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**Version Control & Document History**

|  |  |  |
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# Introduction

This workbook contains the Knowledge 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 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.

# 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:

**CHCCCS040 - Support independence and wellbeing (Release 1)**

1. Recognise and support individual differences.
2. Promote independence.
3. Support physical wellbeing.
4. Support social, emotional and psychological wellbeing

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

<https://training.gov.au/Training/Details/CHCCCS040>

# 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.

# Assessment Methods

This workbook uses the following assessment method:

**Knowledge Assessment**

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

# Resources Required for Assessment

**The candidate will need access to:**

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

# 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: **CHCCCS040 Cover Sheet**

|  |  |
| --- | --- |
| Workbook | CHCCCS040 |
| Title | Support independence and wellbeing (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

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| --- | --- | --- | --- |
| **Preliminary Task**  Question 20 of this Knowledge Assessment requires you to refer to the legislation, standards and codes of your state/territory.  For your assessor’s reference, indicate below which state/territory you are currently based or located in by ticking the box that corresponds to your answer.  When answering Question 20, you must refer to the legislation, standards and codes of the state/territory you ticked below. | | | |
|  | | | |
| The state/territory where you are currently based or located in: | | | |
|  | Australian Capital Territory |  | South Australia |
|  | New South Wales |  | Tasmania |
|  | Northern Territory |  | Victoria |
|  | Queensland |  | Western Australia |

|  |  |  |
| --- | --- | --- |
| Application  Description automatically generated with low confidence | 1. List two examples for each of the following types of basic human needs in the table provided below. | |
|  | | |
| **Types** | | **Two examples** |
| 1. Physical | |  |
| 1. Psychological | |  |
| 1. Spiritual | |  |
| 1. Cultural | |  |
| 1. Sexual | |  |

|  |  |
| --- | --- |
| Application  Description automatically generated with low confidence | 1. Answer the following questions about the concept of self-actualisation. |
|  | |
| 1. What is the concept of self-actualisation? | |
| 1. Identify two ways you can support an individual to become self-actualised: | |

|  |  |  |
| --- | --- | --- |
| Application  Description automatically generated with low confidence | 1. Describe the human development that happens in each stage of life. | |
|  | | |
| **Stage of human development** | | **Description** |
| 1. Infancy | |  |
| 1. Early childhood | |  |
| 1. School-age | |  |
| 1. Adolescence | |  |
| 1. Adulthood | |  |
| 1. Maturity | |  |

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| --- | --- | --- |
| Application  Description automatically generated with low confidence | 1. Define the following aspects of a person’s wellbeing. | |
|  | | |
| **Aspect of wellbeing** | | **Definition** |
| 1. Physical | |  |
| 1. Psychological | |  |
| 1. Social | |  |
| 1. Spiritual | |  |
| 1. Cultural | |  |
| 1. Financial | |  |
| 1. Career or occupation | |  |

|  |  |
| --- | --- |
| Application  Description automatically generated with low confidence | 1. Answer the following questions about individual differences. |
|  | |
| 1. List three traits that contribute to an individual’s unique differences. | |
| 1. How are individual differences interrelated? | |
| 1. How do individual differences impact how support is provided to the individual? | |

|  |  |  |
| --- | --- | --- |
| Application  Description automatically generated with low confidence | 1. Identify two requirements that contribute to a person’s health and wellbeing for each area listed in the table below. | |
|  | | |
| **Area** | | **Requirements** |
| 1. Mental health | |  |
| 1. Nutrition | |  |
| 1. Hydration | |  |
| 1. Exercise | |  |
| 1. Hygiene | |  |
| 1. Lifestyle | |  |
| 1. Oral health | |  |

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| Application  Description automatically generated with low confidence | 1. Complete the following table by:    1. Defining each given mental health issue.    2. Identifying two risk factors associated with each issue.    3. Identifying two protective factors associated with each issue. |

| **Issue** | **Definition** | **Risk factor** | **Protective factor** |
| --- | --- | --- | --- |
| 1. Depression |  |  |  |
| 1. Substance abuse |  |  |  |

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| Application  Description automatically generated with low confidence | 1. Answer the following questions about restrictive practices |
|  | |
| 1. Describe what constitutes a restrictive practice. | |
| 1. Complete the table by:    1. Providing the legislation relevant to restrictive practices in the industries listed below.    2. Providing a legal requirement based on the given legislation.    3. article or section number where the legal requirement may be found.    4. Explaining how the legal consideration impacts provision of support. | |

|  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| |  |  |  |  | | --- | --- | --- | --- | | **Industry** | **Restrictive Practices Legislation** | **Legal requirement** | **How this impacts provision of support** | | 1. Aged Care |  | Article or section number: |  | | 1. Disability Support |  | Article or section number: |  | |

|  |
| --- |
| 1. Identify the five forms of restrictive practices regulated by law. |
| 1. What are the seven conditions of registration that service providers must meet when using regulated restrictive practices according to NDIS. |
| 1. List three positive strategies that can be used in place of restrictive practices. |
| 1. Identify the two things to take into account for a careful clinical and ethical consideration. |

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| 1. Identify the two ethical considerations relevant to restrictive practices. |
| 1. List all the documentation requirements needed when using restrictive practices according to the [Aged Care Act 1997](https://www.legislation.gov.au/Details/F2021C00887). |
| 1. Summarise the documentation requirements stated in Sections 14 and 15 of the *NDIS Restrictive Practices and Behaviour Support Rules 2018.* |

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| Application  Description automatically generated with low confidence | 1. Identify two physical indicators and two behavioural indicators of neglect or abuse for each form of abuse listed in the table. |

| **Forms of abuse** | **Physical indicators** | **Behavioural indicators** |
| --- | --- | --- |
| 1. Physical abuse |  |  |
| 1. Physical neglect |  |  |
| 1. Sexual abuse |  |  |
| 1. Psychological or Emotional abuse |  |  |
| 1. Financial abuse |  |  |

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| Application  Description automatically generated with low confidence | 1. Identify the reporting requirements for suspected abuse situations in your workplace. |
|  | |
|  | |

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| Application  Description automatically generated with low confidence | 1. Briefly define the following service models. | |
|  | | |
| **Service delivery model** | | **Definition** |
| 1. Palliative care | |  |
| 1. Residential care | |  |
| 1. Home and community care | |  |

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| --- | --- |
| Application  Description automatically generated with low confidence | 1. List the eight Aged Care Quality standards. |
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| Application  Description automatically generated with low confidence | 1. Briefly explain how the six National Standards provided below are applied or upheld by disability service providers. | |
|  | | |
| **Standard** | | **Explanation** |
| 1. Rights | |  |
| 1. Participation and inclusion | |  |
| 1. Individual outcomes | |  |
| 1. Feedback and complaints | |  |
| 1. Service access | |  |
| 1. Service management | |  |

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| --- | --- | --- |
| Application  Description automatically generated with low confidence | 1. Briefly define the following funding models relevant to individual support. | |
|  | | |
| **Funding Model** | | **Definition** |
| 1. National Disability insurance Scheme (NDIS) | |  |
| 1. Commonwealth Home Support Programme (CHSP) | |  |

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| Application  Description automatically generated with low confidence | 1. List five issues that can impact the health and wellbeing of an individual. |
|  | |
|  | |
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| --- | --- |
| Application  Description automatically generated with low confidence | 1. Answer the following questions about community values and stereotypes. |
|  | |
| 1. How can incorporating the values of a person’s community impact the care and support they receive? | |
| 1. How can understanding the attitudes of a person’s community impact the care and support they receive? | |
| 1. Describe the possible impact of the following myth about childcare centres: *‘Childcare centres can negatively affect the relationship between parent and child’*. | |
| 1. Describe the possible impact of the following myth about older people: *‘Older people can’t learn or change’.* | |

|  |
| --- |
| 1. Describe the possible impact of the following stereotype about people with a disability: *‘People with disabilities always need help’*. |
| 1. Describe the possible impact of the following stereotype about older people: *‘Older people can’t contribute to the workplace and workforce’*. |

|  |  |
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| Application  Description automatically generated with low confidence | 1. List down two issues surrounding sexuality and two issues surrounding sexual expression. |
|  | |
| 1. Issues affecting sexuality | |
| 1. Issues affecting sexual expression | |

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| --- | --- | --- |
| Application  Description automatically generated with low confidence | 1. Identify and define two indicators of emotional concern and two indicators of emotional issues that can impact a person’s wellbeing. | |
|  | | |
| **Indicators of emotional concern** | | **Definition** |
|  | |  |
|  | |  |

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| --- | --- |
| **Indicators of emotional issue** | **Definition** |
|  |  |
|  |  |

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| --- | --- | --- |
| Application  Description automatically generated with low confidence | 1. Complete the tables below by listing down and defining: 2. Two examples of support strategies. 3. Two examples of support resources 4. Two examples of support networks | |
|  | | |
| **Support strategy** | | **Definition** |
|  | |  |
|  | |  |

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| --- | --- |
| **Support resource** | **Definition** |
|  |  |
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| --- | --- |
| **Support network** | **Definition** |
|  |  |
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| Application  Description automatically generated with low confidence | 1. Complete the tables below by: 2. Briefly defining each work consideration given below. 3. Identifying one legal or ethical requirement for each work consideration. 4. Identifying the names of the legislations, codes or standards containing each requirement identified. 5. Identifying the name of the section of each legislation, code or standard where each requirement is located. 6. Providing links to each code, legislation or standard. 7. Explaining how each requirement is applied in an organisation. 8. Explaining how each requirement is applied in individual practice. |

|  |  |
| --- | --- |
| **Duty of Care** | |
| **Definition:** |  |
| **Legal or ethical requirement** |  |
| **Source: (legislation, code, standard, etc.)** |  |
| **Section:** |  |
| **Link:** |  |
| **How the requirement is applied in an organisation:** |  |
| **How the requirement is applied in individual practice:** |  |

|  |  |
| --- | --- |
| **Dignity of Risk** | |
| **Definition:** |  |
| **Legal or ethical requirement** |  |
| **Source: (legislation, code, standard, etc.)** |  |
| **Section:** |  |
| **Link:** |  |
| **How the requirement is applied in an organisation:** |  |
| **How the requirement is applied in individual practice:** |  |

|  |  |
| --- | --- |
| **Human Rights** | |
| **Definition:** |  |
| **Legal or ethical requirement** |  |
| **Source: (legislation, code, standard, etc.)** |  |
| **Section:** |  |
| **Link:** |  |
| **How the requirement is applied in an organisation:** |  |
| **How the requirement is applied in individual practice:** |  |

|  |  |
| --- | --- |
| **Discrimination** | |
| **Definition:** |  |
| **Legal or ethical requirement** |  |
| **Source: (legislation, code, standard, etc.)** |  |
| **Section:** |  |
| **Link:** |  |
| **How the requirement is applied in an organisation:** |  |
| **How the requirement is applied in individual practice:** |  |

|  |  |
| --- | --- |
| **Mandatory Reporting** | |
| **Definition:** |  |
| **Legal or ethical requirement** |  |
| **Source: (legislation, code, standard, etc.)** |  |
| **Section:** |  |
| **Link:** |  |
| **How the requirement is applied in an organisation:** |  |
| **How the requirement is applied in individual practice:** |  |

|  |  |
| --- | --- |
| **Privacy** | |
| **Definition:** |  |
| **Legal or ethical requirement** |  |
| **Source: (legislation, code, standard, etc.)** |  |
| **Section:** |  |
| **Link:** |  |
| **How the requirement is applied in an organisation:** |  |
| **How the requirement is applied in individual practice:** |  |

|  |  |
| --- | --- |
| **Confidentiality** | |
| **Definition:** |  |
| **Legal or ethical requirement** |  |
| **Source: (legislation, code, standard, etc.)** |  |
| **Section:** |  |
| **Link:** |  |
| **How the requirement is applied in an organisation:** |  |
| **How the requirement is applied in individual practice:** |  |

|  |  |
| --- | --- |
| **Disclosure** | |
| **Definition:** |  |
| **Legal or ethical requirement** |  |
| **Source: (legislation, code, standard, etc.)** |  |
| **Section:** |  |
| **Link:** |  |
| **How the requirement is applied in an organisation:** |  |
| **How the requirement is applied in individual practice:** |  |

|  |  |
| --- | --- |
| **Work Role Boundaries - Responsibilities** | |
| **Definition:** |  |
| **Legal or ethical requirement** |  |
| **Source: (legislation, code, standard, etc.)** |  |
| **Section:** |  |
| **Link:** |  |
| **How the requirement is applied in an organisation:** |  |
| **How the requirement is applied in individual practice:** |  |

|  |  |
| --- | --- |
| **Work Role Boundaries - Limitations** | |
| **Definition:** |  |
| **Legal or ethical requirement** |  |
| **Source: (legislation, code, standard, etc.)** |  |
| **Section:** |  |
| **Link:** |  |
| **How the requirement is applied in an organisation:** |  |
| **How the requirement is applied in individual practice:** |  |

# Assessment Workbook Checklist

|  |  |
| --- | --- |
| **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 saved and submitted the following evidence: |
|  | This completed workbook |
|  | Assessment Workbook Cover Sheet signed and scanned |

|  |
| --- |
| **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. |

|  |  |
| --- | --- |
| **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. |
|  | The candidate has saved and submitted the following evidence: |
|  | This completed workbook |
|  | Assessment Workbook Cover Sheet signed and scanned |

|  |
| --- |
| **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)

|  |  |
| --- | --- |
| **RECORD OF ASSESSMENT** | |
| **Candidate’s Name** |  |
| **RTO Name** |  |
| **RTO Contact Number** |  |
| **RTO Email Address** |  |
| **Assessor’s Name** |  |
| **Unit of Competency** | CHCCCS040 - Support independence and wellbeing (Release 1) |

| **Knowledge Assessment** | **S** | **NYS** |
| --- | --- | --- |
| Question 1 |  |  |
| Question 2 |  |  |
| Question 3 |  |  |
| Question 4 |  |  |
| Question 5 |  |  |
| Question 6 |  |  |
| Question 7 |  |  |
| Question 8 |  |  |
| Question 9 |  |  |
| Question 10 |  |  |
| Question 11 |  |  |
| Question 12 |  |  |
| Question 13 |  |  |

|  |  |  |
| --- | --- | --- |
| **Knowledge Assessment** | **S** | **NYS** |
| Question 14 |  |  |
| Question 15 |  |  |
| Question 16 |  |  |
| Question 17 |  |  |
| Question 18 |  |  |
| Question 19 |  |  |
| Question 20 |  |  |

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

|  |  |
| --- | --- |
| **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 |  |  |
| Vocational Placement Time Log (Provided along with Vocational Placement Information Packs) |  |  |

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| --- | --- | --- |
| **Overall Result for this Unit of Competency**  **IMPORTANT: To be deemed competent in the following unit of competency, the candidate must be marked Satisfactory in all the relevant workbook/s listed above.** | **Competent** | **Not yet competent** |
| CHCCCS040 - Support independence and wellbeing (Release 1) |  |  |

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

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

**End of Document**