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**Version Control & Document History**

|  |  |  |
| --- | --- | --- |
| **Date** | **Summary of Modifications** | **Version** |
| 8 June 2022 | Version 1.0 released for publishing | 1.0 |
| 16 August 2022 | Minor amendments to formatting only | 1.1 |

# Table of Contents

[Introduction 5](#_Toc105571983)

[Competency-Based Assessments 6](#_Toc105571984)

[Assessing Nationally Recognised Training 7](#_Toc105571985)

[Dimensions of Competency 9](#_Toc105571986)

[Reasonable Adjustment 9](#_Toc105571987)

[The Unit of Competency 10](#_Toc105571988)

[The Context of Assessment 11](#_Toc105571989)

[Contextualising the Assessment Tools 11](#_Toc105571990)

[Assessment Methods 13](#_Toc105571991)

[Resources Required for Assessment 14](#_Toc105571992)

[Assessor Instructions 15](#_Toc105571993)

[Candidate Instructions 16](#_Toc105571994)

[Assessment Workbook Cover Sheet 18](#_Toc105571995)

[Knowledge Assessment 19](#_Toc105571996)

[Practical Assessment 85](#_Toc105571997)

[Assessor Instructions 85](#_Toc105571998)

[Candidate Instructions 86](#_Toc105571999)

[Your Industry, Organisation, and Role 87](#_Toc105572000)

[Case Studies 89](#_Toc105572001)

[Overview 89](#_Toc105572002)

[Contextualisation 90](#_Toc105572003)

[Case Study 1 – Culturally and Linguistically Diverse (CALD) Client 91](#_Toc105572004)

[Task 1.1 – Identify Signs of Potential Communication Issues 92](#_Toc105572005)

[Task 1.2 – Report Potential Signs of Communication Issues 94](#_Toc105572006)

[Case Study 2 – Maria and Bradley 96](#_Toc105572007)

[Task 2.1 – Identify Communication Constraints 97](#_Toc105572008)

[Task 2.2 – Manage Conflict 98](#_Toc105572009)

[Case Study 3 – Danny 100](#_Toc105572010)

[Task 3.1 – Manage Conflict 100](#_Toc105572011)

[Task 3.2 – Refer Unresolved Conflict 102](#_Toc105572012)

[Case Study 4 – Thelma 104](#_Toc105572013)

[Task 4.1 – Recognise Non-Adherence to Standard Procedures 105](#_Toc105572014)

[Task 4.2 – Refer Non-Adherence to Standard Procedures 106](#_Toc105572015)

[Practical Assignment 108](#_Toc105572016)

[Overview 108](#_Toc105572017)

[Contextualisation 109](#_Toc105572018)

[Workplace Assessment 112](#_Toc105572019)

[Overview 112](#_Toc105572020)

[Contextualisation 115](#_Toc105572021)

[Simulating the Assessments 116](#_Toc105572022)

[Task 1 – Clarify Understanding of Workplace Documents With Supervisor 118](#_Toc105572023)

[Task 2 – Provide Service Information and Address Customer/Clients Enquiries and Requests 120](#_Toc105572024)

[Task 3 – Participate in a Team Meeting 122](#_Toc105572025)

[Task 4 – Complete Workplace Documents 124](#_Toc105572026)

[Task 5 – Seek Feedback on Own Performance 126](#_Toc105572027)

[Task 6 – Consult With Supervisor About Professional Development Opportunities 128](#_Toc105572028)

[Task 7 – Model Improvements and Professionalism in Work Practices 130](#_Toc105572029)

[Assessment Workbook Checklist 132](#_Toc105572030)

[Record of Assessment (Assessor’s Use Only) 136](#_Toc105572031)

# 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 the evidence is the candidate’s own work.

1. **Current**

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

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

# Dimensions of Competency

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

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

# Reasonable Adjustment

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

**Why make a reasonable adjustment?**

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

* The 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:

**CHCCOM005 - Communicate and work in health or community services (Release 2)**

1. Communicate effectively with people
2. Collaborate with colleagues
3. Address constraints to communication
4. Report problems to the supervisor
5. Complete workplace correspondence and documentation
6. Contribute to continuous improvement

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

<https://training.gov.au/training/details/chccom005>

# The Context of Assessment

To complete the assessments in this workbook, students need to have access to their learning materials, the Internet, and a workplace (or similar environment).

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

The Practical Assessment must be completed in a workplace or a simulated environment.

# 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 method/s:

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 Study/ies**

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

1. **Practical Assignment**

A series of written practical tests assessing the candidate’s practical knowledge and understanding of the unit of competency.

1. **Workplace Assessment**

A set of tasks or activities completed according to set instructions and guidelines to meet the requirements of the relevant unit. These tasks and activities require you to have access to a workplace or a similar environment.

# Resources Required for Assessment

**The Training Organisation to provide the candidate with access to/organise the following for the candidate:**

* Assessor to supervise and observe the candidate as they complete assessments, where required.
* At least two volunteers to participate in role play activities.
* Workplace, or a similar environment, where the candidate can complete the assessments, and that will allow them access to:
  + Workplace supervisor
  + Clients/customers
  + Co-workers/teammates
  + Workplace documents relevant to the candidate’s role, e.g. policies and procedures you must comply with, written instructions for completing a task, etc.
  + Information about the organisation’s products and services
  + Team meetings, e.g. weekly meetings, daily stand-up meetings, etc.
  + Forms and templates for completing written workplace documents
  + Forms and templates for completing electronic/digital workplace documents
  + Equipment or devices to produce electronic/digital workplace documents
  + Organisational policies and procedures and standards for:
  + Written and electronic/digital workplace documents
  + Digital communication
  + Forms and templates used to gather feedback on work performance
  + Knowledge and skills development opportunities, e.g. coaching, mentoring, training, etc.

**The candidate will need access to:**

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

# 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, as well as their practical skills in relation to the unit and assessment requirements.

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 the 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, Practical Assignment, and Workplace Assessment.** This assessment tests your practical skills with respect to the requirements of the relevant unit of competency.

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

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

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

1. Read the instructions provided in each task carefully before attempting to complete the task. The instructions will guide you on how to answer the question or complete the task satisfactorily.
2. Follow the steps provided in each task.
   * If the question instructs you to describe, provide a description as your response. If the question instructs you to list, provide a list as your response.
   * Where there is a number of required responses, provide the required number of responses. For example, if you are asked to list three responses, provide three responses.
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.

# 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: **CHCCOM005 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 | CHCCOM005 |
| Title | Communicate and work in health or community services (Release 2) |
| 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

|  |  |  |  |
| --- | --- | --- | --- |
| **Preliminary Task 1**  Question 1 of this Knowledge Assessment requires you to refer to the legal and ethical requirements concerning your state/territory communication.  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 1, you must refer to the legal and ethical requirements of the state/territory you ticked below. | | | |
|  | | | |
| *This task has no mapping. This is a preliminary step for the candidate to complete in connection to Knowledge Assessment Question 1.*  **Marking Guide**  The candidate must indicate below the state/territory they are currently based in by ticking the box () that corresponds to their response (as shown below).  Knowledge Assessment Question 1 requires the candidate to refer to the legal and ethical requirements of the state/territory they ticked below.  When assessing the candidate’s responses in Question 1, the assessor must review the candidate’s responses against the legal and ethical requirements of the state/territory they ticked below.  The assessor must also ensure that they are accessing the version of the legal and ethical requirements that are currently implemented in the candidate’s state/territory, i.e. they are not referring to outdated or superseded information.  For a satisfactory performance in these questions, the candidate’s responses must match the legal and ethical requirements from the state/territory they ticked below.  Specific marking guide and benchmark and model answers to Knowledge Assessment Question 1 are provided in each question. | | | |
| 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 |

|  |  |
| --- | --- |
| **Preliminary Task 2**  Question 1 of this Knowledge Assessment requires you to refer to the industry or work area you are currently a part of.  For your assessor’s reference, indicate below which industry or work area you are currently a part of by entering it on the field provided.  When answering Question 1, you must refer to the industry or work area you are currently a part of that you entered below. | |
|  | |
| *This task has no mapping. This is a preliminary step for the candidate to complete in connection to Knowledge Assessment Question 1.*  **Marking Guide**  The candidate must indicate below the industry or work area they are currently a part of by entering the field that corresponds to their response (as shown below).  Knowledge Assessment Question 1 requires the candidate to refer to the industry or area of work they entered below.  When assessing the candidate’s responses in Question 1, the assessor must review the candidate’s responses against the industry or area of work they entered below.  The assessor must also ensure that they are accessing the version of the relevant documents that is currently implemented for the candidate’s industry or area of work, i.e. they are not referring to outdated or superseded information.  For a satisfactory performance in these questions, the candidate’s responses must match the relevant documents from the industry or area of work they entered below.  Specific marking guide and benchmark and model answers to Knowledge Assessment Question 1 are provided in each question. | |
| The industry or area of work where you are currently a part of: | |
|  | Disability Services |
|  | Childcare Services |
|  | Aged Care Services |
|  | Health Services |
|  | Others: |

|  |  |
| --- | --- |
| Application  Description automatically generated with low confidence | 1. Complete the table below by:    1. Identifying one legislation relevant to each area listed below    2. Identifying one legal consideration for each area based on the identified legislation    3. Explaining how this consideration is applied in relation to communication in health and community services    4. Identifying one code of ethics or code of conduct relevant to each listed area that applies to the health and community service context you are working in    5. Identifying one ethical consideration for each area based on the identified code of ethics or code of conduct    6. Explaining how this consideration is applied in relation to communication in health and community services |
|  | |
| *Mapping: CHCCOM005 KE1.1, KE1.2, KE1.3, KE1.4, KE1.5, KE1.6, KE1.7 (p), KE1.8 (p)*  *Learner guide reference: CHCCOM005 Learner Guide Introduction*  **Marking Guide**  The candidate is required to complete the table below by:   * + 1. Identifying one legislation relevant to each area listed below   The candidate’s responses will vary. However, for 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, where applicable | |
| * + 1. Identifying one legal consideration 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 the current Australian legislation or act they provided * Legal concerns or factors stated in the legislation they provided   To check this, the assessor must review the legislation/act in their response and confirm whether this is currently enforced in the legislation they have identified.   * + 1. Explaining how this consideration is applied in relation to communication in health and community services   Responses may vary. However, for satisfactory performance, their response must be:   * Consistent with each listed area below * An explanation of how the legal consideration applies to communication in their area of work (e.g. if they work in an aged care service, their explanation must be about how the legal consideration applies to providing services to older people)   + 1. Identifying one code of ethics or code of conduct relevant to each listed area that applies to the health and community service context you are working in   The candidate’s responses will vary. However, for 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) that they provided in Preliminary Task # 2 * Contain a collection of values concerning human affairs that their area of work must follow * Be a currently implemented code of ethics or conduct in Australia * Be currently implemented or followed in their state/territory, where applicable | |

|  |
| --- |
| * + 1. Identifying one ethical consideration for each area based on the identified code of ethics or code of conduct   Responses will vary. However, for 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) that they provided in Preliminary Task # 2 * Based on the ethical requirements or code of ethics or code of conduct they referenced   + 1. Explaining how this consideration is applied in relation to communication in health and community services   Responses may vary. However, for satisfactory performance, their response must be:   * Consistent with each listed area below * An explanation of how the ethical consideration applies to communication in their area of work (e.g. if they work in aged care service, their explanation must be about how the ethical consideration applies to providing services to older people)   Model answers are provided on the next page to help the assessor assess the candidate’s responses. |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Area** | **Legal Requirements Relevant to This Area** | **How This Legal Requirement Can Be Applied in Communication** | **Ethical Requirements Relevant to This Area** | **How This Ethical Requirement Can Be Applied in Communication** |
| 1. Privacy | Relevant legislation:    Privacy Act 1988  Link:  [Privacy Act 1988, Part III, Division 2](https://www.legislation.gov.au/Series/C2004A03712) | Support workers must not ask a client or patient for personal information that is not relevant to their case. | Reference:  National Code of Conduct for Health Care Workers (Queensland)  Link:  [National Code of Conduct for Health Care Workers (Queensland), No. 14](https://www.health.qld.gov.au/__data/assets/pdf_file/0014/444101/national-code-conduct-health-workers.pdf) | Support workers must ensure that conversations about the client’s care or other personal information are made in a safe and private space. |
| Legal consideration:    To protect clients' privacy, workers must abide by the 13 Australian Privacy Principles and the Privacy Act 1988. | Ethical consideration:    A health care worker must comply with the relevant privacy laws that apply to clients’ health information. |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Area** | **Legal Requirements Relevant to This Area** | **How This Legal Requirement Can Be Applied in Communication** | **Ethical Requirements Relevant to This Area** | **How This Ethical Requirement Can Be Applied in Communication** |
| 1. Confidentiality | Relevant legislation:    Privacy Act 1988  Link:  [Privacy Act 1988, Part III, Division 2](https://www.legislation.gov.au/Series/C2004A03712) | When sending important client documents to specialists for referrals, support workers must only send them to relevant personnel. | Reference:  National Code of Conduct for Health Care Workers (Queensland)  Link:  [National Code of Conduct for Health Care Workers (Queensland), No. 14](https://www.health.qld.gov.au/__data/assets/pdf_file/0014/444101/national-code-conduct-health-workers.pdf) | When referring a client to a specialist, support workers must only include information relevant to the specialist service the client will receive. |
| Legal consideration:    The use, storage, and handling of personal information, including the individual support clients, their families and carers, must be done in accordance with the 13 Australian Privacy Principles. | Ethical consideration:    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 (Queensland). |

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| --- | --- | --- | --- | --- |
| **Area** | **Legal Requirements Relevant to This Area** | **How This Legal Requirement Can Be Applied in Communication** | **Ethical Requirements Relevant to This Area** | **How This Ethical Requirement Can Be Applied in Communication** |
| 1. Disclosure | Relevant legislation:    Privacy Act 1988  Link:  [Privacy Act 1988, Part III, Division 2](https://www.legislation.gov.au/Series/C2004A03712) | Support workers must get the client’s consent before sharing their information with other personnel. | Reference:  National Code of Conduct for Health Care Workers (Queensland)  Link:  [National Code of Conduct for Health Care Workers (Queensland), No. 14](https://www.health.qld.gov.au/__data/assets/pdf_file/0014/444101/national-code-conduct-health-workers.pdf) | Support workers must inform the client and their family or carer before sharing their information with other relevant personnel. |
| Legal consideration:    The organisation cannot use or disclose a client’s personal information except if they have provided consent to disclose this information to an enforcement body (e.g. the police) for enforcement-related purposes. | Ethical consideration:    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 (Queensland). |
| **Area** | **Legal Requirements Relevant to This Area** | **How This Legal Requirement Can Be Applied in Communication** | **Ethical Requirements Relevant to This Area** | **How This Ethical Requirement Can Be Applied in Communication** |
| 1. Discrimination | Relevant legislation:  Anti-Discrimination Act 1991, Part 3 (Queensland)  Link:  [Anti-Discrimination Act 1991, Part 3 (Queensland)](https://www.legislation.qld.gov.au/view/html/inforce/current/act-1991-085#ch.2-pt.3) | Support workers must make accommodations to meet the individual communication needs of each client. | Reference:  National Code of Conduct for Health Care Workers (Queensland)  Link:  [National Code of Conduct for Health Care Workers (Queensland), No. 1](https://www.health.qld.gov.au/__data/assets/pdf_file/0014/444101/national-code-conduct-health-workers.pdf) | Support workers must establish a process for responding to discrimination and harassment complaints. |
| Legal consideration:    It is illegal to discriminate against other people based on age, disability, race, religion, sex and gender. | Ethical consideration:    A health care worker must ensure that clients and others relevant to the service are protected from discrimination. |

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| **Area** | **Legal Requirements Relevant to This Area** | **How This Legal Requirement Can Be Applied in Communication** | **Ethical Requirements Relevant to This Area** | **How This Ethical Requirement Can Be Applied in Communication** |
| 1. Duty of care | Relevant legislation:    WHS Act 2011  Link:  [Work Health and Safety Act 2011, Part 2, Division 2](https://www.legislation.gov.au/Series/C2011A00137) | Support workers must communicate to the client their rights in a way that they will understand. | Reference:  National Code of Conduct for Health Care Workers (Queensland)  Link:  [National Code of Conduct for Health Care Workers (Queensland), No. 1](https://www.health.qld.gov.au/__data/assets/pdf_file/0014/444101/national-code-conduct-health-workers.pdf) | Support workers must be culturally safe and sensitive when communicating with clients. |
| Legal consideration:    Workers have a duty of care under the WHS legislation. This involves taking reasonable care for their own health and safety and others who may be affected by their acts or omissions. | Ethical consideration:    A health care worker must provide health services safely and ethically. |

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| **Area** | **Legal Requirements Relevant to This Area** | **How This Legal Requirement Can Be Applied in Communication** | **Ethical Requirements Relevant to This Area** | **How This Ethical Requirement Can Be Applied in Communication** |
| 1. Mandatory reporting | Relevant legislation:    Child Protection Act 1999 (Queensland)  Link:  [Child Protection Act 1999, Part 1AA, Division 2 (Queensland)](https://www.legislation.qld.gov.au/view/html/inforce/current/act-1999-010#ch.2-pt.1AA-div.2) | Support workers must report any verbal abuse towards clients to the appropriate authorities. | Reference:  National Code of Conduct for Health Care Workers (Queensland)  Link:  [National Code of Conduct for Health Care Workers (Queensland), No. 4](https://www.health.qld.gov.au/__data/assets/pdf_file/0014/444101/national-code-conduct-health-workers.pdf) | Support workers must report suspected verbal abuse within the organisation according to policies and procedures. |
| Legal consideration:    Any suspected cases of suffering from the significant harm caused by abuse and neglect relating to children and adults must be reported to the authorities. | Ethical consideration:    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. |

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| **Area** | **Legal Requirements Relevant to This Area** | **How This Legal Requirement Can Be Applied in Communication** | **Ethical Requirements Relevant to This Area** | **How This Ethical Requirement Can Be Applied in Communication** |
| 1. Translation | Relevant legislation:    Multicultural NSW Act 2000 No 77  Link:  [Multicultural NSW Act 2000 No 77, Part 1, Section 3](https://legislation.nsw.gov.au/view/html/inforce/current/act-2000-077#sec.3) | Support workers must respect and develop provisions for the varying culture and language. | Reference:  Australian Institute of Interpreters and Translators Inc. Code of Ethics  Link:  [Australian Institute of Interpreters and Translators Inc. Code of Ethics, No. 5](https://ausit.org/code-of-ethics/) | The information that a translator translates must be accurate and convey the expected meaning of the conversation. |
| Legal consideration:    People have different languages, religions, races and ethnicities and are free to use their own languages. | Ethical consideration:    Interpreters and translators always use their best professional judgement to remain faithful to texts and languages' meanings. |

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| **Area** | **Legal Requirements Relevant to This Area** | **How This Legal Requirement Can Be Applied in Communication** | **Ethical Requirements Relevant to This Area** | **How This Ethical Requirement Can Be Applied in Communication** |
| 1. Informed consent | Relevant legislation:    Privacy Act 1988  Link:  [Privacy Act 1988, Part III, Division 2](https://www.legislation.gov.au/Series/C2004A03712) | Support workers must inform the person involved on the purpose of using their information and how it will be used. | Reference:  National Code of Conduct for Health Care Workers (Queensland)  Link:  [National Code of Conduct for Health Care Workers (Queensland), No. 3](https://www.health.qld.gov.au/__data/assets/pdf_file/0014/444101/national-code-conduct-health-workers.pdf) | Support workers must practice due diligence in providing the person involved with all the information they need to give consent. |
| Legal consideration:    Health professionals may use personal information after informing and discussing their intent with the people involved. | Ethical consideration:    A health care worker must accept the right of their clients to make informed choices in relation to their health care. |

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| **Area** | **Legal Requirements Relevant to This Area** | **How This Legal Requirement Can Be Applied in Communication** | **Ethical Requirements Relevant to This Area** | **How This Ethical Requirement Can Be Applied in Communication** |
| 1. Work role boundaries – responsibilities and limitations | Relevant legislation:    Fair Work Act 2009  Link:  [Fair Work Act 2009, Chapter 3](https://www.legislation.gov.au/Series/C2009A00028) | Support workers must only share information with patients or clients they are authorised to share within their work role. | Reference:  National Code of Conduct for Health Care Workers (Queensland)  Link:  [National Code of Conduct for Health Care Workers (Queensland), No. 1](https://www.health.qld.gov.au/__data/assets/pdf_file/0014/444101/national-code-conduct-health-workers.pdf) | Support workers must exhibit expected behaviour from their work role. |
| Legal consideration:    An employee’s responsibilities and limitations define their work role. They must always act within these responsibilities and limitations. | Ethical consideration:    A health care worker must not claim or represent that they are qualified to provide services outside their experience or training. |

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| **Area** | **Legal Requirements Relevant to This Area** | **How This Legal Requirement Can Be Applied in Communication** | **Ethical Requirements Relevant to This Area** | **How This Ethical Requirement Can Be Applied in Communication** |
| 1. Adult disclosure | Relevant legislation:    Children and Young Persons (Care and Protection) Act 1998 No 157  Link:  [Children and Young Persons (Care and Protection) Act 1998 No 157, Chapter 2, Part 2, Section 27](https://legislation.nsw.gov.au/view/html/inforce/current/act-1998-157#sec.27) | Support workers must build trust with children so they can freely disclose if they feel like they are being abused. | Reference:  National Code of Conduct for Health Care Workers (Queensland)  Link:  [National Code of Conduct for Health Care Workers (Queensland), No. 1](https://www.health.qld.gov.au/__data/assets/pdf_file/0014/444101/national-code-conduct-health-workers.pdf) | Support workers must follow mandatory reporting laws if a child discloses an experience of abuse to them. |
| Legal consideration:    If a child discloses an experience of abuse to an adult, the adult must report it following mandatory reporting laws. | Ethical consideration:    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. |
| **Area** | **Legal Requirements Relevant to This Area** | **How This Legal Requirement Can Be Applied in Communication** | **Ethical Requirements Relevant to This Area** | **How This Ethical Requirement Can Be Applied in Communication** |
| 1. Child protection | Relevant legislation:    United Nations Convention on the Rights of the Child  Link:  [United Nations Convention on the Rights of the Child, Article 3](https://www.unicef.org/child-rights-convention/convention-text) | Service providers must develop procedures for the speedy handling of complaints about harassment towards children. | Reference:  National Code of Conduct for Health Care Workers (Queensland)  Link:  [National Code of Conduct for Health Care Workers (Queensland), No. 1](https://www.health.qld.gov.au/__data/assets/pdf_file/0014/444101/national-code-conduct-health-workers.pdf) | Support workers must conduct a risk assessment to minimise potential risks for a child before providing services. |
| Legal consideration:    Health and community service facilities must put protective measures in place to ensure the safety of children. | Ethical consideration:    A health care worker must provide services safely and ethically. |

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| Application  Description automatically generated with low confidence | 1. Complete the table below by:    1. Identifying one responsibility of each given level of service employee    2. Identifying one limitation of each given level of service employee |

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| *Mapping: CHCCOM005 KE1.7 (p)*  *Learner guide reference: CHCCOM005 Learner Guide Introduction*  **Marking Guide**  The candidate must complete the table below by:   1. Identifying one responsibility of each given level of support service employee   For satisfactory performance, although wording may slightly vary, the candidate’s responses must be:   * Consistent with the provided level of support service * The tasks that an employee at each given role and level must perform at work   Examples of satisfactory responses are provided below for the assessor’s reference.   1. Identifying one limitation of each given level of support service employee   For satisfactory performance, although wording may slightly vary, the candidate’s responses must be:   * Consistent with the provided level of support service * The actions that are beyond the scope and control of the employee’s work role   Examples of satisfactory responses are provided on the next page for the assessor’s reference. |

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| **Health Professional** | | |
| **Level** | **Responsibilities** | **Limitations** |
| Level 1 | Be a member of a professional association. | Receives guidance from senior staff |
| Level 2 | * Work independently. * Exercise independent judgement on routine matters. * Work under supervision from more senior members. | * Does not allocate resources for budgeting * Receives regular feedback from senior staff |
| Level 3 | * Apply professional knowledge and judgement. * Work with a high level of specialist knowledge and skills. * Allocate resources to ensure optimal budget outcomes. | * Receives guidance from senior staff * Does not develop strategic plans |
| Level 4 | * Ensure budgets are met within a complex organisation. * Supervise staff. * Develop strategic business plans. | * Focuses on high-level decisions * Has limited time and opportunity to supervise staff |

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| **Support Services Employees** | | |
| **Level** | **Responsibilities** | **Limitations** |
| Level 1 | * Work within established routines, methods and procedures. * Have minimal accountability or discretion. * Work under direct supervision. | * Is not required to have previous experience in training * Receives guidance from more senior staff |
| Level 2 | * Prioritise work within established policies, guidelines and procedures. * Work under limited supervision. * Undergo on-the-job training or relevant skills experience. | * Receives guidance and supervision from more senior staff * Is not required to qualify with a specific certificate level |
| Level 3 | * Work under limited supervision. * Possess sound communication and arithmetic skills. * Undergo on-the-job training or relevant skills experience. | * Receives guidance and supervision from more senior staff * Is not required to qualify with a specific certificate level |
| Level 4 | * Work under limited supervision. * Possess sound communication, interpersonal and arithmetic skills. * Undergo on-the-job training or relevant skills experience. | * Does not use basic computer knowledge * Does not possess administrative skills |

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| **Support Services Employees** | | |
| **Level** | **Responsibilities** | **Limitations** |
| Level 5 | * Function semi-autonomously. * Perform with a substantial level of accountability. * Display basic computer knowledge regularly. | * Does not use comprehensive computer knowledge * Is not required to have Advanced Certificate or Associate Diploma |
| Level 6 | * Function with a high level of autonomy. * Possess administrative skills and problem-solving abilities. * Possess well-developed communication, interpersonal and arithmetic skills. | * Does not train employees in lower levels * Does not monitor workflow |

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| Application  Description automatically generated with low confidence | 1. Explain how the factors increase a child’s risk of abuse and neglect. | |
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| *Mapping: CHCCOM005 KE1.8 (p)*  *Learner guide reference: CHCCOM005 Learner Guide Introduction*  **Marking Guide**  The candidate must explain how the given factors increase a child’s risk of abuse and neglect.  For a satisfactory performance, the candidate’s response must be:   * Relevant to the given risk indicators * An explanation of the effect of each given factor on a child’s safety and wellbeing   Model answers are provided below to help the assessor assess the candidate’s responses. | | |
| **Factors** | | **Explanation** |
| 1. Child’s age | | Due to young age, children are more vulnerable to maltreatment, trauma and neglect. |
| 1. Child’s health | | Children with mental, physical or emotional issues may experience maltreatment from their carers, and they may not be able to protect themselves from abuse. |
| 1. Family situations | | Children who need medical and other necessary support may not receive these types of support from their homes. |
| 1. Economic status | | Children in poverty may be unable to afford the services or support they need due to financial constraints. |
| 1. Neighbourhood | | Children who live in dangerous communities face higher risks to their safety and security. |

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| Application  Description automatically generated with low confidence | 1. Give two examples of your duty of care to a child who is not your client. |

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| *Mapping: CHCCOM005 KE1.8 (p)*  *Learner guide reference: CHCCOM005 Learner Guide Introduction*  **Marking Guide**  The candidate must give two examples of their duty of care to a child who is not their client.  Responses will vary. However, for satisfactory performance, their response must be duties that health or community service workers must have to provide care for children who are not their clients.  Examples of satisfactory responses are provided below for the assessor’s reference. |
| I must report any form of abuse towards the child that I personally witness. |
| I must ensure that any activity or service I provide to my client does not harm the child. |

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| Application  Description automatically generated with low confidence | 1. Complete the table below by: 2. Identifying five authoritative sources of information in health and community services 3. Explaining the kind of information you can find in each identified source |
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| *Mapping: CHCCOM005 KE2.0 (p)*  *Learner guide reference: CHCCOM005 Learner Guide Introduction*  **Marking Guide**  The candidate must complete the table below by:   1. Identifying five authoritative sources of information in health and community services   An authoritative source is an institution or body in the industry that produce information about health and community services.  For satisfactory performance, the candidate’s response must include five of the following:   * Department of Health * Federal Register of Legislation * Australian Institute of Health and Welfare * Australian Human Rights Commission * Australian Health Practitioner Regulation Agency (AHPRA) * National Registration and Accreditation Scheme (NRAS) * Attorney-General’s Department * Office of the Australian Information Commissioner (OAIC) * Australian Commission on Safety and Quality in Health Care * Therapeutic Goods Administration * Fair Work Ombudsman   Other responses are acceptable as long as they are authoritative sources of information in health and community services.   1. Explaining the kind of information they can find in each identified source   For satisfactory performance, the candidate’s response must explain what each identified source of information provides for the candidate.  Model answers are provided on the next page to help the assessor assess the candidate’s responses. | |

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| **Source of Information** | **Type of Information Provided** |
| Federal Register of Legislation | It provides information on legislation concerning protecting clients and health service providers based on national laws. |
| Australian Human Rights Commission | It provides legal advice on clients' and service providers' human rights obligations. |
| Australian Health Practitioner Regulation Agency | It provides information on the standards and policies that all health practitioners must adhere to. |
| Attorney-General’s Department | It provides information on programs and policies maintaining and improving the country’s law and justice framework. |
| Fair Work Ombudsman | It provides guidelines on compliance requirements related to employee welfare concerning health and community services. |

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| Application  Description automatically generated with low confidence | 1. Complete the table below by: 2. Giving three examples of conflicts of interest in the workplace 3. Giving one effect of each example to ethical decision making in the workplace 4. Giving one way to address each given conflict of interest to ensure ethical decision making in the workplace |
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| *Mapping: CHCCOM005 KE3.0*  *Learner guide reference: CHCCOM005 Learner Guide Introduction*  **Marking Guide**  The candidate must complete the table below by:   1. Giving three examples of conflicts of interest in the workplace   For satisfactory performance, the candidate’s responses must be examples of factors influencing an employee’s interest while performing their job.   1. Giving one effect of each example to ethical decision making in the workplace   For satisfactory performance, the candidate’s response must be:   * Relevant to the conflict of interest given * An example of how the given conflict of interest can influence a person’s decisions in the workplace  1. Giving one way to address each given conflict of interest to ensure ethical decision making in the workplace   For satisfactory performance, the candidate’s response must be:   * Relevant to the conflict of interest given * An example of how the conflict of interest can be avoided or eliminated in the workplace   Model answers are provided on the next page to help the assessor assess the candidate’s responses. | |

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| **Conflicts of Interest** | **Effect on Ethical Decision Making** | | **How to Address** | |
| Monetary interest | | The possibility of financial gain may cause a person to make decisions that favour them to the detriment of others in the workplace. | | Have multiple people in charge of making decisions involving money. |
| Family relationships | | A person may favour one person in the workplace for promotions because they are relatives. | | Do not allow people with family connections to work in the same department. |
| Personal hostility between colleagues | | A person may refuse to give work opportunities to someone they dislike for personal reasons. | | Give opportunities for colleagues. |

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| Application  Description automatically generated with low confidence | 1. Answer the following questions about the principles of effective communication. |
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| *Mapping: CHCCOM005 KE4.0*  *Learner guide reference: CHCCOM005 Learner Guide, Chapter 1 Introduction*  **Marking Guide**  The candidate must answer the following questions about the principles of effective communication.  Additional marking guide and benchmark answers are provided on the next page to guide the assessor in assessing the candidate’s responses. | |
| 1. Complete the table below by: 2. Listing four principles of effective communication in health and community services 3. Briefly explaining how each given principle benefits people in health and community services   The candidate must complete the table below by:   1. Listing four principles of effective communication in health and community services   For satisfactory performance, although wording may slightly vary, their response must be four of the following:   * Clarity of ideas * Appropriate use of language * Consistency * Timeliness * Feedback * Flexibility  1. Briefly explaining how each given principle benefits people in health and community services   For satisfactory performance, although the wording may slightly vary, their response must:   * Be relevant to the given principle of effective communication * Explain the positive effect of the given principle to people in the workplace   Model answers are provided on the next page to help the assessor assess the candidate’s responses. | |
| |  |  | | --- | --- | | **Principles of Effective Communication** | **Benefits in the Workplace in Health or Community Services** | | Clarity of ideas | It helps ensure that the necessary information is shared between support workers, clients and other relevant people. It ensures a clearer understanding of the topic. | | Appropriate use of language | It helps clients feel valued and respected by preventing using words that will insult or humiliate them. | | Timeliness | It ensures no delays in communicating important information to clients or issues that need immediate action to other support workers. | | Flexibility | It ensures that communication can adapt to accommodate clients with different communication needs. | | |
| 1. Complete the table below by: 2. Listing three communication models 3. Briefly describing each given communication model 4. Providing one example of how each communication model is used in health or community services   The candidate must complete the table below by:   1. Listing three communication models   For satisfactory performance, the candidate’s responses must be consistent with the model answers below.   1. Briefly describing each given communication model   For satisfactory performance, although wording may slightly vary, the candidate’s responses must be consistent with the model answers below.   1. Providing one example of how each communication model is used in health or community services   For satisfactory performance, although wording may slightly vary, the candidate’s responses must be an example of how each given communication model is applied in the workplace.  Model answers are provided below to help the assessor assess the candidate’s responses.   |  |  |  | | --- | --- | --- | | **Communication Model** | **Description** | **Example** | | Linear | It is a one-way interaction in which feedback is not present. | A carer instructing a colleague. | | Interactive | It is a two-way interaction where there is an exchange of ideas between a sender and a receiver. | Two staff talking to one another. | | Transactional | It is an interaction that focuses on building relationships, learning new concepts or engaging with different situations. | A carer attending to the needs of a client. | | |
| 1. Complete the table below by: 2. Listing the five modes of communication 3. Briefly describing each given mode of communication 4. Providing one example of how each mode of communication is used in health or community services   The candidate must complete the table below by:   1. Listing the five modes of communication   For satisfactory performance, the candidate’s responses must be consistent with the model answers below.   1. Briefly describing each given mode of communication   For satisfactory performance, although wording may slightly vary, the candidate’s responses must be consistent with the model answers below.   1. Providing one example of how each mode of communication is used in health or community services   For satisfactory performance, although wording may slightly vary, the candidate’s responses must be an example of how each given mode is applied in the workplace.  Model answers are provided on the next page to help the assessor assess the candidate’s responses. | |
| |  |  |  | | --- | --- | --- | | **Mode of Communication** | **Description** | **Example** | | Visual | It refers to images or diagrams that people see. | Signages, such as wheelchair ramps or emergency exits | | Linguistic | It refers to spoken and written words organised into sentences. | Procedures for filing a report | | Spatial | It refers to how the elements in the service are designed and arranged. | Placing the service rooms for aged care on the first floor of the building | | Aural | It refers to music, silence, tone of voice, volume or ambient noises. | Announcements in the service | | Gestural | It refers to the way movements are interpreted. | Nodding or shaking of the head when communicating with the clients | | |
| 1. Complete the table below by: 2. Listing four types of communication 3. Briefly describing each given type of communication 4. Providing one example of how each type of communication can be used effectively in health or community services   The candidate must complete the table below by:   1. Listing four types of communication   The candidate’s responses must be consistent with the model answers below for satisfactory performance.   1. Briefly describing each given type of communication   For satisfactory performance, although wording may slightly vary, the candidate’s responses must be consistent with the model answers below.   1. Providing one example of how each type of communication can be used effectively in health or community services   For satisfactory performance, although wording may slightly vary, the candidate’s responses must be an example of using each given type of communication in the workplace.  Model answers are provided on the next page to help the assessor assess the candidate’s responses. | |
| |  |  |  | | --- | --- | --- | | **Type of Communication** | **Description** | **Effective Use** | | Verbal | It refers to the exchange of information through speaking or sign language. | Use a calm yet confident speaking voice when talking to clients. | | Non-verbal | It refers to the use of gestures, facial expressions and body language to convey information. | Develop awareness of clients’ body language when they are feeling upset or uncertain. | | Visual | It refers to the use of photographs or illustrations to convey information. | Make use of appropriate medium (e.g. posters, brochures, photos) when explaining services to potential clients or their carers. | | Written | It refers to conveying information in writing. | Keep information that clients and their carers will access simple and direct to the point. | | |

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| Application  Description automatically generated with low confidence | 1. Answer the following questions about communication techniques. |
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| *Mapping: CHCCOM005 KE5.1, KE5.2, KE5.3*  *Learner guide reference: CHCCOM005 Learner Guide, Chapter 3, Subchapter 3.2, Section 3.2.2*  **Marking Guide**  The candidate must answer the following questions about communication techniques.  Additional marking guide and benchmark answers are provided below to guide the assessor in assessing the candidate’s responses. | |
| 1. Complete the table below by: 2. Briefly describing each given communication technique 3. Explain how each given technique affects workplace communication   The candidate must complete the table below by:   1. Briefly describing each given communication technique   For satisfactory performance, although wording may slightly vary, their responses must be consistent with the model answers below.   1. Explain how each given communication technique affects workplace communication   For satisfactory performance, their responses must:   * Be relevant to the given communication technique * Give an example of a way in which the given communication technique positively or negatively affects workplace communication   Model answers are provided on the next page to help the assessor assess the candidate’s responses. | |
| |  |  |  |  |  | | --- | --- | --- | --- | --- | | **Communication Technique** | | **Definition** | | **How It Affects Workplace Communication** | | 1. Open-ended questions | These questions are not answerable by ‘yes’ or ‘no’. | | It can encourage clients to speak up for themselves and express their ideas. | | | 1. Affirmations | These are positive statements that can help in conquering negativities. | | It can help build up confidence and self-esteem among colleagues and care recipients. | | | 1. Reflections | These are done to clarify your understanding of what other people have said. | | It can help ensure the correct understanding of instructions, processes or ideas. | | | 1. Summaries | This means coming up with a brief outline of necessary points from a conversation. | | It can help keep points organised when meeting or receiving instructions. | | | |

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| 1. Explain the difference between motivational interviewing and coercive approach in workplace communication by: 2. Describing how each communication technique is used in the workplace 3. Describing the goal of each communication technique   The candidate must explain the difference between collaboration and confrontation in workplace communication by:   1. Describing how each communication technique is used in the workplace   For satisfactory performance, the candidate’s response must be consistent with the model answers below.   1. Describing the goal of each communication technique   For satisfactory performance, the candidate’s response must be consistent with the model answers below.   |  |  |  | | --- | --- | --- | | **Communication Technique** | **How It Is Used in the Workplace** | **Goal** | | 1. Motivational interviewing | Helping the person manage uncertain feelings and insecurities by empathising with them and encouraging them to change for the better. | The goal is to help the person feel inspired, learn from their mistakes and solve their own difficulties. | | 1. Coercive approach | A person is told what to do and is reprimanded when they do not follow. | The goal is to force a person to change their behaviour regardless of their own ideas or feelings. | |
| 1. Explain the difference between collaboration and confrontation in workplace communication by: 2. Describing how each communication technique is used in the workplace 3. Describing the goal of each communication technique   The candidate must explain the difference between collaboration and confrontation in workplace communication by:   1. Describing how each communication technique is used in the workplace   For satisfactory performance, the candidate’s response must be consistent with the model answers below.   1. Describing the goal of each communication technique   For satisfactory performance, the candidate’s response must be consistent with the model answers below.   |  |  |  | | --- | --- | --- | | **Communication Technique** | **How It Is Used in the Workplace** | **Goal** | | 1. Collaboration | All parties in a conversation come together to achieve a common goal by considering everyone’s thoughts and opinions. | The goal is to achieve a win-win solution that works for everyone involved. | | 1. Confrontation | One person directly tells another person their feelings, emotions, wants or demands in a face-to-face encounter. | The goal is to satisfy the person confronting another person, with a high chance that the other person will be upset or disappointed. | |

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| Application  Description automatically generated with low confidence | 1. Explain how each given factor influences communication in the workplace in health and community services. | |
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| *Mapping: CHCCOM005 KE6.1, KE6.2, KE6.3, KE6.4, KE6.5 KE6.6, KE6.7*  *Learner guide reference: CHCCOM005 Learner Guide Introduction*  **Marking Guide**  The candidate must explain how each given factor influences communication in the workplace in health and community services.  For satisfactory performance, the candidate’s responses must be:   * Relevant to the given factor * An explanation of how the given factors influence workplace communication in health and community services   Model answers are provided below to help the assessor assess the candidate’s responses. | | |
| **Factors** | | **Influence on Workplace Communication in Health and Community Services** |
| 1. Language | | When people in the workplace come from different backgrounds, there is a larger chance of misunderstanding due to language barriers. |
| 1. Culture | | Some things, such as casual physical contact with colleagues, may be considered normal in some cultures but not acceptable in others. This may result in conflict or misunderstandings at work. |
| 1. Religion | | There are instances when a person’s knowledge about different faiths and beliefs is insufficient, so a person may not know the information they must and must not include in conversations. |
| 1. Emotional state | | People handle their feelings differently. People in negative emotional states may communicate aggressively, causing conflict between them and their colleagues. |

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| **Factors** | **Influence on Workplace Communication in Health and Community Services** |
| 1. Disability | People with physical disabilities may need alternative communication methods, such as using adaptive and assistive technologies. People with intellectual disabilities may also require accommodations in communication. |
| 1. Health | When a person is sick, their mind is not focused on the thoughts or ideas they want to say. This may lead to difficulty in expressing their ideas. |
| 1. Age | People from different age groups have different communication needs. Young children may need simpler words and shorter sentences. Older people may need communication aids, such as hearing aids or aids for memory loss. |

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| Application  Description automatically generated with low confidence | 1. Complete the table below by: 2. Identifying five constraints to effective communication 3. Describing how each identified constraint affects communication in health and community service contexts 4. Providing one way to minimise the effects of each identified constraint |
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| *Mapping: CHCCOM005 KE7.0*  *Learner guide reference: CHCCOM005 Learner Guide, Chapter 3, Subchapter 3.2, Section 3.2.1*  **Marking Guide**  The candidate must complete the table below by:   * 1. Identifying five constraints to effective communication   For satisfactory performance, the candidate’s response must be a factor that affects the clarity and delivery of information.   * 1. Describing how each identified constraint affects communication in health and community service contexts   For satisfactory performance, the candidate’s response must:   * Be relevant to the identified constraint * A description of how the constraint limits the clarity and delivery of information in health and community services   1. Providing one way to minimise the effects of each identified constraint   For satisfactory performance, the candidate’s response must:   * Be relevant to the identified constraint * Be a strategy to address the constraint in the workplace   Model answers are provided on the next page for the assessor’s reference. | |

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| **Constraints to Effective Communication** | **How It Affects Communication** | **How It Can Be Minimised** |
| External noise | When external noise is present during a conversation with a colleague, someone might mishear a critical detail. | Hold important meetings in areas with minimal external noise. |
| Differing perceptions | One care worker may know how to solve a client-related problem, while another may think this idea will worsen the problem. This may lead to an argument between both care workers. | Effectively communicate and negotiate with others to reach a solution that everyone can agree with. |
| Absence of non-verbal cues | When talking to a client’s family over the phone, they may misinterpret the tone or volume of your voice because they cannot see your facial expressions or body language. | When not in face-to-face conversations, pay closer attention to your tone of voice and word usage to minimise misinterpretations. |
| Psychological state | When a client is suffering from a recent incident, they may not cooperate or act as they usually do. | Empathise with someone in a negative psychological state and offer support as much as possible. |
| Attitude towards situations | A colleague may be disappointed with specific healthcare protocol changes. This may affect their motivation and how they engage with others (i.e. becoming more irritable). | Listen to the person’s reasoning for why they feel the way they do and communicate to reach a compromise. |

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| Application  Description automatically generated with low confidence | 1. Briefly describe the following industry terminologies. | |
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| *Mapping: CHCCOM005 KE8.0*  *Learner guide reference: CHCCOM005 Learner Guide, Chapter 2, Subchapter 2.3, Section 2.3.1*  **Marking Guide**  The candidate must briefly describe the following industry terminologies.  For satisfactory performance, although the wording may slightly vary, their response must be consistent with the benchmark answers below. | | |
| **Community Services** | | |
| **Terminology** | | **Definition** |
| 1. Case worker | | Someone responsible for assisting children, adults and families in obtaining the necessary service |
| 1. Counsellor | | Someone who helps in addressing problems through clarifying issues and developing strategies to solve them |
| 1. Welfare support worker | | Someone who assists community service professionals in providing care in nursing homes and other community-based care facilities |
| 1. Home and domestic support services | | Service intended for those who need assistance in everyday households |
| 1. Transport services | | Service intended for those who are having difficulty taking ordinary transport |
| 1. Multilingual phone service | | Service intended for migrants, refugees and visitors to speak to someone in their language |

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| **Community Services** | |
| **Terminology** | **Definition** |
| 1. Foster care | Service that provides care to children or young people in out-of-home care by authorised, unrelated carers |
| 1. Out-of-home care (OOHC) | Service in which a child or young person is cared for by someone other than their parent at a place other than their usual home |
| **Health Services** | |
| **Terminology** | **Description** |
| 1. Senior consultant | Refers to doctors who see patients at specific times. |
| 1. Resident | Refers to doctors who attend to patients on wards. |
| 1. Registered nurse | Refers to those who manage most current care and treatment in the hospital. |
| 1. Allied health professionals | Refer to practitioners who work together in the health care team. This may involve dietitians, therapists, pharmacists, etc. |
| 1. Primary carer | Refers to a person of any age who provides informal assistance, which may involve families and relatives. |
| 1. Clinical assistant | Refer to people who take care of housekeeping in the hospital. |
| 1. Nutritional support | Refers to therapy being given to people who cannot get enough nutrition through eating and drinking. |
| **Health Services** | |
| **Terminology** | **Description** |
| 1. Mental health care | Refers to care provided to people who have challenges with their emotions and social wellbeing. |
| 1. Laboratory and diagnostic care | Refers to a service focusing on laboratory tests and diagnostic procedures to check a person’s health. |
| 1. Physical therapy | Refers to a therapy given to people to ease pain and help them function physically. |
| 1. Diagnosis | Refers to the process of determining the disease or condition of a patient based on their symptoms. |
| 1. Medications | Refers to pharmaceutical drugs to prevent or treat illnesses. |

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| Application  Description automatically generated with low confidence | 1. Explain why each given factor is important for verbal communication in health and community services. | |
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| *Mapping: CHCCOM005 KE9.0*  *Learner guide reference: CHCCOM005 Learner Guide, Chapter 1, Subchapter 1.1, Section 1.1.2*  **Marking Guide**  The candidate must explain why each given factor is important for verbal communication in health and community services.  Responses may vary. For satisfactory performance, their response must be:   * Consistent with each given factor * An explanation of the importance of each given factor when communicating verbally with colleagues, clients and other relevant people in health and community services   Model answers are provided below to help the assessor assess the candidate’s responses. | | |
| **Factors** | | **Importance** |
| 1. Grammar | | It is important to use correct grammar when communicating because grammar can change the meaning of a statement. For example, suppose you report a recent incident to your supervisor using present tense verbs. In that case, they may think it is an incident that is still happening instead of one that has already been addressed. |
| 1. Speed | | It is important for support workers to ensure that they talk slowly when communicating with older people so they can clearly understand what is being said. |
| 1. Pronunciation | | It is important to pronounce words clearly and correctly for better understanding, especially for clients with hearing impairments or language processing disorders. |

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| Application  Description automatically generated with low confidence | 1. Answer the following questions about non-verbal communication. |
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| *Mapping: CHCCOM005 KE10.0*  *Learner guide reference: CHCCOM005 Learner Guide, Chapter 1, Subchapter 1.1, Section 1.1.2*  **Marking Guide**  The candidate must answer the following questions about non-verbal communication.  Additional marking guides and benchmark answers are provided below to help the assessor assess the candidate’s responses. | |
| 1. Complete the table below by: 2. Briefly explaining when non-verbal communication can be used 3. Providing one example of how non-verbal communication can be used in health service work 4. Providing one example of how non-verbal communication can be used in community service work   The candidate must complete the table below by:   1. Briefly explaining when non-verbal communication can be used   For satisfactory performance, the candidate’s response must be a general description of when non-verbal communication applies.   1. Providing one example of how non-verbal communication can be used in health service work   For satisfactory performance, the candidate’s response must be a specific situation related to health services where non-verbal communication applies.   1. Providing one example of how non-verbal communication can be used in community service work   For satisfactory performance, the candidate’s response must be a specific situation related to community services where non-verbal communication applies.  Model answers are provided on the next page to help the assessor assess the candidate’s responses. | |
| |  |  |  | | --- | --- | --- | | **When to Use Non-verbal Communication** | **How to Use Non-verbal Communication in Health Services** | **How to Use Non-verbal Communication in Community Services** | | Non-verbal communication can be used when communicating with people with speaking or hearing impairments or when handling people in an emotionally vulnerable situation. | When administering treatment to a frightened child with an injury, you can use reassuring non-verbal communication such as smiling, maintaining eye contact, giving a thumbs up and using gentle touches. | When meeting with a new client, you can use non-verbal communication to show respect by facing them and making eye contact, shaking their hand if they are comfortable with it, and nodding to show that you are listening. | | |
| 1. Give three examples of situations in which you must recognise a person’s non-verbal communication.     The candidate must give three examples of situations in which they need to recognise a person’s non-verbal communication.  Responses may vary. However, for satisfactory performance, their response must be specific situations where support workers must recognise non-verbal communication.  Examples of satisfactory responses are:   * When communicating with someone who is not able to speak due to pain or injury * When deciding if a person is safe to approach after a violent outburst * When trying to decipher whether a person is lying or telling the truth * When figuring out whether a non-verbal person with a disability is happy or in distress * When deciding if a client feels unsafe or uncomfortable in a situation | |
| 1. Give three ways you can recognise a person’s non-verbal communication.     The candidate must give three ways to recognise a person’s non-verbal communication.  Responses may vary. However, for satisfactory performance, their response must be specific ways support workers can recognise non-verbal communication.  Examples of satisfactory responses are:   * Looking at the person’s facial expression to see if they are feeling happy, sad, angry, scared, etc. * Watching their hands to interpret gestures such as pointing or acting out certain actions. * Watching out for signs of discomfort, such as slouching, not making eye contact, clasping their hands together or making themselves appear smaller. * Watching out for signs of aggression, such as clenched fists, wild gestures, narrowed eyes and heavy breathing. | |

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| Application  Description automatically generated with low confidence | 1. Answer the following questions about the health and community systems’ structure, function and interrelationships. |
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| *Mapping: CHCCOM005 KE11.0, KE12.6, KE12.7*  *Learner guide reference: CHCCOM005 Learner Guide Introduction*  **Marking Guide**  The candidate must answer the following questions about the health and community systems’ structure, function and interrelationships.  Additional marking guides and benchmark answers are provided below to help the assessor assess the candidate’s responses. | |
| 1. Complete the table below by: 2. Identifying the four components of the health care system 3. Explaining the function of each identified component   The candidate must complete the table below by:   1. Identifying the four components of the health care system   For satisfactory performance, the candidate’s responses must reflect the model answers below, in no particular order.   1. Explaining the function of each identified component   For satisfactory performance, although wording may slightly vary, the candidate’s responses must be consistent with the model answers below.  Model answers are provided on the next page to help the assessor assess the candidate’s responses. | |
| |  |  | | --- | --- | | **Components** | **Function** | | Health promotion | They conduct health programmes and promote health literacy to prevent avoidable health conditions and improve the population's overall health. | | Primary health care | They support and coordinate different parts of the health and community system. | | Specialist services | They support clients with specific conditions, such as treatment for cancer, services for pregnancy, or mental health services. | | Hospitals | They provide care for admitted and non-admitted patients. | | |
| 1. Complete the table below by: 2. Explaining the role of each given support service 3. Giving two examples of the support provided by each given support service   The candidate must complete the table below by:   1. Explaining the role of each given support service   For satisfactory performance, although wording may slightly vary, the candidate’s responses must be consistent with the model answers below.   1. Giving two examples of the support provided by each given support service   For satisfactory performance, although wording may slightly vary, the candidate’s responses must be examples of specific services provided by each given support service.  Model answers are provided on the next page to help the assessor assess the candidate’s responses. | |
| |  |  |  | | --- | --- | --- | | **Support Service** | **Role** | **Examples of Support Provided** | | 1. Aged care support | These are services that support older people, their families and their carers. | Aged care education      Aged care financial planning | | 1. Disability support | These are services designed to support people with disabilities. | Supported independent living      Nursing and complex care | | 1. Youth justice community support | These are services designed to protect the youth by providing integrated and intensive support. | Intensive casework support for young people      Integrated access and referrals to services | | 1. Child support | These are services designed to support and protect children. | Support for children experiencing family and domestic violence      Support for children with separated parents | | |
| |  |  |  | | --- | --- | --- | | **Support Service** | **Role** | **Examples of Support Provided** | | 1. Mental health support | These are services designed to support people experiencing mental health issues. | Support for people with childhood trauma      Rehabilitation services for alcohol and drug use | | |
| 1. Explain how health and community services are interrelated.     The candidate must explain how the different components of health services are interrelated.  For satisfactory performance, although wording may slightly vary, the candidate’s response must be consistent with the model answer below:  Health and community services are interrelated in that different components of health and community services can work together to provide services or give referrals to meet a person’s specific needs. A person with complex health and support needs may access multiple health and community services. | |
| 1. Give one example of how a client can use multiple interrelated health and community services.     The candidate must give one example of how a client can use multiple interrelated health and community services.  For satisfactory performance, the candidate’s response must:   * Give a specific case of a client who needs at least two services * Explain how the different services can work together to meet the client’s needs   A model answer is provided below to help the assessor assess the candidate’s responses.  An older person will need both health and community services. They need aged care services to meet their everyday living needs and health services to diagnose and treat their medical needs. They may also need mental health services to help them cope with the challenges of getting older. These services must coordinate with each other by appointing specific representatives to the person’s care team to help address the older person’s needs. | |

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| Application  Description automatically generated with low confidence | 1. Complete the table below by:   Identifying three principles for each given model of service delivery  Briefly describing each given principle  Explaining how each given principle can be applied in service delivery |
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| *Mapping: CHCCOM005 KE12.1, KE12.2*  *Learner guide reference: CHCCOM005 Learner Guide Introduction*  **Marking Guide**  The candidate must complete the table below by:   1. Identifying three principles for each given model of service delivery   For satisfactory performance, their response must be:   * Consistent with each given model of service delivery * Three factors or standards that dictate how each given model can be applied in action  1. Briefly describing each given principle   For satisfactory performance, the candidate’s response must be:   * Relevant to the given principle * A description of what the given principle means in service delivery  1. Explaining how each given principle can be applied in service delivery   For satisfactory performance, the candidate’s response must be:   * Relevant to the given principle * An action that can be taken to uphold the given principle in service delivery   Model answers are provided on the next page to help the assessor assess the candidate’s responses. | |

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| **Model of Service Delivery** | **Principles** | **Description** | **How It Applies in Service Delivery** |
| 1. Person-centred service delivery | Valuing people | This approach merits the people involved in service delivery, such as clients, team members, managers, etc. | A worker must try to understand and emphasise with their client or patient. |
| Autonomy | This approach respects the choices being made by relevant people in the service. | Workers must help their clients gain autonomy by involving them in decision-making and asking for their suggestions and recommendations. |
| Understanding relationships | This approach helps in building the connection between clients and service members. | Members of an interdisciplinary team must frequently meet with the client and the client’s family or carers to build trust and comfort. |

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| **Model of Service Delivery** | **Principles** | **Description** | **How It Applies in Service Delivery** |
| 1. Rights-based service delivery | Involvement | This means that all clients and service members have the right to involve themselves in decisions that may affect their human rights. | A worker must ensure that their patient or client has access to relevant information about their care in a language that they can understand to ensure that they can make the right decisions for themselves. |
| Responsibility | This means that clients and service members must be responsible in their dealings. | A worker must follow their organisation's standards, policies and procedures when providing support services. |
| Equality | This means that all clients and service members must be treated equally. | A worker must treat everyone, including clients and service members, with the same amount of kindness and respect regardless of their individual differences. |

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| Application  Description automatically generated with low confidence | 1. Answer the following questions about multi-disciplinary teams in the health and community services context. |

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| *Mapping: CHCCOM005 KE12.3, KE12.4, KE12.5*  *Learner guide reference: CHCCOM005 Learner Guide Introduction*  **Marking Guide**  The candidate must answer the following questions about multi-disciplinary teams in the health and community services context.  Additional marking guides and benchmark answers are provided below to help the assessor assess the candidate’s responses. |
| Complete the table below by:   1. Identifying four characteristics of a multi-disciplinary team 2. Explaining the importance of each identified characteristic in supporting optimum client service   The candidate must complete the table below by:   1. Identifying four characteristics of a multi-disciplinary team   For satisfactory performance, although wording may slightly vary, the candidate’s responses must be traits exhibited by groups made up of people who are expected in different disciplines.   1. Explaining the importance of each identified characteristic in supporting optimum client service   For satisfactory performance, the candidate’s responses must be:   * Consistent with the characteristic they provided * An explanation of how each characteristic is important in providing services   Model answers are provided on the next page to help the assessor assess the candidate’s responses. |
| |  |  | | --- | --- | | **Characteristics** | **Importance** | | Patient-centred | It ensures that the team provides personalised care plans and programmes to each patient or client. | | Collaborative | It ensures that the team members integrate their expertise to provide the best care. | | Strong communication | It ensures they can keep the patient’s or client’s records up-to-date and include all their diagnoses and medications. | | Shared goals and objectives | It ensures that each member has their own plan, which aligns with providing the necessary services that the patient or client needs. | |

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| Complete the table below by:   1. Briefly describing the role of each given member of an interdisciplinary team 2. Identifying one responsibility of each given member of an interdisciplinary team   The candidate must complete the table below by:   1. Briefly describing the role of each given member of an interdisciplinary team   For satisfactory performance, although wording may slightly vary, the candidate’s responses must be consistent with the model answers below.   1. Identifying one responsibility of each given member of an interdisciplinary team   For satisfactory performance, the candidate’s responses must be an example of a task the given member performs in service delivery.  Model answers are provided below to help the assessor assess the candidate’s responses. |
| |  |  |  | | --- | --- | --- | | **Member of a Multi-disciplinary Team** | **Description** | **Responsibility** | | 1. Aged support workers | Carers who look after the health and wellbeing of older people | Assisting older people in their daily living activities | | 1. Childcare workers | Carers who oversee children’s daily routine | Assisting children with their educational needs | | 1. Disability support workers | Carers who assist people with disabilities | Assisting people with disabilities to access assistive technologies | | 1. Managers | People who manage workers | Coordinating programmes to support the community’s wellbeing | |

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| |  |  |  | | --- | --- | --- | | **Member of a Multi-disciplinary Team** | **Description** | **Responsibility** | | 1. Supervisors | People who direct and supervise service members and service workers | Performing administrative tasks within the care facilities of service providers | | 1. Physicians | People qualified to practice medicine | Diagnosing and treating a patient’s illness | | 1. Counsellors | People who are trained to give guidance on personal, social or psychological problems | Consulting with a client regarding behaviour concerns | | 1. Psychiatrists | Medical practitioners specializing in the diagnosis and treatment of mental illnesses | Prescribing medication to help address mental disorders | | 1. Physical therapists | People who help patients improve their movement and manage pain | Assisting a client in improving their range of motion | |
| Explain how the different members of the health and community services must work together to provide optimum service to each given client below.  The candidate must explain how the different members of the health and community services must work together to provide optimum service to each given client below.  Responses will vary. For satisfactory performance, their response must:   * Be relevant to the type of client given * Contain details about the different members of the health and community service involved in the service provision * Explain how multiple people working in health or community services can provide care to the same client   Model answers are provided below to help the assessor assess the candidate’s response. |
| |  |  | | --- | --- | | **Client** | **Explanation** | | 1. An older person under aged care services | Aged care support workers assist clients in their daily living needs, while healthcare professionals like physicians, dentists, physical therapists, etc., provide necessary medical care. | | 1. A child who has experienced physical abuse | Therapists or counsellors help the child cope with the emotional impact of abuse, while physicians help address any physical injuries the child may have acquired. | | 1. A person whose family does not support in accessing the care that they need | Community workers help clients access services for their daily needs, such as food, transportation and employment, while healthcare professionals help with their medical needs. | |

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| Application  Description automatically generated with low confidence | 1. Answer the following questions about funding in the health and community services context. |

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| *Mapping: CHCCOM005 KE12.8*  *Learner guide reference: CHCCOM005 Learner Guide Introduction*  **Marking Guide**  The candidate must answer the following questions about funding in the health and community services context.  Additional marking guides and benchmark answers are provided below to help the assessor assess the candidate’s responses. | | | |
| 1. What is Medicare? In your response, you must: 2. Define Medicare     The candidate must define Medicare.  For satisfactory performance, although wording may slightly vary, their response must be consistent with the model answer below.  Medicare is Australia’s universal health care scheme.   1. Explain what Medicare is used for     The candidate must explain what Medicare is used for.  For satisfactory performance, although wording may slightly vary, their response must be consistent with the model answer below.  Medicare is used to enable the public to access the public health care system for free or at a low cost. | | | |
| 1. Identify what costs Medicare covers for Australians     The candidate must identify what costs Medicare covers for Australians.  Responses will vary. However, for satisfactory performance, their response must identify the health or community service cost that Medicare covers.  A model answer is provided below to help the assessor assess the candidate’s response.  Medicare covers all costs of other health services, including services from community nurses, physiotherapy, tests and examinations, etc. | | | |
| 1. Identify whether each given community service area is primarily funded by the Australian government or State and Territory governments.   The candidate must identify whether each given community service area is primarily funded by the Australian government or State and Territory governments.  For satisfactory performance, their responses must be consistent with the model answers below.   |  |  | | --- | --- | | **Service Area** | **Responsible for Funding** | | 1. Intensive family support services and youth justice services | State and Territory governments | | 1. Specialist disability services (excluding employment services) | State and territory governments, with some Australian government contribution | | 1. Residential aged care | Australian government | | 1. Home and community care services for older people | Australian government | | 1. Home and community services for younger people | State and Territory governments | | | | |
| Application  Description automatically generated with low confidence | 1. Complete the table below by:   Briefly describing each given digital media  Explaining how each given digital media is used in communicating information within the community services and health sector | | |
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| *Mapping: CHCCOM005 KE13.1, KE13.2, KE13.3, KE13.4, KE13.5, KE13.6, KE13.7*  *Learner guide reference: CHCCOM005 Learner Guide, Chapter 1, Subchapter 1.2, Section 1.2.2*  **Marking Guide**  The candidate must complete the table below by:   1. Briefly describing each given digital media   For satisfactory performance, although wording may slightly vary, their responses must be consistent with the model answers below.   1. Explaining how each given digital media is used in communicating information within the community services and health sector   For satisfactory performance, their responses must be:   * Relevant to the given digital media * An example of how the given digital media can be used to share service information   Model answers are provided below to help the assessor assess the candidate’s responses. | | | |
| **Digital Media** | | **Description** | **How It Is Used in Communicating Information Within the Community Services and Health Sector** |
| 1. Web | | This may refer to the Internet or a website displayed using a browser. | Potential clients can learn information about a service through their website. |
| 1. Email | | This refers to the use of a computer in sending and receiving messages. | The management may use emails to send updates or reports to the service members. |

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| **Digital Media** | **Description** | **How It Is Used in Communicating Information Within the Community Services and Health Sector** |
| 1. Social media | This refers to platforms that allow people to exchange information and socialise. | The service may share information about their events or programmes through social media. |
| 1. Podcast | This refers to a digital audio file where one or more people discuss a topic. | Clients may listen to podcasts about specific services to learn more about them. |
| 1. Videos | This refers to a record of shifting graphic images that a person can watch. | Clients may watch videos about specific services to learn more about them. |
| 1. Tablets | This refers to mobile devices installed with applications. | For easy access, a care worker may install relevant service applications onto a client’s tablet. |
| 1. Applications | This refers to a software program that runs on a computer or tablet. | A client can use a service’s application to make online appointments. |
| 1. Newsletters | This refers to bulletin issues at regular intervals to share relevant and up-to-date information. | A service may release monthly newsletters to inform clients and their families about their offerings. |

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| **Digital Media** | **Description** | **How It Is Used in Communicating Information Within the Community Services and Health Sector** |
| 1. Broadcasts | This refers to radio or television programs used to provide public service information. | A service may broadcast client interviews or testimonials to invite other potential clients. |
| 1. Intranet | This refers to a computer network used within an organisation. | A client may log onto a service’s intranet site to see the schedules of when they can visit the service. |

# Practical Assessment

## Assessor Instructions

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

This assessment will help the candidate demonstrate skill requirements relevant to communicating and working in health or community services.

The Practical Assessment includes the following:

1. **Case Study/ies**

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

1. **Practical Assignment**

A series of written practical tests assessing the candidate’s practical knowledge and understanding of the unit of competency.

1. **Workplace Assessment**

A set of tasks or activities completed according to set instructions and guidelines to meet the requirements of the relevant unit. These tasks and activities require you to have access to a workplace or a similar environment.

## Candidate Instructions

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

This assessment will help you demonstrate skill requirements relevant to communicating and working in health or community services

The Practical Assessment includes the following:

1. **Case Study/ies**

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

1. **Practical Assignment**

A series of written practical tests assessing the candidate’s practical knowledge and understanding of the unit of competency.

1. **Workplace Assessment**

A set of tasks or activities completed according to set instructions and guidelines to meet the requirements of the relevant unit. These tasks and activities require you to have access to a workplace or a similar environment.

## Your Industry, Organisation, and Role

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| The practical assessment included in this workbook must be completed in a workplace or a similar environment.  For your assessor’s reference, record the following details in the spaces provided below:   * Industry, e.g. community services, health, etc. * Workplace/organisation * Your role/title, e.g. Community Services Worker, Support Worker * An outline of your responsibilities in relation to communication in the workplace, e.g. addressing client enquiries about services and programs, coordinating referrals with other organisations, etc.   The practical assessment must be conducted within the context of the organisation, industry, and role and responsibilities you have indicated below. |
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| *This task has no mapping. This is a preliminary step for the candidate to complete in connection with the tasks in this practical assessment.*  **Marking Guide**  The candidate must record the following details in the spaces provided below:   * Industry, e.g. community services, health, etc. * Workplace/organisation * Their role/title, e.g. Community Services Worker, Support Worker * An outline of their responsibilities in relation to communication in the workplace, e.g. addressing client enquiries about services and programs, coordinating referrals with other organisations, etc.   The practical assessment must be conducted within the context of the organisation, industry, and role and responsibilities indicated on the next page. |

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| Industry |  |
| Workplace/Organisation |  |
| Your Role/Title |  |
| Your responsibilities in relation to communication in the workplace |  |

# Case Studies

## Overview

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| **The goal of case studies is to assess your practical knowledge and skills in:**   * Addressing constraints to communication * Reporting problems to your supervisor   **This assessment includes four case studies with eight tasks:**  *Case Study 1 – Culturally and Linguistically Diverse (CALD) Client*   1. Task 1.1 – Identify Signs of Potential Communication Issues 2. Task 1.2 – Report Potential Signs of Communication Issues   *Case Study 2 – Maria and Bradley*   1. Task 2.1 – Identify Communication Constraints 2. Task 2.2 – Manage Conflict   *Case Study 3 – Danny*   1. Task 3.1 – Manage Conflict 2. Task 3.2 – Refer Unresolved Conflict   *Case Study 4 – Thelma*   1. Task 4.1 – Recognise Non-Adherence to Standard Procedures 2. Task 4.2 – Refer Non-Adherence to Standard Procedures   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 * Address constraints to communication * Report problems to your supervisor   **Resources required for assessment:**  To complete this assessment, you will need access to at least two volunteers to participate in role play activities. |

### Contextualisation

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| **INSTRUCTIONS TO THE ASSESSOR**  The case studies aim to assess the candidate’s practical knowledge and skills in:   * Addressing constraints to communication * Reporting problems to the supervisor   The case studies include scenarios about addressing communication constraints and reporting issues in various health and community services contexts, including community services, direct support work, early childhood education, etc.  Before commencing the assessment, the assessor must contextualise these scenarios and any other assessment tool provided along with this workbook, e.g. Observation Forms, Assessor’s Checklists, and other generic templates provided along with this workbook. The assessor must contextualise the student cohort to produce valid skills relevant to the student’s industry work context.  **To contextualise these tasks:**   * Adapt/revise the scenarios so that they address relevant industry work contexts. * Adapt/revise the Observation Forms or Assessor’s Checklists and any assessment tools and templates provided in each task to reflect relevant industry work context.   **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.** |

## Case Study 1 – Culturally and Linguistically Diverse (CALD) Client

*Mapping: CHCCOM003 PE3.0 (p)*

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| **SCENARIO**  You are a community services worker.  You have been assigned to meet with a client to brief them about the services and programs of your organisation.  The client comes from a culturally and linguistically diverse (CALD) background and speaks and understands very little English. They will be accompanied by a family member who does not speak English.  Unfortunately, you cannot speak nor understand the client’s language. You have also been informed that the client cannot access assistive technology or interpretation/translation services. |

### Task 1.1 – Identify Signs of Potential Communication Issues

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| Application  Description automatically generated with low confidence | 1. Identify three signs of complicated situations or difficulties you may encounter during your meeting with the client. |
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| *Mapping: CHCCOM005 PC3.1 (p)*  **Marking Guide**  The candidate must identify three signs of complicated situations or difficulties you may encounter during your meeting with the client. For satisfactory performance, although wording may slightly vary, the candidate’s responses must include three of the following (in no particular order):   * The client comes from a culturally and linguistically diverse (CALD) background. * The client speaks and understands very little English. * They will be accompanied by a family member who does not speak English. * The candidate cannot speak nor understand the client’s language. * The client has no access to assistive technology or interpretation/translation services.   The candidate may provide other responses. This is still acceptable as long as the responses are consistent with the information provided in the scenario. | |
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| Application  Description automatically generated with low confidence | 1. If the issues you identified earlier are left unaddressed, how will this impact the achievement of the client’s rights? |
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| *Mapping: CHCCOM005 PC4.3 (p)*  **Marking Guide**  The candidate must explain how the achievement of the client’s rights will be impacted if the issues they identified earlier are left unaddressed.  Responses will vary. However, for satisfactory performance, their response must:   * Be relevant to community services * Refer back to the issues they have identified in the previous question:   + The client comes from a culturally and linguistically diverse (CALD) background.   + The client speaks and understands very little English.   + They will be accompanied by a family member who does not speak English.   + The candidate cannot speak nor understand the client’s language.   + The client has no access to assistive technology or interpretation/translation services. * Cover how communication barriers such as the ones they identified can negatively impact the achievement of the client’s rights * Relate to clients' rights in the context of community services, e.g. having access to information about services, informed consent, being able to relay their goals, needs, and preferences, etc.   The model answer is provided below for the assessor’s reference. | |
| If the potential communication issue or barrier is left unaddressed, the client will not be able to have access to information about their services to provide informed consent. The client may be unable to properly communicate their goals, needs, and preferences which are essential to service planning and delivery. | |

### Task 1.2 – Report Potential Signs of Communication Issues

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| Application  Description automatically generated with low confidence | According to your organisation’s policies and procedures, you must refer any signs of potential communication issues or difficulties with clients to your supervisor.  To complete this, roleplay a discussion with your supervisor (assessor) to report the potential communication issues or difficulties you have identified.  You will be assessed on your practical skills relevant to reporting potential communication issues or difficulties.  Before starting this task, review the **Case Study Task 1.2 Role Play – Observation Form.** This form lists all the practical skills you must demonstrate while completing this task.  Your assessor will also:   * Advise you on the time and location of the assessment * Discuss with you the practical skills listed in the Observation Form before the assessment * Brief you on your role in this assessment * Address your queries and concerns regarding this task |

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| **INSTRUCTIONS TO THE ASSESSOR**  **Before the assessment**   1. Advise the candidate on the time and location of the assessment. 2. Discuss with the candidate the practical skills listed in the Observation Form before the assessment. 3. Brief the candidate on their role in this assessment. |
| **During the assessment**   1. Take the role of the candidate’s supervisor during this activity.   A script is not required for this, as you only need to assess the candidate’s skills in reporting potential communication issues or difficulties. You may ask additional questions or provide comments during the activity. However, this is not required for the assessment.   1. Conduct the assessment as instructed. 2. Observe the candidate as they complete the assessment in a simulated environment. 3. Record your observations in the Observation Form.   **After the assessment**   1. Save and secure the *Observation Form* you completed. |

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| *Mapping: CHCCOM005 PC3.1 (p), PC4.3 (p)*  **Marking Guide**  **Case Study 1.2 Role Play – Observation Form**  The assessor must complete the *Observation Form*. The form must document the assessor’s observations on the candidate’s performance during the role play activity.  This form lists all the practical skills the candidate must demonstrate while completing this task.  For satisfactory performance, the candidate must demonstrate each practical skill listed in this form, i.e. the assessor has ticked YES in all items of the *Observation Form*. |

## Case Study 2 – Maria and Bradley

*Mapping: CHCCOM003 PE3.0 (p)*

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| **SCENARIO**  You are a community service worker planning the service delivery for Maria, a 45-year-old woman diagnosed with hoarding disorder.  Maria had been living on her own for a decade now. During this time, she accumulated many trinkets and other possessions. These items badly cluttered her living space. Her son, Bradley, worries about her. On his last visit, he noticed that his mother had started saving rubbish, too. There were cartons of milk past their expiration dates, bottle caps of her favourite beverage and old newspapers. Bradley barely had any space to move. He asked his mother if he could throw away some of the rubbish, but Maria refused.  Increasingly worried, Bradley tries to visit three times a week to look out for his mother. Every visit, he tries to convince her to clear the clutter in her home. He is unsuccessful. One time, Maria tripped on the pile of boxes by the stairs. She fell and severely injured her hip. With this incident, Bradley finally decided to put his foot down and told his mother that she needed help to solve this hoarding problem.  You are currently in a meeting with the mother and son, working out service delivery goals for Maria.  While the group is working together to determine the areas where Maria needs support, you noticed that Maria and Bradley keep having disagreements. Maria wants to keep her possessions. Bradley insists that these things are all rubbish which endangers her safety. Her house must be cleaned, and the unnecessary items must be disposed of. Their argument continues to escalate. Maria became visibly upset and shouted, ‘These items are useful! You just can’t see it!’  You gave Maria and Bradley a short break during the meeting. They were put in different rooms during the break. Once calm, Maria and Bradley were called back to the meeting room. |

### Task 2.1 – Identify Communication Constraints

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| Application  Description automatically generated with low confidence | Identify at least two constraints to effective communication in the scenario. |
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| *Mapping: CHCCOM005 PC3.2 (p)*  **Marking Guide**  The candidate must identify at least two constraints to effective communication in the scenario.  For satisfactory performance, although wording may slightly vary, the candidate’s responses must include two of the following (in no particular order):   * Maria and Bradley cannot agree on what to do with Maria’s things. * Maria sees value in the things she’s keeping; Bradley sees them as rubbish and should be disposed of. * Bradley is only concerned for her mother and sees that Maria’s hoarding disorder will only pose a risk to her health and safety, but Maria does not see it this way.   The candidate may provide other responses. This is still acceptable as long as the responses are consistent with the information provided in the scenario. | |
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### Task 2.2 – Manage Conflict

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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 manage the conflict between Maria and Bradley.  Using effective communication strategies and techniques, you will be assessed on your practical skills relevant to managing conflict.  Before starting this task, review the **Case Study Task 2.2 Role Play – Observation Form.** This form lists all the practical skills you must demonstrate while completing this task.  Your assessor will also:   * Organise access to the environment and resources required to complete this assessment, including:   + One volunteer to act as Maria   + One volunteer to act as Bradley * Advise you on the time and location of the assessment * Discuss with you the practical skills listed in the Observation Form before 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 listed in the Observation Form before the assessment. 4. Brief the candidate on their role in this assessment. |
| 1. Brief the volunteer/s on their role in the assessment.   Refer to the following briefing document/s provided along with this workbook:   * Case Study 2.2 Role Play – Client Briefing Document * Case Study 2.2 Role Play – Family Briefing Document   **IMPORTANT: These briefing documents are for the volunteers’ use only and should only be provided at the time of the assessment under the supervision of the assessor. You must not provide the candidate access to these documents.**   1. Address the candidate and volunteers’ queries and concerns regarding this task.   **During the assessment**   1. Conduct the assessment as instructed. 2. Observe the candidate as they complete the assessment in a simulated environment. 3. Record your observations in the *Observation Form.*   **After the assessment**   1. Save and secure the *Observation Form* you completed. |

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| *Mapping: CHCCOM005 PC3.2 (p), PC3.3 (p)*  **Marking Guide**  **Case Study 2.2 Role Play – Observation Form**  The assessor must complete the *Observation Form*. The form must document the assessor’s observations on the candidate’s performance during the role play activity.  This form lists all the practical skills the candidate must demonstrate while completing this task.  For satisfactory performance, the candidate must demonstrate each practical skill listed in this form, i.e. the assessor has ticked YES in all items of the *Observation Form*. |

## Case Study 3 – Danny

*Mapping: CHCCOM003 PE3.0 (p)*

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| **SCENARIO**  Danny is one of the casual employees at Sparkling Stars Early Years Learning Centre. They are a member of the LGBTQ+ community. The parents of one of the children under Danny’s care learned about this.  On one occasion, you overheard Danny and one of the children’s parents talking. You grew increasingly worried when the child’s parents started raising their voices. It sounds like they are arguing about something.  As Danny’s assigned Team Leader, you try to intervene to defuse the situation and avoid further conflict.  As you approach their group, you see Danny looking agitated. You also realise Danny is with the parents who have previously raised their concerns about having members of the LGBTQ+ community employed at the centre. |

### Task 3.1 – Manage Conflict

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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 must help defuse the situation and avoid further conflict between Danny and the parents.  Using effective communication strategies and techniques, you will be assessed on your practical skills relevant to managing conflict.  Before starting this task, review the **Case Study 3.1 Role Play – Observation Form.** This form lists all the practical skills you must demonstrate while completing this task.  Your assessor will also:   * Organise access to the environment and resources required to complete this assessment, including:   + One volunteer to act as one of the parents   + One volunteer to act as Danny |
|  | * Advise you on the time and location of the assessment * Discuss with you the practical skills listed in the Observation Form before 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 listed in the Observation Form before the assessment. 4. Brief the candidate on their role in this assessment. 5. Brief the volunteer/s on their role in the assessment.   Refer to the following briefing document/s provided along with this workbook:   * Case Study 3.1 Role Play – Educator Briefing Document * Case Study 3.1 Role Play – Parent Briefing Document   **IMPORTANT: These briefing documents are for the volunteers’ use only and should only be provided at the time of the assessment under the supervision of the assessor. You must not provide the candidate access to these documents.**   1. Address the candidate and volunteers’ queries and concerns regarding this task.   **During the assessment**   1. Conduct the assessment as instructed. 2. Observe the candidate as they complete the assessment in a simulated environment. 3. Record your observations in the *Observation Form.*   **After the assessment**   1. Save and secure the *Observation Form* you completed. |

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| *Mapping: CHCCOM005 PC3.2 (p), PC3.4 (p)*  **Marking Guide**  **Case Study 3.1 Role Play – Observation Form**  The assessor must complete the *Observation Form*. The form must document the assessor’s observations on the candidate’s performance during the role play activity.  This form lists all the practical skills the candidate must demonstrate while completing this task.  For satisfactory performance, the candidate must demonstrate each practical skill listed in this form, i.e. the assessor has ticked YES in all items of the *Observation Form*. |

### Task 3.2 – Refer Unresolved Conflict

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| Application  Description automatically generated with low confidence | According to your organisation’s policies and procedures, you are required to refer any unresolved conflict within the workplace to your supervisor.  To complete this, roleplay a discussion with your supervisor (assessor) to inform them about the unresolved conflict in the scenario.  You will be assessed on your practical skills relevant to referring unresolved conflict to the appropriate personnel.  Before starting this task, review the **Case Study Task 3.2 Role Play – Observation Form.** This form lists all the practical skills you must demonstrate while completing this task.  Your assessor will also:   * Advise you on the time and location of the assessment * Discuss with you the practical skills listed in the Observation Form before the assessment * Brief you on your role in this assessment * Address your queries and concerns regarding this task |

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| **INSTRUCTIONS TO THE ASSESSOR**  **Before the assessment**   1. Advise the candidate on the time and location of the assessment. 2. Discuss with the candidate the practical skills listed in the Observation Form before the assessment. 3. Brief the candidate on their role in this assessment.   **During the assessment**   1. Take the role of the candidate’s supervisor during this activity.   A script is not required for this, as you are only required to assess the candidate’s skills in reporting unresolved conflict. You may ask additional questions or provide comments during the activity. However, this is not required for the assessment.   1. Conduct the assessment as instructed. 2. Observe the candidate as they complete the assessment in a simulated environment. 3. Record your observations in the *Observation Form.*   **After the assessment**   1. Save and secure the *Observation Form* you completed. |

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| *Mapping: CHCCOM005 PC4.3 (p), PC4.4 (p)*  **Marking Guide**  **Case Study 3.2 Role Play – Observation Form**  The assessor must complete the *Observation Form*. The form must document the assessor’s observations on the candidate’s performance during the role play activity.  This form lists all the practical skills the candidate must demonstrate while completing this task.  For satisfactory performance, the candidate must demonstrate each practical skill listed in this form, i.e. the assessor has ticked YES in all items of the *Observation Form*. |

## Case Study 4 – Thelma

*Mapping: CHCCOM003 PE3.0 (p)*

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| **SCENARIO**  Thelma is an aged care client currently receiving home care services from Lotus Compassionate Care.  Support workers come to her house on a rostered schedule to provide care and assist her with her activities for daily living (ADLs) and medication as directed by her health professional.  You arrive at Thelma’s house in the morning. You assist her with breakfast and proceed to assist her with medication. Upon inspection, you noticed that the blister pack for her evening medication is still complete.  According to the health professional’s directions, Thelma is supposed to take this medication in the evening, and the worker, Nadine, from the previous afternoon shift should have assisted her in taking this medication.  You called Nadine to notify her. She explained that she only stood in for Julie, another support worker. Julie was sick and could not report to work yesterday. Nadine also explained she did not receive the medication instructions when Thelma was endorsed to her. |

### Task 4.1 – Recognise Non-Adherence to Standard Procedures

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| Application  Description automatically generated with low confidence | Answer the following questions about the non-adherence or breaches in the scenario. |
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| *Mapping: CHCCOM005 PC4.2 (p), PC4.3 (p)*  **Marking Guide**  The candidate must answer the following questions about the non-adherence or breaches in the scenario.  Marking guides and benchmark answers are provided in each question below. | |
| 1. What standard procedures did the support worker from the previous shift breach?     The candidate must indicate the standard procedures the support worker from the previous shift breached.  For satisfactory performance, although wording may slightly vary, the candidate’s response must be:  Not following the health professional’s directions or not assisting the client with her medication according to the health professional’s directions.  The candidate may provide other responses. This is still acceptable as long as the responses are consistent with the scenario. | |
| 1. What responsibilities did your employer (Lotus Compassionate Care) fail to meet in the scenario? List two.   You may refer to for guidance:  [Lotus Compassionate Care Handbook](https://compliantlearningresources.com.au/network/lotus-v2/policies-procedures/)  *(username: newusername password: newpassword)* | |
| The candidate must list two responsibilities the employer failed to meet in the scenario.  For satisfactory performance, although wording may slightly vary, the candidate’s response must be any of the following (only two are required):   * Ensuring pertinent information about the client’s care/support (including medication) is endorsed properly to support workers. * Briefing the support worker (Nadine) about the client’s care/support. * Ensuring pertinent information about the client’s care/support is accessible to the support workers assigned to the client. * Duty of care – ensuring the health and safety of workers while they are at work in the business or undertaking and others who may be affected by the carrying out of work, such as visitors.   The candidate may provide other responses. This is still acceptable as long as the responses are consistent with the scenario and the Lotus Compassionate Care Handbook. | |

### Task 4.2 – Refer Non-Adherence to Standard Procedures

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| Application  Description automatically generated with low confidence | According to your organisation’s policies and procedures, you must refer any non-adherence or breach of standard procedures to your supervisor.  To complete this, role play a discussion with your supervisor (assessor) to inform them about the non-adherence or breach of standard procedures in the scenario.  You will be assessed on your practical skills relevant to reporting non-adherence or breach of standard procedures.  Before starting this task, review the **Case Study Task 4.2 Role Play – Observation Form.** This form lists all the practical skills you must demonstrate while completing this task.  Your assessor will also:   * Advise you on the time and location of the assessment * Discuss with you the practical skills listed in the Observation Form before the assessment * Brief you on your role in this assessment * Address your queries and concerns regarding this task |

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| **INSTRUCTIONS TO THE ASSESSOR**  **Before the assessment**   1. Advise the candidate on the time and location of the assessment. 2. Discuss with the candidate the practical skills listed in the Observation Form before the assessment. 3. Brief the candidate on their role in this assessment.   **During the assessment**   1. Take the role of the candidate’s supervisor during this activity.   A script is not required for this, as you are only required to assess the candidate’s skills in reporting unresolved conflict. You may ask additional questions or provide comments during the activity. However, this is not required for the assessment.   1. Conduct the assessment as instructed. 2. Observe the candidate as they complete the assessment in a simulated environment. 3. Record your observations in the *Observation Form.*   **After the assessment**   1. Save and secure the *Observation Form* you completed. |

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| *Mapping: CHCCOM005 PC4.2 (p), PC4.3 (p)*  **Marking Guide**  **Case Study 4.2 Role Play – Observation Form**  The assessor must complete the *Observation Form*. The form must document the assessor’s observations on the candidate’s performance during the role play activity.  This form lists all the practical skills the candidate must demonstrate while completing this task.  For satisfactory performance, the candidate must demonstrate each practical skill listed in this form, i.e. the assessor has ticked YES in all items of the *Observation Form*. |

# Practical Assignment

## Overview

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| **The goal of this practical assignment is to assess your practical knowledge of:**   * Communication lines between the organisation and other services   **This assessment is divided into one task:**   1. Task 1 – Communication Lines Between Your Organisation and Other Services   **You are required to:**   * Access and review information about lines of communication between your organisation and other services * Review the instructions for each task included in this Practical Assignment * Record your responses as required in the instructions for each task   **Resources required for assessment:**   * Information on other services your organisation works with * Information on communication lines between your organisation and other services   Contact your Assessor/Training Provider for assistance in accessing the resources required for the assessment listed here. |

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| *Mapping: Provided in each Practical Assignment task below.*  **Marking Guide**  This assessment is divided into one task:   * 1. Task 1 – Communication Lines Between Your Organisation and Other Services   Each task comes with a set of instructions. The candidate is to follow and perform these instructions. These tasks do not require the assessor to observe. However, the assessor/training provider must provide the candidate access to the resources required for this assessment.  The candidate is required to:   * Access and review information about lines of communication between their organisation and other services * Review the instructions for each task included in this Practical Assignment * Record their responses as required in the instructions for each task |

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| **Resources required for assessment:**  To complete this assessment, the candidate will need access to the following:   * Information other services their organisation works with * Information on communication lines between their organisation and other services   **IMPORTANT: The assessor/training provider must provide the candidate access to these resources.** |

### Contextualisation

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| **INSTRUCTIONS TO THE ASSESSOR**  This Practical Assignment aims to assess the candidate’s practical knowledge of:   * Communication lines between the organisation and other services   The Practical Assignment is not contextualised for any particular organisation/workplace. Before the assessment, the assessor must contextualise this assessment so that they reflect:   * The services the candidate’s organisation is currently working with * Communication lines between the candidate’s organisation and these services   **To contextualise these tasks:**   * Update/modify the instructions, marking guide, and benchmark answers so that they reflect:   + The services the candidate’s organisation is currently working with   + Communication lines between the candidate’s organisation and these services |

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| Application  Description automatically generated with low confidence | 1. List at least two services your organisation currently works with and:    1. Identify the point person or contact person for each service    2. Indicate how frequent your organisation communicates with each service    3. Describe the type of information your organisation exchanges with each service    4. Identify the mode of communication your organisation uses when communicating with each service   *Services here include third-party service providers your organisation engages, e.g. especially for client referrals.* |
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| Mapping: CHCCOM005 PC2.2  **Marking Guide**  The candidate must list at least two services their organisation currently works with and:   1. Identify the point person or contact person for each service 2. Indicate how frequent their organisation communicates with each service 3. Describe the type of information their organisation exchanges with each service 4. Identify the mode of communication their organisation uses when communicating with each service   Responses will vary. However, for satisfactory performance, the responses must be:   * Relevant to community and health services * Relevant to communication with third-party service providers, especially for client referrals * Consistent with the services they identified   Model answers are provided on the next page for the assessor’s reference. | |

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| **Service** | **Contact Person** | **Frequency** | **Type of Information Exchanged With This Service** | **Mode of Communication** |
| Drug and alcohol services, e.g. Drug Alcohol Services Australia | The name of the contact person must be provided here | Monthly, fortnightly, etc. | Client profile, risk assessment, medical history, etc., for referral to accommodation and care | Face-to-face meetings, phone, and email |
| Aboriginal and Torres Strait Islander Health team | The name of the contact person must be provided here | As-needed basis | Aboriginal and Torres Strait Islander client profile, risk assessment, medical history, etc., who need access to hospital facilities, and medical advice | Face-to-face meetings, phone, and email |

# Workplace Assessment

## Overview

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| **The goal of this assessment is to assess your practical knowledge and skills in:**   * Communicating effectively with people * Collaborating with colleagues * Completing workplace correspondence and documentation * Contributing to continuous improvement   **The workplace assessment is divided into seven tasks:**   1. Task 1 – Clarify Understanding of Workplace Documents With Supervisor 2. Task 2 – Provide Service Information and Address Customer/Clients Enquiries and Requests 3. Task 3 – Participate in a Team Meeting 4. Task 4 – Complete Workplace Documents 5. Task 5 – Seek Feedback on Own Performance 6. Task 6 – Consult With Supervisor About Professional Development Opportunities 7. Task 7 – Model Improvements and Professionalism in Work Practices   These tasks must be done within the context of the organisation, industry, and role and responsibilities you have indicated in the *Your Industry, Organisation, and Role* section of this workbook.  Each task comes with a set of instructions. You are to follow and perform these instructions while being observed by the assessor and submit any required documentation.  Before starting this assessment, your assessor will also discuss these tasks with you, as well as instructions and guidance for satisfactorily completing them. They will also organise the resources required for this assessment (listed below).  **You are required to:**   * Complete the tasks within the time allowed, as scheduled in-class roll * Review the instructions in each task included in this Workplace Assessment * Communicate effectively with people * Collaborate with colleagues |
| * Complete workplace correspondence and documentation * Contribute to continuous improvement   **Resources required for assessment:**  To complete this assessment, you will need access to the following:   * Workplace or a similar environment that will provide you access to:   + Workplace supervisor   + Clients/customers   + Co-workers/teammates   + Workplace documents relevant to your role, e.g. policies and procedures you must comply with, written instructions for completing a task, etc.   + Information about the organisation’s products and services   + Team meetings, e.g. weekly meetings, daily stand-up meetings, etc.   + Forms and templates for completing written workplace documents   + Forms and templates for completing electronic/digital workplace documents   + Equipment or devices to produce electronic/digital workplace documents   + Organisational policies and procedures and standards for:     - Written and electronic/digital workplace documents     - Digital communication   + Forms and templates used to gather feedback on work performance   + Knowledge and skills development opportunities, e.g. coaching, mentoring, training, etc. |

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| *Mapping: Provided in each Workplace Assessment task below.*  **Marking Guide**  This assessment is divided into seven tasks:   * Task 1 – Clarify Understanding of Workplace Documents With Supervisor * Task 2 – Provide Service Information and Address Customer/Clients Enquiries and Requests * Task 3 – Participate in a Team Meeting * Task 4 – Complete Workplace Documents |
| * Task 5 – Seek Feedback on Own Performance * Task 6 – Consult With Supervisor About Professional Development Opportunities * Task 7 – Model Improvements to Work Practices   These tasks must be done within the context of the organisation, industry, and role and responsibilities they have indicated in the *Your Industry, Organisation, and Role* section of this workbook.  Each task comes with a set of instructions. The tasks require the candidate to:   * Be observed by the assessor while completing the task; and/or * Secure documentation from their completion of the task.   The assessor/training provider must provide the candidate access to the resources required for this assessment.  The candidate is required to:   * Complete the tasks within the time allowed, as scheduled in-class roll * Review the instructions in each task included in this Workplace Assessment * Complete the tasks within the time allowed, as scheduled in-class roll * Review the instructions in each task included in this Workplace Assessment * Communicate effectively with people * Collaborate with colleagues * Complete workplace correspondence and documentation * Contribute to continuous improvement   **Resources required for assessment:**  To complete this assessment, the candidate will need access to the following:   * Workplace or a similar environment that will provide you access to:   + Workplace supervisor   + Clients/customers   + Co-workers/teammates   + Workplace documents relevant to their role, e.g. policies and procedures you must comply with, written instructions for completing a task, etc.   + Information about the organisation’s products and services   + Team meetings, e.g. weekly meetings, daily stand-up meetings, etc.   + Forms and templates for completing written workplace documents   + Forms and templates for completing electronic/digital workplace documents |
| * + Equipment or devices to produce electronic/digital workplace documents   + Organisational policies and procedures and standards for:     - Written and electronic/digital workplace documents     - Digital communication   + Forms and templates used to gather feedback on work performance   + Knowledge and skills development opportunities, e.g. coaching, mentoring, training, etc.   **IMPORTANT: The assessor/training provider must provide the candidate access to these resources.** |

### Contextualisation

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| **INSTRUCTIONS TO THE ASSESSOR**  This workplace assessment aims to assess the candidate’s practical knowledge and skills in:   * Communicating effectively with people * Collaborating with colleagues * Completing workplace correspondence and documentation * Contributing to continuous improvement   This Workplace Assessment is not for a specific organisation/workplace.  Before commencing the assessment, the assessor must contextualise these tasks and any other assessment tool provided along with this workbook, e.g. Observation Forms, Assessor’s Checklists, and other generic templates provided along with this workbook. The assessor must contextualise these to reflect:   * The candidate’s organisation/industry and role * Policies, procedures, and standards for communication in the candidate’s organisation/workplace   **To contextualise these tasks:**   * Adapt/revise the instructions provided in each task. * Adapt/revise the Observation Forms or Assessor’s Checklists, as well as any assessment tools and templates provided in each task, so that they reflect the following:   + The candidate’s organisation/industry and role   + Policies, procedures, and standards for communication in the candidate’s organisation/workplace |
| **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.** |

### Simulating the Assessments

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| **INSTRUCTIONS TO THE ASSESSOR**  This workplace assessment must be conducted in the context of the organisation, industry, and role and responsibilities indicated in the Your Industry, Organisation, and Role section of this workbook, in a real or simulated workplace environment.  Where a real workplace is unavailable, the assessor must conduct the assessment in a simulated environment where conditions are typical of those experienced in a real workplace.  Even if the assessment is undertaken in a simulated workplace environment, it must still provide the candidate with access to all the resources required to complete this assessment, e.g. if the task requires the candidate to refer to organisational processes for dispute resolution processes, they must still be provided with actual/simulated organisational processes for dispute resolution processes.  **To simulate the tasks:**  Adapt/revise the instructions provided in each task so that they can be completed in a simulated environment. This may involve but is not limited to:   * Providing additional contextual information such as simulated or fictitious organisation/workplace * Providing simulated workplace documents such as policies and procedures and workplace task instructions * Creating scenarios involving a client requiring information about products/services, meetings with colleagues, etc. * Arranging access to volunteers who can participate in these roles play activities |

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| **IMPORTANT:**  **Any preparation required to simulate the assessments must be completed before distributing the assessment workbooks and associated assessment tools to the students.**  **When simulating the assessments for the candidate, the assessor must 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.** |

## Task 1 – Clarify Understanding of Workplace Documents With Supervisor

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| Application  Description automatically generated with low confidence | Access and review workplace documents relevant to your role and clarify your understanding with your supervisor.  **STEPS TO TAKE**   1. Access and review at least two workplace documents relating to your role.   *Workplace documents relating to your role may include policies and procedures you must comply with, written instructions for completing a task, etc.*   1. While being observed by your assessor, meet with your supervisor to:    * 1. Go over the information in the workplace documents you reviewed and      2. Confirm with them that you have understood these documents correctly.   **YOU WILL BE ASSESSED ON YOUR**   * Practical knowledge of workplace documents relevant to your role * Practical skills relevant to clarifying own understanding with supervisor   **OBSERVATION FORM**  Before starting this task, review the **Workplace Assessment Task 1 – Observation Form** provided along with this workbook. This form lists all the practical skills you must demonstrate while completing this task.  **YOUR ASSESSOR WILL**   * Organise workplace resources required for you to complete this assessment * Discuss with you the practical skills listed in the Observation Form before the assessment * Address your queries and concerns regarding this task |

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| *Mapping: CHCCOM005 PC1.1, PC2.3 (p), PC2.4 (p), PC5.2, PE1.0 (p)*  **Marking Guide**  **Workplace Assessment Task 1 – Observation Form**  The assessor must complete the *Observation Form*. The form must document the assessor’s observations on the candidate’s performance while discussing workplace documents with their supervisor.  This form lists all the practical skills the candidate must demonstrate while completing this task.  For 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*.  Additionally, this *Observation Form* must be adapted by the assessor to reflect:   * Workplace documents accessed and reviewed by the candidate * Workplace communication protocols for interactions with supervisors * Terminology that applies to the candidate’s industry, sector, or workplace |

## Task 2 – Provide Service Information and Address Customer/Clients Enquiries and Requests

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| Application  Description automatically generated with low confidence | While being observed by your assessor, provide service information and address enquiries and requests from a customer/client.  How you complete this will depend on your organisation/workplace and the particular concern of the customer/client.  *E.g. For school settings, this may involve addressing concerns and enquires from students and their parents; for community service settings, this may involve providing clients and their families/carers information about services and programs.*  **YOU WILL BE ASSESSED ON YOUR**   * Practical knowledge of your organisation’s services * Practical skills relevant to addressing customers/clients’ service-related concerns and enquiries   **OBSERVATION FORM**  Before starting this task, review the **Workplace Assessment Task 2 – Observation Form** provided along with this workbook. This form lists all the practical skills you must demonstrate while completing this task.  **YOUR ASSESSOR WILL**   * Organise workplace resources required for you to complete this assessment * Discuss with you the practical skills listed in the Observation Form before the assessment * Address your queries and concerns regarding this task |

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| *Mapping: CHCCOM005 PC1.1, PC1.2, PC1.3, PC1.4 (p), PC2.3 (p), PC2.4 (p), PE1.0 (p)*  **Marking Guide**  **Workplace Assessment Task 2 – Observation Form**  The assessor must complete the *Observation Form*. The form must document the assessor’s observations on the candidate’s performance while providing service information and addressing enquiries and requests from a customer/client.  This form lists all the practical skills the candidate must demonstrate while completing this task.  For 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*.  Additionally, this *Observation Form* must be adapted by the assessor to reflect:   * Service information the candidate is to discuss with the client * Workplace communication protocols for interactions with clients/customers * Terminology that applies to the candidate’s industry, sector, or workplace |

## Task 3 – Participate in a Team Meeting

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| Application  Description automatically generated with low confidence | While being observed by your assessor, participate in at least two team meetings (e.g. weekly meetings, daily catchups, etc.).  Agenda items covered in these meetings may vary. However, during each meeting, you must have:   * Clarified task-related instructions with a colleague * Negotiated timeframes with a colleague * Raised ideas for improvement in work practices   **Collectively you must have clarified task-related instructions and negotiated timeframes with at least two different colleagues.**  You may attend more than one meeting, as needed, to demonstrate these requirements.  **YOU WILL BE ASSESSED ON YOUR**   * Practical knowledge of communication protocols within your team * Practical skills relevant to communicating and negotiating effectively with colleagues   **OBSERVATION FORM**  Before starting this task, review the **Workplace Assessment Task 3 – Observation Form** provided along with this workbook. This form lists all the practical skills you must demonstrate while completing this task.  Your assessor will also:   * Organise workplace resources required for you to complete this assessment * Discuss with you the practical skills listed in the Observation Form before the assessment * Address your queries and concerns regarding this task |

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| *Mapping: CHCCOM005 PC1.1, PC1.4 (p), PC1.5, PC2.1, PC2.3 (p), PC2.4 (p), PC6.1, PC6.2 (p), PE1.0 (p), PE2.0*  **Marking Guide**  **Workplace Assessment Task 3 – Observation Form**  The assessor must complete the *Observation Form*. The form must document the assessor’s observations of the candidate’s performance during the two meetings.  This form lists all the practical skills the candidate must demonstrate while completing this task.  For 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*.  Additionally, this *Observation Form* must be adapted by the assessor to reflect:   * Workplace instructions to be discussed with the colleagues * Workplace communication protocols for interactions with teammates or colleagues * Terminology that applies to the candidate’s industry, sector, or workplace |

## Task 4 – Complete Workplace Documents

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| Application  Description automatically generated with low confidence | Complete one written and one electronic/digital workplace document.  *Workplace documents include emails, incident reports, student progress reports, meeting minutes, memos, and progress notes, e.g. for individual support clients, etc.*  *Written here means handwritten, e.g. a form is printed out and completed/accomplished by hand, while electronic/digital workplace documents refer to documents completed on an electronic/digital device, e.g. emails and encoded documents.*  Use your organisation’s forms and templates for completing these workplace documents.  **YOU WILL BE ASSESSED ON YOUR**   * Practical knowledge of your organisation’s policies and procedures for written/electronic documents * Practical skills relevant to completing written or electronic documents |
|  | **ASSESSOR’S CHECKLIST**  Before starting this task, review the **Workplace Assessment Task 4 – Assessor’s Checklist** provided along with this workbook. This form lists the criteria your submission must address to complete this task satisfactorily.  **YOUR ASSESSOR WILL**   * Organise workplace resources required for you to complete this assessment * Discuss with you the requirements listed in the Assessor’s Checklist before the assessment * Address your queries and concerns regarding this task   **EVIDENCE TO BE SUBMITTED**  After completing this task, submit the following to your assessor:   * Written workplace document 1 * Digital/electronic workplace document 2 (you may submit a screenshot or PDF file of this document)   **IMPORTANT: If any of these documents contain clients’ personal information and other sensitive details, make sure to omit them before submitting them to your assessor.** |

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| *Mapping: CHCCOM005 PC2.3 (p), PC5.1, PC5.3, PC5.4, PC5.5, PE4.0*  **Marking Guide**  Note to assessor: Workplace documents include emails, incident reports, student progress reports, meeting minutes, memos, and progress notes, e.g. for individual support clients, etc.  **Written Workplace Document**  The candidate must submit a copy of the written workplace document they have completed.  Written here means handwritten, e.g. a form is printed out and completed/accomplished by hand.  For satisfactory performance, the candidate’s submission must meet all criteria in the *Workplace Assessment Task 4 – Assessor’s Checklist.*  **Electronic/Digital Workplace Document**  The candidate must submit a copy of their completed electronic/digital workplace document.  Electronic/digital workplace documents are documents completed on an electronic/digital device, e.g. emails and encoded documents.  For satisfactory performance, the candidate’s submission must meet all criteria in the *Workplace Assessment Task 4 – Assessor’s Checklist.*  **Workplace Assessment Task 4 – Assessor’s Checklist**  The assessor must complete the *Assessor’s Checklist*. The form must document the assessor’s assessment of the candidate’s workplace document submissions.  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.*  Additionally, this *Assessor’s Checklist* must be adapted by the assessor to reflect:   * Actual workplace documents the candidate is to complete as part of this assessment * Relevant legal requirements that apply to these workplace documents * Organisational policies, procedures, and standards that apply to these workplace documents |

## Task 5 – Seek Feedback on Own Performance

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| Application  Description automatically generated with low confidence | Seek feedback on your own performance from the following people:   * One client/customer * One teammate * Your supervisor   The feedback you seek must relate to how well you communicate with others in your organisation/workplace.  Use your organisation’s Feedback Forms, or you may also use the **Generic Feedback Form** provided along with this workbook.  **You will be assessed on YOUR**   * Practical skills relevant to seeking feedback on own work performance   **ASSESSOR'S CHECKLIST**  Before starting this task, review the **Workplace Assessment Task 5 – Assessor’s Checklist** provided along with this workbook. This form lists the criteria your submission must address to complete this task satisfactorily.  **YOUR ASSESSOR WILL**   * Organise workplace resources required for you to complete this assessment * Discuss with you the requirements listed in the Assessor’s Checklist before the assessment * Address your queries and concerns regarding this task   **EVIDENCE TO BE SUBMITTED**  After completing this task, submit the following to your assessor:   * Copy of feedback form completed and signed by Client/Customer * Copy of feedback form completed and signed by Teammate * Copy of feedback form completed and signed by your supervisor |

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| *Mapping: CHCCOM005 PC6.3 (p)*  **Marking Guide**  **Feedback Form (Client)**  The candidate must submit a copy of the feedback form their client completed. Note that the client’s feedback on the candidate’s communication will vary. However, the candidate’s submission must meet all criteria listed in the Workplace Assessment Task 5 – Assessor’s Checklist for satisfactory performance*.*  **Feedback Form (Co-worker)**  The candidate must submit a copy of the feedback form their co-worker completed. Note that co-worker’s feedback on the candidate’s communication will vary. However, the candidate’s submission must meet all criteria listed in the Workplace Assessment Task 5 – Assessor’s Checklist for satisfactory performance*.*  **Feedback Form (Supervisor)**  The candidate must submit a copy of the feedback form their supervisor completed. Note that the supervisor’s feedback on the candidate’s communication will vary. However, the candidate’s submission must meet all criteria listed in the Workplace Assessment Task 5 – Assessor’s Checklist for satisfactory performance*.*  **Workplace Assessment Task 5 – Assessor’s Checklist**  The assessor must complete the *Assessor’s Checklist*. The form must document the assessor’s assessment of the candidate’s feedback form submissions.  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.* |

## Task 6 – Consult With Supervisor About Professional Development Opportunities

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| Application  Description automatically generated with low confidence | While being observed by your assessor, meet with your workplace supervisor to:   * Go over the feedback you received in Task 5 * Ask for their advice on skills development opportunities for you   Note that depending on your supervisor’s advice, you will be required to initiate action on these opportunities in Task 7.  *This may involve requesting additional coaching and mentoring, signing up for webinars/seminars or attending workplace training sessions.*  **You will be assessed on YOUR**   * Practical knowledge of skills development opportunities * Practical skills in consulting with your manager about skills development opportunities   **Observation form**  Before starting this task, review the **Workplace Assessment Task 6 – Observation Form** provided along with this workbook. This form lists all the practical skills you must demonstrate while completing this task.  **your assessor will**   * Organise workplace resources required for you to complete this assessment * Discuss with you the practical skills listed in the Observation Form before the assessment * Address your queries and concerns regarding this task |

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| *Mapping: CHCCOM005 PC6.3 (p), PC6.4 (p)*  **Marking Guide**  **Workplace Assessment Task 6 – Observation Form**  The assessor must complete the *Observation Form*. The form must document the assessor’s observations on the candidate’s performance during their meeting with their supervisor.  This form lists all the practical skills the candidate must demonstrate while completing this task.  For 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 7 – Model Improvements and Professionalism in Work Practices

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| Application  Description automatically generated with low confidence | This task requires you to complete a **Reflective Journal** documenting your work.  **STEPS TO TAKE**   1. Access the **Reflective Journal** template provided along with this workbook. 2. Using the feedback and advice you received in Tasks 5 and 6: 3. Implement improvements to your own work practices in two separate instances. 4. Implement improvements to work procedures in two separate instances. 5. Initiate on at least two development opportunities recommended by your supervisor in Task 6.   *This may involve requesting additional coaching and mentoring, signing up for webinars/seminars or attending workplace training sessions.*   1. Demonstrate two instances you complied with your legal responsibilities. 2. Demonstrate two instances you complied with your ethical responsibilities. 3. Document at least two difficulties you have encountered while complying with your legal and ethical responsibilities. Discuss these difficulties with your supervisor. 4. Document one unresolved conflict in the workplace you encountered and refer this to your supervisor.   *Conflict may be among clients, team members, team leaders, and management.*   1. Document the above in your Reflective Journal. 2. Have your supervisor complete and sign the declaration section on each section in your reflective journal. |
|  | **YOU WILL BE ASSESSED ON YOUR**   * Practical skills relevant to implementing improvements to your own work practices and initiating actions on skills development opportunities * Practical skills relevant to complying with legal and ethical responsibilities and discussing difficulties with the supervisor   **ASSESSOR’S CHECKLIST**  Before starting this task, review the **Workplace Assessment Task 7 – Assessor’s Checklist** provided along with this workbook. This form lists the criteria your submission must address to complete this task satisfactorily.  **YOUR ASSESSOR WILL**   * Organise workplace resources required for you to complete this assessment * Discuss with you the requirements listed in the Assessor’s Checklist before the assessment * Address your queries and concerns regarding this task   **EVIDENCE TO BE SUBMITTED**  After completing this task, submit your completed reflective journal to your assessor. |

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| *Mapping: CHCCOM005 PC4.1, PC4.4 (p), PC6.2 (p), PC6.4 (p)*  **Marking Guide**  **Reflective Journal**  The candidate must submit their completed journal. Note that candidates’ experiences and reflections will vary. However, their submission must meet all criteria listed in the Workplace Assessment Task 7 – Assessor’s Checklist for satisfactory performance*.*  **Workplace Assessment Task 7 – Assessor’s Checklist**  The assessor must complete the *Assessor’s Checklist*. The form must document the assessor’s assessment of the candidate’s reflective journal submissions.  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.* |

# 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 2.1 |
|  | Case Study Task 2.2 |
|  | Case Study Task 3.1 |
|  | Case Study Task 3.2 |
|  | Case Study Task 4.1 |
|  | Case Study Task 4.2 |
|  | Practical Assignment Task 1 |
|  | Workplace Assessment Task 1 |
|  | Workplace Assessment Task 2 |
|  | Workplace Assessment Task 3 |
|  | Workplace Assessment Task 4 |
|  | Workplace Assessment Task 5 |
|  | Workplace Assessment Task 6 |
|  | Workplace Assessment Task 7 |
|  | You have saved and submitted the following evidence: |
|  | This completed workbook |
|  | Assessment Workbook Cover Sheet signed and scanned |
|  | Workplace Assessment Task 4 – Written Workplace Document |
|  | Workplace Assessment Task 4 – Electronic/Digital Workplace Document |
|  | Workplace Assessment Task 5 – Feedback Form (Client) |
|  | Workplace Assessment Task 5 – Feedback Form (Co-worker) |
|  | Workplace Assessment Task 5 – Feedback Form (Supervisor) |
|  | Workplace Assessment Task 7 – Reflective Journal |

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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 in this workbook, you must 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: | |
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|  | The candidate has completed all the Knowledge Assessments Questions. |
|  | The candidate has completed the Practical Assessments in this workbook: |
|  | Case Study Task 1.1 |
|  | Case Study Task 1.2 |
|  | Case Study Task 2.1 |
|  | Case Study Task 2.2 |
|  | Case Study Task 3.1 |
|  | Case Study Task 3.2 |
|  | Case Study Task 4.1 |
|  | Case Study Task 4.2 |
|  | Practical Assignment Task 1 |
|  | Workplace Assessment Task 1 |
|  | Workplace Assessment Task 2 |
|  | Workplace Assessment Task 3 |
|  | Workplace Assessment Task 4 |
|  | Workplace Assessment Task 5 |
|  | Workplace Assessment Task 6 |
|  | Workplace Assessment Task 7 |
|  | The candidate has saved and submitted the following evidence: |
|  | This completed workbook |
|  | Assessment Workbook Cover Sheet signed and scanned |
|  | Workplace Assessment Task 4 – Written Workplace Document |
|  | Workplace Assessment Task 4 – Electronic/Digital Workplace Document |
|  | Workplace Assessment Task 5 – Feedback Form (Client) |
|  | Workplace Assessment Task 5 – Feedback Form (Co-worker) |
|  | Workplace Assessment Task 5 – Feedback Form (Supervisor) |
|  | Workplace Assessment Task 7 – Reflective Journal |

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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 in this workbook, the candidate must 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** | CHCCOM005 - Communicate and work in health or community services (Release 2) |

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

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| --- | --- | --- |
| **Practical Assessment** | | |
| **Case Studies** | **S** | **NYS** |
| Task 1.1 |  |  |
| Task 1.2 |  |  |
| Task 2.1 |  |  |
| Task 2.2 |  |  |
| Task 3.1 |  |  |
| Task 3.2 |  |  |
| Task 4.1 |  |  |
| Task 4.2 |  |  |
| **Practical Assignment** | **S** | **NYS** |
| Task 1 |  |  |
| **Workplace Assessment** | **S** | **NYS** |
| Task 1 |  |  |
| Task 2 |  |  |
| Task 3 |  |  |
| Task 4 |  |  |
| Task 5 |  |  |
| Task 6 |  |  |
| Task 7 |  |  |

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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 the signature they provided to the Training Provider. |  |

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| **Third-Party Verification Log**  **Instructions for the Assessor:**  You must 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 the following required information for each third-party personnel:   * Name of third-party personnel contacted * Role in the candidate’s assessment (e.g. workplace supervisor, observer, or candidate) * Contact details (phone number or email address) * Date contacted   You must also confirm that third-party personnel have verified the candidate’s evidence submissions are true and accurate. |

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

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

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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** |
| CHCCOM005 - Communicate and work in health or community services (Release 2) |  |  |

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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**