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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 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 a 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 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 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:

**CHCCCS038 - Facilitate the empowerment of people receiving support (Release 1)**

1. Demonstrate commitment to empowerment for people receiving support
2. Foster human rights
3. Facilitate choice and self-determination

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

<https://training.gov.au/Training/Details/CHCCCS038>

# The Context of Assessment

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

The Knowledge Assessment may be completed wholly at the candidate’s home or chosen place of study.

# 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:

* 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. **Knowledge Assessment**

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

1. **Case Studies**

Detailed scenarios and simulated environments, providing all necessary information required to complete relevant tasks and activities.

# Resources Required for Assessment

**The candidate will need access to:**

* Computer with Internet, email access, and a working web browser
* Installed software: MS Word, Adobe Acrobat Reader
* Australian Law Reform Commission
* Charter of Aged Care Rights
* Convention on the Rights of Persons with Disabilities
* National Framework for Reducing and Eliminating the Use of Restrictive Practices in the Disability Service Sector
* National Standards for Disability Services
* NDIS Quality and Safeguards Commission
* NDIS Restrictive Practices and Behaviour Support Rules 2018
* Quality of Care Principles 2014
* The Australian Human Rights Commission website
* The Australian Human Rights Commission Act 1986
* [Lotus Compassionate Care Policies and Procedures](https://compliantlearningresources.com.au/network/lotus/files/2012/12/Lotus-Compassionate-Care-Handbook-v1.4.pdf)
* [Universal Declaration of Human Rights](https://humanrights.gov.au/our-work/what-universal-declaration-human-rights)
* [United Nations Convention on the Rights of Persons with Disabilities (UNCRPD)](https://www.un.org/development/desa/disabilities/convention-on-the-rights-of-persons-with-disabilities.html)
* [Charter of Aged Care Rights](https://compliantlearningresources.com.au/network/lotus/files/2021/10/acqsc_charter_of_rights_poster_a3_v7_lr.pdf)
* [Aged Care Act 1997](https://www.legislation.gov.au/Series/C2004A05206)

# 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

The assessments in this workbook are divided into two categories: the Knowledge Assessment and the Practical Assessment.

The **Knowledge Assessment** is a set of general and workplace questions testing your knowledge and understanding of the general theory behind the unit.

**You must answer all Knowledge Assessment Questions using your own words.** However, you may refer to your Learner Guide and other relevant resources and learning materials to complete this assessment.

Some questions cover processes you will likely encounter in a workplace setting. Ideally, you should be able to answer these questions based on the processes that are currently in place in your workplace. However, if you do not currently have access to a workplace, then answer the questions based on processes that should be implemented in a typical workplace setting.

The **Practical Assessment** is made up of the **Case Studies.** 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.
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 in each task.

# Accessing External Links

Throughout this workbook, you will sometimes be required to access certain websites. Links to these websites are formatted in Blue Underlined Text.

To access these, hold the **Ctrl key and click the link for Windows users**, or simply **click on these blue links for** **Mac users**.

# 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: **CHCCCS038 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 | CHCCCS038 |
| Title | Facilitate the empowerment of people receiving 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:** |

# Knowledge Assessment

|  |  |  |
| --- | --- | --- |
| Application  Description automatically generated with low confidence | 1. Listed below are years relevant to the social framework that shows the history and recent developments in disability and ageing based on the [Australian Human Rights Commission](https://humanrights.gov.au/twentystories/timeline.html).   Complete the table below by briefly describing the events relevant to disability and ageing that occurred in each year provided. | |
|  | | |
| Mapping: CHCCCS038 KE1.0  *Learner guide reference: CHCCCS038 Learner Guide, Chapter 1, Subchapter 1.1*  **Marking guide**  The candidate must complete the table by briefly describing the events relevant to disability and ageing that occurred in each year provided.  For a satisfactory performance, although wording may slightly vary, their response must be consistent with the benchmark answers below. | | |
| **Year** | | **Events Relevant to the History and Recent Developments in Disability and Ageing** |
| 1. 1986 | | The Australian Human Rights Commission was established by the Australian Human Rights Commission Act 1986. The Commission's goals are to foster greater understanding and protection of human rights in Australia. The Act provides the Commission with the power to hear and respond to complaints of discrimination. |
| 1. 1993 | | The Disability Discrimination Act 1992 (Cth) (‘DDA’) commenced on March 1st 1993. |

| **Year** | **Events Relevant to the History and Recent Developments in Disability and Ageing** |
| --- | --- |
| 1. 1998 | In March 1998, the Australian Human Rights Commission developed guidelines on the application of the Disability Discrimination Act to insurance and superannuation and clarified the difference between lawful and unlawful discrimination in providing insurance and explaining what exclusions are reasonable in offering insurance to people with a disability. |
| 1. 2005 | The Disability Standards for Education commenced in 2005. The purpose of the Education Standards is to give students with disability the right to access and participate in education on the same basis as students without disabilities. |
| 1. 2009 | The Minister for Broadband Communications and the Digital Economy, Senator Stephen Conroy, published a discussion paper entitled Access to Electronic Media for the Hearing and Vision Impaired. The discussion paper investigates access to electronic media by people with a hearing or vision impairment. |
| 1. 2013 | The 20th Anniversary of the Disability Discrimination Act - created clear areas of achievement that improved accessibility of public transport, telecommunications, building premises and information. |

|  |  |
| --- | --- |
| Application  Description automatically generated with low confidence | 1. Differentiate the concepts relevant to the history of and recent developments in ageing and disability listed below. |
|  | |
| Mapping: CHCCCS038 KE1.1, KE1.2  *Learner guide reference:*   * *CHCCCS038 Learner Guide, Chapter 1, Subchapter 1.1* * *CHCCCS038 Learner Guide, Chapter 1, Subchapter 1.1, Section 1.1.4*   **Marking guide**  The candidate must differentiate the concepts relevant to the history of and recent developments in ageing and disability listed below.  For a satisfactory performance, although wording may slightly vary, their response must be consistent with the benchmark answers below. | |
| 1. Enablement versus Reablement     Enablement is a method of intervention that recognises and supports a person’s capacity to have control over their health and life, while reablement is a goal-focused method of intervention with the aim of regaining skills, confidence and independence after a period of illness or impairment. | |
| 1. Institutionalised versus person-centred, self-directed model of support     The institutionalised model of support was barbaric and straightforward. In the past, people were sent to medical institutions to get rid of people who needed additional care and disguise it as a consideration for the safety of the person. On the other hand, the person-centred model of support is based on self-directed arrangements that allow the person to have greater control over the services and support they receive and focus on removing barriers to their participation. | |

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| Application  Description automatically generated with low confidence | 1. Listed below are different types of individual, emotional and environmental barriers to the empowerment of people receiving support. Complete the table by: 2. Providing one example of each type of barrier 3. Identifying one way to address each example you provided |
|  | |
| Mapping: CHCCCS038 KE6.1, KE6.2, KE6.3  *Learner guide reference:*   * *CHCCCS038 Learner Guide, Chapter 3, Subchapter 3.7, Section 3.7.1* * *CHCCCS038 Learner Guide, Chapter 3, Subchapter 3.7, Section 3.7.3*   **Marking guide**  The candidate must complete the table below by:   1. Providing one example of each type of barrier   Responses will vary. For a satisfactory performance, their responses must be:   * Examples of barriers commonly experienced by people receiving support relevant to having the power to control their lives or make their own decisions * Consistent with each type of barrier listed below  1. Identifying one way to address each example you provided   For a satisfactory performance, their response must be:   * Ways to address or help people receiving support in relation to the barrier to empowerment they provided * Consistent with each example and type of barrier listed below   Model answers are provided below to guide the assessor in assessing the candidate’s responses. | |

| **Type of Barrier** | **One Example of Each Barrier** | **Ways to Address Each Barrier** |
| --- | --- | --- |
| 1. Attitudinal barriers | Stereotyping | Engage in opportunities to educate other people and correct misconceptions about people receiving support |
| 1. Communication barriers | Lack of alternative communication methods to accommodate individuals with speech or communication difficulties | Identify the requirements to acquire relevant training (e.g. sign language) or additional resources (e.g. assistive technology) to meet communication needs |
| 1. Physical barriers | Doorknobs or containers that are difficult to grasp for a person with hand impairments | Initiate evaluation of the workplace facilities and structure to ensure that they accommodate the needs of people receiving support and propose modifications as necessary. |
| 1. Social barriers | People with impairments are more likely to have lesser income than those without disabilities. | Participate in forums or discussions to advocate for equal rights and privileges for people with impairments |
| 1. Cognitive barriers | Lack of accessible materials to accommodate the needs of people with cognitive impairment | Identify the requirements to acquire relevant training (e.g. developing or updating a management plan) or additional resources (e.g. assistive technology) to meet additional cognitive needs |

|  |  |
| --- | --- |
| Application  Description automatically generated with low confidence | 1. Answer the following questions about structural and systemic power. |
|  | |
| Mapping: CHCCCS038 KE3.0 (p)  *Learner guide reference: CHCCCS038 Learner Guide, Chapter 3, Subchapter 3.7, Section 3.7.2*  **Marking guide**  The candidate must answer the following questions about structural and systemic power.  Additional marking guide and benchmark answers are provided below to guide the assessor in assessing the candidate’s responses. | |
| 1. What is structural power?     For a satisfactory performance, although the wording may slightly vary, their response must be consistent with the benchmark answer below.  Structural power is a form of power in a society where the source is not in possession of resources but from a capacity of one’s group to take control of the structures, e.g. of security, production, finance, and knowledge, that define the environment within which interactions occur. | |
| 1. What is systemic power?     For a satisfactory performance, although the wording may slightly vary, their response must be consistent with the benchmark answer below.  Systemic power is a form of power in a society that indirectly and impersonally puts one group in a more privileged position at the expense of another group. One group sees its power to attain favourable outcomes increase at the expense of another group’s power because of the way policies are created. | |
| 1. What are the four factors that affect a society or organisation's structural and systemic power?      For a satisfactory performance, although wording may slightly vary, their response must include all of the following:   1. Interpersonal relationships 2. Social systems 3. Laws 4. Regulations | |
| 1. Identify three areas affected by the structural and systemic power that can lead to obstacles to the empowerment of people receiving support.     For a satisfactory performance, although wording may slightly vary, their response must include three of the following:   1. Education 2. Government 3. Employment 4. Accessibility   Other responses are acceptable as long as they are common areas affected by structural and systemic power, as defined in items i and ii, that can potentially become factors of discrimination or barriers to the empowerment of people receiving support. | |

|  |  |
| --- | --- |
| Application  Description automatically generated with low confidence | 1. Briefly describe how structural and systemic power can become obstacles to empowerment in each area listed below. |
|  | |
| Mapping: CHCCCS038 KE3.1, KE3.2, KE3.3, KE3.4, KE3.5, KE3.6, KE3.7  *Learner guide reference: CHCCCS038 Learner Guide, Chapter 3, Subchapter 3.7, Section 3.7.2*  **Marking guide**  The candidate must briefly describe how structural and systemic power can become obstacles to empowerment in each area listed below.  Responses will vary. For a satisfactory performance, their responses must be:   * A description of how structural and systemic power can affect the life of a person receiving support in each area listed below   *Structural power* describes the capacity of one’s group to take control of the structures that define the environment within which interactions occur. On the other hand, *systemic power* puts one group in a more privileged position to attain favourable outcomes increase at the expense of another group’s power with how policies are created.   * Consistent with each area listed below   Model answers are provided below to guide the assessor in assessing the candidate’s responses. | |

| **Areas** | **How structural and systemic power can become obstacles to empowerment** |
| --- | --- |
| 1. Social | Structural and systemic power can become obstacles to the empowerment of a person receiving support by harming the person’s relationships with others and affecting their ability to develop positive and trusting relationships. |
| 1. Physical | Structural and systemic power can become obstacles to the empowerment of a person receiving support by limiting accessibility and participation of people receiving support because of environmental designs and structures. |
| 1. Emotional | Structural and systemic power can become obstacles to the empowerment of a person receiving support by causing the person to develop self-esteem or mental health issues, feelings of shame, hopelessness, isolation or have a constant fear of being verbally or physically discriminated against. |
| 1. Stigma | Structural and systemic power can become obstacles to the empowerment of a person receiving support by causing the person to be socially excluded or prejudiced because of the negative connotations associated with a particular circumstance or condition they have. |

| **Areas** | **How structural and systemic power can become obstacles to empowerment** |
| --- | --- |
| 1. Ageism | Structural and systemic power can become obstacles to the empowerment of an older person receiving support by failing to acknowledge their real needs, treating them based on negative stereotypes, or discriminating against them because of their old age. |
| 1. Cultural | Structural and systemic power can become obstacles to the empowerment of a person receiving support by hindering the recovery and healing of the person aiming for social justice for Indigenous communities. |
| 1. Economic | Structural and systemic power can become obstacles to the empowerment of a person receiving support by creating fewer opportunities for productivity and employment for people receiving support. |

|  |  |
| --- | --- |
| Application  Description automatically generated with low confidence | 1. Answer the following questions about social constructs of disability and ageing. |
|  | |
| Mapping: CHCCCS038 KE4.0  *Learner guide reference: CHCCCS034 Learner Guide, Chapter 1, Subchapter 1.1, Section 1.1.1*  **Marking guide**  The candidate must answer the following questions about social constructs of disability and ageing.  Additional marking guide and benchmark answers are provided below to guide the assessor in assessing the candidate’s responses. | |
| 1. Describe a social construct of ageing from the perspective of older people.     The candidate must describe the social construct of ageing from the perspective of older people.  Responses will vary. For a satisfactory performance, responses must briefly describe the perception formed by society towards ageing based on the experience or point of view of older people.  An example of a satisfactory response is provided below to guide the assessor in assessing the candidate’s response:  Older people define age as not only a number. Ageing is a concept that is influenced by elements such as society and emotions. For the older generation, there are differences between the concept of ageing and old age. | |
| 1. Describe a social construct of ageing from the perspective of younger people.     The candidate must describe the social construct of ageing from the perspective of younger people.  Responses will vary. For a satisfactory performance, responses must briefly describe the perception formed by society towards ageing based on the experience or point of view of younger people.  An example of a satisfactory response is provided below to guide the assessor in assessing the candidate’s response:  Younger people are most likely to associate ageing with the idea of losing something – health, mental capacity, and more. The younger generation may feel that a person is defined by their numerical age. | |

|  |
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| 1. Describe the social construct of disability based on the medical model.     The candidate must describe the social construct of disability.  Responses will vary. However, for a satisfactory performance, responses must describe the perception formed towards disability and people with disability based on the medical model.  An example of a satisfactory response is provided below to guide the assessor in assessing the candidate’s response:  According to the medical model of disability, ‘disability’ is a health condition dealt with by medical professionals. People with disability are thought to be different to ‘what is normal.’ Disability is seen as a problem of the individual, and the person needs to be fixed or cured. |
| 1. Describe disability based on the social model.     The candidate must describe the social construct of disability.  Responses will vary. For a satisfactory performance, responses must describe the perception formed towards disability and people without disability.  An example of a satisfactory response is provided below to guide the assessor in assessing the candidate’s response:  In contrast to the medical model, the social model sees ‘disability’ as the result of the interaction between people living with impairments and an environment filled with physical, attitudinal, communication and social barriers. It, therefore, carries the implication that the environment must change to enable people living with impairments to participate in society on an equal basis with others. |

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| 1. How do you feel about working with people with disabilities? Explain your answer briefly.     The candidate must explain how they feel about working with people with disabilities.  Responses will vary. However, for a satisfactory performance, the candidate must briefly describe how they feel about working with people with disabilities or elaborate on how they perceive them.  A model answer is provided below to demonstrate to the assessor the breadth and depth required in the candidate’s responses for a satisfactory performance:  I look forward to working with people with disability. It helps me keep an open mind not only to assist or support people with disability but also to identify the barriers in the environment and society and what truly needs to be changed to accommodate their needs. It also helps me understand how to advocate for them by empowering them. |
| 1. Complete the table by:    1. Identifying two examples of your personal attitudes towards people with disabilities    2. Describing the impact of your identified attitudes on working with people with disabilities   The candidate must complete the table below by:   * 1. Identifying two examples of their personal attitudes towards people with disability   Responses will vary. However, for a satisfactory performance, responses must be the candidate’s thoughts, feelings, positions, state of mind or opinion that affect how they interact with people with disabilities. These attitudes can be positive or negative.   * 1. Describing the impact of their identified attitudes on working with people with disabilities.   Responses will vary depending on the attitudes they identified. However, for a satisfactory performance, responses must:   * Be consistent with their personal attitudes they identified, e.g. If they identified a positive attitude, their impact on working with people with disabilities would more likely be positive as well * Describe the effect or influence of their identified personal attitudes on how they work with people with disabilities, e.g. Their actions, mindset, perception, mannerisms, gestures, etc. |

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| Model answers are provided below to guide the assessor in assessing the candidate’s response:   |  |  | | --- | --- | | **Attitudes** | **Impact** | | Open-mindedness | Having an open mind will allow me to see a person with disability as someone who is differently abled and will help me see the barriers in the environment that needs to be changed to accommodate their needs | | Cooperation | Being cooperative will help me focus on the goals of people with disabilities and participate in meeting their needs while empowering them | |

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| Application  Description automatically generated with low confidence | 1. Answer the following questions about seeking support from more experienced and qualified staff. |
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| Mapping: CHCCCS038 KE5.0  *Learner guide reference: CHCCCS038 Learner Guide, Chapter 2, Subchapter 2.2, Section 2.2.3*  **Marking guide**  The candidate must answer the following questions about seeking support from more experienced and qualified staff.  Additional marking guide and benchmark answers are provided below to guide the assessor in assessing the candidate’s responses. | |
| 1. Describe a staff who is more experienced than a care worker.     The candidate must describe who is a more experienced staff than a care worker.  For a satisfactory performance, although wording may slightly vary, their responses must be consistent with the model answer below. At a minimum, the underlined words/phrases must appear in the candidate’s response:  A more experienced staff is a person in the workplace who has been through more opportunities in the context of the direct support work that allowed the person to acquire skills. | |
| 1. Describe a staff who is a more qualified than a care worker.     The candidate must describe who is a more qualified staff than a care worker.  For a satisfactory performance, although wording may slightly vary, their responses must be consistent with the model answer below. At a minimum, the underlined words/phrases must appear in the candidate’s response:  A more qualified staff is a person in the workplace who has more mastery of skills, is more knowledgeable and has more abilities in the context of the direct support work. | |

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| 1. Outline the five steps that a care worker must do when they need support from a more experienced or qualified staff.       The candidate must outline the five steps that a care worker can do when they need support from a more experienced or qualified staff.  For a satisfactory performance, although wording may slightly vary, their responses must be all of the following, in the correct order:   * Identify what you need help with. * Identify the experienced and/or qualified staff that can assist you. * Politely ask for assistance or follow protocols when requesting a meeting or consultation. * Describe your issue clearly, briefly and honestly. * Let the more experienced and qualified staff member guide you. |
| 1. Identify two situations where a care worker must seek support from a more experienced or qualified staff.    The candidate must identify two situations where a care worker must seek support from a more experienced or qualified staff.  Responses will vary. However, for a satisfactory performance, their responses must be situations or instances that are beyond the scope of their role, job description, skills or abilities and require support from a more experienced or qualified staff.  Model answers are provided below to guide the assessor in assessing the candidate’s response:   * A community support worker who does not know Auslan or other communication methods may have difficulty understanding or assisting a non-verbal client. * A disability support worker who has no training in handling learning disabilities may have problems helping students with autism. * An aged care worker who has no epilepsy treatment and management raining may have difficulty assisting a client during a recurring seizure. |

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| Application  Description automatically generated with low confidence | 1. Identify two support practices for each condition provided in the table below. | |
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| Mapping: CHCCCS038 KE7.1, KE7.2, KE7.3, KE7.4, KE7.5  *Learner guide reference: CHCCCS038 Learner Guide, Chapter 2, Subchapter 2.2, Section 2.2.1*  **Marking guide**  The candidate must identify two support practices for each condition provided in the table below.  Responses will vary. However, for a satisfactory performance, their responses must be practices or ways to assist or provide appropriate care to each person with the condition listed below.  Model answers are provided below to guide the assessor in assessing the candidate’s response. | | |
| **Conditions** | | **Support Practices** |
| 1. Attention Deficit Hyperactivity Disorder (ADHD) | | Model answers are provided below (only two are required):   * Educate the person on how to use assistive equipment. * Use strategies with the person for dealing with symptoms of the disorder. * Manage medication and therapeutic techniques as advised by the person's health professional.   Other responses are acceptable as long as they are examples of practices or ways to assist or provide appropriate care to a person with ADHD. |

| **Conditions** | **Support Practices** |
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| 1. Sickle Cell Disease | Model answers are provided below (only two are required):   * Monitor the person's health and report any development of symptoms or general condition. * Manage medication and therapeutic techniques as advised by the person's health professional. * Provide the person's family with tips on what they can do to help the person in managing discomfort or pain.   Other responses are acceptable as long as they are examples of practices or ways to assist or provide appropriate care to a person with Sickle Cell Disease. |
| 1. Physical Trauma | Model answers are provided below (only two are required):   * Assist the person with pain management through exercises, use of support, and medication. Replace bandages and apply ointments as necessary. * Orient the person's family or loved ones about how they can help the person. * Provide physical support to assist the person in doing specific tasks, such as going to the bathroom or moving around.   Other responses are acceptable as long as they are examples of practices or ways to assist or provide appropriate care to a person who is experiencing physical trauma. |

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| **Conditions** | **Support Practices** |
| 1. Psychological Trauma | Model answers are provided below (only two are required):   * Provide a safe and comfortable environment with little noise and some personal space. * Assist the person with their medication and activities included in their treatment plan. * Allow the person to talk about their experiences. Listen and engage in discussions. * Give the person privacy by respecting their wishes if they choose not to talk about their trauma.   Other responses are acceptable as long as they are examples of practices or ways to assist or provide appropriate care to a person who is experiencing psychological trauma. |
| 1. Arthritis | Model answers are provided below (only two are required):   * Monitor risk factors and track changes such as blood sugar levels, blood pressure, the colour of urine, heart rate, etc. * Implement prevention programs that will help reduce the risk of chronic disease. This may involve using a special diet or assisting the person in physical exercise. * Provide emotional support to a person who may be hesitant to make lifestyle changes. * Administer maintenance medication based on the person's care plan and medication schedule. Administer emergency medication and provide immediate emergency assistance as necessary.   Other responses are acceptable as long as they are examples of practices or ways to assist or provide appropriate care to a person who has arthritis. |

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| **Conditions** | **Support Practices** |
| 1. Asthma | Model answers are provided below (only two are required):   * Administer maintenance medication based on the person's care plan and medication schedule. Administer emergency medication and provide immediate emergency assistance as necessary. * Provide emotional support to a person who may be hesitant to make lifestyle changes. * Monitor risk factors and track changes such as blood sugar levels, blood pressure, the colour of urine, heart rate, etc.   Other responses are acceptable as long as they are examples of practices or ways to assist or provide appropriate care to a person who has asthma. |
| 1. Acquired Brain Injury | Model answers are provided below (only two are required):   * Collect and use the information on what the person was like to determine how to provide appropriate care. This information refers to what they liked to do or how they interacted with others. * Use appropriate resources to provide appropriate care based on the person's symptoms. * Note and report changes in the person's condition to their physician or therapist.   Other responses are acceptable as long as they are examples of practices or ways to assist or provide appropriate care to a person who has an acquired brain injury. |

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| Application  Description automatically generated with low confidence | 1. Answer the following questions about different principles relevant to providing support. |
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| Mapping: CHCCCS038 KE2.0, KE9.1, KE9.2, KE9.3, Ke9.4, KE9.5, KE9.6, KE9.7, KE9.8  *Learner guide reference:*   * *CHCCCS038 Learner Guide, Unit Introduction* * *CHCCCS038 Learner Guide, Chapter 2, Subchapter 2.1, Section 2.1.1* * *CHCCCS038 Learner Guide, Chapter 2, Subchapter 2.1, Section 2.1.2* * *CHCCCS038 Learner Guide, Chapter 2, Subchapter 2.2* * *CHCCCS038 Learner Guide, Chapter 2, Subchapter 2.2, Section 2.2.2* * *CHCCCS038 Learner Guide, Chapter 2, Subchapter 2.3, Section 2.3.1* * *CHCCCS038 Learner Guide, Chapter 3, Subchapter 3.1* * *CHCCCS038 Learner Guide, Chapter 3, Subchapter 3.3*   **Marking guide**  The candidate must answer the following questions about different principles relevant to providing support.  Additional marking guide and benchmark answers are provided below to guide the assessor in assessing the candidate’s responses. | |
| 1. What is empowerment?     The candidate must describe the principle of empowerment.  For a satisfactory performance, although wording may slightly vary, their responses must be consistent with the model answer below:  Empowerment means enabling or giving people the power and authority to control their lives. For some, it means making people realise that they are able to take action and decide for themselves. | |

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| 1. Briefly describe the four principles of empowerment for people receiving support.   The candidate must briefly describe the four principles of empowerment for people receiving support.  For a satisfactory performance, although wording may slightly vary, their responses must be consistent with the benchmark answers below:   |  |  | | --- | --- | | **Principles** | **Description** | | 1. Relate | Relate means accepting a person for who they are and willingly understanding their feelings and experiences. | | 1. Communicate | Communicate means supporting a person and boosting their confidence through reassuring words. | | 1. Illuminate | Illuminate means instilling greater knowledge and understanding to someone receiving support through honest feedback and guidance. | | 1. Educate | Educate means giving clear instructions and helping a person understand and become aware of their rights and options. | |
| 1. Describe the principle of rights-based approaches.     The candidate must describe the principle of rights-based approaches.  For a satisfactory performance, although wording may slightly vary, their responses must be consistent with the model answer below:  A rights-based approach turns human rights into actual policies and practices. It transcends the *what* of human rights and focuses more on the *how*. The approach uses human rights as a basis for taking care of people receiving support. |

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| 1. Identify the five principles of the rights-based or human rights approach.       The candidate must identify the five principles of the rights-based or human rights approach.  For a satisfactory performance, although wording may slightly vary, their responses must include all of the following:   * Participation * Accountability * Non-discrimination and equality * Empowerment * Legality |
| 1. Identify three rights of disabled persons based on the *Australian Human Rights Commission Act 1986* Declaration on the Rights of Disabled Persons.     The candidate must identify three rights of disabled persons based on the Australian Human Rights Commission Act 1986.  For a satisfactory performance, although wording may slightly vary, their responses must be three of the following:   * Disabled persons shall enjoy all the rights without any exception whatsoever and without distinction or discrimination. * Disabled persons have the inherent right to respect their human dignity. * Disabled persons have the same civil and political rights as other human beings. * Disabled persons are entitled to the measures designed to enable them to become as self‑reliant as possible.   Other responses are acceptable as long as they are consistent with the rights of disabled persons as stated under Schedule 5 – Declaration on the Rights of Disabled Persons of the [*Australian Human Rights Commission Act 1986*](https://www.legislation.gov.au/Details/C2021C00559). |

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| 1. Identify two rights of the child based on the *Australian Human Rights Commission Act 1986* Declaration on the Rights of the Child.    The candidate must identify two rights of children in the context of receiving support based on the Australian Human Rights Commission Act 1986 Declaration on the Rights of the Child.  For a satisfactory performance, although wording may slightly vary, their responses must be two of the following:   * The child shall enjoy special protection and shall be given opportunities and facilities, by law and by other means, to enable him to develop physically, mentally, morally, spiritually and socially in a healthy and normal manner and in conditions of freedom and dignity. * The child who is physically, mentally or socially handicapped shall be given the special treatment, education and care required by his particular condition. * The child shall be protected against all forms of neglect, cruelty and exploitation. * The child shall be protected from practices which may foster racial, religious and any other form of discrimination.   Other responses are acceptable as long as they are consistent with the rights of the child as stated in Schedule 3 – Declaration on the Rights of the Child of the [*Australian Human Rights Commission Act 1986*](https://www.legislation.gov.au/Details/C2021C00559). |

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| 1. Identify five rights of older persons based on the Charter of Aged Care Rights.       The candidate must identify five rights of older persons based on the Charter of Aged Care Rights.  For a satisfactory performance, although wording may slightly vary, their responses must be five of the following:   * Safe and high quality care and services * be treated with dignity and respect * have their identity, culture and diversity valued and supported * live without abuse and neglect * be informed about their care and services in a way they understand * access all information about themself, including information about their rights, care and services * have control over and make choices about their care, and personal and social life, including where the choices involve personal risk * have control over, and make decisions about, the personal aspects of their daily life, financial affairs and possessions * their independence * be listened to and understood * have a person of their choice, including an aged care advocate, support them or speak on their behalf * complain free from reprisal, and to have their complaints dealt with fairly and promptly * personal privacy and to have their personal information protected * exercise their rights without it adversely affecting the way they are treated |

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| 1. Briefly explain person-centred practices.     The candidate must briefly explain person-centred practices.  For a satisfactory performance, although wording may slightly vary, their responses must be consistent with the model answer below:  Person-centredness means that the person is at the centre of the care delivery, and all decisions on the person’s care are based on their needs and wants. Person-centred practices use appropriate strategies that support the person’s choice and treat the person with compassion, dignity and respect. |
| 1. Identify the five principles of the person-centred approach.       The candidate must identify the five principles of the person-centred approach.  For a satisfactory performance, although wording may slightly vary, their responses must include all of the following:   * Supports the person, at the ‘centre of the service’, to be involved in making decisions about their life * Takes into account each person’s life experience, age, gender, culture, heritage, language, beliefs and identity * Requires flexible services and support to suit the person’s wishes and priorities * Is strengths-based, where people are acknowledged as the experts in their life with a focus on what they can do first, and any help they need second * Includes the person’s support networks as partners |

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| 1. What are the two important considerations that need to be upheld when delivering person-centred services during consultation with the person?    The candidate must identify the two important considerations when delivering person-centred services during consultation with the person.  For a satisfactory performance, although wording may slightly vary, their responses must include all of the following:   * Ensure that the rights of the person are upheld * Ensure that the needs of the person are upheld |
| 1. What is self-advocacy?     The candidate must briefly explain person-centred practices.  For a satisfactory performance, although wording may slightly vary, their responses must be consistent with the model answer below:  Self-advocacy is understanding your needs and rights and having the confidence to speak up for yourself, fight for your rights, assert ways and solutions to meet them, educate others about it and work with others to make change happen. |
| 1. List two activities that promote the self-advocacy of people receiving support.    The candidate must list two activities that promote the self-advocacy of people receiving support.  For a satisfactory performance, although wording may slightly vary, their responses must include two of the following:   * Reflecting and meditating on experiences and writing down insights. * Attending educational sessions for self-growth, such as forming intimate relationships. * Raising community awareness by running training programs and events to discuss various issues.   Other responses are acceptable as long as they are programs or activities that people receiving support can participate in to speak for themselves, fight for their rights and educate others about them. |

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| 1. Briefly describe the four principles of active support.   The candidate must briefly describe the four principles of active support.  For a satisfactory performance, although wording may slightly vary, their responses must be consistent with the model answers below:   |  |  | | --- | --- | | **Principles** | **Description** | | 1. Belongingness | Belongingness refers to supporting the client to be part of the community. It also refers to supporting them to have positive relationships with others. | | 1. Opportunity | Opportunity refers to supporting the client to have novel experiences. It also refers to supporting them to have many avenues of self-directed learning. | | 1. Respect | Respect refers to supporting the client that recognises and upholds their individuality. | | 1. Self-control | Self-control refers to supporting the client to recognise and uphold their capability to regulate their actions, emotions, and behaviour. | |

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| 1. Describe active listening by listing one example of how to demonstrate each principle listed below.   The candidate must describe active listening by listing one example of how to demonstrate each principle listed below.  Additional marking guide and model answers are provided below to guide the assessor in assessing the candidate’s response.   |  |  | | --- | --- | | **Principles** | **Example** | | 1. Halt | For a satisfactory performance, their responses must be one example of what the candidate must stop doing in order to focus and pay attention to the client.  A model answer is provided below:  Refrain from thinking about other things, such as making a mental plan of what you will be doing after talking to the client | | 1. Focus | For a satisfactory performance, their responses must be one example of what the candidate must do to remove distractions and put all their attention on what the client is saying.  A model answer is provided below:  Putting the phone on silent or keeping the device in the bag | | 1. Effort | For a satisfactory performance, their responses must be one example of what the candidate must do to show their interest in communicating with the client and accommodating their concerns through non-verbal cues and positioning.  A model answer is provided below:  Facing the client while they are talking | |

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| 1. What is social justice?     The candidate must describe what social justice is.  For a satisfactory performance, although wording may slightly vary, their responses must be consistent with the model answer below:  Social justice is the fairness among people regardless of their gender, race, ethnicity, age, social status, sexual preference, religion and disability. It is the commitment to protect the most marginalised members of society. It is both an application and a way of safeguarding the moral values that guide all people. |
| 1. Briefly describe what a person can obtain from each of the four principles of social justice.   The candidate must briefly describe what a person can obtain from each of the four principles of social justice.  For a satisfactory performance, although wording may slightly vary, their responses must be consistent with the model answers below:   |  |  | | --- | --- | | **Principles** | **Description** | | 1. Equity | A person must benefit from fair distribution of resources. | | 1. Access | A person must have fair access to goods and services. | | 1. Participation | A person must be able to participate in decisions affecting them. | | 1. Rights | A person must enjoy protection through equal legal, industrial, and political rights. | |

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| 1. List two importance of knowing each person as an individual in the context of social justice.    The candidate must list two importance of knowing each person as an individual in the context of social justice.  Responses will vary. For a satisfactory performance, responses must be examples of why knowing a person is important to upholding social justice through equity, access, participation and rights.  Model answers are provided below (only two are required):   * Knowing a person’s unique needs will help identify the support and assistance suitable for the person. * Knowing a person’s desires and expectations provide relevant information on the goods and services they should have access to * Knowing a person’s goals will help in identifying the resources they need and how they can contribute to achieving them |
| 1. List two significance of showing respect for a person’s individuality in the context of social justice.    The candidate must list two significance of showing respect for a person's individuality in the context of social justice.  Responses will vary. For a satisfactory performance, responses must be examples of why showing respect for a person’s individuality is important to upholding social justice through equity, access, participation and rights.  Model answers are provided below (only two are required):   * The unique needs of the person are identified and recognised. It allows care workers to create more effective individualised support strategies. * The person is shown that the service provided is fully committed to addressing all their needs. This boosts the person’s satisfaction and overall happiness. * The person is provided with more opportunities to further empower the person. * The care workers get access to more opportunities to learn more about the person. It allows workers to create stronger relationships based on trust and acceptance. |

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| 1. Describe the principle of strengths-based practices.     The candidate must describe the principle of strengths-based approaches.  For a satisfactory performance, although wording may slightly vary, their responses must be consistent with the model answer below:  The strengths-based practices are strategies that build upon a person’s strengths and makes a person realise that they are capable of doing activities on their own. Knowing a person’s strengths allows them to see themself at their best and gives an idea of what changes can improve the quality of their life. |
| 1. What are the three principles of a strengths-based approach?     The candidate must identify the three principles of a strengths-based approach.  For a satisfactory performance, although wording may slightly vary, their responses must include all of the following:   * The person has unique abilities and skills that help them grow * The person has a responsibility to maintain and develop their wellbeing * The person has the willingness to learn, improve and change |

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| Application  Description automatically generated with low confidence | 1. Answer the following questions about restrictive practices for people receiving support. |
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| *Mapping: CHCCCS038 KE10.0, KE10.1, KE10.2, KE10.3, KE10.4, KE10.5, KE10.6, KE10.7, KE10.8*  *Learner guide reference: CHCCCS038 Learner Guide, Chapter 1, Subchapter 1.2, Section 1.2.4*  **Marking guide**  The candidate must answer the following questions about restrictive practices for people receiving support.  Additional marking guides and benchmark answers are provided below for the assessor’s reference. | |
| 1. Explain what restrictive practices are according to the [Australian Law Reform Commission](https://www.alrc.gov.au/publication/equality-capacity-and-disability-in-commonwealth-laws-dp-81/8-restrictive-practices/restrictive-practices-in-australia/#:~:text=8.4%20Restrictive%20practices%20involve%20the,social%20or%20physical)%20and%20seclusion.).     The candidate must explain restrictive practices according to the [Australian Law Reform Commission.](https://www.alrc.gov.au/publication/equality-capacity-and-disability-in-commonwealth-laws-dp-81/8-restrictive-practices/restrictive-practices-in-australia/#:~:text=8.4%20Restrictive%20practices%20involve%20the,social%20or%20physical)%20and%20seclusion.)  For a satisfactory performance, although wording may slightly vary, the candidate’s explanation must be consistent with the definition indicated in the Australian Law Reform Commission. A benchmark answer is provided below:  Restrictive practices involve the use of interventions and practices that have the effect of restricting the rights or freedom of movement of a person with a disability. | |
| 1. Briefly explain why authorised restrictive practices must only be used as a last resort.     The candidate must briefly explain why authorised restrictive practices must only be used as a last resort.  For a satisfactory performance, although wording may slightly vary, their responses must be consistent with the benchmark answer below:  Restrictive practices involve the use of interventions and practices that have the effect of restricting the rights or freedom of movement of a person with a disability. | |

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| 1. Identify the five forms of restrictive practices.       The candidate must identify the five forms of restrictive practices.  For a satisfactory performance, although wording may slightly vary, the candidate’s responses must be the five below (in no particular order):   * Chemical restraint * Mechanical restraint * Environmental restraint * Physical restraint * Seclusion |
| 1. Identify two considerations within the human rights framework when implementing restrictive practices.    The candidate must identify two considerations within the human rights framework when implementing restrictive practices.  Responses can vary. However, for a satisfactory performance, their responses must be:   * Examples of things that must be reviewed, looked out for, or taken into consideration before or when using or implementing restrictive practices * Consistent with documents or references regarding human rights recognised by the government relevant to restrictive practices   Model answers are provided below to guide the assessor in assessing the candidate’s response:   * The use of the restrictive practice must not amount to inhumane and degrading treatment to people receiving support. * The use of the restrictive practice must be necessary. * The use of the restrictive practice should still enable people to safely have as much independence and dignity as possible. |

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| 1. Describe two impacts of restrictive practices on a person’s empowerment.    The candidate must identify two impacts of restrictive practices on a person’s empowerment.  Responses will vary. However, for a satisfactory performance, their responses must be examples of the possible effects of restrictive practices on a person’s authority or ability to control their lives or make decisions for themselves.  Model answers are provided below to guide the assessor in assessing the candidate’s response:   * The use of restrictive practices can significantly impact a person’s dignity and rights. * The use of restrictive practices restricts a person’s freedom to take part in activities. * The use of restrictive practices can be disempowering because the practice might be done in an undignified manner. * The use of restrictive practices can disempower a person to make sound decisions. |
| 1. Identify two instances where restrictive practices may be used as reflected in the behaviour support plan.    The candidate must identify two instances where restrictive practices may be used as reflected in the behaviour support plan.  For a satisfactory performance, although wording may slightly vary, their responses must include two of the following:   * A restrictive practice may be used when it is the least restrictive response possible in the circumstances. * A restrictive practice may be used when it reduces the risk of harm to the person or others. * A restrictive practice may be used when it is used for the shortest possible time to ensure the safety of the person or others. |

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| 1. Identify the seven conditions when a restrictive practice can be used.         The candidate must identify the seven conditions when a restrictive practice can be used.  For a satisfactory performance, although wording may slightly vary, their responses must include all of the following (in no particular order):  The restrictive practice must:   * Be clearly identified in the behaviour support plan * If the State or Territory in which the regulated restrictive practice is to be used has an authorisation process (however described) in relation to that practice, be authorised in accordance with that process * Be used only as a last resort in response to risk of harm to the person with disability or others, and after the provider has explored and applied evidence-based, person-centred and proactive strategies * Be the least restrictive response possible in the circumstances to ensure the safety of the person or others * Reduce the risk of harm to the person with disability or others * Be in proportion to the potential negative consequence or risk of harm * Be used for the shortest possible time to ensure the safety of the person with disability or others |

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| 1. Identify the six core strategies for reducing and eliminating restrictive practices identified by the *National Framework for Reducing and Eliminating the Use of Restrictive Practices in the Disability Service Sector*.        The candidate must list the six core strategies for reducing and eliminating restrictive practices identified by the *National Framework for Reducing and Eliminating the Use of Restrictive Practices in the Disability Service Sector.*  For a satisfactory performance, although wording may slightly vary, the candidate’s responses must be all of the following (in no particular order):   * Person-centred focus * Leadership towards organisational change * Use of data to inform practice * Workforce development * Use of restraint and seclusion reduction tools (including evidence-based assessment, prevention approaches, emergency management plans, environmental changes and meaningful activities integrated into the individual’s support plan) * Debriefing and practice review. |
| 1. Identify one example of risk related to the use of restrictive practices for each aspect listed below.   The candidate must identify one example of risk related to the use of restrictive practices for each aspect listed below.  Responses will vary. However, for a satisfactory performance, responses must be examples of situations that expose the physical, psychological or emotional aspects, respectively, of a person’s wellbeing to danger in relation to the use of restrictive practices.  Model answers are provided below to guide the assessor in assessing the candidate’s response.   |  |  | | --- | --- | | **Aspect** | **Examples of Risks** | | 1. Physical | Only one is required:   * Serious physical injury * Physical abuse | | 1. Psychological | Only one is required:   * Feelings of helplessness * Trauma | | 1. Emotional | Only one is required:   * Damage between the relationship of the person and their carer * Fear and shame | |

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| 1. Identify the two reportable incidents regarding the unauthorised use of restrictive practices.    The candidate must identify the two reportable incidents regarding the unauthorised use of restrictive practices.  For a satisfactory performance, although wording may slightly vary, the candidate’s responses must be consistent with the following (in no particular order):   * No authorisation by the relevant state or territory (however described) * Not in accordance with a behaviour support plan |
| 1. Complete the statement below:   Where an NDIS participant’s behaviours of concern place themselves or others at risk of harm, and subsequently a regulated restrictive practice is required,       must be developed and lodged with the      .  The candidate must complete the statement above.  For a satisfactory performance, although wording may slightly vary, the candidate’s responses must be (respectively):   * Behaviour support plan * NDIS commission |
| 1. When restrictive practices are used as part of a person’s behaviour support plan, the plan must contain three positive strategies. List these strategies below.   The candidate must list the three positive strategies that a behaviour support plan must include when restrictive practices are used as part of the plan.  For a satisfactory performance, although wording may slightly vary, the candidate’s responses must be all of the following (in no particular order) ([SOURCE](https://www.ndiscommission.gov.au/regulated-restrictive-practices)):   1. Strategies that are outcomes-focused, person-centred and proactive 2. Strategies that address the participant’s individual needs and the functions of the behaviour of concern 3. Strategies to reduce or eliminate the use of restrictive practices over time |

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| 1. Summarise the documentation requirements stated in Sections 14 and 15 of the *NDIS Restrictive Practices and Behaviour Support Rules 2018.*     The candidate must explain the documentation requirements stated in Sections 14 and 15 of the NDIS Restrictive Practices and Behaviour Support Rules 2018.  For a satisfactory performance, although wording may slightly vary, the candidate’s responses must be consistent with the benchmark answer provided below:  (At a minimum, the underlined phrases must appear in the candidate’s response)  NDIS providers implementing regulated restrictive practices need to keep records on their use of restrictive practices and report use to the NDIS Commission. |

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| Application  Description automatically generated with low confidence | 1. Answer the following questions about strategies that assist people in exercising their rights and independence. |
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| *Mapping: CHCCCS038 KE6.0 (p), KE11.1, KE11.2, KE11.3*  *Learner guide reference:*   * *CHCCCS038 Learner Guide, Chapter 2, Subchapter 2.4* * *CHCCCS038 Learner Guide, Chapter 3, Subchapter 3.2* * *CHCCCS038 Learner Guide, Chapter 3, Subchapter 3.4* * *CHCCCS038 Learner Guide, Chapter 3, Subchapter 3.5, Section 3.5.2*   **Marking guide**  The candidate must answer the following questions about the role of assistive technologies in individual support.  Additional marking guide and benchmark answers are provided below for the assessor’s reference. | |
| 1. Explain how the use of technology can facilitate the choice for a person receiving support.     The candidate must explain how the use of technology can facilitate the choice of a person receiving support.  For a satisfactory performance, the candidate must demonstrate sufficient knowledge on how the use of technology can facilitate the choice of a person receiving support.  A model answer is provided below to demonstrate to the assessor the breadth and depth required in the candidate’s responses for a satisfactory performance:  When people receiving support can use technology to communicate, perform daily tasks, and practice independence, they will gain more confidence in making decisions for themselves. It will help them choose from available options and explore decision-making on their own. | |

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| 1. Identify two strategies to support the person in using technology to facilitate choice.    The candidate must identify two strategies to support the person in using technology to facilitate choice.  For a satisfactory performance, although wording may slightly vary, the candidate’s responses must include two of the following:   * Determining if the person needs custom-made equipment * Ensuring that assistive devices and resources align with the individual needs of the person * Ensuring that assistive devices are appropriate to the person’s learning environment   Other responses are acceptable as long as they are examples of plans or actions that will support the person receiving support in using technology in making choices. |
| 1. Briefly describe how providing choices can support people receiving support.     The candidate must briefly describe how providing choices can support people receiving support.  For a satisfactory performance, although wording may slightly vary, their responses must be consistent with the model answer below:  Providing choices to people receiving support will empower them because it brings them in a position where they can make decisions for themselves and implement what they want for themselves. |

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| 1. Identify two examples of how you can support people as they make choices.    The candidate must identify two examples of how they can support people as they make choices.  For a satisfactory performance, although wording may slightly vary, the candidate’s responses must include two of the following:   * Give the client all essential options and information on strategies to meet their individual or reablement needs * Use appropriate communication techniques to guide the client in making a choice * Give the client time to think about their choice * Assist the client in searching for additional information regarding the choices * Remind the client of the goals they set for themselves * Assure the client that their choices and decisions are essential and that it is alright to make mistakes now and then * Remind the client that they can assign supporters to help them in making choices and decisions   Other responses are acceptable as long as they are examples of ways to assist a person receiving support in making choices. |

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| 1. List the 13 Australian Privacy Principles, in the correct order, based on the [*Privacy Act 1988*](https://www.legislation.gov.au/Series/C2004A03712)*.*               The candidate must list the 13 Australian Privacy Principles, in the correct order, based on the *Privacy Act 1988*.  For a satisfactory performance, although wording may slightly vary, the candidate’s responses must be consistent with the following (in the correct order):   1. Australian Privacy Principle 1 - Open and transparent management of personal information 2. Australian Privacy Principle 2 – Anonymity and pseudonymity 3. Australian Privacy Principle 3 – Collection of solicited personal information 4. Australian Privacy Principle 4 – Dealing with unsolicited personal information 5. Australian Privacy Principle 5 – Notification of the collection of personal information 6. Australian Privacy Principle 6 – Use or disclosure of personal information 7. Australian Privacy Principle 7 – Direct marketing 8. Australian Privacy Principle 8 – Cross-border disclosure of personal information 9. Australian Privacy Principle 9 – Adoption, use or disclosure of government related identifiers |

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| 1. Australian Privacy Principle 10 – Quality of personal information 2. Australian Privacy Principle 11 – Security of personal information 3. Australian Privacy Principle 12 – Access to personal information 4. Australian Privacy Principle 13 – Correction of personal information |
| 1. Identify two strategies to assist a person to exercise their rights to privacy.    The candidate must identify two strategies to assist a person to exercise their rights to privacy.  For a satisfactory performance, although wording may slightly vary, the candidate’s responses must include two of the following:   * Following organisational policies for privacy, confidentiality and disclosure * Storing all of the person’s files in a way that prevents unauthorised access, damage, destruction, or loss of their information * Allowing the person to seek any correction of the information whenever possible   Other responses are acceptable as long as they are examples of plans or actions that will assist the person to exercise their right to create boundaries and limit how others can access information about them. |
| 1. State the right of a person with disability to be involved in planning and decision making according to the [Convention on the Rights of Persons with Disabilities](https://www.ag.gov.au/rights-and-protections/human-rights-and-anti-discrimination/human-rights-scrutiny/public-sector-guidance-sheets/rights-people-disability#what-are-rights-of-people-with-disability).     The candidate must state the person’s right to be involved in planning and decision making according to the Convention on the Rights of Persons with Disabilities.  For a satisfactory performance, although wording may slightly vary, their responses must be consistent with the benchmark answer below:  Persons with disabilities should have the opportunity to be actively involved in decision-making processes about policies and programmes, including those directly concerning them. |

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| 1. State an older person’s right to be involved in planning and decision making according to the [Charter of Aged Care Rights](https://www.agedcarequality.gov.au/providers/provider-information).     The candidate must state an older person’s right to be involved in planning and decision making according to the Charter of Aged Care Rights.  For a satisfactory performance, although wording may slightly vary, their responses must be consistent with the benchmark answer below:  An older person has the right to have control over, and make choices about their care and personal and social life, including where the choices involve personal risk. They have the right to have a person of their choice, including an aged care advocate, support them or speak on their behalf. |
| 1. Identify two strategies to assist a person to exercise their rights to be involved in **planning** regarding their own care and support and those providing it.    The candidate must identify two strategies to assist a person to exercise their rights to be involved in planning regarding their own care and support and those providing it.  For a satisfactory performance, although wording may slightly vary, the candidate’s responses must include two of the following:   * Giving the client and their supporters enough space and time to discuss their options and make their decisions * Taking note of all decisions that the client makes * Asking the person questions about what they think about the service and care that they will receive   Other responses are acceptable as long as they are examples of plans or actions that will assist the person to exercise their right to participate in planning for the services and care they will receive. |

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| 1. Identify two strategies to assist a person to exercise their rights to be involved in **decision making** regarding their own care and support and those providing it.    The candidate must identify two strategies to assist a person to exercise their rights to be involved in decision making regarding their own care and support and those providing it.  For a satisfactory performance, although wording may slightly vary, the candidate’s responses must include two of the following:   * Reducing the need for the person to go through many options by using close-ended questions instead of open-ended questions * Using appropriate modelling techniques to guide the person towards making responsible choices * Coming up with a way for the person to communicate their choice * Helping the person develop a personal method for making choices * Providing opportunities to make choices every day   Other responses are acceptable as long as they are examples of plans or actions that will assist the person to exercise their right to make decisions and take control over the services and care they will receive. |

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| 1. Briefly describe the person’s right to be involved in planning and decision-making regarding the following: 2. Their own care and support     The candidate must briefly describe the person’s right to be involved in planning and decision-making regarding their own care and support.  For a satisfactory performance, although wording may vary, their responses must be consistent with the model answer below:  A person receiving support has the right to participate in planning and make decisions when implementing specific care and support services appropriate to their needs. |
| 1. Those who will provide care and support     The candidate must briefly describe the person’s right to be involved in planning and decision-making regarding those who will provide care and support.  For a satisfactory performance, although wording may vary, their responses must be consistent with the model answer below:  A person receiving support has the right to participate in planning and make decisions when choosing the professionals, support workers and other people who will be involved in the care and support service that they will receive and those who will have access to their personal information. |

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| Application  Description automatically generated with low confidence | 1. Listed below are different life domains where assistive technologies may be used. Complete the table below by: 2. Providing a brief explanation on how assistive technologies help people receiving support in each life domain listed 3. Identifying one corresponding example of each assistive technology for each |
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| *Mapping: CHCCCS038 KE12.1, KE12.2, KE12.3, KE12.4, KE12.5, KE12.6, KE12.7, KE12.8, KE12.9, KE12.10, KE12.11, KE12.12., KE12.13*  *Learner guide reference: CHCCCS038 Learner Guide, Chapter 3, Subchapter 3.5, Section 3.5.1*  **Marking guide**  The candidate must complete the table below by:   1. Providing a brief explanation on how assistive technologies help people receiving support in each life domain listed   For a satisfactory performance, although wording may slightly vary, their response must be consistent with the benchmark answers provided below.   1. Identifying one corresponding example of assistive technology for each   Responses will vary. However, for a satisfactory performance, their response must be:   * + Relevant to the life domain listed   + A typical example of assistive technology   i.e. technology that adds functionality to tools and allows people to perform tasks that they otherwise would not have been able to do.  Examples of satisfactory responses are provided below to guide the assessor in assessing the candidate’s responses. | |

| **Life domain** | **How assistive technologies can help individual support clients in this life domain** | **One example of assistive technology that can be used in this life domain.**  Only one is required for each life domain |
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| 1. Self-care | Technology for self-care activities usually includes bathing, dressing, and washing hair. These can help people who may have difficulty moving and reaching around. | * Adapted clothing * Dressing stick * Bath hoist |
| 1. Continence | Technology for people with incontinence can support occasional leakage, total loss of bladder or bowel and those which may be caused by control stress, urge, overflow, and functional incontinence. | * Urinary and faecal collector bag * Bedpans * Bed and chair pads * Toilet seat raisers * Urine drainage bags |
| 1. Hygiene | Technology for hygiene includes equipment to assist with bathing and toileting. These include products that you use in the bathroom, as well as design features that you may decide to incorporate into the design of the bathroom or toilet. | * Change tables * Showering aids * Fitted baths * Washing aids with long handles |

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| **Life domain** | **How assistive technologies can help individual support clients in this life domain** | **One example of assistive technology that can be used in this life domain.**  Only one is required for each life domain |
| 1. Communication | Assistive technology provides support to people with difficulties in communication arising from problems with speaking, listening or reading written materials. | * Tablets * Styluses * Eye gaze * Text-to-speech software |
| 1. Mobility | Assistive technology for mobility provides support to people with difficulties moving around. | * Wheelchairs * Walkers |
| 1. Transferring | Assistive technology for transferring provides support for transferring and moving people with reduced risk. | * Stretcher * Hoist |
| 1. Cognition | The technology used to support cognition are used to help people with cognitive disorders such as Alzheimer’s disease. | * Cueing aids * Learning Software * Sensory regulator |
| 1. Memory loss | The technology used to support people who have unusual forgetfulness and problems remembering events or memories | * Memory aids * E-calendars * Timers |

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| **Life domain** | **How assistive technologies can help individual support clients in this life domain** | **One example of assistive technology that can be used in this life domain.**  Only one is required for each life domain |
| 1. Vision | Technology for people who need support with their vision may include people with total loss of sight or low vision. | * Screen magnifiers * Braille watches * Alternative keyboards |
| 1. Hearing | Technology for people who need support with hearing. This can include technology used to support communication with hearing-impaired individuals. | * Hearing aids * Sound amplifiers * Microphones * FM Systems * Closed-captioning software |
| 1. Daily living activities | Assistive technology for daily living activities can include a wide range of technology that support people on a daily basis with routine activities. | * Stocking aid * Buttonhook * Multi-purpose openers |
| 1. Recreation | Assistive technology for recreation includes those used to support people’s participation in recreational activities. | * Adapted gardening tools * Adapted board games * Adapted sport equipment |

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| **Life domain** | **How assistive technologies can help individual support clients in this life domain** | **One example of assistive technology that can be used in this life domain.**  Only one is required for each life domain |
| 1. Leisure | Assistive technology for leisure includes those used to support people’s rest and enjoyment. | * Adapted seat cushions * High back chairs * Wheelchair accessible tent |
| 1. Education | The technology used to support people with education can include those that help with learning disabilities. | * Computer programs * Learning applications   Graphic organisers |
| 1. Employment | The technology used to support people with employment can include those that help people with work. This may vary based on the nature of employment and the individual need of the person. | * Reading pens * Speech recognition software   Exoskeletal arms |
| 1. Home | Assistive technology is used to support people in their homes. This may include those used by carers and people with disabilities. | * Smart electronic devices (Amazon Echo, Alexa, etc.) * Smart speakers and screens |
| 1. Education | The technology used to support people with education can include those that help with learning disabilities. | * Computer programs * Learning applications   Graphic organisers |

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| **Life domain** | **How assistive technologies can help individual support clients in this life domain** | **One example of assistive technology that can be used in this life domain.**  Only one is required for each life domain |
| 1. Employment | The technology used to support people with employment can include those that help people with work. This may vary based on the nature of employment and the individual need of the person. | * Reading pens * Speech recognition software * Exoskeletal arms |
| 1. Home | Assistive technology is used to support people in their homes. This may include those used by carers and people with disabilities. | * Smart electronic devices (Amazon Echo, Alexa, etc.) * Smart speakers and screens |
| 1. Care residence | Assistive technology is used to support people in care residences. This can include those adapted to the facilities, carers, and people with disability. | * Smart electronic devices (Amazon Echo, Alexa, etc.) * Smart speakers and screens |
| 1. Outdoors | Assistive technology used to support people in being outdoors. This can include those used to assist people in doing activities outdoors and adapted to the outdoor environment. | * Ramps * Adapted entryways |

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| **Life domain** | **How assistive technologies can help individual support clients in this life domain** | **One example of assistive technology that can be used in this life domain.**  Only one is required for each life domain |
| 1. Eating | Assistive technology used to support people with eating. This can include technology used to assist feeding. | * Low-tech eating devices such as adaptive utensils and plates * Feeding devices |
| 1. Drinking | Assistive technology used to support people with drinking. | * Double handled mugs * Standard disposable straws |
| 1. Pressure area management | Assistive technology is used to manage and relieve pressure. This may include pressure prevention devices used to reduce injury caused by pressure or friction. | * Protectors * Cushions * Electronic bed frames |
| 1. Carer support | Assistive technology is used to assist carer with their roles in providing support | * Fall detectors * Panic buttons * Smart plugs |

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| Application  Description automatically generated with low confidence | 1. Answer the following questions about the role of assistive technologies in supporting a person’s life activities. |
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| *Mapping: CHCCCS038 KE13.1, KE13.2*  *Learner guide reference: CHCCCS038 Learner Guide, Chapter 3, Subchapter 3.5*  **Marking guide**  The candidate must answer the following questions about the role of assistive technologies in supporting a person’s life activities.  Additional marking guide and benchmark answers are provided below for the assessor’s reference. | |
| 1. How can assistive technologies help **maintain the independence** of people receiving support?     The candidate must explain how assistive technologies help maintain the independence of people receiving support.  For a satisfactory performance, although wording may slightly vary, their response must be consistent with the benchmark answer below:  Assistive technologies help people maintain their independence by enabling them to continue doing their everyday tasks, e.g. activities for daily living, independently as they incorporate them into their routines.  The candidate may also provide an example along with their explanation, e.g. a person having difficulties eating may use adaptive eating utensils as part of their routine to encourage the continuity of their activities with minimal assistance from others. However, this is not required for the assessment. | |

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| 1. How can assistive technologies help **promote the independence** of people receiving support?     The candidate must explain how assistive technologies help promote the independence of people receiving support.  For a satisfactory performance, although wording may slightly vary, their response must be consistent with the benchmark answer below:  Assistive technologies help people promote their independence by enabling them to do challenging activities independently or with minimal assistance from others.  The candidate may also provide an example along with their explanation, e.g. a person having difficulties eating may use adaptive eating utensils so that they don’t need to rely on other people to help them eat. However, this is not required for the assessment. |
| 1. How do assistive technologies enable the **inclusion** of people receiving support?     The candidate must explain how assistive technologies support the inclusion of people receiving support.  For a satisfactory performance, although wording may slightly vary, their response must be consistent with the benchmark answer below:  Assistive technologies support the inclusion of people receiving support by providing them with means so that they can be included in an environment or setting where they are normally restricted or limited. Being included here may involve being able to freely and easily communicate and interact with others, access resources or services, etc.  The candidate may also provide an example along with their explanation, e.g. a person who have hearing difficulties may find it challenging to listen to a speech or an orientation may use speech to text programs (or STT software) so that they can read what is being spoken. However, this is not required for the assessment. |

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| 1. How do assistive technologies enable the **participation** of people receiving support?     The candidate must explain how assistive technologies support the participation of people receiving support.  For a satisfactory performance, although wording may slightly vary, their response must be consistent with the benchmark answer below:  Assistive technologies support the participation of people receiving support by providing them with means so that they can participate in processes, e.g. service planning, decision-making processes, feedback and complaints systems, etc., where they are normally restricted or limited.  The candidate may also provide an example along with their explanation, e.g. a person who have hearing difficulties may use a hearing aid so that they can listen to meetings about the services they are receiving; a person with speech impairment may use assistive technology so they can still communicate and provide their feedback about services. However, this is not required for the assessment. |

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| Application  Description automatically generated with low confidence | 1. Complete the table below by providing: 2. Two examples of advocacy services 3. Two examples of complaint mechanisms.   Then, for each example provided, briefly describe how they can be **accessed** and **used**.  You may include links to websites in your responses as necessary. | | |
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| *Mapping: CHCCCS038 KE14.0*  *Learner guide reference: CHCCCS038 Learner Guide, Chapter 3, Subchapter 3.8*  **Marking guide**  The candidate must complete the table by providing:   1. Two examples of advocacy services   Responses will vary. However, for a satisfactory performance, their responses must be current and active platforms or organisations that provide access to advocacy services or forms of support to safeguard the person’s rights where an advocate will work with the client to help them understand their rights.   1. Two examples of complaint mechanisms.   Responses will vary. However, for a satisfactory performance, their responses must be current and active platforms or organisations that provide access to complaint mechanisms related to human rights violations.  Then, for each example provided, briefly describe **how they can be accessed** and **used**.  The candidate may include links to websites in their responses as necessary.  How to Access  Responses will vary depending on the advocacy services or complaint mechanisms provided by the candidate. For a satisfactory performance, their responses must:   * Include an action that describes what the client must do in order to access the advocacy service or complaint mechanism * Include a link to the website or details on how to review information and access the advocacy service or complaint mechanism | | | |
| How to Use  Responses will vary depending on their response on how to access the advocacy services or complaint mechanisms. However, for a satisfactory performance, their responses must:   * Include an action that instructs the person on how to use the advocacy service or complaint mechanism website or platform once they access it * Include a link to the website or provide instructions and steps on how to use the advocacy service or complaint mechanism once they access it   Model answers are provided below to guide the assessor in assessing the candidate’s response. | | | |
| **Advocacy Services** | | | | |
| **Examples** | | **How to Access** | **How to Use** | |
| National Disability Advocacy Program | | Access the [Department of Social Services](https://www.dss.gov.au/disability-and-carers-programs-services-for-people-with-disability/national-disability-advocacy-program-ndap-operational-guidelines) website and review the National Disability Advocacy Program (NDAP) Operational Guidelines | Use the [Disability Advocacy Finder](https://disabilityadvocacyfinder.dss.gov.au/disability/ndap/) to locate agencies and advocacies specific to each area in Australia | |
| Older Persons Advocacy Network | | Access the [Older Persons Advocacy Network](https://opan.org.au/contact-us/request-advocacy-help-or-information/) website and contact the numbers in the ‘Contact us > Request advocacy help or information’ tab | Contact the numbers in the ‘[Contact us](https://opan.org.au/contact-us/request-advocacy-help-or-information/) > Request advocacy help or information’ tab | |

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| **Complaint Mechanisms** | | |
| **Examples** | **How to Access** | **How to Use** |
| Aged Care Quality and Safety Commission | Access the [Aged Care Quality and Safety Commission](https://www.agedcarequality.gov.au/) website and click the ‘Make a complaint about a service?’ button. | Review the options and choose how you want to lodge your complaint, e.g. through an online complaints form, phone call, letter, etc. |
| Australian Health Practitioner Regulation Agency (Ahpra) | Access the [Ahpra](https://www.ahpra.gov.au/Notifications/Concerned-about-a-health-practitioner.aspx) website and review the guidelines under the ‘Concerned about a health practitioner?’ tab. | * Choose between ‘Submit a complaint to a health complaints organisation’ and ‘Submit a concern to Ahpra’. * Click the appropriate link and review the instructions on submitting a complaint. |

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| Application  Description automatically generated with low confidence | 1. Identify three indicators of each of the following: 2. Abuse 3. Exploitation 4. Neglect |
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| *Mapping: CHCCCS038 KE15.0*  *Learner guide reference: CHCCCS038 Learner Guide, Chapter 2, Subchapter 2.5*  **Marking guide**  The candidate must identify three indicators of each of the following:   1. Abuse   Responses will vary. For a satisfactory performance, their responses must be common signs or hints that a person receiving support is experiencing physical, sexual, emotional or mental injuries or damage from any action of an abuser.  Model answers are provided below:   * Unexplained injuries, pain or bruising * Difficulty in paying for bills, rent and other services * Lying, stealing, crying or display of self-destructive behaviour * Unexplained pregnancy  1. Exploitation   Responses will vary. For a satisfactory performance, their responses must be common signs or hints that a person receiving support is threatened unfairly by an abuser who uses the person’s vulnerability for their own benefit.  Model answers are provided below:   * Limited or no access to other people * No access to their official documents, e.g. passport, IDs, travel documents, etc. * Noticeably anxious or afraid and appears distrustful of authorities * Frightened of particular people, places or situations | |
| 1. Neglect   Responses will vary. For a satisfactory performance, their responses must be common signs or hints that a person receiving support is experiencing physical, sexual, emotional or mental injuries that are caused by the inactions of another person responsible for providing care.  Model answers are provided below:   * Excessive weight loss/gain * Abnormally high appetite, stealing or hoarding food * Having untreated medical conditions | |
| 1. Three indicators of abuse | |
| 1. Three indicators of exploitation | |
| 1. Three indicators of neglect | |

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| **INSTRUCTIONS TO THE ASSESSOR**  Knowledge Assessment Question 16 aims to assess the candidate’s knowledge of:   * legal and ethical considerations of working with people receiving support, including:   + Codes of conduct   + Discrimination   + Dignity of risk   + Duty of care   + Human rights   + Informed consent   + Mandatory reporting   + Privacy, confidentiality and disclosure   + Work role boundaries, responsibilities, and limitations   + Work health and safety   + Legislated, statutory, professional and ethical standards   The requirements listed above vary across different contexts of direct support work – aged care, home and community care, disability, community service, etc.  For example, mandatory reporting in aged care will mostly relate to reporting suspected cases of abuse and neglect of older people, when working with children with disability, mandatory reporting will mostly relate to reporting suspected cases of abuse and neglect of children. Furthermore, some of the requirements listed above will vary across states and territories.  Knowledge Assessment Question 16 is currently not designed to address a specific context of direct support work and legislation from a specific state/territory.  While this question is currently not designed to address a specific context of direct support work or a specific state/territory, model answers have been provided in some items. This is to demonstrate to the assessor the breadth and depth required in the candidate’s responses for a satisfactory performance.  Before commencing the assessment, the assessor must modify and contextualise this knowledge question based on the context of the candidate’s direct support work and state/territory. |

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| **To contextualise Knowledge Assessment Question 16:**   * + - Adapt/revise the instructions, marking guides, as well as benchmark and model answers provided in the question so that they align with:   + The relevant context of direct support – aged care, home and community care, disability, community service, etc.   + Legislation that applies to the candidate’s or the Training Organisation’s state/territory.   **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.** |

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| Application  Description automatically generated with low confidence | 1. Listed below are areas relevant to working with people receiving support.   Complete the table below by:   1. Specifying the context of your direct support work (e.g. aged care, disability, etc.) 2. Specifying your state/territory 3. Identifying the legislation relevant to each listed area that applies to your state/territory 4. Briefly summarising the legal considerations for each area based on the identified legislation 5. Identifying the code of ethics or code of conduct relevant to each listed area that applies to the context of their direct support work 6. Briefly summarising the ethical considerations for each area based on the identified code of ethics or code of conduct |

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| **Context of direct support work** | Aged care  Home and community  Disability | Community service  Others: |
| **State/territory** | Australian Capital Territory  New South Wales  Northern Territory  Queensland | South Australia  Tasmania  Victoria  Western Australia |

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| *Mapping: CHCCCS038 KE8.1, KE8.2, KE8.3, KE8.4, KE8.5, KE8.6, KE8.7, KE8.8, KE8.9 (p), KE8.10, KE8.11 (p)*  *Learner guide reference:*   * *CHCCCS038 Learner Guide, Chapter 1, Subchapter 1.2, Section 1.2.1* * *CHCCCS038 Learner Guide, Chapter 1, Subchapter 1.2, Section 1.2.4* * *CHCCCS038 Learner Guide, Chapter 1, Subchapter 1.4, Section 1.4.2* * *CHCCCS038 Learner Guide, Chapter 2 Opener* * *CHCCCS038 Learner Guide, Chapter 2, Subchapter 2.1, Section 2.1.2* * *CHCCCS038 Learner Guide, Chapter 2, Subchapter 2.1, Section 2.1.3* * *CHCCCS038 Learner Guide, Chapter 2, Subchapter 2.1, Section 2.1.4* * *CHCCCS038 Learner Guide, Chapter 2, Subchapter 2.5* * *CHCCCS038 Learner Guide, Chapter 3, Subchapter 3.4*   **Marking guide**  The candidate must complete the table below by:   1. Specifying the context of their direct support work (e.g. aged care, disability, etc.) 2. Specifying their state/territory 3. Identifying the legislation relevant to each listed area that applies to their state/territory   The candidate’s responses will vary. However, for a satisfactory performance, their response must be:   * Relevant to each listed area * Current Australian legislation or an act that impacts service delivery of their direct support work, e.g. Individual support, aged care, home and community, disability, or community service * Legislation or act currently enforced in the candidate’s state/territory   To check this, the assessor must review the legislation/act in their response and confirm whether this is currently enforced in the state/territory they have specified above. |

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| 1. Briefly summarising the legal considerations for each area based on the identified legislation   The candidate’s responses will depend on the legislation they identified. For a satisfactory performance, their response must be:   * Consistent with the legislation they identified * Relevant to the area listed * Based on current Australian legislation or act * Based on legislation/act relevant to their direct support work, e.g. Individual support, aged care, home and community, disability, or community service. * Based on legislation or act currently enforced in the candidate’s state/territory or a currently enforced national or commonwealth legislation referred to by the candidate’s state/territory.   To check this, the assessor must review the legislation/act in their response and confirm whether this is currently enforced in the state/territory they have specified below.   1. Identifying the code of ethics or code of conduct relevant to each listed area that applies to the context of their direct support work   The candidate’s responses will vary. However, for a satisfactory performance, their response must be:   * Relevant to the context of their direct support work, e.g. Aged care, home and community, disability, or community service * Contain ethical considerations or code of ethics or code of professional conduct relating to the context of their direct support work - aged care, home and community, disability, or community service * Currently implemented or followed in their state/territory, where applicable  1. Briefly summarising the ethical considerations for each area based on the identified code of ethics or code of conduct   The candidate’s responses depend on the code of ethics or code of conduct they identified. However, for a satisfactory performance, their response must be:   * Relevant to the context of their direct support work, e.g. Aged care, home and community, disability, or community service. * Based on the ethical requirements or code of ethics or code of professional conduct they referenced   Model answers are provided below to guide the assessor in assessing the candidate’s response. |

| **Area** | **Legal considerations relevant to this area**  Include the relevant legislation in your response | **Ethical considerations relevant to this area**  Include your reference in your response |
| --- | --- | --- |
| 1. Discrimination | It is unlawful to discriminate on the basis of the person’s age, disability, race, sex, intersex status, gender identity and sexual orientation in certain areas of public life, including education and employment and other services. | A health care worker must provide health services in a manner that is culturally sensitive to the needs of his or her clients. |
| Legislation:  Anti-Discrimination Laws (Age, Disability, Sex, Race) | Code of Ethics/Code of Conduct:  [National Code of Conduct for Health Care Workers](https://www.health.qld.gov.au/__data/assets/pdf_file/0014/444101/national-code-conduct-health-workers.pdf) |
| 1. Dignity of risk | Providers must support the client’s dignity of risk in decision-making. When needed, the client must be supported to make informed choices about the benefits and risks of their service options. | A health care worker must accept the right of his or her clients to make informed choices in relation to their health care – this includes ensuring they are aware of all the benefits as well as the risks of the choices at hand. |
| Legislation:  [NDIS Practice Standards](https://www.ndiscommission.gov.au/sites/default/files/documents/2018-07/NDIS%20Practice%20Standards.pdf) | Code of Ethics/Code of Conduct:  [National Code of Conduct for Health Care Workers](https://www.health.qld.gov.au/__data/assets/pdf_file/0014/444101/national-code-conduct-health-workers.pdf) |

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| **Area** | **Legal considerations relevant to this area**  Include the relevant legislation in your response | **Ethical considerations relevant to this area**  Include your reference in your response |
| 1. Duty of care | Workers have a duty of care under the WHS legislation. This involves taking reasonable care for their own health and safety and that of others who may be affected by their acts or omissions. | * A health care worker must provide health services in a safe and ethical manner. * A health care worker must maintain the necessary competence in his or her field of practice * A health care worker must not provide health care of a type that is outside his or her experience or training or provide services that he or she is not qualified to provide |
| Legislation:  [Work Health and Safety Act 2011](https://www.legislation.qld.gov.au/view/pdf/inforce/current/act-2011-018) | Code of Ethics/Code of Conduct:  [National Code of Conduct for Health Care Workers](https://www.health.qld.gov.au/__data/assets/pdf_file/0014/444101/national-code-conduct-health-workers.pdf) |
| 1. Human rights | Everyone, including people receiving support, regardless of their age, ethnicity, religion, or any status, are born free and equal in dignity and rights, including the right to life, liberty, and security. | A health care worker must take appropriate and timely measures to minimise harm to clients when an adverse event occurs in the course of providing treatment or care. |
| Legislation:  Universal Declaration of Human Rights | Code of Ethics/Code of Conduct:  [National Code of Conduct for Health Care Workers](https://www.health.qld.gov.au/__data/assets/pdf_file/0014/444101/national-code-conduct-health-workers.pdf) |

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| **Area** | **Legal considerations relevant to this area**  Include the relevant legislation in your response | **Ethical considerations relevant to this area**  Include your reference in your response |
| 1. Informed consent | Health professionals must provide such information as is necessary for the patient to give consent to treatment, including information on all material risks of the proposed treatment. Failure to do so may lead to civil liability for an adverse outcome, even if the treatment itself was not negligent. | A health care worker must ensure that consent appropriate to the treatment or service has been obtained and complies with the laws of the jurisdiction prior to commencing a treatment or service. |
| Legislation:  [Australian Law Reform Commission](https://www.alrc.gov.au/publication/equality-capacity-and-disability-in-commonwealth-laws-dp-81/10-review-of-state-and-territory-legislation/informed-consent-to-medical-treatment/#_ftnref39) | Code of Ethics/Code of Conduct:  [National Code of Conduct for Health Care Workers](https://www.health.qld.gov.au/__data/assets/pdf_file/0014/444101/national-code-conduct-health-workers.pdf) |
| 1. Mandatory reporting | Any suspected cases of suffering from significant harm caused by abuse and neglect relating to children as well as adults within must be reported to the authorities. | A health care worker must provide health services in a safe and ethical manner.  A health care worker must communicate and co-operate with colleagues and other health service providers and agencies in the best interests of their clients. |
| Legislation:  [Child Protection Act 1999 (Qld)](https://www.legislation.qld.gov.au/view/html/inforce/current/act-1999-010#ch.2-pt.1AA-div.2)  [Aged Care Act 1997](https://www.legislation.gov.au/Details/C2021C00344) | Code of Ethics/Code of Conduct:  [National Code of Conduct for Health Care Workers](https://www.health.qld.gov.au/__data/assets/pdf_file/0014/444101/national-code-conduct-health-workers.pdf) |

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| **Area** | **Legal considerations relevant to this area**  Include the relevant legislation in your response | **Ethical considerations relevant to this area**  Include your reference in your response |
| 1. Privacy | Support workers must abide by the 13 Australian Privacy Principles and the Privacy Act 1988 to protect the privacy of individual support clients, their family, and carers. | A health care worker must comply with the relevant privacy laws that apply to clients’ health information, including the Privacy Act 1988 (Cth) and the Information Privacy Act 2009 (Qld) |
| Legislation:  [The Privacy Act 1988](https://www.legislation.gov.au/Series/C2004A03712) | Code of Ethics/Code of Conduct:  [National Code of Conduct for Health Care Workers](https://www.health.qld.gov.au/__data/assets/pdf_file/0014/444101/national-code-conduct-health-workers.pdf) |
| 1. Confidentiality | The use, storage, and handling of personal information, including the individual support clients, their family and carers must be done in accordance with the 13 Australian Privacy Principles. | A health care worker must comply with the relevant privacy laws that apply to clients’ health information, including the Privacy Act 1988 (Cth) and the Information Privacy Act 2009 (Qld) |
| Legislation:  [The Privacy Act 1988](https://www.legislation.gov.au/Series/C2004A03712) | Code of Ethics/Code of Conduct:  [National Code of Conduct for Health Care Workers](https://www.health.qld.gov.au/__data/assets/pdf_file/0014/444101/national-code-conduct-health-workers.pdf) |

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| **Area** | **Legal considerations relevant to this area**  Include the relevant legislation in your response | **Ethical considerations relevant to this area**  Include your reference in your response |
| 1. Disclosure | The organisation cannot use or disclose a client’s personal information except if the client has provided consent to disclose this information for a secondary purpose as required under Australian law, court, or tribunal order. | A health care worker must comply with the relevant privacy laws that apply to clients’ health information, including the Privacy Act 1988 (Cth) and the Information Privacy Act 2009 (Qld). |
| Legislation:  [The Privacy Act 1988](https://www.legislation.gov.au/Series/C2004A03712) | Code of Ethics/Code of Conduct:  [National Code of Conduct for Health Care Workers](https://www.health.qld.gov.au/__data/assets/pdf_file/0014/444101/national-code-conduct-health-workers.pdf) |
| 1. Work role boundaries, responsibilities and limitations | Aged care services in Australia must comply with the Quality Standards.  Aged care quality standards include consumer dignity and choice, ongoing assessment, personal care, services and support etc. | * A health care worker must not claim or represent that he or she is qualified, able or willing to cure cancer or other terminal illnesses. * A health care worker must not engage in behaviour of a sexual or close personal nature with a client. |
| Legislation:  [Quality of Care Principles 2014](https://www.legislation.gov.au/Details/F2021C00887) | Code of Ethics/Code of Conduct:  [National Code of Conduct for Health Care Workers](https://www.health.qld.gov.au/__data/assets/pdf_file/0014/444101/national-code-conduct-health-workers.pdf) |

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| **Area** | **Legal considerations relevant to this area**  Include the relevant legislation in your response | **Ethical considerations relevant to this area**  Include your reference in your response |
| 1. Work health and safety | Workers have a duty of care under the WHS legislation. This involves taking reasonable care for their own health and safety and that of others who may be affected by their acts or omissions. | * A health care worker must provide health services in a safe and ethical manner. * A health care worker must maintain the necessary competence in his or her field of practice. * A health care worker must not provide health care of a type that is outside his or her experience or training or provide services that he or she is not qualified to provide. |
| Legislation:  [Work Health and Safety Act 2011](https://www.legislation.qld.gov.au/view/pdf/inforce/current/act-2011-018) | Code of Ethics/Code of Conduct:  [National Code of Conduct for Health Care Workers](https://www.health.qld.gov.au/__data/assets/pdf_file/0014/444101/national-code-conduct-health-workers.pdf) |

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| Application  Description automatically generated with low confidence | 1. Identify three work role boundaries, three responsibilities, and three limitations of care workers. |
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| *Mapping: CHCCCS038 KE8.9 (p)*  *Learner guide reference: CHCCCS038 Learner Guide, Chapter 1, Subchapter 1.4, Section 1.4.2*  **Marking guide**  The candidate must identify three work role boundaries, three responsibilities, and three limitations of individual support workers.  Work role boundaries  For a satisfactory performance, the candidate’s responses must include any three of the following, in no particular order:   * Engage in sexual or other inappropriate close personal, physical or emotional relationships with a client. * Be involved with the client’s private family matters/concerns. * Accept gifts and favours from clients, their families, or carers. * Share matters about one’s personal life to clients, families, or carers. * Communicate with clients, families, or carers outside work hours or about non-work-related matters.   Responsibilities  For a satisfactory performance, the candidate’s responses must include any three of the following, in no particular order:   * Follow the client’s individualised support plan. * Work within service standards, policies, and procedures. * Report indicators of abuse and neglect of children/older persons. * Report changes to the client’s health and wellbeing. * Complete required documentation and reporting, e.g. progress notes. * Maintain the client’s privacy and confidentiality. | |

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| Work role limitations  For a satisfactory performance, the candidate’s responses must include any three of the following in no particular order:   * Diagnose illnesses and conditions * Provide psychological, emotional, and spiritual counselling * Any support practices not covered in the client’s individualised plan * Increase dosage of pain medication for clients   The candidate may provide work role boundaries, responsibilities, and limitations other than those listed above. This is still acceptable provided that their responses:   * Are consistent with the roles and responsibilities of workers in varied care and support contexts * Align with current industry and workplace practices in care and support contexts   Note that boundaries relate to behaviours or actions towards clients, families, carers that individual support workers must refrain from doing. While limitations are workplace tasks or activities that individual support workers are not qualified or trained to perform. |
| * 1. Three work role boundaries of individual support workers |
| * 1. Three responsibilities of individual support workers |
| * 1. Three work role limitations of individual support workers |

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| Application  Description automatically generated with low confidence | 1. Answer the following questions about professional standards relevant to working with people receiving support. |
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| Mapping: CHCCCS038 KE8.11 (p)  *Learner guide reference: CHCCCS038 Learner Guide, Chapter 1, Subchapter 1.4, Section 1.4.2*  **Marking guide**  The candidate must answer the following questions about professional standards relevant to working with people receiving support.  Additional marking guide and benchmark answers are provided below to guide the assessor in assessing the candidate’s responses. | |
| 1. Enumerate the eight standards for quality of care and quality of life for the provision of aged care based on the [*Quality of Care Principles 2014*](https://www.legislation.gov.au/Series/F2014L00830).          The candidate must enumerate the eight standards for quality of care and quality of life for the provision of aged care based on the *Quality of Care Principles 2014*.  For a satisfactory performance, their response must be the following:   * Consumer dignity and choice * Ongoing assessment and planning with consumers * Personal care and clinical care * Services and supports for daily living * Organisation’s service environment * Feedback and complaints * Human resources * Organisation governance | |
| 1. Enumerate the six National Standards that apply to disability services, according to the [National Standards for Disability Services](https://www.dss.gov.au/our-responsibilities/disability-and-carers/standards-and-quality-assurance/national-standards-for-disability-services) (NSDS).        The candidate must enumerate the six National Standards that apply to disability services, according to the National Standards for Disability Services (NSDS).  For a satisfactory performance, their response must be the following:   * Rights: The service promotes individual rights to freedom of expression, self-determination and decision-making, and actively prevents abuse, harm, neglect and violence. * Participation and Inclusion: The service works with individuals and their families, friends and carers to promote opportunities for meaningful participation and active inclusion in society. * Individual Outcomes: Services and supports are assessed, planned, delivered and reviewed to build on individual strengths and enable individuals to reach their goals. * Feedback and Complaints: Regular feedback is sought and used to inform individual and organisation-wide service reviews and improvement. * Service Access: The service manages access, commencement and leaving a service in a transparent, fair, equal and responsive way. * Service Management: The service has effective and accountable service management and leadership to maximise outcomes for individuals. | |

**Practical Assessment**

**Assessor Instructions**

The Practical Assessment is a set of tasks that must be completed in a workplace.

This assessment will help the candidate demonstrate skill requirements relevant to facilitating empowerment for people receiving support.

The Practical Assessment includes the following:

**Case Studies**

Detailed scenarios and simulated environments, providing all necessary information required to complete relevant tasks and activities.

**Candidate Instructions**

The Practical Assessment is a set of tasks that must be completed in a workplace.

This assessment will help you demonstrate skill requirements relevant to facilitating empowerment for people receiving support.

The Practical Assessment includes the following:

**Case Studies**

Detailed scenarios and simulated environments, providing all necessary information required to complete relevant tasks and activities.

**Your State/Territory**

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| Some tasks in this Practical Assessment require you to refer to the legal support requirements applicable to the state/territory where you will be providing support.  For your assessor’s reference, indicate below which state/territory your organisation is located by ticking the box that corresponds to your answer.  When completing these tasks, refer to the legal support requirements applicable to the state/territory you ticked below. | | | |
|  | | | |
| *This task has no mapping. This is a preliminary step for the candidate to complete in connection to the tasks in this practical assessment.*  **Marking guide**  The candidate must indicate below the state/territory where their organisation is located by ticking the box () that corresponds to their response (as shown below).  The tasks in this practical assessment require the candidate to refer to the legal support requirements applicable to the state/territory they ticked below.  When assessing the candidate’s responses to the tasks in this practical assessment, the assessor must review the candidate’s responses against the support requirements and legislation of the state/territory they ticked below.  For satisfactory performance in these questions, the candidate’s responses must match support requirements and legislation from the state/territory they ticked below.  Specific marking guides, benchmark answers, and model answers to practical assessment tasks are provided in each question. | | | |
| The state/territory where your organisation is based or located. | | | |
|  | Australian Capital Territory |  | South Australia |
|  | New South Wales |  | Tasmania |
|  | Northern Territory |  | Victoria |
|  | Queensland |  | Western Australia |

**Case Studies**

**Overview**

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| **The goal of these case studies is to assess your practical knowledge and skills in:**   * Recognising and responding to breaches of human rights and signs of abuse or neglect * Providing person-centred services that meet a person’s needs   **This assessment is divided into eight tasks:**   1. Task 1.1 – Recognising Breaches to Human Rights 2. Task 1.2 – Responding to Breaches to Human Rights 3. Task 1.3 – Consulting With the Person 4. Task 1.4 – Reporting Breaches of Human Rights 5. Task 2.1 – Identifying Indicators of Possible Neglect 6. Task 2.2 – Reporting Indicators of Possible Neglect 7. Task 3.1 – Providing Service 8. Task 3.2 – Meeting Re-ablement Needs   Each task comes with a set of instructions. You must follow and perform these instructions while being observed by the assessor.  **You are required to:**   * Complete the tasks within the time allowed, as scheduled in-class roll. * Foster human rights * Identify and respond to potential abuse or neglect * Meet a person’s needs |

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| **Resources required for assessment:**  To complete this assessment, you will need access to the following:   * Individualised Plans and any equipment outlined in the plans * Organisational policies and procedures relevant to reporting breaches in human rights and indicators of abuse and/or neglect * Volunteers to play the following roles:   + Support worker   + Person being supported * Abuse Incident Report Form |

**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.  Read more about Lotus Compassionate Care below:  [Lotus Compassionate Care](https://compliantlearningresources.com.au/network/lotus-v2/)  *(Username: newusername Password: newpassword)*  As a support worker, you are required to:   * Follow appropriate support practices for people with different conditions. * Foster human rights. This involves:   + Ensuring people’s rights and needs are upheld.   + Responding to and reporting breaches of human rights.   + Being able to recognise signs of abuse and neglect and reporting them in accordance with organisational policies and procedures. |

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| These case studies include scenarios about people with different conditions and potential breaches of human rights that you may encounter while working in the individual support environment.  Review each scenario and respond to each scenario appropriately by completing the tasks that follow.  To assist you in completing the tasks in this assessment, access and review the following resource/s:   * [Lotus Compassionate Care Policies and Procedures](https://compliantlearningresources.com.au/network/lotus-v2/policies-procedures/) * [Universal Declaration of Human Rights](https://humanrights.gov.au/our-work/what-universal-declaration-human-rights) * [United Nations Convention on the Rights of Persons with Disabilities (UNCRPD)](https://www.un.org/development/desa/disabilities/convention-on-the-rights-of-persons-with-disabilities.html) * [Charter of Aged Care Rights](https://compliantlearningresources.com.au/network/lotus/files/2021/10/acqsc_charter_of_rights_poster_a3_v7_lr.pdf) * [Aged Care Act 1997](https://www.legislation.gov.au/Series/C2004A05206) * [Disability Services Act 1986](https://www.legislation.gov.au/Series/C2004A03370)   **For the purpose of this assessment, this case study scenario is based on your state/territory.** |

**Case Study 1 – Susan**

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| **SCENARIO**  Susan has been a resident in Lotus Compassionate Care for two years. Susan moved to the centre after being diagnosed with early-stage Alzheimer. She loves staying in the centre as all the staff and individual care workers are very supportive in helping her cope with the difficulties brought about by the disease.  Susan is also suffering from hearing and vision loss. Her left ear is completely deaf, while her right ear has a moderate hearing loss. Susan wears a hearing aid in her right ear.  Both her eyes have cataracts that render her eyes with moderate visual impairment.  Susan is a vegan and has been a vegan for most of her life.   |  |  | | --- | --- | | A person with her arm around an older person  Description automatically generated with low confidence | Logo, company name  Description automatically generated  Name Susan S.  Age: 83 | |

Task 1.1 – Recognising Breaches to Human Rights

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| **SCENARIO**  Date: 15 October 20xx  Time: 11:45:00 AM  While assisting another person in eating lunch in the common dining area, you noticed that the support worker, James, attending to Susan was serving her meat. Having cared for Susan in the past, you know that Susan is vegan and does not eat or use meat products.  You informed James that Susan follows a vegan diet. James told you that Susan is not lucid and will not even know what she had for lunch.  Susan hears your conversation and recognises the meat on her plate. She pushes the plate away. James holds Susan on her wrist tightly, keeping her from pushing the plate away from herself any further.  You see Susan’s face grimace, and she carefully puts her hands on her lap. Susan looks scared and keeps her eyes on her lap. You suspect abuse. |

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| Application  Description automatically generated with low confidence | Based on the scenario, identify:   * Three breaches of human rights in the scenario (refer to the Universal Declaration of Human Rights) * Three breaches to the Charter of Aged Care Rights in the scenario. * Two signs of possible abuse in the scenario * Whether this is a reportable incident based on the Aged Care Act 1997. Explain why or why not. |

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| *Mapping: CHCCCS038 PE1.4 (p)*  **Marking guide**  The candidate must identify:   * Three articles from the Universal Declaration of Human rights that were breached in this situation   For a satisfactory performance, although wording may slightly vary, the candidate’s responses must be the three below (from the Universal Declaration of Human Rights):   * All human beings are born free and equal in dignity and rights. (Article 1) * Everyone is entitled to all the rights and freedoms set forth in the Declaration, without distinction of any kind, such as race, colour, sex, language, religion, political or other opinion, national or social origin, property, birth or other status. (Article 2) * No one shall be subjected to torture or to cruel, inhuman or degrading treatment or punishment (Article 3) * Three breaches to the Charter of Aged Care Rights in the scenario   For a satisfactory performance, although wording may slightly vary, the candidate’s responses must be three of the below (from Charter of Aged Care Rights):   * Safe and high-quality care and services * To be treated with dignity and respect * Live without exploitation, abuse or neglect * Have and my identity, culture, and diversity valued and supported * Two signs of potential abuse/neglect in the scenario   For a satisfactory performance, although wording may slightly vary, the candidate’s responses must be the two below:   * Susan looking scared and not making eye contact * The support worker gripping Susan’s wrist tightly, causing Susan to grimace in pain. * Whether this is a reportable incident based on the Aged Care Act 1997   For a satisfactory performance, the candidate’s response must be YES, and although wording may slightly vary in their explanation, the candidate’s response must be consistent with the benchmark answers below:  Because it is an incident where there is psychological and emotional abuse of a residential care recipient. |

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| **Breaches of human rights** |
|  |
| **Breaches to the *Charter of Aged Care Rights*** | |
|  | |
| **Potential signs of abuse** | |
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| **Is this a reportable incident?** | |
| YES  NO  Reason: | |

Task 1.2 – Responding to Breaches of Human Rights

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| Application  Description automatically generated with low confidence | This part of the assessment is a **Role Play Activity.**  In this Role Play Activity, you are required to respond to the breaches of human rights described in the scenario while being observed by the assessor.  You will need two volunteers to act as James, the support worker, and Susan.  **YOU WILL BE ASSESSED ON YOUR**   * Practical knowledge of human rights and the Charter of Aged Care Rights * Practical skills relevant to responding appropriately to breaches of human rights   **OBSERVATION FORM**  Before starting this task, review the **Case Study Task 1.2 – Observation Form** provided along with this workbook. This form outlines 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 support worker described in the scenario   + One volunteer to act as Susan * 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. |

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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. 2. Advise the candidate on the time and location of the assessment. 3. Discuss with the candidate the practical skills and criteria listed in the *Observation Form* and *Assessor’s Checklist* 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 Task 1.2 – Client Briefing Document * Case Study Task 1.2 – Support Worker Briefing Document   **IMPORTANT: These briefing documents are for the volunteer/s’ use only 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, the Observation Form you completed. |

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| *Mapping: CHCCCS038 PC2.4 (p), PC2.5 (p)*  **Marking guide**  **Case Study 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 while responding to the breaches of human rights described in the scenario.  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*. |

Task 1.3 – Consulting With the Person

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| Application  Description automatically generated with low confidence | This part of the assessment is a **Role Play Activity.**  In this Role Play Activity, you are required to consult with Susan to identify if she has been receiving abuse and breaches of human rights from her support worker.  You will need a volunteer to act as Susan.  **YOU WILL BE ASSESSED ON YOUR**   * Practical knowledge of human rights and indicators of abuse * Practical skills relevant to consulting with the person to identify abuse   **OBSERVATION FORM**  Before starting this task, review the **Case Study Task 1.3 – Observation Form** provided along with this workbook. This form outlines 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 Susan * 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. |

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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. 2. Advise the candidate on the time and location of the assessment. 3. Discuss with the candidate the practical skills and criteria listed in the *Observation Form* and *Assessor’s Checklist* 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 Task 1.3 – Client Briefing Document   **IMPORTANT: These briefing documents are for the volunteer/s’ use only 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, the Observation Form you completed. |

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| *Mapping: CHCCCS038 PC2.4 (p), PC2.5 (p)*  **Marking guide**  **Case Study 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 consulting with Susan to identify if she has been receiving abuse and breaches of human rights from her support worker.  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*. |

Task 1.4 – Reporting Breaches of Human Rights and Signs of Possible Abuse

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| Application  Description automatically generated with low confidence | Lotus Compassionate Care’s Policies and Procedures also require all employees to report any breaches of human rights or signs of possible abuse and neglect of individuals by completing and submitting an *Abuse Incident Report Form.* For the purposes of this assessment, you may use the *Abuse Incident Report Form* from Lotus Compassionate Care.  Complete the *Abuse Incident Report Form* provided along with this workbook. Take note of the following details:   * Include in your report what you have observed/witnessed, as well as the indications or signs of abuse/neglect described in the scenario * For the purposes of this assessment, use 15 October 20xx as the date today. Replace 20xx with the current year * This form will be submitted to Rachel Alcott, your supervisor at Lotus Compassionate Care * Write N/A where it is not indicated or specified in the scenario   **YOU WILL BE ASSESSED ON YOUR**   * Practical knowledge of the reporting policies and procedures. * Practical skills relevant to reporting incidents of abuse   **ASSESSOR’S CHECKLIST**  Before starting this task, review the **Case Study Task 1.4 – Assessor’s Checklist** provided along with this workbook. This form lists the criteria your submission must address to complete this task satisfactorily. |

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| *Mapping: CHCCCS038 PC2.4 (p), PC2.5 (p)*  **Marking guide**  **Abuse Incident Report Form**  The candidate must submit a completed *Abuse Incident Report Form.*  The Abuse Incident Report Form must contain the details of the abuse and breaches of human rights included in the scenario.  For a satisfactory performance, the candidate’s submission must address the criteria listed in the *Simulated Assessment Task 1.2 – Assessor’s Checklist*  Additional marking guides and benchmark answers are provided within the form below for the assessor’s reference. Fields with N/A are not provided in the scenario and therefore, not required in this assessment.  **Case Study Task 1.4 – 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 Abuse Incident Report Form 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**

**Abuse Incident Report Form**

|  |  |  |  |
| --- | --- | --- | --- |
| Details of the Incident | | | |
| Name of facility | Lotus Compassionate Care | Date of (or notification of) incident | 15 October 20xx (20xx must be replaced with the current year) |
| Name of person reporting the incident | [Candidate’s name] | Time of (or notification of) incident | 11:45 AM |
| Name of person incident is reported to | Rachel Alcott | Date & time reported | 15 October 20xx (20xx must be replaced with the current year); 11:45 AM |

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| Details of the Resident or Community Client | | | |
| Name of resident/client | Susan S. | Date of birth (or age) | 83 years old |
| Medical diagnosis and relevant history | Alzheimer’s Disease | Sex | Male  Female |
| Name of resident or client’s representative | Can be the candidate’s name | Date & time representative is notified | N/A |

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| --- | --- | --- | --- |
| Details of Any Injury | | | |
| Nature of the injury | N/A | | |
| Immediate care given | N/A | | |
| Name of medical practitioner (MP) notified | N/A | Date & time MP attended | N/A |
| Name of attending police officers & police station | N/A | Date & time police attended | N/A |
| Name of the hospital if transferred | N/A | Date & time transferred to hospital | N/A |

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| Description of Events | |
| Nature of the injury  Factual description of the incident or alleged incident.  Please be specific, noting times.  *Attach a separate sheet if it is necessary to provide more information.* | For a satisfactory performance in this section, although wording may slightly vary, the candidate’s description of events must be consistent with the scenarios provided:   * While assisting another person eat lunch in the common dining area, they noticed that the support worker attending to Susan is serving her meat. Having cared for Susan in the past, they know that Susan is vegan and does not eat or use meat products. * They informed the support worker that Susan follows a vegan diet. The support worker told them that Susan is not lucid and will not even know what she had for lunch. * Susan hears their conversation and recognises the meat on her plate. She pushes the plate away. The support worker holds Susan on her wrist tightly, keeping her from pushing the plate away any further. * They see Susan’s face grimace, and she carefully puts her hands on her lap. Susan looks scared and keeps her eyes on her lap.   Other responses may be given; however, they must be consistent with the case study scenarios provided and that do not include any assumptions or other details that were not provided, specified, or described in the scenarios. |

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| Details of witness/es (Attach written statements, if there’s any) | | | |
| Name | The candidate’s name | | |
| Address | N/A | Signature and designation of person reporting | The candidate’s signature |
| Phone | N/A | Date signed | 15 October 20xx (20xx must be replaced with the current year) |

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| To be completed by the manager | | | |
| Incident reported to Department of Health and Ageing? | Yes  No  N/A | Date and time reported | N/A |
| Incident reported to Department of Health and Police? | Yes  No  N/A | Date and time reported | N/A |
| Date and time of investigation form completed | N/A | | |
| Signature of manager | N/A | Date signed | N/A |

**Case Study 2 – Judith**

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| **SCENARIO**  C:\Users\abigail.c\Downloads\9166198_s (1).jpg  Date: Monday, 30 November 20xx, 20xx refers to the current year  Time: 1:25 PM  Judith is one of Lotus Compassionate Care’s residential aged care clients. She is 80 years and old and has been in your care since she arrived at the centre a year ago, except for the last two months as you were away on holiday.  On your first day back, as you and another support worker were about to hoist her from the bed and onto her wheelchair, you noticed that Judith has sore, purple discoloured and painful spots about 8cm across on both her shoulders and a smaller one about 3cm across on the back side of her head.  When she was on her side, you saw some bleeding through her pants and on the bed sheets from the upper part of her buttocks. It appears it has not been checked for at least a day or two. Her bed sheets were stained and smelled of faeces and urine. She looked in pain.  You asked her if you could check what is causing her pain. You found that she had an open wound about 2cm across and the skin surrounding it was very red and discoloured. Judith cringed in pain as you gently assessed the condition of her skin.  You later found out that she had not been out of her bed in two days. You asked her why she has not gone out of her bed, and she told you that she has just been feeling too tired lately and going out just takes too much effort. She asked you if she could just stay in bed and rest today. You noticed that she seems withdrawn. You also noticed that she is lost a lot of weight since the last time you saw her about two months ago. |

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| Judith asked you if you could get medication to help her with the pain. She started feeling pain on her buttocks and both shoulders two days ago but did not tell anyone until you were back from your leave. When you asked her why she did not tell anyone about it, she said she did not want to bother the nurse.  This made you worry about Judith and asked her if there was anything else that was bothering her. You found out that she has not had any bowel movement in two days, and urinating has started to become painful for her. |

Task 2.1 – Identifying Indicators of Possible Neglect

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| Application  Description automatically generated with low confidence | Identify three indicators of possible neglect in the scenario based on your conversation with Judith. |

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| *Mapping: CHCCCS038 PC2.5 (p)*  **Marking guide**  The candidate must identify three indicators of neglect in the scenario.  The responses may vary. However, for a satisfactory performance, their response must:   * Be consistent with what has been described in the scenario * Not include assumptions not included in the scenario (e.g. Nurse Amy has neglected the client for two months) * Be indicators of possible neglect   Examples of satisfactory performance are provided below:   * Purple discoloured and painful spots about 8cm across on both her shoulders, a smaller one about 3cm across on the back side of her head * Some bleeding through her pants and on the bed sheets from the upper part of her buttocks. It appears it has not been checked for at least a day or two * Her bed sheets were stained and smelled of faeces and urine. * Bedsores (or ulcers) are also acceptable as a response as the signs described in the scenario are consistent with bed sores. |
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Task 2.2 – Consulting With the Person

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| Application  Description automatically generated with low confidence | This part of the assessment is a **Role Play Activity.**  In this Role Play Activity, you are required to consult with Judith to identify if she has been neglected by her temporary support worker.  You will need a volunteer to act as Judith.  **YOU WILL BE ASSESSED ON YOUR**   * Practical knowledge of indicators of neglect * Practical skills relevant to consulting with the person to identify neglect   **OBSERVATION FORM**  Before starting this task, review the **Case Study Task 2.2 – Observation Form** provided along with this workbook. This form outlines 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 Judith. * 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. |

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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. 2. Advise the candidate on the time and location of the assessment. 3. Discuss with the candidate the practical skills and criteria listed in the *Observation Form* and *Assessor’s Checklist* 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 Task 2.2 – Client Briefing Document   **IMPORTANT: These briefing documents are for the volunteer/s’ use only 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, the Observation Form you completed. |

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| *Mapping: CHCCCS038 PC2.5 (p)*  **Marking guide**  **Case Study 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 while consulting with Judith to identify if she has been neglected by her temporary support worker.  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*. |

Task 2.3 – Reporting Indicators of Possible Neglect

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| Application  Description automatically generated with low confidence | Lotus Compassionate Care’s Policies and Procedures also require all employees to report any indications or signs of possible neglect to their immediate supervisor. This is based on the conditions for reportable incidents set in the Aged Care Act 1997.  This part of the assessment is a **Role Play Activity.**  In this Role Play Activity, you are required to report the indicators of possible neglect you have identified to your supervisor.  You will need one volunteer to act as your supervisor.  **YOU WILL BE ASSESSED ON YOUR**   * Practical knowledge of reporting policies and procedures and legal requirements * Practical skills relevant to reporting indicators of possible neglect   **OBSERVATION FORM**  Before starting this task, review the **Case Study Task 2.3 – Observation Form** provided along with this workbook. This form outlines 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 * 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 |

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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. 2. Advise the candidate on the time and location of the assessment. 3. Discuss with the candidate the practical skills and criteria listed in the *Observation Form* and *Assessor’s Checklist* 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 Task 2.3 – Supervisor Briefing Document   **IMPORTANT: These briefing documents are for the volunteer/s’ use only 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, the Observation Form you completed. |

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| *Mapping: CHCCCS038 PC2.5 (p)*  **Marking guide**  **Case Study 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 reporting the indicators of possible neglect you have identified to your supervisor  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*. |

**Case Study 3 – Matilda**

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| **SCENARIO**  Matilda is 23 years old. She had been involved in an accident that left her with a fractured femur. She had undergone surgery to repair her bone. The doctor had advised her that it would take four to six months for her to recover.  Matilda wears a leg brace or immobilizer and uses crutches to get around. She is currently receiving individualised support at home to help her in her activities for daily living (ADL) while she recovers. |

Task 3.1 – Providing Service

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| **SCENARIO**  You have noticed that Matilda frequently trips or snags her leg brace on random things around her house. These include the shoes by her doorway, the duvet that keeps falling off the couch and the power cord of her various electronics. You check her individualised plan and see that removing tripping hazards is part of her risk management plan. |

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| Application  Description automatically generated with low confidence | This part of the assessment is a **Role Play Activity.**  In this Role Play Activity, you are required to identify and remove tripping hazards in Matilda’s home.  You will need one volunteer to act as Matilda.  **YOU WILL BE ASSESSED ON YOUR**   * Practical knowledge of tripping hazards * Practical skills relevant to identifying and removing tripping hazards   **OBSERVATION FORM**  Before starting this task, review the **Case Study Task 3.1 – Observation Form** provided along with this workbook. This form outlines 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 Matilda. * 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. |

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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. 2. Advise the candidate on the time and location of the assessment. 3. Discuss with the candidate the practical skills and criteria listed in the *Observation Form* and *Assessor’s Checklist* 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 Task 3.1 – Client Briefing Document   **IMPORTANT: These briefing documents are for the volunteer/s’ use only 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, the Observation Form you completed. |

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| *Mapping: CHCCCS038 PE1.2 (p), PE1.4 (p)*  **Marking guide**  **Case Study 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 identifying and removing tripping hazards in Matilda’s home.  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*. |

Task 3.2 – Meeting Re-ablement Needs

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| **SCENARIO**  Matilda’s leg brace is scheduled to be removed in two weeks. She mentions to you that her leg muscles have become weak from overuse. She wants you to enrol her in a strength training class, in addition to her regular physical therapy, so she can build up the strength in her legs again. She also mentions that she wants you to help her wean off her pain medication. You tell her that you are not qualified to make decisions on either of those things as you are not a doctor. You propose a strategy that can help address her need to strengthen her legs and wean off medication. |

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| Application  Description automatically generated with low confidence | Based on the scenario provided, list one strategy you can propose for each of the following:   * + 1. Matilda’s need to strengthen her legs     2. Matilda’s need to wean off pain medication |

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| *Mapping: CHCCCS038 PE1.3 (p)*  **Marking guide**  The candidate must list one strategy they can propose for each of the following:   1. Matilda’s need to strengthen her legs 2. Matilda’s need to wean off pain medication   Responses will vary. However, for a satisfactory performance, the candidate’s responses must:   * Be within the scope of a disability support worker’s role and responsibilities, including (but not limited to) not prescribing any medication or treatment. * Relevant to the need being addressed.   Examples of satisfactory responses are provided below for the assessor’s reference.   1. Matilda’s need to strengthen her legs 2. Set up a meeting with Matilda’s primary doctor to discuss the possibility of taking additional strength training. 3. Get approval from Matilda’s primary doctor to accompany her on longer walks around her neighbourhood. 4. Matilda’s need to wean off pain medication 5. Set up a meeting with Matilda’s primary doctor to discuss how to wean off pain medication 6. Get approval from Matilda’s primary doctor to try out pain management techniques that do not use medication   Other responses are acceptable as long as they are strategies for meeting Matilda’s re-ablement needs. | |
| **Re-ablement Needs** | **Proposed Strategy** |
| 1. Need to strengthen legs |  |
| 1. Need to wean off pain medication |  |

# 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 all the Knowledge Assessments Questions. |
|  | You have completed the Practical Assessments in this workbook: |
|  | Case Study Task 1.1 |
|  | Case Study Task 1.2 |
|  | Case Study Task 1.3 |
|  | Case Study Task 1.4 |
|  | Case Study Task 2.1 |
|  | Case Study Task 2.2 |
|  | Case Study Task 2.3 |
|  | Case Study Task 3.1 |
|  | Case Study Task 3.2 |

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|  | You have saved and submitted the following evidence: |
|  | This completed workbook |
|  | Assessment Workbook Cover Sheet signed and scanned |
|  | Case Study Task 1.4 Abuse Incident Report Form |

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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 all the Knowledge Assessments Questions. |
|  | You have completed the Practical Assessments in this workbook: |
|  | Case Study Task 1.1 |
|  | Case Study Task 1.2 |
|  | Case Study Task 1.3 |
|  | Case Study Task 1.4 |
|  | Case Study Task 2.1 |
|  | Case Study Task 2.2 |
|  | Case Study Task 2.3 |
|  | Case Study Task 3.1 |
|  | Case Study Task 3.2 |

|  |  |
| --- | --- |
|  | The candidate has saved and submitted the following evidence: |
|  | This completed workbook |
|  | Assessment Workbook Cover Sheet signed and scanned |
|  | Case Study Task 1.4 Abuse Incident Report Form |

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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, 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** | CHCCCS038 - Facilitate the empowerment of people receiving support (Release 1) |

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| --- | --- | --- |
| **Knowledge Assessment** | **S** | **NYS** |
| Question 1 |  |  |
| Question 2 |  |  |
| Question 3 |  |  |
| Question 4 |  |  |
| Question 5 |  |  |
| Question 6 |  |  |
| Question 7 |  |  |
| Question 8 |  |  |
| Question 9 |  |  |
| Question 10 |  |  |

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| --- | --- | --- |
| **Knowledge Assessment** | **S** | **NYS** |
| Question 11 |  |  |
| Question 12 |  |  |
| Question 13 |  |  |
| Question 14 |  |  |
| Question 15 |  |  |
| Question 16 |  |  |
| Question 17 |  |  |
| Question 18 |  |  |

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| **Practical Assessment** | | |
| **Case Studies** | **S** | **NYS** |
| Task 1.1 |  |  |
| Task 1.2 |  |  |
| Task 1.3 |  |  |
| Task 1.4 |  |  |
| Task 2.1 |  |  |
| Task 2.2 |  |  |
| Task 2.3 |  |  |
| Task 3.1 |  |  |
| Task 3.2 |  |  |

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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 |

|  |  |  |
| --- | --- | --- |
| **Overall Result for the Relevant Workbook/s** | **Satisfactory** | **Not yet satisfactory** |
| Assessment Workbook |  |  |
| Skills Workbook |  |  |

|  |  |  |
| --- | --- | --- |
| **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** |
| CHCCCS038 - Facilitate the empowerment of people receiving support (Release 1) |  |  |

|  |
| --- |
| **Assessor’s comments/feedback** |
|  |

|  |  |
| --- | --- |
| **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**