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# Introduction

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.

# 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.

# 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

# 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**

|  |  |
| --- | --- |
| 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. | | | |
|  | | | |
| 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. | |
|  | |
| 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 |
|  | |

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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. Privacy | Relevant legislation:    Link: |  | Reference:  Link: |  |
| Legal consideration: | Ethical consideration: |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **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:    Link: |  | Reference:  Link: |  |
| Legal consideration: | Ethical consideration: |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **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:    Link: |  | Reference:  Link: |  |
| Legal consideration: | Ethical consideration: |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **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:    Link: |  | Reference:  Link: |  |
| Legal consideration: | Ethical consideration: |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **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:    Link: |  | Reference:  Link: |  |
| Legal consideration: | Ethical consideration: |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **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:    Link: |  | Reference:  Link: |  |
| Legal consideration: | Ethical consideration: |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **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:    Link: |  | Reference:  Link: |  |
| Legal consideration: | Ethical consideration: |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **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:    Link: |  | Reference:  Link: |  |
| Legal consideration: | Ethical consideration: |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **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:    Link: |  | Reference:  Link: |  |
| Legal consideration: | Ethical consideration: |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **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:    Link: |  | Reference:  Link: |  |
| Legal consideration: | Ethical consideration: |

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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. Child protection | Relevant legislation:    Link: |  | Reference:  Link: |  |
| Legal consideration: | Ethical consideration: |

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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 |

|  |  |  |
| --- | --- | --- |
| **Health Professional** | | |
| **Level** | **Responsibilities** | **Limitations** |
| Level 1 |  |  |
| Level 2 |  |  |
| Level 3 |  |  |
| Level 4 |  |  |

|  |  |  |
| --- | --- | --- |
| **Support Services Employees** | | |
| **Level** | **Responsibilities** | **Limitations** |
| Level 1 |  |  |
| Level 2 |  |  |
| Level 3 |  |  |
| Level 4 |  |  |
| Level 5 |  |  |
| Level 6 |  |  |

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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. | |
|  | | |
| **Factors** | | **Explanation** |
| 1. Child’s age | |  |
| 1. Child’s health | |  |
| 1. Family situations | |  |
| 1. Economic status | |  |
| 1. Neighbourhood | |  |

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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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| 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 | |
|  | | |
| **Source of Information** | | **Type of Information Provided** |
|  | |  |
|  | |  |
|  | |  |
|  | |  |
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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 | | |
|  | | | |
| **Conflicts of Interest** | | **Effect on Ethical Decision Making** | **How to Address** | |
|  | |  |  | |
|  | |  |  | |
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| Application  Description automatically generated with low confidence | 1. Answer the following questions about the principles of effective communication. |
|  | |
| 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  |  |  | | --- | --- | | **Principles of Effective Communication** | **Benefits in the Workplace in Health or Community Services** | |  |  | |  |  | |  |  | |  |  | | |
| 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  |  |  |  | | --- | --- | --- | | **Communication Model** | **Description** | **Example** | |  |  |  | |  |  |  | |  |  |  | | |

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 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  |  |  |  | | --- | --- | --- | | **Mode of Communication** | **Description** | **Example** | |  |  |  | |  |  |  | |  |  |  | |  |  |  | |  |  |  | |

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 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  |  |  |  | | --- | --- | --- | | **Type of Communication** | **Description** | **Effective Use** | |  |  |  | |  |  |  | |  |  |  | |  |  |  | |

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| --- | --- | --- |
| Application  Description automatically generated with low confidence | 1. Answer the following questions about communication techniques. | |
|  | | |
| 1. Complete the table below by: 2. Briefly describing each given communication technique 3. Explain how each given technique affects workplace communication  |  |  |  | | --- | --- | --- | | **Communication Technique** | **Definition** | **How It Affects Workplace Communication** | | 1. Open-ended questions |  |  | | 1. Affirmations |  |  | | 1. Reflections |  |  | | 1. Summaries |  |  | | | |
| 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  |  |  |  | | --- | --- | --- | | **Communication Technique** | **How It Is Used in the Workplace** | **Goal** | | 1. Motivational interviewing |  |  | | 1. Coercive approach |  |  | | | |
| 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  |  |  |  | | --- | --- | --- | | **Communication Technique** | **How It Is Used in the Workplace** | **Goal** | | 1. Collaboration |  |  | | 1. Confrontation |  |  | | | |
| Application  Description automatically generated with low confidence | 1. Explain how each given factor influences communication in the workplace in health and community services. | |
|  | | |
| **Factors** | | **Influence on Workplace Communication in Health and Community Services** |
| 1. Language | |  |
| 1. Culture | |  |
| 1. Religion | |  |
| 1. Emotional state | |  |

|  |  |
| --- | --- |
| **Factors** | **Influence on Workplace Communication in Health and Community Services** |
| 1. Disability |  |
| 1. Health |  |
| 1. Age |  |

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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 | | |
|  | | | |
| **Constraints to Effective Communication** | | **How It Affects Communication** | **How It Can Be Minimised** | |
|  | |  |  | |
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| Application  Description automatically generated with low confidence | 1. Briefly describe the following industry terminologies. | |
|  | | |
| **Community Services** | | |
| **Terminology** | | **Definition** |
| 1. Case worker | |  |
| 1. Counsellor | |  |
| 1. Welfare support worker | |  |
| 1. Home and domestic support services | |  |
| 1. Transport services | |  |
| 1. Multilingual phone service | |  |
| 1. Foster care | |  |
| 1. Out-of-home care (OOHC) | |  |

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| --- | --- |
| **Health Services** | |
| **Terminology** | **Description** |
| 1. Senior consultant |  |
| 1. Resident |  |
| 1. Registered nurse |  |
| 1. Allied health professionals |  |
| 1. Primary carer |  |
| 1. Clinical assistant |  |
| 1. Nutritional support |  |
| 1. Mental health care |  |
| 1. Laboratory and diagnostic care |  |
| 1. Physical therapy |  |
| 1. Diagnosis |  |
| 1. Medications |  |

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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. | |
|  | | |
| **Factors** | | **Importance** |
| 1. Grammar | |  |
| 1. Speed | |  |
| 1. Pronunciation | |  |

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| Application  Description automatically generated with low confidence | 1. Answer the following questions about non-verbal communication. |
|  | |
| 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  |  |  |  | | --- | --- | --- | | **When to Use Non-verbal Communication** | **How to Use Non-verbal Communication in Health Services** | **How to Use Non-verbal Communication in Community Services** | |  |  |  | | |
| 1. Give three examples of situations in which you must recognise a person’s non-verbal communication. | |
| 1. Give three ways you can recognise a person’s non-verbal communication. | |

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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. |
|  | |
| 1. Complete the table below by: 2. Identifying the four components of the health care system 3. Explaining the function of each identified component  |  |  | | --- | --- | | **Components** | **Function** | |  |  | |  |  | |  |  | |  |  | | |
| 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  |  |  |  | | --- | --- | --- | | **Support Service** | **Role** | **Examples of Support Provided** |  |  |  |  | | --- | --- | --- | | 1. Aged care support |  |  | | 1. Disability support |  |  | | 1. Youth justice community support |  |  | | 1. Child support |  |  | | 1. Mental health support |  |  | | |
| 1. Explain how health and community services are interrelated. | |
| 1. Give one example of how a client can use multiple interrelated health and community services. | |

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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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| --- | --- | --- | --- |
| **Model of Service Delivery** | **Principles** | **Description** | **How It Applies in Service Delivery** |
| 1. Person-centred service delivery |  |  |  |
|  |  |  |
|  |  |  |
| 1. Rights-based service delivery |  |  |  |
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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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| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 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  |  |  | | --- | --- | | **Characteristics** | **Importance** | |  |  | |  |  | |  |  | |  |  | |

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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  |  |  |  | | --- | --- | --- | | **Member of a Multi-disciplinary Team** | **Description** | **Responsibility** | | 1. Aged support workers |  |  | | 1. Childcare workers |  |  | | 1. Disability support workers |  |  | | 1. Managers |  |  | | 1. Supervisors |  |  | | 1. Physicians |  |  | | 1. Counsellors |  |  | |
| |  |  |  | | --- | --- | --- | | **Member of a Multi-disciplinary Team** | **Description** | **Responsibility** | | 1. Psychiatrists |  |  | | 1. Physical therapists |  |  | |
| Explain how the different members of the health and community services must work together to provide optimum service to each given client below.   |  |  | | --- | --- | | **Client** | **Explanation** | | 1. An older person under aged care services |  | | 1. A child who has experienced physical abuse |  | | 1. A person whose family does not support in accessing the care that they need |  | |

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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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| 1. What is Medicare? In your response, you must: 2. Define Medicare      1. Explain what Medicare is used for      1. Identify what costs Medicare covers for Australians | | | | |
| 1. Identify whether each given community service area is primarily funded by the Australian government or State and Territory governments.  | **Service Area** | **Responsible for Funding** | | --- | --- | | 1. Intensive family support services and youth justice services |  | | 1. Specialist disability services (excluding employment services) |  | | 1. Residential aged care |  | | 1. Home and community care services for older people |  | | 1. Home and community services for younger people |  | | | | | |
| 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 | | | |
|  | | | | |
| **Digital Media** | | **Description** | **How It Is Used in Communicating Information Within the Community Services and Health Sector** | |
| 1. Web | |  |  | |
| 1. Email | |  |  | |
| 1. Social media | |  |  |
| 1. Podcast | |  |  |

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| --- | --- | --- |
| **Digital Media** | **Description** | **How It Is Used in Communicating Information Within the Community Services and Health Sector** |
| 1. Videos |  |  |
| 1. Tablets |  |  |
| 1. Applications |  |  |
| 1. Newsletters |  |  |
| 1. Broadcasts |  |  | |
| 1. Intranet |  |  | |

# Practical Assessment

## Candidate 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 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

|  |  |
| --- | --- |
| 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. | |
|  | |
| 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. |

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

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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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|  | |
|  | |
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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? |
|  | |
|  | |

### 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 |

## Case Study 2 – Maria and Bradley

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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

|  |  |
| --- | --- |
| Application  Description automatically generated with low confidence | Identify at least two constraints to effective communication in the scenario. |
|  | |
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|  | |

### Task 2.2 – Manage Conflict

|  |  |
| --- | --- |
| 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 |

## Case Study 3 – Danny

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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

|  |  |
| --- | --- |
| 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 |

### 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 |

## Case Study 4 – Thelma

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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. |
|  | |
| 1. What standard procedures did the support worker from the previous shift breach? | |
| 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)* | |

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

|  |  |
| --- | --- |
| 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 |

# 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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| 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.* |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Service** | **Contact Person** | **Frequency** | **Type of Information Exchanged With This Service** | **Mode of Communication** |
|  |  |  |  |  |
|  |  |  |  |  |

# 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. |

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

|  |  |
| --- | --- |
| 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 |

## 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 |

## 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 |

## 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.** |

## Task 5 – Seek Feedback on Own Performance

|  |  |
| --- | --- |
| 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 |

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

|  |  |
| --- | --- |
| 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 |

## 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. |

# 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: | |
|  | |
|  | 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)

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

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| **Practical Assessment** | | |
| **Case Studies** | **S** | **NYS** |
| Task 1.1 |  |  |
| Task 1.2 |  |  |
| Task 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 |  |  |
| **Workplace Assessment** | **S** | **NYS** |
| 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**