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| Application  Description automatically generated with low confidence | This part of the assessment is a **Role Play Activity.**  **STEPS TO TAKE**   1. Meet with the client and their family and carer/s. 2. During your meeting, review and confirm their support requirements, goals, needs, and preferences while being observed by the assessor. 3. Use **Lotus Compassionate Care’s Meeting Minutes Template** provided along with this workbook to document the minutes of this meeting.   **YOU WILL BE ASSESSED ON YOUR**   * Practical knowledge of the person’s individualised support/care plan. * Practical skills relevant to confirming and clarifying the client’s personal support requirements, goals, needs, and preferences.   **OBSERVATION FORM**  Before starting this task, review the **Case Study 1 Task 1.2 – Observation Form** provided along with this workbook. This form lists all the practical skills you need to demonstrate while completing this task. |

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|  | **YOUR ASSESSOR WILL**   * Organise access to the environment and resources required to complete this assessment, including:   + One volunteer to act as the client   + One volunteer to act as the client’s family/carer. * Advise you on the time and location of the assessment. * Discuss with you the practical skills listed in the Observation Form prior to the assessment. * Brief you on your role in this assessment. * Brief your volunteers on their role in the assessment. * Address your queries and concerns regarding this task.   **EVIDENCE TO BE SUBMITTED**  After completing this task, submit a copy of the minutes from your meeting to your assessor. |

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| **INSTRUCTIONS TO THE ASSESSOR**  **Before the assessment**   1. Organise access to the environment and resources required to complete the assessment through a simulation. See the list above. 2. Advise the candidate on the time and location of the assessment. 3. Discuss with the candidate the practical skills listed in the *Observation Form* prior to the assessment. 4. Brief the candidate on their role in this assessment. 5. Brief the volunteer/s on their role in the assessment.  * Case Study 1 Task 1.2 – Client Briefing Document * Case Study 1 Task 1.2 – Family/Carer Briefing Document   **IMPORTANT: These briefing documents are for the volunteer/s’ use only and should only be provided at the time of the assessment under the supervision of the assessor. You must not provide the candidate access to these documents.**   1. Address the candidate and volunteers’ queries and concerns regarding this task.   **During the assessment**   1. Conduct the assessment as instructed. 2. Observe the candidate as they complete the assessment in a simulated environment. 3. Record your observations in the *Observation Form.*   **After the assessment**   1. Save and secure the *Observation Form* you completed. 2. Consolidate the candidate’s evidence, including their submissions and the *Observation Form* you completed. |

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| *Mapping: CHCCCS031 PE3.1*  **Marking guide**  **Case Study 1 Task 1.2 – Observation Form**  The *Observation Form* must be completed by the assessor. The form must document the assessor’s observations on the candidate’s performance during their meeting with the client and the client’s family/carer to confirm the person’s support requirements and preferences.  This form lists all the practical skills that the candidate must demonstrate while completing this task.  For a satisfactory performance, the candidate must demonstrate each practical skill listed in this form, i.e., the assessor has ticked YES in all items of the *Observation Form*.  **Meeting Minutes**  The candidate must submit a copy of the minutes from their meeting. The content of their submission will vary according to their discussion during the role-play activity.  For a satisfactory performance, the submission must record the following:   * The client’s support requirements * The client’s preferences |

### Task 1.3 – Conduct Risk Assessment

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| **SCENARIO**  Before proceeding with the support activities, you are required to conduct a risk assessment for Abraham. This will include identifying and assessing any risks associated with Abraham’s health, safety, and wellbeing that may affect service delivery.  You will be assisting and supporting Abraham by assessing the risks present in the **bathroom** where he performs some of his activities for daily living (ADLs) – showering, shaving, dressing, undressing, grooming, etc. |

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| Application  Description automatically generated with low confidence | This part of the assessment is a **Role Play Activity.**  **STEPS TO TAKE**   1. Conduct risk assessment prior to facilitating the required support activities while being observed by the assessor and supervised by your supervisor (volunteer). 2. The risk assessment you conduct must include the following:  * Identifying hazards and risks associated with these hazards. * Assessing the risks identified. * Seeking assistance for the hazards and risks that are beyond the scope of your role and responsibilities. * Reporting these outcomes to the supervisor.  1. Use the **Lotus Compassionate Care Risk Assessment Templates** provided along with this workbook (e.g., Hazard Identification Form, Health and Safety Checklist, Risk Register, etc.)   **YOU WILL BE ASSESSED ON YOUR**   * Practical knowledge of hazards and risks in individualised support. * Practical skills relevant to risk management, including identifying hazards, assessing risks, and referring risks. |

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|  | **OBSERVATION FORM AND ASSESSOR’S CHECKLIST**  Before starting this task, review the following forms provided along with this workbook.   * **Case Study 1 Task 1.3 – Observation Form**   This form lists all the practical skills you need to demonstrate while completing this task.   * **Case Study 1 Task 1.3 – Assessor’s Checklist**   This form lists the criteria your submission must address to complete this task satisfactorily.  **YOUR ASSESSOR WILL**   * Organise access to the environment and resources required to complete this assessment, including:   + One volunteer to act as the supervisor.   + One volunteer to act as the other support staff in the organisation.   + Resources to conduct risk management, including but not limited to:     - Areas to inspect * Advise you on the time and location of the assessment. * Discuss with you the requirements listed in the Assessor’s Checklist prior to the assessment. * Discuss with you the practical skills listed in the Observation Form prior to the assessment. * Brief you on your role in this assessment. * Brief your volunteers on their role in the assessment. * Address your queries and concerns regarding this task.   **EVIDENCE TO BE SUBMITTED**  After completing this task, submit a copy of your risk assessment document to your assessor. |

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| **INSTRUCTIONS TO THE ASSESSOR**  **Before the assessment**   1. Organise access to the environment and resources required to complete the assessment through a simulation. See the list above. 2. Advise the candidate on the time and location of the assessment. 3. Discuss with the candidate the practical skills listed in the *Observation Form* prior to the assessment. 4. Brief the candidate on their role in this assessment. 5. Brief the volunteer/s on their role in the assessment.  * Case Study 1 Task 1.3 – Supervisor Briefing Document * Case Study 1 Task 1.3 – Support Staff Briefing Document   **IMPORTANT: These briefing documents are for the volunteer/s’ use only and should only be provided at the time of the assessment under the supervision of the assessor. You must not provide the candidate access to these documents.**   1. Address the candidate and volunteers’ queries and concerns regarding this task.   **During the assessment**   1. Conduct the assessment as instructed. 2. Observe the candidate as they complete the assessment in a simulated environment. 3. Record your observations in the *Observation Form.*   **After the assessment**   1. Save and secure the *Observation Form* you completed. |

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| *Mapping: CHCCCS031 PE3.2*  **Marking guide**  **Case Study 1 Task 1.3 – Observation Form**  The *Observation Form* must be completed by the assessor. The form must document the assessor’s observations on the candidate’s performance while conducting a risk assessment for the client.  This form lists all the practical skills that the candidate must demonstrate while completing this task.  For a satisfactory performance, the candidate must demonstrate each practical skill listed in this form, i.e., the assessor has ticked YES in all items of the *Observation Form*.  **Risk Assessment Document**  The candidate must submit a copy of their completed risk assessment document. Their risk assessment document will depend on the hazards and risks present in the area/room where they completed this assessment. The assessor must evaluate the candidate’s submission against the actual hazards and risks identified during their completion of this assessment.  For a satisfactory performance, the candidate’s submission must address the criteria listed in the *Case Study 2 Task 2.3 – Assessor’s Checklist.*  A template with model answers is provided on the following pages for the assessor’s reference.  **Case Study 1 Task 1.3 – Assessor’s Checklist**  The *Assessor’s Checklist* must be completed by the assessor. The form must document the assessor’s assessment of the candidate’s Risk Assessment Document submission.  This form outlines the criteria that the candidate’s submission must meet.  For satisfactory performance, the candidate’s submission must meet all criteria listed here, i.e., the assessor has ticked YES in all items of the *Assessor’s Checklist.* |

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#### **Site Safety Inspection Form**

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| Inspection completed by | The candidate’s name |
| Location | Lotus Compassionate Care Residential Care Facility – Bathroom (or similar) |
| Date completed | Date when the candidate completed this assessment |

**Risk Rating Matrix**

The assessor must use this risk rating matrix to check the candidate’s responses for the risk ratings below.

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| --- | --- | --- | --- | --- | --- |
| Likelihood of an accident occurring as a result of this hazard | Potential consequence | | | | |
| Negligible | Minor | Moderate | Major | Severe |
| 1. Almost Certain | Medium | High | High | Very High | Very High |
| 1. Likely | Medium | Medium | High | High | Very High |
| 1. Possible | Low | Medium | Medium | High | High |
| 1. Unlikely | Low | Medium | Medium | Medium | High |
| 1. Rare | Low | Low | Low | Medium | Medium |

**Site Safety Inspection Checklist**

The candidate’s responses in this checklist will depend on the actual hazards and risks present in the site where the candidate is conducting their risk assessment. The responses provided below only serve as model answers to give the assessor an idea of the breadth and depth required for a satisfactory performance.

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| --- | --- | --- | --- | --- |
| **AREA** | **Likelihood of risk occurring** | **Consequence of risk** | **Risk rating** | **Comments** |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Bathroom (all bathrooms in the client’s residence) | | | | |
| Non-slip flooring. | Unlikely | Extreme | High | The candidate may provide comments here. However, this is not required for the assessment.  ‘Non-slip flooring is always provided.’ |
| Change bench provided (where necessary). | Rare | Major | Medium |  |
| Bathing aids provided where appropriate. | Unlikely | Moderate | Medium |  |
| Wastewater drains in the floor. | Almost certain | Extreme | Very high | Drain can get clogged at times and may result in the client slipping on water on the floor, even with the non-slip mat. |
| Adequate storage for linen and toiletries. | Unlikely | Minor | Medium |  |
| Hoist provided (where necessary) | Unlikely | Major | Medium |  |
| Appliances (for example, hair drier) kept away from water. | Unlikely | Extreme | High |  |
| Appliances kept out of reach of children. | Possible | Extreme | High | The client’s young relatives visit him once or twice a month and may have access to these appliances, especially when they are left lying around. |
| Exhaust fans are functioning. | Unlikely | Moderate | Medium |  |

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| Other comments | The candidate may provide comments and recommendations here. However, this is not required for the assessment. |
| Recommendations |  |

End of Site Safety Inspection Form

### Task 1.4 – Prepare and Assemble the Aids, Equipment, and Devices Required by the Client

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| **SCENARIO**  As per his care plan, Abraham will require the following aids, devices/appliances, and equipment:   * Hearing aid * Dentures * A walking stick or foldable walking stick   You will need to prepare and assemble these before proceeding with the support activities. |

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| Application  Description automatically generated with low confidence | While being observed by your assessor, prepare, and assemble aids, devices/appliances, and equipment required by the client.  **YOU WILL BE ASSESSED ON YOUR**   * Practical knowledge of the person’s individualised support/care plan, including the aids, devices/appliances, and equipment required by the person. * Practical knowledge and skills relevant to preparing and assembling aids, devices/appliances, and equipment.   **OBSERVATION FORM**  Before starting this task, review the **Case Study 1 Task 1.4 – Observation Form** provided along with this workbook. This form lists all the practical skills you need to demonstrate while completing this task. |
|  | **YOUR ASSESSOR WILL**   * Organise access to the environment and resources required to complete this assessment, including:   + Aids, devices/appliances, and equipment used by the client:     - Hearing aid     - Dentures     - A walking stick or foldable walking stick   + User manuals or manufacturers’ instructions for preparing and assembling these aids, devices/appliances, and equipment. * Advise you on the time and location of the assessment. * Discuss with you the practical skills listed in the Observation Form prior to the assessment. * Brief you on your role in this assessment. * Address your queries and concerns regarding this task. |

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| **INSTRUCTIONS TO THE ASSESSOR**  **Before the assessment**   1. Organise access to the environment and resources required to complete the assessment through a simulation. See the list above.   **Note: The assessor must contextualise the case study scenario further depending on what aids, devices/appliances, equipment, facilities and resources are available in the candidate’s training organisation or simulated environment.**   1. Advise the candidate on the time and location of the assessment. 2. Discuss with the candidate the practical skills listed in the *Observation Form* prior to the assessment. 3. Brief the candidate on the instructions for completing this assessment. 4. Address the candidate's queries and concerns regarding this task.   **During the assessment**   1. Conduct the assessment as instructed. 2. Observe the candidate as they complete the assessment in a simulated environment. 3. Record your observations in the *Observation Form.*   **After the assessment**   1. Save and secure the *Observation Form* you completed. |

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| *Mapping: CHCCCS031 PE1.0 (p), PE2.0 (p), PE3.3*  **Marking guide**  **Case Study 1 Task 1.4 – Observation Form**  The *Observation Form* must be completed by the assessor. The form must document the assessor’s observations on the candidate’s performance while preparing and assembling the aids, devices/appliances, and equipment required by the client.  This form lists all the practical skills that the candidate must demonstrate while completing this task.  For a satisfactory performance, the candidate must demonstrate each practical skill listed in this form, i.e., the assessor has ticked YES in all items of the *Observation Form*. |

### Task 1.5 – Facilitate Support Activities

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| **SCENARIO**  After completing the necessary preparations, you are now ready to facilitate the following support activities for Abraham:   * Bed bathing * Shaving * Dressing, undressing, and grooming * Eating and drinking * Oral hygiene * Toileting and the use of continence aids * Showering * Assisting a person in taking pre-packaged medication   Additionally, for the purposes of this assessment, you will also need to demonstrate the following:   * Transferring between bed and chair * Transferring from seated to standing position * Transferring in and out of the car following safe manual handling * Assisting Abraham in falls recovery |

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| Application  Description automatically generated with low confidence | This part of the assessment is a **Role Play Activity.**  **STEPS TO TAKE**   1. Facilitate the following support activities for the client while being observed by the assessor.  * Bed bathing * Shaving * Dressing, undressing, and grooming * Eating and drinking * Oral hygiene * Toileting and the use of continence aids * Showering * Assisting them in taking pre-packaged medication * Transferring between bed and chair * Transferring from seated to standing position * Transferring in and out of the car following safe manual handling * Assisting Abraham in falls recovery  1. While completing this task, ensure that you:  * Follow Abraham’s individualised support/care plan. * Follow the organisation’s policies and procedures for providing support. * Follow written directions from the health professional, i.e., the medication schedule provided.   **YOU WILL BE ASSESSED ON YOUR**   * Practical knowledge of the person’s individualised support/care plan and relevant service standards, policies, and procedures. * Practical skills relevant to providing individualised support. |
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|  | **OBSERVATION FORM**  Before starting this task, review the **Case Study 1 Task 1.5 – Observation Form** provided along with this workbook. This form lists all the practical skills you need to demonstrate while completing this task.  **YOUR ASSESSOR WILL**   * Organise access to the environment and resources required to complete this assessment, including:   + One volunteer to act as the client (Abraham)   + Aids, devices/appliances, and equipment.   + Facilities, resources, and equipment used to provide individualised support in the following areas:     - Bed bathing     - Shaving     - Dressing, undressing, and grooming     - Eating and drinking     - Oral hygiene     - Toileting and the use of continence aids     - Showering     - Assisting a person in taking pre-packaged medication     - Transferring between bed and chair     - Transferring from seated to standing position     - Transferring in and out of the car     - Falls recovery * Advise you on the time and location of the assessment. * Discuss with you the practical skills listed in the Observation Form prior to the assessment. * Brief you on your role in this assessment. * Brief your volunteer/s on their role in the assessment. * Address your queries and concerns regarding this task. |

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| **INSTRUCTIONS TO THE ASSESSOR**  **Before the assessment**   1. Organise access to the environment and resources required to complete the assessment through a simulation. See the list above.   **Note: The assessor must contextualise the case study scenario further depending on what aids, devices/appliances, equipment, facilities, and resources are available in the candidate’s training organisation or simulated environment.**   1. Advise the candidate on the time and location of the assessment. 2. Discuss with the candidate the practical skills listed in the *Observation Form* prior to the assessment. 3. Brief the candidate on their role in the assessment. 4. Brief the volunteer/s on their role in the assessment.  * Case Study 1 Task 1.5 – Client Briefing Document   **IMPORTANT: These briefing documents are for the volunteer/s’ use only and should only be provided at the time of the assessment under the supervision of the assessor. You must not provide the candidate access to these documents.**   1. Address the candidate and volunteers’ queries and concerns regarding this task.   **During the assessment**   1. Conduct the assessment as instructed. 2. Observe the candidate as they complete the assessment in a simulated environment. 3. Record your observations in the *Observation Form.*   **After the assessment**   1. Save and secure the *Observation Form* you completed. |

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| *Mapping: CHCCCS031 PC2.3, PE1.1, PE1.2, PE1.3, PE1.4, PE1.5, PE1.6, PE1.7, PE1.8, PE2.1, PE2.2, PE2.3, PE2.4, PE2.5, PE3.4*  **Marking guide**  **Case Study 1 Task 1.5 – Observation Form**  The *Observation Form* must be completed by the assessor. The form must document the assessor’s observations on the candidate’s performance while facilitating the following support activities.   * Bed bathing * Shaving * Dressing, undressing, and grooming * Eating and drinking * Oral hygiene * Toileting and the use of continence aids * Showering * Assisting a person in taking pre-packaged medication * Transferring between bed and chair * Transferring from seated to standing position * Transferring in and out of the car * Falls recovery   This form lists all the practical skills that the candidate must demonstrate while completing this task.  For a satisfactory performance, the candidate must demonstrate each practical skill listed in this form, i.e., the assessor has ticked YES in all items of the *Observation Form*. |

### Task 1.6 – Monitor Support Activities

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| **SCENARIO**  After facilitating the support activities for Abraham, you will need to meet with him to get his feedback and insights on the support provided.  You will also need to check for any changes in his health and wellbeing that will require updates/improvements to be made in his care plan. |

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| Application  Description automatically generated with low confidence | This part of the assessment is a **Role Play Activity.**  **STEPS TO TAKE**   1. Meet with the client to monitor the effectiveness of support activities while being observed by the assessor. 2. In your discussion with the client, gather and determine the following:  * The client’s feedback on support activities and whether they are meeting their needs. * Any changes or improvements that can be made in the support activities. * Any potential or actual risks to the client’s health, safety, and wellbeing. * The client’s additional needs and unmet needs. * Gaps in assistive technology, including the aids, devices, and equipment used during the support activities.  1. After meeting the client, complete the Progress Notes to document the client’s feedback on the support activities, their progress, and your observations. Use **Lotus Compassionate Care’s Progress Notes Template.**   **YOU WILL BE ASSESSED ON YOUR**   * Practical knowledge of the person’s individualised support/care plan, including the client’s health, safety, and wellbeing. * Practical knowledge of support activities and relevant service standards, policies, and procedures. * Practical skills relevant to monitoring support activities. |

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|  | **OBSERVATION FORM & ASSESSOR’S CHECKLIST**  Before starting this task, review the following forms provided along with this workbook.   * **Case Study 1 Task 1.6 – Observation Form**   This form lists all the practical skills you need to demonstrate while completing this task.   * **Case Study 1 Task 1.6 – Assessor’s Checklist**   This form lists the criteria your submission must address to complete this task satisfactorily.  **YOUR ASSESSOR WILL**   * Organise access to the environment and resources required to complete this assessment, including:   + One volunteer to act as the client * Advise you on the time and location of the assessment. * Discuss with you the requirements listed in the Assessor’s Checklist prior to the assessment. * Discuss with you the practical skills listed in the Observation Form prior to the assessment. * Brief you on your role in this assessment. * Brief your volunteer/s on their role in the assessment. * Address your queries and concerns regarding this task.   **EVIDENCE TO BE SUBMITTED**  After completing this task, submit the progress notes you completed to your assessor. |

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| **INSTRUCTIONS TO THE ASSESSOR**  **Before the assessment**   1. Organise access to the environment and resources required to complete the assessment through a simulation. See the list above. 2. Advise the candidate on the time and location of the assessment. 3. Discuss with the candidate the practical skills listed in the *Observation Form* prior to the assessment. 4. Brief the candidate on their role in the assessment. 5. Brief the volunteer/s on their role in the assessment.  * Case Study Task 1.6 – Client Briefing Document   **IMPORTANT: These briefing documents are for the volunteer/s’ use only and should only be provided at the time of the assessment under the supervision of the assessor. You must not provide the candidate access to these documents.**   1. Address the candidate and volunteers’ queries and concerns regarding this task.   **During the assessment**   1. Conduct the assessment as instructed. 2. Observe the candidate as they complete the assessment in a simulated environment. 3. Record your observations in the *Observation Form.*   **After the assessment**   1. Save and secure the *Observation Form* you completed. 2. Review the candidate’s Progress Notes submission and assess this against the *Assessor’s Checklist.* 3. Consolidate the candidate’s evidence, including their submissions, the *Observation Form* and the *Assessor’s Checklist* you completed. |

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| *Mapping: CHCCCS031 PE3.5 (p), PE3.6 (p)*  **Marking guide**  **Case Study 1 Task 1.6 – Observation Form**  The *Observation Form* must be completed by the assessor. The form must document the assessor’s observations on the candidate’s performance during their meeting with the client.  This form lists all the practical skills that the candidate must demonstrate while completing this task.  For a satisfactory performance, the candidate must demonstrate each practical skill listed in this form, i.e., the assessor has ticked YES in all items of the *Observation Form*.  **Progress notes**  The candidate must submit a copy of the progress notes they completed. The meeting minutes submission must record the following:   * The client’s feedback on support activities and whether they are meeting their needs. * Any changes or improvements that can be made in the support activities. * Any potential or actual risks to the client’s health, safety, and wellbeing. * The client’s additional needs and unmet needs. * Gaps in assistive technology, including the aids, devices, and equipment used during the support activities.   A benchmarked version of this template is provided on the following pages.  For a satisfactory performance, the candidate’s submission must address the criteria listed in the *Case Study 1 Task 1.6 – Assessor’s Checklist.*  **Case Study 1 Task 1.6 – Assessor’s Checklist**  The *Assessor’s Checklist* must be completed by the assessor. The form must document the assessor’s assessment of the candidate’s Progress Notes submission.  This form outlines the criteria that the candidate’s submission must meet.  For satisfactory performance, the candidate’s submission must meet all criteria listed here, i.e., the assessor has ticked YES in all items of the *Assessor’s Checklist.* |

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#### **Progress Notes**

|  |  |
| --- | --- |
| Date and time |  |

**Client information**

|  |  |
| --- | --- |
| Name |  |
| Address |  |

**Worker information**

|  |  |
| --- | --- |
| Name |  |
| Position title |  |

**Tasks or duties performed at the service**

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**Additional notes/remarks**

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| Reviewer/Health Professional’s signature |  |

End of Progress Notes

### Task 1.7 – Report and Refer Client’s Progress

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| **SCENARIO**  After meeting with Abraham, you will need to meet with your supervisor to report the outcomes of your discussion with Abraham, including the client’s feedback on the support activities and any changes or improvements that can be made in the individualised support delivery. |

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| Application  Description automatically generated with low confidence | This part of the assessment is a **Role Play Activity.**  **STEPS TO TAKE**   1. Meet with your supervisor to report the outcomes of your monitoring in Task 1.6 while being observed by the assessor. 2. In this meeting, report the following to your supervisor:  * The client’s feedback on support activities and whether they are meeting their needs. * Any changes or improvements that can be made in the support activities according to the client’s feedback. * Any potential or actual risks to the client’s health, safety, and wellbeing. * The client’s additional needs and unmet needs. * Gaps in assistive technology, including the aids, devices, and equipment used during the support activities.  1. In consultation with your supervisor, determine the appropriate referrals to be made for the additional and unmet needs you have identified. 2. Referrals may be to other health professionals, e.g., the client’s general practitioner, psychologist, physiotherapist, nurse, for pain management, etc. 3. Use **Lotus Compassionate Care’s Meeting Minutes Template** provided along with this workbook to document the minutes of this meeting. 4. When completing this task, ensure to follow your organisation’s policies and procedures for reporting clients’ progress and referrals. |

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|  | **YOU WILL BE ASSESSED ON YOUR**   * Practical knowledge of the person’s individualised support/care plan and relevant service standards, policies, and procedures. * Practical skills relevant to reporting and referring outcomes of your monitoring with your client.   **OBSERVATION FORM**  Before starting this task, review the **Case Study 1 Task 1.7 – Observation Form** provided along with this workbook. This form lists all the practical skills you need to demonstrate while completing this task.  **YOUR ASSESSOR WILL**   * Organise access to the environment and resources required to complete this assessment, including:   + One volunteer to act as the supervisor * Advise you on the time and location of the assessment. * Discuss with you the requirements listed in the Assessor’s Checklist prior to the assessment. * Discuss with you the practical skills listed in the Observation Form prior to the assessment. * Brief you on your role in this assessment. * Brief your volunteer/s on their role in the assessment. * Address your queries and concerns regarding this task.   **EVIDENCE TO BE SUBMITTED**  After completing this task, submit a copy of the minutes from your meeting to your assessor. |

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| **INSTRUCTIONS TO THE ASSESSOR**  **Before the assessment**   1. Organise access to the environment and resources required to complete the assessment through a simulation. See the list above. 2. Advise the candidate on the time and location of the assessment. 3. Discuss with the candidate the practical skills listed in the *Observation Form* prior to the assessment. 4. Brief the candidate on their role in the assessment. 5. Brief the volunteer/s on their role in the assessment.  * Case Study Task 1.7 – Supervisor Briefing Document   **IMPORTANT: These briefing documents are for the volunteer/s’ use only and should only be provided at the time of the assessment under the supervision of the assessor. You must not provide the candidate access to these documents.**   1. Address the candidate and volunteers’ queries and concerns regarding this task.   **During the assessment**   1. Conduct the assessment as instructed. 2. Observe the candidate as they complete the assessment in a simulated environment. 3. Record your observations in the *Observation Form.*   **After the assessment**   1. Save and secure the *Observation Form* you completed. |

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| *Mapping: CHCCCS031 PE3.5 (p), PE3.6 (p)*  **Marking guide**  **Case Study 1 Task 1.7 – Observation Form**  The *Observation Form* must be completed by the assessor. The form must document the assessor’s observations on the candidate’s performance during their meeting with the assessor.  This form lists all the practical skills that the candidate must demonstrate while completing this task.  For a satisfactory performance, the candidate must demonstrate each practical skill listed in this form, i.e., the assessor has ticked YES in all items of the *Observation Form*.  **Meeting Minutes**  The candidate must submit a copy of the minutes from their meeting. The content of their submission will vary according to their discussion during the role-play activity.  For a satisfactory performance, the submission must record the following (as reported by the candidate to their supervisor (volunteer):   * The client’s feedback on support activities and whether they are meeting their needs. * Any changes or improvements that can be made in the support activities according to the client’s feedback. * Any potential or actual risks to the client’s health, safety, and wellbeing. * The client’s additional needs and unmet needs. * Gaps in assistive technology, including the aids, devices, and equipment used during the support activities |

## Case Study 2 – Henry

*Mapping: CHCCCS031 PE2.0 (p)*

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| **SCENARIO**    Henry is 76 years old and lives with Florence, his wife, in an apartment they have had for the past 20 years. He was diagnosed with advanced colon cancer after experiencing severe abdominal pain, constipation, mobility issues and weakness. He has recently undergone surgery and requires assistance with the following:   * Changing his colostomy bag * Managing his pain * Ensuring that he takes his medication on time * Shifting to difficult positions, such as when entering his car   Due to the difficulty of managing Henry’s symptoms, Florence sought home care services from Lotus Compassionate Care.  **For the purposes of this assessment, Lotus Compassionate Care is located in your state/territory. For the purposes of this assessment, Lotus Compassionate Care is located in your state/territory.** |

### Task 2.1 – Review the Client’s Individualised Support Plan

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| Application  Description automatically generated with low confidence | Access and carefully review the following:   * Henry’s individualised support/care plan.   [Lotus Compassionate Care – Client Records](https://compliantlearningresources.com.au/network/lotus-v2/client-records/)   * Organisational policies and procedures for providing individualised support.   [Lotus Compassionate Care – Staff Handbook](https://compliantlearningresources.com.au/network/lotus-v2/policies-procedures/) |

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| *Mapping: No mapping. This is an intermediate step the candidate needs to complete before proceeding with Tasks 2.2 - 2.7.*  **Marking guide**  The candidate must access and carefully review the following:   * Henry’s individualised support/care plan.   + Lotus Compassionate Care – Client Records * Organisational policies and procedures for providing individualised support.   + Lotus Compassionate Care – Staff Handbook   The candidate will be required to refer to and follow the client’s records and staff handbook as they complete Tasks 2.2 – 2.7 of this simulated assessment. |

### Task 2.2 – Meet with the Client and Their Family and Carers

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| **SCENARIO**  After reviewing Henry’s individualised care plan and relevant policies and procedures, you are now ready to meet with him and his family/carer, Florence.  In this meeting, you will review and confirm with them the support requirements, goals, needs, and preferences recorded in Henry’s Care Plan. |

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| Application  Description automatically generated with low confidence | This part of the assessment is a **Role Play Activity.**  **STEPS TO TAKE**   1. Meet with the client and their family and carer/s. 2. During your meeting, review and confirm their support requirements, goals, needs, and preferences while being observed by the assessor. 3. Use **Lotus Compassionate Care’s Meeting Minutes Template** provided along with this workbook to document the minutes of this meeting.   **YOU WILL BE ASSESSED ON YOUR**   * Practical knowledge of the person’s individualised support/care plan. * Practical skills relevant to confirming and clarifying the client’s personal support requirements, goals, needs, and preferences.   **OBSERVATION FORM**  Before starting this task, review the **Case Study 2 Task 2.2 – Observation Form** provided along with this workbook. This form lists all the practical skills you need to demonstrate while completing this task. |

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|  | **YOUR ASSESSOR WILL**   * Organise access to the environment and resources required to complete this assessment, including:   + One volunteer to act as the client   + One volunteer to act as the client’s family/carer. * Advise you on the time and location of the assessment. * Discuss with you the practical skills listed in the Observation Form prior to the assessment. * Brief you on your role in this assessment. * Brief your volunteers on their role in the assessment. * Address your queries and concerns regarding this task.   **EVIDENCE TO BE SUBMITTED**  After completing this task, submit a copy of the minutes from your meeting to your assessor. |

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| **INSTRUCTIONS TO THE ASSESSOR**  **Before the assessment**   1. Organise access to the environment and resources required to complete the assessment through a simulation. See the list above. 2. Advise the candidate on the time and location of the assessment. 3. Discuss with the candidate the practical skills listed in the *Observation Form* prior to the assessment. 4. Brief the candidate on their role in this assessment. 5. Brief the volunteer/s on their role in the assessment.  * Case Study 2 Task 2.2 – Client Briefing Document * Case Study 2 Task 2.2 – Family/Carer Briefing Document   **IMPORTANT: These briefing documents are for the volunteer/s’ use only and should only be provided at the time of the assessment under the supervision of the assessor. You must not provide the candidate access to these documents.**   1. Address the candidate and volunteers’ queries and concerns regarding this task.   **During the assessment**   1. Conduct the assessment as instructed. 2. Observe the candidate as they complete the assessment in a simulated environment. 3. Record your observations in the *Observation Form.*   **After the assessment**   1. Save and secure the *Observation Form* you completed. 2. Consolidate the candidate’s evidence, including their submissions and the *Observation Form* you completed. |

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| *Mapping: CHCCCS031 PE3.1*  **Marking guide**  **Case Study 2 Task 2.2 – Observation Form**  The *Observation Form* must be completed by the assessor. The form must document the assessor’s observations on the candidate’s performance during their meeting with the client and the client’s family/carer to confirm the person’s support requirements and preferences.  This form lists all the practical skills that the candidate must demonstrate while completing this task.  For a satisfactory performance, the candidate must demonstrate each practical skill listed in this form, i.e., the assessor has ticked YES in all items of the *Observation Form*.  **Meeting Minutes**  The candidate must submit a copy of the minutes from their meeting. The content of their submission will vary according to their discussion during the role-play activity.  For a satisfactory performance, the submission must record the following:   * The client’s support requirements * The client’s preferences |

### Task 2.3 – Conduct Risk Assessment

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| **SCENARIO**  Before proceeding with the support activities, you are required to conduct a risk assessment for Henry. This will include identifying and assessing any risks associated with Henry’s health, safety, and wellbeing that may affect service delivery.  You will be assisting and supporting Henry by assessing the risks present in the **bathroom,** where he performs some of his activities for daily living (ADLs) – showering, shaving, dressing, undressing, grooming, etc. |

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| Application  Description automatically generated with low confidence | This part of the assessment is a **Role Play Activity.**  **STEPS TO TAKE**   1. Conduct risk assessment prior to facilitating the required support activities while being observed by the assessor and supervised by your supervisor (volunteer). 2. The risk assessment you conduct must include the following:  * Identifying hazards and risks associated with these hazards. * Assessing the risks identified. * Seeking assistance for the hazards and risks that are beyond the scope of your role and responsibilities. * Reporting these outcomes to the supervisor.  1. Use the **Lotus Compassionate Care Risk Assessment Templates** provided along with this workbook (e.g., Hazard Identification Form, Health and Safety Checklist, Risk Register, etc.)   **YOU WILL BE ASSESSED ON YOUR**   * Practical knowledge of hazards and risks in individualised support. * Practical skills relevant to risk management, including identifying hazards, assessing risks, and referring risks. |

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|  | **OBSERVATION FORM AND ASSESSOR’S CHECKLIST**  Before starting this task, review the following forms provided along with this workbook.   * **Case Study 2 Task 2.3 – Observation Form**   This form lists all the practical skills you need to demonstrate while completing this task.   * **Case Study 2 Task 2.3 – Assessor’s Checklist**   This form lists the criteria your submission must address to complete this task satisfactorily.  **YOUR ASSESSOR WILL**   * Organise access to the environment and resources required to complete this assessment, including:   + One volunteer to act as the supervisor.   + One volunteer to act as the other support staff in the organisation.   + Resources to conduct risk management, including but not limited to:     - Areas to inspect * Advise you on the time and location of the assessment. * Discuss with you the requirements listed in the Assessor’s Checklist prior to the assessment. * Discuss with you the practical skills listed in the Observation Form prior to the assessment. * Brief you on your role in this assessment. * Brief your volunteers on their role in the assessment. * Address your queries and concerns regarding this task.   **EVIDENCE TO BE SUBMITTED**  After completing this task, submit a copy of your risk assessment document to your assessor. |

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| **INSTRUCTIONS TO THE ASSESSOR**  **Before the assessment**   1. Organise access to the environment and resources required to complete the assessment through a simulation. See the list above. 2. Advise the candidate on the time and location of the assessment. 3. Discuss with the candidate the practical skills listed in the *Observation Form* prior to the assessment. 4. Brief the candidate on their role in this assessment. 5. Brief the volunteer/s on their role in the assessment.  * Case Study 2 Task 2.3 – Supervisor Briefing Document * Case Study 2 Task 2.3 – Support Staff Briefing Document   **IMPORTANT: These briefing documents are for the volunteer/s’ use only and should only be provided at the time of the assessment under the supervision of the assessor. You must not provide the candidate access to these documents.**   1. Address the candidate and volunteers’ queries and concerns regarding this task.   **During the assessment**   1. Conduct the assessment as instructed. 2. Observe the candidate as they complete the assessment in a simulated environment. 3. Record your observations in the *Observation Form.*   **After the assessment**   1. Save and secure the *Observation Form* you completed. |

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| *Mapping: CHCCCS031 PE3.2*  **Marking guide**  **Case Study 2 Task 2.3 – Observation Form**  The *Observation Form* must be completed by the assessor. The form must document the assessor’s observations on the candidate’s performance while conducting a risk assessment for the client.  This form lists all the practical skills that the candidate must demonstrate while completing this task.  For a satisfactory performance, the candidate must demonstrate each practical skill listed in this form, i.e., the assessor has ticked YES in all items of the *Observation Form*.  **Risk Assessment Document**  The candidate must submit a copy of their completed risk assessment document. Their risk assessment document will depend on the hazards and risks present in the area/room where they completed this assessment. The assessor must evaluate the candidate’s submission against the actual hazards and risks identified during their completion of this assessment.  For a satisfactory performance, the candidate’s submission must address the criteria listed in the *Case Study 2 Task 2.3 – Assessor’s Checklist.*  A template with model answers is provided on the following pages for the assessor’s reference.  **Case Study 2 Task 2.3 – Assessor’s Checklist**  The *Assessor’s Checklist* must be completed by the assessor. The form must document the assessor’s assessment of the candidate’s Risk Assessment Document submission.  This form outlines the criteria that the candidate’s submission must meet.  For satisfactory performance, the candidate’s submission must meet all criteria listed here, i.e., the assessor has ticked YES in all items of the *Assessor’s Checklist.* |

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#### **Site Safety Inspection Form**

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| Inspection completed by | The candidate’s name |
| Location | Lotus Compassionate Care Residential Care Facility – Bathroom (or similar) |
| Date completed | Date when the candidate completed this assessment |

**Risk Rating Matrix**

The assessor must use this risk rating matrix to check the candidate’s responses for the risk ratings below.

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| Likelihood of an accident occurring as a result of this hazard | Potential consequence | | | | |
| Negligible | Minor | Moderate | Major | Severe |
| 1. Almost Certain | Medium | High | High | Very High | Very High |
| 1. Likely | Medium | Medium | High | High | Very High |
| 1. Possible | Low | Medium | Medium | High | High |
| 1. Unlikely | Low | Medium | Medium | Medium | High |
| 1. Rare | Low | Low | Low | Medium | Medium |

**Site Safety Inspection Checklist**

The candidate’s responses in this checklist will depend on the actual hazards and risks present in the site where the candidate is conducting their risk assessment. The responses provided below only serve as model answers to give the assessor an idea of the breadth and depth required for a satisfactory performance.

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| **AREA** | **Likelihood of risk occurring** | **Consequence of risk** | **Risk rating** | **Comments** |

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| Bathroom (all bathrooms in the client’s residence) | | | | |
| Non-slip flooring. | Unlikely | Extreme | High | The candidate may provide comments here. However, this is not required for the assessment.  ‘Non-slip flooring is always provided.’ |
| Change bench provided (where necessary). | Rare | Major | Medium |  |
| Bathing aids provided where appropriate. | Unlikely | Moderate | Medium |  |
| Wastewater drains in the floor. | Almost certain | Extreme | Very high | Drain can get clogged at times and may result in the client slipping on water on the floor, even with the non-slip mat. |
| Adequate storage for linen and toiletries. | Unlikely | Minor | Medium |  |
| Hoist provided (where necessary) | Unlikely | Major | Medium |  |
| Appliances (for example, hair drier) kept away from water. | Unlikely | Extreme | High |  |
| Appliances kept out of reach of children. | Possible | Extreme | High | The client’s young relatives visit him once or twice a month and may have access to these appliances, especially when they are left lying around. |
| Exhaust fans are functioning. | Unlikely | Moderate | Medium |  |

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| Other comments | The candidate may provide comments and recommendations here. However, this is not required for the assessment. |
| Recommendations |  |

End of Site Safety Inspection Form

### Task 2.4 – Prepare and Assemble the Aids, Equipment, and Devices Required by the Client

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| **SCENARIO**  As per his care plan, Henry will require the following aids, devices/appliances, and equipment:   * Colostomy bag * Person hoist * Cold compress   You will need to prepare and assemble these before proceeding with the support activities. |

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| Application  Description automatically generated with low confidence | While being observed by your assessor, prepare, and assemble aids, devices/appliances, and equipment required by the client.  **YOU WILL BE ASSESSED ON YOUR**   * Practical knowledge of the person’s individualised support/care plan, including the aids, devices/appliances, and equipment required by the person. * Practical knowledge and skills relevant to preparing and assembling aids, devices/appliances, and equipment.   **OBSERVATION FORM**  Before starting this task, review the **Case Study 2 Task 2.4 – Observation Form** provided along with this workbook. This form lists all the practical skills you need to demonstrate while completing this task. |

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|  | **YOUR ASSESSOR WILL**   * Organise access to the environment and resources required to complete this assessment, including:   + Aids, devices/appliances, and equipment used by the client:     - Colostomy bag     - Person hoist     - Cold compress   + User manuals or manufacturers’ instructions for preparing and assembling these aids, devices/appliances, and equipment. * Advise you on the time and location of the assessment. * Discuss with you the practical skills listed in the Observation Form prior to the assessment. * Brief you on your role in this assessment. * Address your queries and concerns regarding this task. |

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| **INSTRUCTIONS TO THE ASSESSOR**  **Before the assessment**   1. Organise access to the environment and resources required to complete the assessment through a simulation. See the list above.   **Note: The assessor must contextualise the case study scenario further depending on what aids, devices/appliances, equipment, facilities and resources are available in the candidate’s training organisation or simulated environment.**   1. Advise the candidate on the time and location of the assessment. 2. Discuss with the candidate the practical skills listed in the *Observation Form* prior to the assessment. 3. Brief the candidate on the instructions for completing this assessment. 4. Address the candidate's queries and concerns regarding this task.   **During the assessment**   1. Conduct the assessment as instructed. 2. Observe the candidate as they complete the assessment in a simulated environment. 3. Record your observations in the *Observation Form.*   **After the assessment**   1. Save and secure the *Observation Form* you completed. |

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| *Mapping: CHCCCS031 PE1.0 (p), PE2.0 (p), PE3.3*  **Marking guide**  **Case Study 2 Task 2.4 – Observation Form**  The *Observation Form* must be completed by the assessor. The form must document the assessor’s observations on the candidate’s performance while preparing and assembling the aids, devices/appliances, and equipment required by the client.  This form lists all the practical skills that the candidate must demonstrate while completing this task.  For a satisfactory performance, the candidate must demonstrate each practical skill listed in this form, i.e., the assessor has ticked YES in all items of the *Observation Form*. |

### Task 2.5 – Facilitate Support Activities

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| **SCENARIO**  After completing the necessary preparations, you are now ready to facilitate the following support activities for Henry:   * Bed bathing * Shaving * Changing the colostomy bag * Assisting a person in taking pre-packaged medication   Additionally, for the purposes of this assessment, you will also need to demonstrate the following:   * Assisting Henry in transferring in and out of the car * Assisting Henry in falls recovery, specifically transferring from the floor to a wheelchair |

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| Application  Description automatically generated with low confidence | This part of the assessment is a **Role Play Activity.**  **STEPS TO TAKE**   1. Facilitate the following support activities for the client while being observed by the assessor.  * Bed bathing * Shaving * Changing the colostomy bag * Assisting them in taking pre-packaged medication * Transferring to transfer from a wheelchair to a car * Assisting Henry in falls recovery, specifically transferring from the floor to a wheelchair. |

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|  | 1. While completing this task, ensure that you:  * Follow Henry’s individualised support/care plan. * Follow the organisation’s policies and procedures for providing support. * Follow written directions from the health professional, i.e., the medication schedule provided.   **YOU WILL BE ASSESSED ON YOUR**   * Practical knowledge of the person’s individualised support/care plan and relevant service standards, policies, and procedures. * Practical skills relevant to providing individualised support.   **OBSERVATION FORM**  Before starting this task, review the **Case Study 2 Task 2.5 – Observation Form** provided along with this workbook. This form lists all the practical skills you need to demonstrate while completing this task.  **YOUR ASSESSOR WILL**   * Organise access to the environment and resources required to complete this assessment, including:   + One volunteer to act as the client (Henry)   + Aids, devices/appliances, and equipment.   + Facilities, resources, and equipment used to provide individualised support in the following areas:     - Bed bathing     - Shaving     - Assisting a person in taking pre-packaged medication     - Transferring in and out of the car     - Falls recovery |

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|  | * Advise you on the time and location of the assessment. * Discuss with you the practical skills listed in the Observation Form prior to the assessment. * Brief you on your role in this assessment. * Brief your volunteer/s on their role in the assessment. * Address your queries and concerns regarding this task. |

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| **INSTRUCTIONS TO THE ASSESSOR**  **Before the assessment**   1. Organise access to the environment and resources required to complete the assessment through a simulation. See the list above.   **Note: The assessor must contextualise the case study scenario further depending on what aids, devices/appliances, equipment, facilities, and resources are available in the candidate’s training organisation or simulated environment.**   1. Advise the candidate on the time and location of the assessment. 2. Discuss with the candidate the practical skills listed in the *Observation Form* prior to the assessment. 3. Brief the candidate on their role in the assessment. 4. Brief the volunteer/s on their role in the assessment.  * Case Study 2 Task 2.5 – Client Briefing Document   **IMPORTANT: These briefing documents are for the volunteer/s’ use only and should only be provided at the time of the assessment under the supervision of the assessor. You must not provide the candidate access to these documents.**   1. Address the candidate and volunteers’ queries and concerns regarding this task.   **During the assessment**   1. Conduct the assessment as instructed. 2. Observe the candidate as they complete the assessment in a simulated environment. 3. Record your observations in the *Observation Form.*   **After the assessment**   1. Save and secure the *Observation Form* you completed. |

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| *Mapping: CHCCCS031 PC2.3, PE2.1, PE2.2, PE2.3, PE2.4, PE2.5, PE3.4*  **Marking guide**  **Case Study 2 Task 2.5 – Observation Form**  The *Observation Form* must be completed by the assessor. The form must document the assessor’s observations on the candidate’s performance while facilitating the following support activities.   * Bed bathing * Shaving * Changing the colostomy bag * Assisting a person in taking pre-packaged medication * Transferring in and out of the car * Falls recovery, specifically transferring from the floor to a wheelchair   This form lists all the practical skills that the candidate must demonstrate while completing this task.  For a satisfactory performance, the candidate must demonstrate each practical skill listed in this form, i.e., the assessor has ticked YES in all items of the *Observation Form*. |

### Task 2.6 – Monitor Support Activities

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| **SCENARIO**  After facilitating the support activities for Henry, you will need to meet with him to get his feedback and insights on the support provided.  You will also need to check for any changes in his health and wellbeing that will require updates/improvements to be made in his care plan. |

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| Application  Description automatically generated with low confidence | This part of the assessment is a **Role Play Activity.**  **STEPS TO TAKE**   1. Meet with the client to monitor the effectiveness of support activities while being observed by the assessor. 2. In your discussion with the client, gather and determine the following:  * The client’s feedback on support activities and whether they are meeting their needs. * Any changes or improvements that can be made in the support activities. * Any potential or actual risks to the client’s health, safety, and wellbeing. * The client’s additional needs and unmet needs. * Gaps in assistive technology, including the aids, devices, and equipment used during the support activities.  1. After meeting the client, complete the Progress Notes to document the client’s feedback on the support activities, their progress, and your observations. Use **Lotus Compassionate Care’s Progress Notes Template.**   **YOU WILL BE ASSESSED ON YOUR**   * Practical knowledge of the person’s individualised support/care plan, including the client’s health, safety, and wellbeing. * Practical knowledge of support activities and relevant service standards, policies, and procedures. * Practical skills relevant to monitoring support activities. |

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|  | **OBSERVATION FORM & ASSESSOR’S CHECKLIST**  Before starting this task, review the following forms provided along with this workbook.   * **Case Study 2 Task 2.6 – Observation Form**   This form lists all the practical skills you need to demonstrate while completing this task.   * **Case Study 2 Task 2.6 – Assessor’s Checklist**   This form lists the criteria your submission must address to complete this task satisfactorily.  **YOUR ASSESSOR WILL**   * Organise access to the environment and resources required to complete this assessment, including:   + One volunteer to act as the client * Advise you on the time and location of the assessment. * Discuss with you the requirements listed in the Assessor’s Checklist prior to the assessment. * Discuss with you the practical skills listed in the Observation Form prior to the assessment. * Brief you on your role in this assessment. * Brief your volunteer/s on their role in the assessment. * Address your queries and concerns regarding this task.   **EVIDENCE TO BE SUBMITTED**  After completing this task, submit the progress notes you completed to your assessor. |

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| **INSTRUCTIONS TO THE ASSESSOR**  **Before the assessment**   1. Organise access to the environment and resources required to complete the assessment through a simulation. See the list above. 2. Advise the candidate on the time and location of the assessment. 3. Discuss with the candidate the practical skills listed in the *Observation Form* prior to the assessment. 4. Brief the candidate on their role in the assessment. 5. Brief the volunteer/s on their role in the assessment.  * Case Study 2 Task 2.6 – Client Briefing Document   **IMPORTANT: These briefing documents are for the volunteer/s’ use only and should only be provided at the time of the assessment under the supervision of the assessor. You must not provide the candidate access to these documents.**   1. Address the candidate and volunteers’ queries and concerns regarding this task.   **During the assessment**   1. Conduct the assessment as instructed. 2. Observe the candidate as they complete the assessment in a simulated environment. 3. Record your observations in the *Observation Form.*   **After the assessment**   1. Save and secure the *Observation Form* you completed. 2. Review the candidate’s Progress Notes submission and assess this against the *Assessor’s Checklist.* 3. Consolidate the candidate’s evidence, including their submissions, the *Observation Form* and the *Assessor’s Checklist* you completed. |

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| *Mapping: CHCCCS031 PE3.5 (p), PE3.6 (p)*  **Marking guide**  **Case Study 2 Task 2.6 – Observation Form**  The *Observation Form* must be completed by the assessor. The form must document the assessor’s observations on the candidate’s performance during their meeting with the client.  This form lists all the practical skills that the candidate must demonstrate while completing this task.  For a satisfactory performance, the candidate must demonstrate each practical skill listed in this form, i.e. assessor has ticked YES in all items of the *Observation Form*.  **Progress notes**  The candidate must submit a copy of the progress notes they completed. The meeting minutes submission must record the following:   * The client’s feedback on support activities and whether they are meeting their needs. * Any changes or improvements that can be made in the support activities. * Any potential or actual risks to the client’s health, safety, and wellbeing. * The client’s additional needs and unmet needs. * Gaps in assistive technology, including the aids, devices, and equipment used during the support activities.   A benchmarked version of this template is provided on the following pages.  For a satisfactory performance, the candidate’s submission must address the criteria listed in the *Case Study 2 Task 2.6 – Assessor’s Checklist.*  **Case Study 2 Task 2.6 – Assessor’s Checklist**  The *Assessor’s Checklist* must be completed by the assessor. The form must document the assessor’s assessment of the candidate’s Progress Notes submission.  This form outlines the criteria that the candidate’s submission must meet.  For satisfactory performance, the candidate’s submission must meet all criteria listed here, i.e. assessor has ticked YES in all items of the *Assessor’s Checklist.* |

**Logo, company name

Description automatically generated**

#### **Progress Notes**

|  |  |
| --- | --- |
| Date and time |  |

**Client information**

|  |  |
| --- | --- |
| Name |  |
| Address |  |

**Worker information**

|  |  |
| --- | --- |
| Name |  |
| Position title |  |

**Tasks or duties performed at the service**

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**Additional notes/remarks**

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| Reviewer/Health Professional’s signature |  |

End of Progress Notes

### Task 2.7 – Report and Refer Client’s Progress

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| **SCENARIO**  After meeting with Henry, you will need to meet with your supervisor to report the outcomes of your discussion with Henry, including the client’s feedback on the support activities and any changes or improvements that can be made in the individualised support delivery. |

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| Application  Description automatically generated with low confidence | This part of the assessment is a **Role Play Activity.**  **STEPS TO TAKE**   1. Meet with your supervisor to report the outcomes of your monitoring in Task 2.6 while being observed by the assessor. 2. In this meeting, report the following to your supervisor:  * The client’s feedback on support activities and whether they are meeting their needs. * Any changes or improvements that can be made in the support activities according to the client’s feedback. * Any potential or actual risks to the client’s health, safety, and wellbeing. * The client’s additional needs and unmet needs. * Gaps in assistive technology, including the aids, devices, and equipment used during the support activities.  1. In consultation with your supervisor, determine the appropriate referrals to be made for the additional and unmet needs you have identified. 2. Referrals may be to other health professionals, e.g. the client’s general practitioner, psychologist, physiotherapist, nurse, for pain management, etc. 3. Use **Lotus Compassionate Care’s Meeting Minutes Template** provided along with this workbook to document the minutes of this meeting. 4. When completing this task, ensure to follow your organisation’s policies and procedures for reporting clients’ progress and referrals. |

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|  | **YOU WILL BE ASSESSED ON YOUR**   * Practical knowledge of the person’s individualised support/care plan and relevant service standards, policies, and procedures. * Practical skills relevant to reporting and referring outcomes of your monitoring with your client.   **OBSERVATION FORM**  Before starting this task, review the **Case Study 2 Task 2.7 – Observation Form** provided along with this workbook. This form lists all the practical skills you need to demonstrate while completing this task.  **YOUR ASSESSOR WILL**   * Organise access to the environment and resources required to complete this assessment, including:   + One volunteer to act as the supervisor * Advise you on the time and location of the assessment. * Discuss with you the requirements listed in the Assessor’s Checklist prior to the assessment. * Discuss with you the practical skills listed in the Observation Form prior to the assessment. * Brief you on your role in this assessment. * Brief your volunteer/s on their role in the assessment. * Address your queries and concerns regarding this task.   **EVIDENCE TO BE SUBMITTED**  After completing this task, submit a copy of the minutes from your meeting to your assessor. |

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| **INSTRUCTIONS TO THE ASSESSOR**  **Before the assessment**   1. Organise access to the environment and resources required to complete the assessment through a simulation. See the list above. 2. Advise the candidate on the time and location of the assessment. 3. Discuss with the candidate the practical skills listed in the *Observation Form* prior to the assessment. 4. Brief the candidate on their role in the assessment. 5. Brief the volunteer/s on their role in the assessment.  * Case Study 2 Task 2.7 – Supervisor Briefing Document   **IMPORTANT: These briefing documents are for the volunteer/s’ use only and should only be provided at the time of the assessment under the supervision of the assessor. You must not provide the candidate access to these documents.**   1. Address the candidate and volunteers’ queries and concerns regarding this task.   **During the assessment**   1. Conduct the assessment as instructed. 2. Observe the candidate as they complete the assessment in a simulated environment. 3. Record your observations in the *Observation Form.*   **After the assessment**   1. Save and secure the *Observation Form* you completed. |

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| *Mapping: CHCCCS031 PE3.5 (p), PE3.6 (p)*  **Marking guide**  **Case Study 2 Task 2.7 – Observation Form**  The *Observation Form* must be completed by the assessor. The form must document the assessor’s observations on the candidate’s performance during their meeting with the assessor.  This form lists all the practical skills that the candidate must demonstrate while completing this task.  For a satisfactory performance, the candidate must demonstrate each practical skill listed in this form, i.e. assessor has ticked YES in all items of the *Observation Form*.  **Meeting Minutes**  The candidate must submit a copy of the minutes from their meeting. The content of their submission will vary according to their discussion during the role-play activity.  For a satisfactory performance, the submission must record the following (as reported by the candidate to their supervisor (volunteer):   * The client’s feedback on support activities and whether they are meeting their needs. * Any changes or improvements that can be made in the support activities according to the client’s feedback. * Any potential or actual risks to the client’s health, safety, and wellbeing. * The client’s additional needs and unmet needs. * Gaps in assistive technology, including the aids, devices, and equipment used during the support activities. |

## Case Study 3 – Mobility Equipment

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| **SCENARIO**    In this part of the assessment, you have been requested to demonstrate the use of the following equipment to a number of trainees at Lotus Compassionate Care:   * Slide sheets * Hoist with slings * Stand-up lifter   **For the purposes of this assessment, Lotus Compassionate Care is located in your state/territory. For the purposes of this assessment, Lotus Compassionate Care is located in your state/territory.** |

### Task 3.1 – Demonstrate Assistive Technologies

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| Application  Description automatically generated with low confidence | While being observed by your assessor, demonstrate the use of the following equipment:   * Slide sheets * Hoist with slings * Stand-up lifter   To complete this task, you will need the help of a volunteers who will act as:   * The client/person you are moving * Another support worker assisting in moving the client   **YOU WILL BE ASSESSED ON YOUR**   * Practical knowledge of the instructions for using slide sheets, hoists, slings, and lifters. * Practical skills relevant to using slide sheets, hoists, slings, and lifters.   **OBSERVATION FORM**  Before starting this task, review the **Case Study 3 Task 3.1 – Observation Form** provided along with this workbook. This form lists all the practical skills you need to demonstrate while completing this task.  **YOUR ASSESSOR WILL**   * Organise access to the environment and resources required to complete this assessment, including:   + Slide sheets   + Hoist with slings   + Stand-up lifter * Advise you on the time and location of the assessment. * Discuss with you the practical skills listed in the Observation Form prior to the assessment. * Brief you on your role in this assessment. * Brief your volunteer/s on their role in the assessment. * Address your queries and concerns regarding this task. |
| **INSTRUCTIONS TO THE ASSESSOR**  **Before the assessment**   1. Organise access to the environment and resources required to complete the assessment through a simulation. See the list above.   **Note: The assessor must contextualise the case study scenario further depending on what aids, devices/appliances, equipment, facilities, and resources are available in the candidate’s training organisation or simulated environment.**   1. Advise the candidate on the time and location of the assessment. 2. Discuss with the candidate the practical skills listed in the *Observation Form* prior to the assessment. 3. Brief the candidate on their role in the assessment. 4. Brief the volunteer/s on their role in the assessment.  * Case Study 3 Task 3.1 – Client Briefing Document * Case Study 3 Task 3.1 – Support Worker Briefing Document   **IMPORTANT: These briefing documents are for the volunteer/s’ use only and should only be provided at the time of the assessment under the supervision of the assessor. You must not provide the candidate access to these documents.**   1. Address the candidate and volunteers’ queries and concerns regarding this task.   **During the assessment**   1. Conduct the assessment as instructed. 2. Observe the candidate as they complete the assessment in a simulated environment. 3. Record your observations in the *Observation Form.*   **After the assessment**   1. Save and secure the *Observation Form* you completed. | |

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| *Mapping: CHCCCS031 PC2.3, PE1.1, PE1.2, PE1.3, PE1.4, PE1.5, PE1.6, PE1.7, PE1.8, PE2.1, PE2.2, PE2.3, PE2.4, PE2.5, PE3.4*  **Marking guide**  **Case Study 3 Task 3.1 – Observation Form**  The *Observation Form* must be completed by the assessor. The form must document the assessor’s observations on the candidate’s performance while demonstrating the use of the following:   * Slide sheets * Hoists with slings * Stand-up lifter   This form lists all the practical skills that the candidate must demonstrate while completing this task.  For a satisfactory performance, the candidate must demonstrate each practical skill listed in this form, i.e., the assessor has ticked YES in all items of the *Observation Form*. |

# Supplementary Questions

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| Application  Description automatically generated with low confidence | 1. Outline the procedures for providing support in **bed bathing**, including preparing for the bath and during the bed bath.   Base your responses on the individualised plans you followed in the case studies. |
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| *Mapping: CHCCCS031 KE5.1*  **Marking guide**  The candidate must outline the procedures for providing support in bed bathing, including preparing for the bath and during the bed bath.  The candidate’s responses will vary. These may depend on the procedures followed in their organisation. However, for a satisfactory performance, the responses must:   * Reflect current industry and workplace best practices in individualised support. * Be consistent with the procedures followed in the candidate’s organisation. To verify this, the assessor must review the candidate’s responses against the procedures in the organisation. * Be consistent with the individualised plans they followed in the case studies. To verify this, the assessor must review the candidate’s responses against the individualised plans the candidate referred to in the previous tasks.   Procedures from the learner guide are provided below to give the assessor an idea of the breadth and depth required for a satisfactory performance. | |

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| **Preparing the bath** |
| *Add more rows as needed.*   1. Gather necessary materials, e.g., toiletries, washcloths, towels, washbasin, etc. 2. Ensure doors are closed, and curtains/blinds are drawn. This is to preserve the client’s privacy during the bed bath. Make sure that others know not to enter the client’s room at this time. 3. Make sure the room’s temperature is comfortable for the client. Close windows to avoid drafts, and make sure the room is warm. Ask the client if they are comfortable with the temperature. Change the temperature of the room if necessary. 4. Prepare the space, materials and personnel for the bed bath. This process includes:    1. placing the waterproof sheet beneath the client    2. filling up the washbasin with warm water    3. checking if another person is required for the bed bath, particularly for rolling the client onto their side    4. taking precautions to ensure the client cannot fall out of bed during the bath    5. washing and sanitising your hands and putting on gloves if necessary. |

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| **During the bed bath** |
| *Add more rows as needed.*   1. Have the client lie on their back, with their legs slightly separated and arms loosely by their side. 2. Encourage the client to undress as much as they can. 3. Cover the client with a single sheet to maintain their privacy. 4. Encourage the client to wash as much as they can by themself. Assist them as they do so by finishing any incomplete areas for them. In some cases, clients are able to wash themselves or some parts of their bodies adequately without help. 5. Wash the face, neck, and armpits with the washcloth. Then, wash their chest, stomach, and limbs one at a time. Pay attention to skin folds and between fingers and toes. Pat each washed body part dry with a towel as you go. 6. Roll the client onto their side to wash and dry the back surfaces of their body. 7. Offer a bedpan or urinal. 8. Wash the private areas of the client last. You may consider changing the water prior to this process to ensure that the water used is clean. 9. Make sure that you are not taking too long with the bath. The client may end up feeling fatigued or chilled. |

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| Application  Description automatically generated with low confidence | 1. Outline the procedures for providing support in **shaving.**   Base your responses on the individualised plans you followed in the case studies. |
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| *Mapping: CHCCCS031 KE5.6*  **Marking guide**  The candidate must outline the procedures providing supporting the client in shaving.  The candidate’s responses will vary. These may depend on the procedures followed in their organisation. However, for a satisfactory performance, the responses must:   * Reflect current industry and workplace best practices in individualised support. * Be consistent with the procedures followed in the candidate’s organisation. To verify this, the assessor must review the candidate’s responses against the procedures in the organisation. * Be consistent with the individualised plans they followed in the case studies. To verify this, the assessor must review the candidate’s responses against the individualised plans the candidate referred to in the previous tasks.   Steps from the learner guide are provided below to give the assessor an idea of the breadth and depth required for a satisfactory performance. | |
| *Add more rows as needed.*   1. Gather the necessary materials for the activity, e.g., electric or blade razor, shaving cream, towels, clean water, mirror etc. 2. Ensure that the activity will be done safely. 3. Encourage the client to shave as much as possible on their own. Make sure to instruct them on the safe and correct handling of the use of razors beforehand. If the client will require your help in shaving, make sure to wear disposable gloves. This is to prevent the spread of germs. | |

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| 1. Assist the client in checking their skin for moles, birthmarks, or cuts. Shaving over these areas can cause bleeding, which can lead to infection. If any changes are observed in the shape, size, or colour of a mole or birthmark, consult the client’s healthcare professional. These changes may indicate illness. 2. Assist the client in preparing the materials for the activity. 3. For shaving with a blade razor, consider the process below:   Wash the area to be shaved with warm, soapy water. Washing removes oil and bacteria from the skin. This helps raise the hair, making it easier to shave.  Apply shaving cream or lather with soap. Some soaps and shaving cream can be harsh on a client’s skin. A client can also be allergic to the ingredients used. Make sure to check for brands that will suit the client’s skin.  Use the fingers of one hand to hold the skin tight. Then, shave in the direction the hair grows. Doing so will make a smoother shave and prevent irritating the skin. You may role-play or demonstrate this step for the client.  Regularly rinse the razor with water to remove hair and shaving cream.  This will keep the sharp edge clean.  Use short strokes when shaving the different parts for shaving, such as:   * + - around the chin and lips of the face     - the front and back of the knees on the legs     - under the arms.   Using short strokes allows for better control of the razor. This helps prevent nicks and cuts.  Once the client is done shaving, rinse off the remaining shaving cream. Leftover shaving cream can irritate and dry the skin. Dry the skin off with gentle patting motions using the towel. Rubbing freshly shaven skin can irritate it.   1. If the client wants to use aftershave or body lotion, assist them in applying the lotion. Some aftershave lotions have alcohol in them, which creates a cooling and refreshing sensation. Body lotions allow the client’s skin to stay hydrated. 2. If the face has been shaved, offer the client a mirror. This is to inspect their face and how they shaved their skin. This allows them to take pride in their skills, which increases their self-esteem. 3. Clean and store all the materials used for the activity. 4. Encourage the client to wash their hands after shaving. |

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| Application  Description automatically generated with low confidence | 1. Outline the procedures for **safe manual handling for transferring in and out of a car.** | |
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| *Mapping: CHCCCS031 KE6.4*  **Marking guide**  The candidate must outline the procedures for safe manual handling for transferring in and out of a car.  The candidate’s responses will vary. These may depend on the procedures followed in their organisation. However, for a satisfactory performance, the responses must:   * Reflect current industry and workplace best practices in individualised support, including safe manual handling. * Be consistent with the procedures followed in the candidate’s organisation. To verify this, the assessor must review the candidate’s responses against the procedures in the organisation.   Procedures from the learner guide are provided below to give the assessor an idea of the breadth and depth required for a satisfactory performance. | |
| **Transferring into a car** | | |
| *Add more rows as needed.*   1. Positioning the client alongside the car. 2. The client should be behind the door of the car side they will enter. 3. Informing the client about the transfer and what they will do. 4. Talking them through the process while transferring them into the car. 5. Ensuring that the brakes of the wheelchair have been applied. 6. Moving the client’s legs from the footrests of the wheelchair. 7. Detaching the footrests from the wheelchair 8. Letting the client know that they will begin the transfer. 9. Stand beside the client with bent knees 10. Getting as close as possible so that they avoid arching their back. 11. Placing one open hand on the client's lower back and the other hand gently placed on the shoulder. 12. Making sure that their knees are bent, and their back is straight to avoid injury. 13. Assisting the client to stand up by supporting them to lean forward as they push up through their legs 14. Taking small steps backward, keeping their arms and hands in the same position until they are positioned behind the car door. 15. The client should be positioned beside the car seat. 16. Letting the client choose whether they want to hold onto the car for extra support. 17. Turning the client until their back is facing the passenger seat. 18. Re-positioning the client’s arms and hands. 19. Slowly lowering the client onto the seat, bending their knees as they go. 20. Placing their right arm underneath their legs once the client is seated. 21. Swinging the client’s legs into the car using their right arm. 22. Encouraging the client to buckle their seat belt once the client is comfortable. 23. Ensuring that the client’s hands, arms, and legs are inside the car. 24. Once they are secured, the car door should be closed. | | |

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| **Transferring the client out of the car** |
| *Add more rows as needed.*   1. Positioning the client’s wheelchair and position it alongside the car. 2. Ensuring that the brakes of the wheelchair have been applied. 3. Opening the car door and asking the client to unbuckle their seatbelt. 4. Informing the client about the transfer and what they will do. 5. Supporting the client’s back using their left arm, laying their left-hand flat on the far side of their back. 6. Positioning their right arm underneath your client’s legs. 7. Swinging the client’s legs out of the car. 8. Ensuring to keep the client’s back straight as much as possible to make sure they are comfortable. 9. Placing a flat hand on the client’s lower back (not underneath the armpit) 10. Support the client to shuffle forward in the chair so that their feet are flat on the ground. Place one hand on the client's back to support them as they stand up. 11. Ensuring that the client’s head does not hit the roof of the car. 12. Getting the client to take a few steps back until they can feel the chair on the back of their legs once they are both standing 13. Getting the client to grasp the arm of the chair and lean forward. 14. Allowing the client to sit on the wheelchair slowly, using armrests for support. 15. Making sure that their knees are bent, and their back is straight to avoid injury. 16. Attaching the footrests to the wheelchair. 17. Positioning the client’s feet on the footrest once they are attached. 18. Removing the brakes before moving the client with the wheelchair once the client is seated comfortably. |

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| Application  Description automatically generated with low confidence | 1. Outline the procedures for **safe manual handling for assisting a person in falls recovery.** |
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| *Mapping: CHCCCS031 KE6.5*  **Marking guide**  The candidate must outline the procedures for safe manual handling for assisting a person in falls recovery.  The candidate’s responses will vary. These may depend on the procedures followed in their organisation. However, for a satisfactory performance, the responses must:   * Reflect current industry and workplace best practices in individualised support, including safe manual handling. * Be consistent with the procedures followed in the candidate’s organisation. To verify this, the assessor must review the candidate’s responses against the procedures in the organisation.   Procedures from the learner guide are provided below to give the assessor an idea of the breadth and depth required for a satisfactory performance. | |

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| *Add more rows as needed.*   1. Explaining the process that they will follow to transfer the client to the wheelchair 2. Confirming that the client is comfortable and ready to be transferred 3. Positioning the hoist close to the person 4. Attaching the sling to the hoist using the appropriate connectors 5. Ensuring that the hoist and sling are secure 6. Placing the sling under the client such that it supports their body and allows them to be lifted comfortably 7. Using the hoist to lift the client gently off the ground 8. Slowly moving the hoist towards the wheelchair 9. Lowering the person gently into the seat 10. Checking the person if they are seated comfortably 11. Releasing the hoist and moving it away |

# Assessment Workbook Checklist

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| --- | --- |
| **TO THE CANDIDATE**  When you have completed this assessment workbook, review your work, and ensure that: | |
|  | |
|  | You have completed the Simulated Assessments in this workbook: |
|  | Case Study 1 Task 1.1 |
|  | Case Study 1 Task 1.2 |
|  | Case Study 1 Task 1.3 |
|  | Case Study 1 Task 1.4 |
|  | Case Study 1 Task 1.5 |
|  | Case Study 1 Task 1.6 |
|  | Case Study 1 Task 1.7 |
|  | Case Study 2 Task 2.1 |
|  | Case Study 2 Task 2.2 |
|  | Case Study 2 Task 2.3 |
|  | Case Study 2 Task 2.4 |
|  | Case Study 2 Task 2.5 |
|  | Case Study 2 Task 2.6 |
|  | Case Study 2 Task 2.7 |
|  | Case Study 3 Task 3.1 |

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|  | You have completed the Supplementary Questions in this workbook |
|  | You have saved and submitted the following evidence: |
|  | This completed workbook |
|  | Assessment Workbook Cover Sheet signed and scanned |
|  | Case Study 1 Task 1.2 – Meeting Minutes |
|  | Case Study 1 Task 1.3 – Relevant Risk Assessment Document |
|  | Case Study 1 Task 1.6 – Progress Notes |
|  | Case Study 1 Task 1.7 – Meeting Minutes |
|  | Case Study 2 Task 2.2 – Meeting Minutes |
|  | Case Study 2 Task 2.3 – Relevant Risk Assessment Document |
|  | Case Study 2 Task 2.6 – Progress Notes |
|  | Case Study 2 Task 2.7 – Meeting Minutes |

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| **IMPORTANT:**  **You must achieve a satisfactory result in ALL assessment tasks to be deemed COMPETENT for the unit/s relevant to this workbook.**  To be deemed satisfactory in the assessments contained in this workbook, you must successfully complete all the requirements listed above according to the prescribed benchmarks provided to the assessor. |

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| **TO THE ASSESSOR**  When you have completed assessing the assessment workbook, review the candidate’s submissions against the checklist below: | |
|  | |
|  | The candidate has completed the Practical Assessments in this workbook: |
|  | Case Study 1 Task 1.1 |
|  | Case Study 1 Task 1.2 |
|  | Case Study 1 Task 1.3 |
|  | Case Study 1 Task 1.4 |
|  | Case Study 1 Task 1.5 |
|  | Case Study 1 Task 1.6 |
|  | Case Study 1 Task 1.7 |
|  | Case Study 2 Task 2.1 |
|  | Case Study 2 Task 2.2 |
|  | Case Study 2 Task 2.3 |
|  | Case Study 2 Task 2.4 |
|  | Case Study 2 Task 2.5 |
|  | Case Study 2 Task 2.6 |
|  | Case Study 2 Task 2.7 |
|  | Case Study 3 Task 3.1 |

|  |  |
| --- | --- |
|  | The candidate has completed the Supplementary Questions in this workbook. |
|  | The candidate has saved and submitted the following evidence: |
|  | This completed workbook |
|  | Assessment Workbook Cover Sheet signed and scanned |
|  | Case Study 1 Task 1.2 – Meeting Minutes |
|  | Case Study 1 Task 1.3 – Relevant Risk Assessment Document |
|  | Case Study 1 Task 1.6 – Progress Notes |
|  | Case Study 1 Task 1.7 – Meeting Minutes |
|  | Case Study 2 Task 2.2 – Meeting Minutes |
|  | Case Study 2 Task 2.3 – Relevant Risk Assessment Document |
|  | Case Study 2 Task 2.6 – Progress Notes |
|  | Case Study 2 Task 2.7 – Meeting Minutes |

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| **IMPORTANT:**  **The candidate must achieve a satisfactory result in ALL assessment tasks to be deemed COMPETENT for the unit/s relevant to this workbook.**  To be deemed satisfactory in the assessments contained in this workbook, the candidate must successfully complete all the requirements listed above according to the prescribed benchmarks. |

# Record of Assessment (Assessor’s Use Only)

**To the Assessor:** Complete this Record of Assessment to document the assessment outcomes of the candidate. To complete the form:

* Provide all the required details in the Assessment Details Section
* For each unit of competency:
  + Tick S (Satisfactory) if the candidate has completed the assessment item according to the marking guide and prescribed benchmark answers.
  + Tick NYS (Not Yet Satisfactory) if the candidate has not completed the assessment item according to the marking guide and prescribed benchmark answers.
* Review and confirm that all evidence submissions from the candidate meet the Rules of Evidence. Tick S if satisfactory; otherwise, tick NYS if not yet satisfactory.
* Check all signatures provided by the candidate in their evidence submissions. Confirm if these match the signature the candidate provided to the Training Provider.
* Record all third-party personnel you contacted and provide the other required information.
* In the ‘Overall Result for this Workbook’ section of the form, tick S if the candidate has met all requirements in this form and all assessment items have been completed to a satisfactory level. Otherwise, tick NYS.
* Provide other comments and feedback on the candidate’s performance, as necessary.
* Complete the Assessor’s Declaration by filling in your details, the date signed, and affixing your signature.

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| **RECORD OF ASSESSMENT** | |
| **Candidate’s Name** |  |
| **RTO Name** |  |
| **RTO Contact Number** |  |
| **RTO Email Address** |  |
| **Assessor’s Name** |  |
| **Unit of Competency** | CHCCCS031 - Provide individualised support (Release 1) |

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| **Practical Assessment - Simulated Assessment** | | |
| **Case Study 1 – Abraham** | **S** | **NYS** |
| Task 1.1 |  |  |
| Task 1.2 |  |  |
| Task 1.3 |  |  |
| Task 1.4 |  |  |
| Task 1.5 |  |  |
| Task 1.6 |  |  |
| Task 1.7 |  |  |
| **Case Study 2 – Henry** | **S** | **NYS** |
| Task 2.1 |  |  |
| Task 2.2 |  |  |
| Task 2.3 |  |  |
| Task 2.4 |  |  |

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| **Case Study 2 – Henry** | **S** | **NYS** |
| Task 2.5 |  |  |
| Task 2.6 |  |  |
| Task 2.7 |  |  |
| **Case Study 3 – Mobility Equipment** | **S** | **NYS** |
| Task 3.1 |  |  |

|  |  |  |
| --- | --- | --- |
| **Supplementary Questions** | **S** | **NYS** |
| Question 1 |  |  |
| Question 2 |  |  |
| Question 3 |  |  |
| Question 4 |  |  |

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| --- | --- | --- |
| **Rules of Evidence** | **S** | **NYS** |
| All knowledge and skills evidence submissions are valid |  |  |
| All knowledge and skills evidence submissions are authentic |  |  |
| All knowledge and skills evidence submissions are sufficient |  |  |
| All knowledge and skills evidence submissions are current |  |  |

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| **Signature Authentication Checklist**  This checklist will guide you in authenticating the signatures provided by the candidate in their assessment workbook and evidence submissions.  Read each checklist item and tick the box only if you confirm that the item is a true and accurate reflection of the signature authentication you have conducted. | |
| **Checklist** | **Completed** |
| I have checked the signature provided by the candidate in the Assessment Workbook Cover Sheet against the signature they provided to the Training Provider. |  |
| I confirm the signature provided by the candidate in the Assessment Workbook Cover Sheet matches the signature they provided to the Training Provider. |  |
| I confirm ALL signatures provided by the candidate in their evidence submissions match with the signature they provided to the Training Provider. |  |

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| **Third-Party Verification Log**  **Instructions for the Assessor:**  You are required to contact all third-party personnel involved in the candidate’s assessment to verify the candidate’s performance and evidence submissions and to confirm with them whether the candidate’s evidence submissions are true and accurate.  Complete this Third-Party Verification Log to document your completion of this process. When completing this log, provide all of the following required information for each third-party personnel:   * Name of third-party personnel contacted * Role in the candidate’s assessment (e.g. workplace supervisor, observer, or candidate) * Contact details (phone number or email address) * Date contacted   You must also confirm that third-party personnel have verified the candidate’s evidence submissions are true and accurate. |

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| **Name of Third-party Contacted** | **Role in the Candidate’s Assessment** | **Contact Details (Phone number or email address)** | **Date contacted** | **Third-Party verifies evidence submissions of the candidate are true and accurate?** |
|  |  |  |  | Yes  No  Assessor’s Notes |
|  |  |  |  | Yes  No  Assessor’s Notes |
|  |  |  |  | Yes  No  Assessor’s Notes |
|  |  |  |  | Yes  No  Assessor’s Notes |

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| --- | --- | --- |
| **Overall Result for the Relevant Workbook/s** | **Satisfactory** | **Not yet satisfactory** |
| Assessment Workbook – Part A (Knowledge Assessment) |  |  |
| Assessment Workbook – Part B (Simulated Assessment) |  |  |
| Skills Workbook |  |  |

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| --- | --- | --- |
| **Overall Result for this Unit of Competency**  **IMPORTANT: To be deemed competent in the following unit of competency, the candidate must be marked Satisfactory in all the relevant workbook/s listed above.** | **Competent** | **Not yet competent** |
| CHCCCS031 - Provide individualised support (Release 1) |  |  |

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| **Assessor’s comments/feedback** |
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| --- | --- |
| **Assessor Declaration**  I declare that the results recorded in this *Record of Assessment* are true and accurate. | |
| Assessor’s name | Assessor’s signature |
| Date signed |

End of Record of Assessment (For the Assessor’s Use Only)

**End of Document**