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# Introduction

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

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

# Competency-Based Assessments

**Definition of Competency**

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

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

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

# Assessing Nationally-Recognised Training

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

**Principles of Assessment**

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

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

**Rules of Evidence**

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

1. **Valid**

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

1. **Sufficient**

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

1. **Authentic**

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

1. **Current**

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

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

# Dimensions of Competency

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

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

# Reasonable Adjustment

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

**Why make a reasonable adjustment?**

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

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

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

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

**Assistive/Adaptive Technologies**

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

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

**IMPORTANT:**

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

# The Unit of Competency

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

This assessment addresses the following unit of competency:

**CHCAGE013 - Work effectively in aged care (Release 1)**

1. Meet job role requirements.
2. Work within organisational requirements.
3. Work within an aged care context.
4. Implement self-care strategies.

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

<https://training.gov.au/Training/Details/CHCAGE013>

# The Context of Assessment

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

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

The Practical Assessment must be completed in an aged care workplace with the addition of simulations and scenarios where the full range of contexts and situations have not been provided in the workplace.

# Contextualising the Assessment Tools

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

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

You must contextualise the assessment tools to suit:

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

**Contextualising for your state/territory**

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

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

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

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

**Contextualising the generic workplace assessment**

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

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

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

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

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

# Assessment Methods

This workbook uses the following assessment methods:

1. **Knowledge Assessment**

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

1. **Case Studies**

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

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.
* Workplace or a simulated environment that reflects workplace conditions in the aged care sector and that will allow access to:
* Facilities, equipment and resources that reflect real working conditions and model industry operating conditions and contingencies
* Available digital technology used to access and share workplace information
* Candidate’s position description
* Client’s individualised plan
* Client A
* Client B
* Consent Declaration template
* Organisational policies and procedures for:
* Record keeping
* Reporting
* Seeking support
* Privacy requirements for storing workplace information
* Confidentiality requirements for storing workplace information
* Legal framework requirements relevant to aged care
* Human rights framework requirements relevant to aged care
* Professional conduct requirements relevant to aged care (e.g. Codes of conduct, industry standards, etc.)
* Candidate’s workplace supervisor
* Nominated clients in the aged care context
* Client A
* Client B
* Carer/Family/Other person that Client B identified to give consent for them
* Interdisciplinary team members relevant to the client’s care services
* Client A
* Client B
* Relevant person who can provide support in managing stress level
* Volunteer to act as workplace supervisor

**The candidate will need access to:**

* Computer with Internet, email access, and a working web browser
* Installed software: MS Word, Adobe Acrobat Reader
* Volunteers to participate in role play activities

# 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 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.

This workbook contains the Knowledge Assessment.

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

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

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

The **Practical Assessment** is made up of the **Case Studies** 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: **CHCAGE013 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 | CHCAGE013 |
| Title | Work effectively in aged care (Release 1) |
| First and Last Name |  |
| Phone |  |
| Email |  |

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

# Knowledge Assessment

### Contextualisation

|  |
| --- |
| **INSTRUCTIONS TO THE ASSESSOR**  This part of the assessment aims to assess the candidate’s knowledge on working effectively in aged care.  Knowledge Assessment Questions 9, 11, and 13 include legislations relevant to aged care. These links to legislations are not specific to any state/territory.  While these questions are currently not designed to address a specific state/territory, model answers from Victoria have been provided in some questions. This is to demonstrate to the assessor the breadth and depth required in the candidate’s responses for a satisfactory performance.  Before commencing the assessment, the assessor must modify and contextualise these knowledge questions to align with the legislations that apply to the candidate’s or the Training Organisation’s state/territory.  **To contextualise Knowledge Assessment Questions 9, 11, and 13:**   * Adapt/revise the instructions, marking guides, as well as benchmark and model answers provided in each question so that they align with the legislations from either the candidate or the Training Organisation’s state/territory.   **4IMPORTANT:**  **Any contextualisation required must be completed before distributing the assessment workbooks and associated assessment tools to the students.**  **When contextualising the tasks for your RTO and your candidate, ensure the assessment tasks and benchmark performance still address the relevant unit requirements and assessment requirements in compliance with Standards for RTOs 2015 Clause 1.8-1 Principles of assessment and Clause 1.8-2 Rules of evidence.** |

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| **Preliminary Task**  Questions 9, 11, and 13 of this Knowledge Assessment require you to refer to the links and legislation of your state/territory.  For your assessor’s reference, indicate below which state/territory you are currently based or located in by ticking the box that corresponds to your answer.  When answering Questions 9, 11, and 13, you must refer to the links and legislation 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 Questions 9, 11, and 13.  **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 Questions 9, 11, and 13 require the candidate to refer to the links and legislation of the state/territory they ticked below.  When assessing the candidate’s responses in Questions 9, 11, and 13, the assessor must review the candidate’s responses against the links and legislation of the state/territory they ticked below.  The assessor must also ensure that they are accessing the version of the links and legislation 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 links and legislation from the state/territory they ticked below.  Specific marking guide and benchmark and model answers to Knowledge Assessment Questions 9, 11, and 13 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 |

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| Application  Description automatically generated with low confidence | 1. Answer the following questions about person-centred approaches in aged care. |
|  | |
| *Mapping: CHCAGE013 KE1.1, KE4.1*  *Learner guide reference:*   * *CHCAGE013 Learner Guide, Chapter 3 Introduction* * *CHCAGE013 Learner Guide, Chapter 3, Subchapter 3.2*   **Marking guide**  The candidate must answer the following questions about person-centred approaches in aged care.  Additional marking guide and benchmark answers are provided below to guide the assessor in assessing the candidate’s responses. | |
| 1. Define a person-centred approach in aged care.     The candidate must define a person-centred approach in aged care.  For a satisfactory performance, although the wording may slightly vary, their response must be consistent with the benchmark answers below.  A person-centred approach in aged care means putting a person at the centre of their care. This means seeing them as a person first and not as a ‘case’. This approach focuses on matching services to meet a person’s needs and wishes. | |

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| 1. Identify three benefits of using a person-centred approach in aged care.     The candidate must identify three benefits of using a person-centred approach in aged care.  For a satisfactory performance, the candidate’s responses must demonstrate sufficient knowledge on benefits of using a person-centred approach in aged care.  Model answers are provided below for the assessor’s reference. The candidate will only need to provide three responses.   * Minimise the functional decline of older people in hospital * Increase patient and carer satisfaction * Decreased healthcare-acquired infections * Improved functional status   Source: https://www.health.vic.gov.au/patient-care/person-centred-practice |
| 1. Complete the table below by: 2. Describing how each approach puts older people in the centre of their own care in the service 3. Briefly explaining how you can apply each approach as an aged care worker.   The candidate must complete the table below by:   1. Describing how each approach puts older people in the centre of their own care in the service   For a satisfactory performance, the candidate must demonstrate sufficient knowledge on how each approach allows carers to put older people in the centre of their own care.   1. Briefly explain how they can apply this approach as an aged care worker.   For a satisfactory performance, the candidate’s response must:   * Be consistent with the explanation of each person-centred approach they provided. * Demonstrate sufficient knowledge of how they can use the approaches below as an aged care worker.   Model answers are provided below for the assessor’s reference. |

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| |  |  |  | | --- | --- | --- | | **Person-centred approach** | **How this approach puts older people at the centre of the service** | **How you can apply this approach as an aged care worker** | | Upholding autonomy | This approach enables older people to be in charge of their own life. | I can apply this approach by avoid assuming that older people want my help. | | Supporting the person to exercise choice | This approach encourages older people to make good choices that improve their lives. | I can apply this approach by informing them of the pros and cons of their options. | | Person’s right to self-determination | This approach allows older people to set their own goals and assist them towards reaching these goals. | I can apply this approach by letting them give their insights and ideas on the kind of assistance they need. | |

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| Application  Description automatically generated with low confidence | 1. Answer the following questions about the duty of care in aged care. |
|  | |
| *Mapping: CHCAGE013 KE1.2 (p)*  *Learner guide reference: CHCAGE013 Learner Guide, Chapter 2, Subchapter 2.1*  **Marking guide**  The candidate must answer the following questions about duty of care in aged care.  Additional marking guide and benchmark answers are provided below to guide the assessor in assessing the candidate’s responses. | |
| 1. Define duty of care as a support practice in aged care.     The candidate must define duty of care as a support practice in aged care.  For a satisfactory performance, although wording may slightly vary, their response must be consistent with the benchmark answer below:  Duty of care relates to the responsibility not to cause harm or injury to another person that could be reasonably foreseen. In an aged care setting this requires capable staff, safe premises and quality clinical care.  Source: https://aurrum.com.au/what-is-duty-of-care-in-aged-care/ | |
| 1. What is the relevance of duty of care in aged care?     The candidate must explain the relevance of duty of care in aged care.  For a satisfactory performance, although wording may slightly vary, their response must be consistent with the benchmark answer below:  A duty of care outlines standards of reasonable and appropriate care. It also provides a legal basis for determining how to make the best decisions regarding aged care. | |

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| Application  Description automatically generated with low confidence | 1. Answer the following questions about dignity of risk. |
|  | |
| *Mapping: CHCAGE013 KE1.2 (p), KE1.3*  *Learner guide reference: CHCAGE013 Learner Guide, Chapter 3, Subchapter 3.2, Section 3.2.1*  **Marking guide**  The candidate must answer the following questions about dignity of risk.  Additional marking guide and benchmark answers are provided below to guide the assessor in assessing the candidate’s responses. | |
| 1. Define dignity of risk in the context of aged care.     The candidate must define dignity of risk in the context of aged care.  For a satisfactory performance, although wording may slightly vary, their response must be consistent with the benchmark answer below:  The dignity of risk accepts that older people can choose what they do and how they live. It acknowledges that these choices come with possible dangers. | |
| 1. What is the aged care worker’s duty of care in relation to dignity of risk?     The candidate must explain the aged care worker’s duty of care in relation to dignity of risk.  For a satisfactory performance, the candidate’s response must demonstrate sufficient knowledge on the duty of care of aged care workers in relation to dignity of risk.  Model answers are provided below for the assessor’s reference:  It is the aged care worker’s duty of care to ensure that the person they are supporting is able to live their lives however they choose while maintaining their health and safety (as far as reasonably practicable).  The candidate may also provide specific examples or actions such as:  For example, if a person wants to continue using a cane instead of a wheelchair, they may do so. The aged care worker’s duty of care will then be is to make sure they have a sturdy, stable, and comfortable cane to use before allowing them to do what they want. | |

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| 1. Provide two support practices that will address your duty of care in relation to dignity of risk.    The candidate must provide two support practices that will address their duty of care in relation to dignity of risk.  For a satisfactory performance, the candidate’s response must:   * Be consistent with the explanation of the aged care worker’s duty of care they provided. * Demonstrate sufficient knowledge of support practices that will address the duty of care of aged care workers in relation to dignity of risk.   Model answers are provided below for the assessor’s reference.   * Asking them to always keep an emergency cell phone with them after respecting their decision to continue living alone. * Monitoring their health closely after respecting their decision not to receive a flu vaccine. |

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| Application  Description automatically generated with low confidence | 1. Complete the table below by: 2. Briefly explaining how each risk area can lead to abuse of older people. 3. Providing one support practice that will address each risk area as an aged care worker. | | |
|  | | | |
| *Mapping: CHCAGE013 KE1.4 (p)*  *Learner guide reference: CHCAGE013 Learner Guide, Chapter 3, Subchapter 3.4*  **Marking guide**  The candidate must complete the table below by:   1. Briefly explaining how each risk area can lead to abuse of older people.   For a satisfactory performance, the candidate’s response must demonstrate sufficient knowledge on how each given risk area can cause abuse to older people.   1. Providing one support practice that will address each risk area as an aged care worker.   For a satisfactory performance, the candidate’s response must:   * Be consistent with the explanation of each risk area they provided. * Demonstrate sufficient knowledge of a support practice that aged care workers can carry out to prevent abuse to older people.   Model answers are provided below for the assessor’s reference. | | | |
| **Risk area** | | **How this risk area leads to abuse of older people** | **Support practice** |
| Lack of knowledge of aged care rights | | If older people are not aware of their rights, they may allow others to mistreat them. | Explain their rights in aged care by giving examples and applicable situations. |
| Lack of training of staff in recognising and reporting abuse | | If the staff is unfamiliar with the indicators of abuse and reporting processes, they may not be able to intervene quickly enough to protect them or prevent the abuse from occurring. | Participate in training relevant to recognising and reporting signs of abuse of older people. |

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| Application  Description automatically generated with low confidence | 1. Complete the table below by: 2. Briefly explaining how each systemic issue can lead to unequal access of older people in society. 3. Providing one support practice that will address each systemic issue as an aged care worker. |
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| *Mapping: CHCAGE013 KE1.4 (p)*  *Learner guide reference: CHCAGE013 Learner Guide, Chapter 3, Subchapter 3.4*  **Marking guide**  The candidate must complete the table below by:   1. Briefly explaining how each systemic issue can lead to unequal access of older people in society.   For a satisfactory performance, the candidate’s response must demonstrate sufficient knowledge on how each given systemic issue results in unequal access of older people in society.   1. Providing one support practice that will address each systemic issue as an aged care worker.   For a satisfactory performance, the candidate’s response must:   * Be consistent with the explanation of each systemic issue they provided. * Demonstrate sufficient knowledge of a support practice that aged care workers can carry out to ensure older people have equal access in society.   Model answers are provided below for the assessor’s reference. | |

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| **Systemic issue** | **How this issue leads to unequal access of older people in society** | **Support practice** |
| 1. Poor funding of aged care services | If there are limited funds for aged care services, older people will not get the proper assistance they need to meet their physical or medical needs. | Search for cost-effective options for aged care services if resources are limited. |
| 1. Inadequate protection for older people | If the current aged care laws lack sufficient protection and support for older people, they will face challenges that hinder access to their rights. | Encourage older people to speak up on any concerns that they might have regarding access to their rights. |

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| Application  Description automatically generated with low confidence | 1. Complete the table below by: 2. Briefly describing each type of abuse. 3. Providing one support practice that will assist an older person in recovering from each type of abuse as an aged care worker. |
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| *Mapping: CHCAGE013 KE1.5*  *Learner guide reference: CHCAGE013 Learner Guide, Chapter 3, Subchapter 3.4*  **Marking guide**  The candidate must complete the table below by:   1. Briefly describing each type of abuse.   For a satisfactory performance, although wording may slightly vary, their responses must be consistent with the benchmark answers below.   1. Providing one support practice that will assist an older person in recovering from each type of abuse as an aged care worker.   For a satisfactory performance, the candidate’s response must:   * Be consistent with the description of each type of abuse they provided. * Demonstrate sufficient knowledge of a support practice that aged care workers can carry out to assist an older person in recovering from each type of abuse.   Model answers are provided below for the assessor’s reference. | |

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| **Type of abuse** | **Description** | **Support practice** |
| 1. Physical abuse | This happens when someone causes bodily harm by hitting, pushing, or slapping. This may also include restraining an older adult against their will, such as locking them in a room or tying them to furniture. | Ask for the person’s consent before providing aged care services that involve physical touch. |
| 1. Emotional abuse | Sometimes called psychological abuse, this can include a carer saying hurtful words, yelling, threatening, or repeatedly ignoring the older adult. Keeping that person from seeing close friends and relatives is another form of emotional abuse. | Use encouraging words to boost a person’s self-esteem in accomplishing daily tasks. |

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| **Type of abuse** | **Description** | | **Support practice** | |
| 1. Financial abuse | This happens when money or belongings are stolen from an older person. It can include forging checks, taking someone else's retirement or Social Security benefits, or using a person's credit cards and bank accounts without their permission. It also includes changing names on a will, bank account, life insurance policy, or title to a house without permission. | | Ask the person to keep a daily log of every item they purchase and any bills they paid. | |
| 1. Sexual abuse | | This involves actual or attempted unwanted sexual actions that are otherwise forced on an older person against their will or without their consent, through the use of physical force, intimidation or coercion. Examples of sexual abuse are unwanted sexual acts and indecent assault. | | Encourage the person to participate in support groups for sexual abuse survivors. | |

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| Application  Description automatically generated with low confidence | 1. Answer the following questions about delegation requirements of health professionals. |
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| *Mapping: CHCAGE013 KE1.6 (p), KE5.2 (p)*  *Learner guide reference: CHCAGE013 Learner Guide, Chapter 1, Subchapter 1.3, Section 1.3.1*  **Marking guide**  The candidate must answer the following questions about delegation requirements of health professionals.  Additional marking guide and benchmark answers are provided below to guide the assessor in assessing the candidate’s responses. | |
| 1. Define health professionals in aged care.     The candidate must define health professionals in aged care.  For a satisfactory performance, although wording may slightly vary, the candidate’s response must be consistent with the benchmark answer below:  Health professionals in aged care are university-trained practitioners who work as part of an aged care team, often to help in an older person’s recovery following illness or injury or in managing chronic conditions.  Source: https://www.betterhealth.vic.gov.au/health/servicesandsupport/whos-who-in-aged-care#allied-health-professionals | |
| 1. Define delegation in aged care.     The candidate must define delegation in aged care.  For a satisfactory performance, although wording may slightly vary, the candidate’s response must be consistent with the benchmark answer below:  Delegation means transferring the responsibility of a task to a specific person. In aged care, the head of the care team assigns aspects of customer care to appropriate personnel. | |

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| 1. List two responsibilities for delegating and two responsibilities for accepting delegation in aged care.   The candidate must list two responsibilities for delegating and two responsibilities for accepting delegation in aged care.  **Responsibilities for delegating**  For a satisfactory performance, although wording may vary, their response must be two of the model answers below (in no particular order):  If their responses are not any of the ones listed below, it may still be satisfactory as long as they demonstrate sufficient knowledge of duties to assign the responsibility of a task in aged care.  **Responsibilities for accepting delegation**  For a satisfactory performance, although wording may vary, their response must be two of the model answers below (in no particular order):  If their responses are not any of the ones listed below, it may still be satisfactory as long as they demonstrate sufficient knowledge of duties to accept the responsibility of a task in aged care.   |  |  | | --- | --- | | **Responsibilities for delegating** | **Responsibilities for accepting delegation** | | * Training the worker to ensure they qualify for the task * Providing an assessment to test their competence * Providing support and supervision * Ensuring understanding and willingness of new responsibilities * Evaluating the worker’s performance in their role | * Seeking training and supervision * Informing supervisors if they cannot perform a task for a valid reason * Understanding the scope and limitation of the delegated task * Performing delegated tasks to the best of their abilities * Cooperating in evaluation sessions | |

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| 1. Name two types of tasks typically delegated by a health professional to an aged care worker.    The candidate must name two types of tasks typically delegated by a health professional to an aged care worker.  For a satisfactory performance, the candidate’s response must demonstrate sufficient knowledge of tasks typically delegated by a health professional to an aged care worker.  Model answers are provided below for the assessor’s reference.   * Be responsible for delivery of elements of the support plan. * Participate in appropriate professional development activities. |
| 1. Complete the table below by: 2. Providing one delegation requirement for each given health professional. 3. Providing one support practice that will address each delegation requirement as an aged care worker.   The candidate must complete the table below by:   * Providing one delegation requirement for each given health professional.   For a satisfactory performance, the candidate's responses must demonstrate sufficient knowledge of delegation requirements for each given health professional.   * Providing one support practice that will address each delegation requirement as an aged care worker.   For a satisfactory performance, the candidate’s response must:   * Be consistent with the delegation requirement they identified. * Demonstrate sufficient knowledge of a support practice that will address each delegation requirement as an aged care worker.   Model answers are provided below for the assessor’s reference. |

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| |  |  |  | | --- | --- | --- | | **Health professional** | **Delegation requirement** | **Support practice** | | Geriatric nurse | Assist the older person in overcoming mobility issues in daily activities. | Assist them in carrying out mobility exercises. | | Orthopaedic Nurse | Monitor the effects of pain medications to an older person. | Ask the person about what they are feeling after taking their medication. Do this as necessary. | | Dietitian | Collect information about the person’s health and diet. | Ask the person’s family or carer for their medical background, as well as what they usually eat and drink. | | Clinical psychologist | Assist the older person in psychotherapy. | Start simple conversations or stories with the person to help them share what they are currently feeling. | |

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| Application  Description automatically generated with low confidence | 1. Answer the following questions about supervision requirements of health professionals. |
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| *Mapping: CHCAGE013 KE1.6 (p), KE5.2 (p)*  *Learner guide reference: CHCAGE013 Learner Guide, Chapter 1, Subchapter 1.3, Section 1.3.2*  **Marking guide**  The candidate must answer the following questions about supervision requirements of health professionals.  Additional marking guide and benchmark answers are provided below to guide the assessor in assessing the candidate’s responses. | |
| 1. Define supervision in aged care.     The candidate must define supervision in aged care.  For a satisfactory performance, although wording may slightly vary, the candidate’s response must be consistent with the benchmark answer below:  Supervision means watching a group of people to ensure that they are doing their work. It involves keeping track of work performance and helping correct mistakes. Supervision is essential because it guarantees that everyone in the team is doing their job. | |

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| 1. Complete the table below by: 2. Naming two types of supervision typically done by a health professional to an aged care worker. 3. Describing each type of supervision.   The candidate must complete the table below by:   * Naming two types of supervision typically done by a health professional to an aged care worker.   For a satisfactory performance, the candidate’s response must be the following answers in the table below (in no particular order).   * Describing each type of supervision.   For a satisfactory performance, the candidate’s response must:   * Be consistent with the type of supervision they provided. * Demonstrate sufficient knowledge of how each type of supervision is typically done by a health professional to an aged care worker.   Model answers are provided below for the assessor’s reference.   |  |  | | --- | --- | | **Type of supervision** | **Description** | | Direct | This is a type of supervision where the supervisor is present and directly watching. They also personally guide the person being supervised. | | Indirect | This is a type of supervision where the supervisor is easily reachable but not directly watching the person being supervised. | |

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| 1. Complete the table below by: 2. Providing one supervision requirement for each given health professional. 3. Providing one support practice that will address each supervision requirement as an aged care worker.   The candidate must complete the table below by:   * Providing one supervision requirement for each given health professional.   For a satisfactory performance, the candidate's responses must demonstrate sufficient knowledge of supervision requirements for each given health professional.   * Providing one support practice that will address each supervision requirement as an aged care worker.   For a satisfactory performance, the candidate’s response must:   * Be consistent with each supervision requirement they identified. * Demonstrate sufficient knowledge of a support practice that will address each supervision requirement as an aged care worker.   Model answers are provided below for the assessor’s reference. |

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| |  |  |  | | --- | --- | --- | | **Health professional** | **Supervision requirement** | **Support practice** | | Geriatric nurse | Ensure that the worker develops a positive and caring relationship with the person they are supporting. | Use encouragement to boost a person’s self-esteem and make them feel capable. | | Orthopaedic Nurse | Ensure that the person is closely monitored after taking pain medications. | Regularly check the person’s vital signs after they take pain medication. | | Dietitian | Ensure informed consent is given before asking for the person’s medical background from their family or carer. | Ask for the person’s consent to collect information regarding their medical background. | | Clinical psychologist | Ensure that the standards for providing psychotherapy are being observed. | Follow codes of practice for delivering psychotherapy support services. | |

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| Application  Description automatically generated with low confidence | 1. Answer the following questions about human rights and the Office of the Health Ombudsman. |
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| *Mapping: CHCAGE013 KE2.3*  *Learner guide reference:*   * *CHCAGE013 Learner Guide, Chapter 2, Subchapter 2.2* * *CHCAGE013 Learner Guide, Chapter 2, Subchapter 2.2, Section 2.2.3*   **Marking guide**  The candidate must answer the following questions about human rights and the Office of the Health Ombudsman.  Additional marking guide and benchmark answers are provided below to guide the assessor in assessing the candidate’s responses. | |
| 1. What are human rights as defined by the Australian Human Rights Commission (2019)? Complete the sentences below.   The candidate must define human by completing the sentences below.  For a satisfactory performance, although wording may slightly vary, their responses must be consistent with the benchmark answers below:   1. Human rights recognise   the inherent value of each person, regardless of background, where we live, what we look like, what we think or what we believe.   1. They are based on   principles of dignity, equality and mutual respect, which are shared across cultures, religions and philosophies.   1. They are about   being treated fairly, treating others fairly and having the ability to make genuine choices in our daily lives. | |

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| 1. List four human rights treaties that the Australian Government respects and upholds.      The candidate must list four human rights treaties that the Australian Government respects and upholds.  For a satisfactory performance, the candidate’s responses must be any four of the following:   * International Covenant on Civil and Political Rights (ICCPR) * International Covenant on Economic, Social and Cultural Rights (ICESCR) * International Convention on the Elimination of All Forms of Racial Discrimination (CERD) * Convention on the Elimination of All Forms of Discrimination against Women (CEDAW) * Convention against Torture and Other Cruel, Inhuman or Degrading Treatment or Punishment (CAT) * Convention on the Rights of the Child (CRC) * Convention on the Rights of Persons with Disabilities (CRPD). |
| 1. Complete the statement: The office of Commonwealth Ombudsman was created by the      .   The candidate must complete the statement above.  For a satisfactory performance, the candidate’s response must be:  Ombudsman Act 1976. |

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| 1. True or false: You can make complaints about the actions or decisions of state/territory governments by contacting the office of Commonwealth Ombudsman directly.   Tick the box that corresponds to your answer. If your answer is false, provide an explanation for your answer.  True  False  Explanation:  For a satisfactory performance, the candidate’s response must be FALSE, and although wording may slightly vary in their explanation, the candidate’s response must be consistent with the benchmark answers below:  You can make complaints about the actions or decisions of state/territory governments by contacting your state/territory Government Ombudsman or equivalent office holder in your state/territory. |
| 1. What is the role of the office of Commonwealth Ombudsman in aged care?     The candidate must explain the role of the office of Commonwealth Ombudsman in aged care.  For a satisfactory performance, although wording may slightly vary, their response must be consistent with the benchmark answer below.  The office of Commonwealth Ombudsman helps older people sort out problems with Australian Government agencies by taking complaints about mainstream programs that are delivered to or for them. |
| 1. Explain how the office of Commonwealth Ombudsman promotes aged care rights.     The candidate must explain how the office of Commonwealth Ombudsman promotes aged care rights.  For a satisfactory performance, although wording may slightly vary, their response must be consistent with the benchmark answer below.  The office of Commonwealth Ombudsman investigates complaints about Australian Government agencies that deliver aged care services. These agencies include the Department of Health and Ageing (the Department), and its Aged Care Complaints Investigation Scheme (CIS), as well as over the Aged Care Commissioner (ACC). |

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| 1. Provide a link to your state/territory Government Ombudsman.     The candidate must provide a link to their state/territory Government Ombudsman.  For a satisfactory performance, the candidate must provide a link to their Government Ombudsman in the state/territory they specified in the Preliminary Task of this Knowledge Assessment.  In order to verify this, the assessor must access the link the candidate provided and confirm that it is the Government Ombudsman in the state/territory the candidate specified in the Preliminary Task of this Knowledge Assessment.  For the assessor’s reference, links to each state/territory Government Ombudsman are provided below (as of 4 Jan 2022).  Note to the assessor: Websites/pages may move or get outdated. The assessor must ensure to refer to the relevant state/territory Government Ombudsman’s website/page.   |  |  | | --- | --- | | **State/territory** | **Government Ombudsman** | | ACT | http://www.ombudsman.act.gov.au/ | | NSW | http://www.ombo.nsw.gov.au/ | | NT | http://www.ombudsman.nt.gov.au/ | | Qld | http://www.ombudsman.qld.gov.au/ | | SA | http://www.ombudsman.sa.gov.au/ | | Tas | http://www.ombudsman.tas.gov.au/ | | Vic | http://www.ombudsman.vic.gov.au/ | | WA | http://www.ombudsman.wa.gov.au/ | |

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| Application  Description automatically generated with low confidence | 1. Complete the table below by: 2. Describing the role of the Quality of Care Principles 2014 legislation in aged care. 3. Identifying three legal requirements relevant to you as an aged care worker. 4. Providing the section in the legislation where the legal requirement may be found. 5. Explaining how meeting this requirement will promote aged care rights. |
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| *Mapping: CHCAGE013 KE2.2 (p)*  *Learner guide reference: CHCAGE013 Learner Guide, Chapter 2, Subchapter 2.2, Section 2.2.1*  **Marking guide**  The candidate must complete the table by:   1. Describing the role of the Quality of Care Principles 2014 legislation in aged care.   For a satisfactory performance, although the wording may slightly vary, their response must be consistent with the benchmark answers below.   1. Identifying three legal requirements relevant to them as an aged care worker.   Responses will vary. However, for a satisfactory performance, the candidate must identify three legal requirements sourced from the given legislation that are relevant to them as an aged care worker.   1. Providing the section in the legislation where the legal requirement may be found.   Responses will vary depending on the legal requirement that the candidate identified. However, for a satisfactory performance, the candidate’s responses must be consistent with the content of the given legislation. The assessor must refer to the legislation register when assessing the candidate’s responses.   1. Explaining how meeting each requirement will promote aged care rights.   Responses will vary depending on the legal requirement that the candidate identified. However, for a satisfactory performance, the candidate’s response must demonstrate sufficient knowledge on how meeting each legal requirement will promote aged care rights.  Model answers are provided on the next page for the assessor’s reference. | |

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| **Role of Quality of Care Principles 2014 in aged care** | To regulate the quality of aged care providers | |
| **Relevant legal requirement in Quality of Care Principles 2014** | | **How meeting this legal requirement will promote aged care rights** |
| Each consumer gets safe and effective personal care, clinical care, or both personal care and clinical care, that:   * Is best practice * Is tailored to their needs * Optimises their health and well‑being.   Source:       Schedule 2 Aged Care Quality Standards, Standard 3 - personal care and clinical care | | Providing older people with the best care will enable them to meet their needs. |
| Each consumer gets safe and effective services and supports for daily living that meet the consumer’s needs, goals and preferences and optimise their independence, health, well‑being and quality of life  Source:       Schedule 2 Aged Care Quality Standards, Standard 4 - services and supports for daily living | | Providing older people with services and support for daily living enables them to do what they want to do. |

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| **Relevant legal requirement in Quality of Care Principles 2014** | **How meeting this legal requirement will promote aged care rights** |
| Consumers, their family, friends, carers and others are encouraged and supported to provide feedback and make complaints.  Source:       Schedule 2 Aged Care Quality Standards, Standard 6 - feedback and complaints | Providing older people with the right to feedback and complaints will ensure their concerns are addressed, and appropriate action is taken |

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| Application  Description automatically generated with low confidence | 1. Identify one state/territory-based legislation relevant to aged care. For this legislation: 2. Describe the role of this legislation in aged care. 3. Identify three legal requirements relevant to you as an aged care worker. 4. Provide the section in the legislation where each legal requirement may be found. 5. Explain how meeting each requirement will promote aged care rights. |

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| *Mapping: CHCAGE013 KE2.2 (p)*  *Learner guide reference: CHCAGE013 Learner Guide, Chapter 2, Subchapter 2.2, Section 2.2.2*  **Marking guide**  The candidate must identify one state/territory-based legislation relevant to aged care.  Responses will vary depending on the candidate’s state/territory, however, for a satisfactory performance, the candidate’s response must demonstrate sufficient knowledge of state/territory-based legislation relevant to aged care.  For the assessor to determine whether the legislation that the candidate identified is applicable in their state/territory, they must check the legislation register of the state/territory that the candidate identified. |

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| |  |  | | --- | --- | | **State/territory** | **Legislation register** | | Commonwealth | [Legislation register](https://www.legislation.gov.au/) | | Australian Capital Territory | [Legislation register](https://legislation.act.gov.au/) | | New South Wales | [Legislation register](https://www.legislation.nsw.gov.au/#/) | | Northern Territory | [Legislation register](https://legislation.nt.gov.au/) | | Queensland | [Legislation register](https://www.legislation.qld.gov.au/) | | South Australia | [Legislation register](https://www.legislation.sa.gov.au/index.aspx) | | Tasmania | [Legislation register](https://www.legislation.tas.gov.au/) | | Victoria | [Legislation register](https://www.legislation.vic.gov.au/) | | Western Australia | [Legislation register](https://www.legislation.wa.gov.au/) | |
| For this legislation, they must:   1. Describe the role of this state/territory-based legislation in aged care.   Responses will vary depending on the legislation identified by the candidate. However, for a satisfactory performance, the candidate must demonstrate sufficient knowledge of the role of the state/territory-based legislation they identified in aged care.   1. Identify three legal requirements relevant to them as an aged care worker.   Responses will vary depending on the on the candidate’s state/territory. However, for a satisfactory performance, the candidate must identify three legal requirements sourced from the identified legislation that are relevant to them as an aged care worker.   1. Provide the source for each response, e.g. section in the legislation where each legal requirement may be found.   Responses will vary depending on the legislation identified by the candidate. However, for a satisfactory performance, the candidate’s responses must be consistent with the content of the legislation they identified. The assessor must refer to the legislation register when assessing the candidate’s responses.   1. Explain how meeting each requirement will promote aged care rights.   Responses will vary depending on the legal requirement that the candidate identified, however, for a satisfactory performance, the candidate must demonstrate sufficient knowledge on how meeting each legal requirement will promote aged care rights. |

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| Model answers are provided on the next page for the assessor’s reference. These model answers are based on legislation applicable in Victoria. | | |
| **State/territory legislation relevant to aged care** | Medical Treatment Planning and Decisions Act 2016 | |
| **Role of identified legislation in aged care** | To provide for a person to execute in advance a directive that gives binding instructions or expresses the person's preferences and values in relation to the person's future medical treatment. | |
| **Relevant legal requirement in identified legislation** | | **How meeting this legal requirement will promote aged care rights** |
| A health practitioner may administer medical treatment (other than electroconvulsive treatment) or a medical research procedure to a person without consent under this Part or without consent or authorisation under Part 5 if the practitioner believes on reasonable grounds that the medical treatment or medical research procedure is necessary, as a matter of urgency to—   * Save the person's life; or * Prevent serious damage to the person's health; or * Prevent the person from suffering or continuing to suffer significant pain or distress.   Source:       Section 53 (1) | | You ensure that the medical treatment administered without the older person’s consent is vital in preventing serious damage to the person’s health. |

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| **Relevant legal requirement in identified legislation** | **How meeting this legal requirement will promote aged care rights** |
| A health practitioner is not permitted to administer medical treatment or a medical research procedure to a person under subsection (1) if the practitioner is aware that the person has refused the particular medical treatment or procedure, whether by way of an instructional directive or a legally valid and informed refusal of treatment by or under another form of informed consent.  Source:       Section 53 (2) | You are respecting the older person's right to make informed decisions about their care when you ensure that the health practitioner who gives medical treatment to them follows their decision to refuse treatment. |
| A health practitioner may administer palliative care to any person who does not have decision-making capacity for that care despite any decision of the person's medical treatment decision maker, but in making a decision to administer that care must—   * Have regard to any preferences and values of the person, whether expressed by way of a values directive or otherwise; and * Consult with the person's medical treatment decision maker (if any).   Source:       Section 54 | You ensure that the health practitioner’s decision to administer palliative care without the older person’s consent aligns with their preferences and values. |

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| Application  Description automatically generated with low confidence | 1. Describe the role of each safeguarding body in aged care and explain how they promote aged care rights. | | |
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| *Mapping: CHCAGE013 KE2.1*  *Learner guide reference: CHCAGE013 Learner Guide, Chapter 4, Subchapter 3.4, Section 3.4.1*  **Marking guide**  The candidate must:   1. Describe the role of each safeguarding body in aged care.   For a satisfactory performance, although the wording may slightly vary, their response must be consistent with the benchmark answers below.   1. Explain how they promote aged care rights.   For a satisfactory performance, the candidate must demonstrate sufficient knowledge on how each safeguarding body promotes aged care rights.  Model answers are provided below for the assessor’s reference. | | | |
| **Safeguarding body** | | **Role in aged care** | **How this safeguarding body promotes aged care rights** |
| 1. Royal Commission into Aged Care Quality and Safety | | To evaluate the safety and quality of the aged care. | This safeguardingbody investigates the current system to find issues and give recommendations that will protect aged care rights. |
| 1. Australian Human Rights Commission | | Investigate and conciliate discrimination and human rights complaints. | This safeguardingbody ensures that aged care rights are respected and protected. |

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| Application  Description automatically generated with low confidence | 1. Answer the following questions about mandatory reporting in relation to aged care. |
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| *Mapping: CHCAGE013 KE1.2 (p), KE2.4*  *Learner guide reference: CHCAGE013 Learner Guide, Chapter 3, Subchapter 3.4, Section 3.4.2*  **Marking guide**  The candidate must answer the following questions about mandatory reporting in relation to aged care.  Additional marking guide and benchmark answers are provided below to guide the assessor in assessing the candidate’s responses. | |
| 1. Provide a link to your state/territory’s website for reporting abuse towards older people.     The candidate must provide a link to their state/territory’s website for reporting abuse towards older people.  For a satisfactory performance, the candidate must provide a link to their state/territory’s website for reporting abuse towards older people in the state/territory they specified in the Preliminary Task of this Knowledge Assessment. | |

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| In order to verify this, the assessor must access the link the candidate provided and confirm that it is the website for reporting abuse towards older people in the state/territory the candidate specified in the Preliminary Task of this Knowledge Assessment.  For the assessor’s reference, links to each state/territory website are provided below (as of 18 Jan 2022).  Note to the assessor: Websites/pages may move or get outdated. The assessor must ensure to refer to the relevant state/territory website.   |  |  | | --- | --- | | **State/territory** | **Website for reporting abuse towards older people** | | ACT | https://www.communityservices.act.gov.au/seniors/elder-abuse | | NSW | https://www.facs.nsw.gov.au/resources/statistics/ageing-and-disability-abuse-helpline | | NT | https://www.cotant.org.au/information/elder-abuse/ | | Qld | https://www.eapu.com.au/ | | SA | http://www.sa.agedrights.asn.au/ | | Tas | https://advocacytasmania.org.au/i-need-some-help/ | | Vic | https://seniorsrights.org.au/get-help/get-help-for-professionals/ | | WA | https://www.advocare.org.au/ | |

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| 1. Identify eight types of reportable cases under the Aged Care Act 1997.          The candidate must identify eight types of reportable cases under the Aged Care Act 1997.  For a satisfactory performance, although wording may slightly vary, the candidate’s response must be all of the following (in no particular order):   * Unreasonable use of force against the residential care recipient * Unlawful sexual contact, or inappropriate sexual conduct, inflicted on the residential care recipient * Psychological or emotional abuse of the residential care recipient * Unexpected death of the residential care recipient * Stealing from, or financial coercion of, the residential care recipient by a \*staff member of the provider * Neglect of the residential care recipient * Use of a restrictive practice in relation to the residential care recipient (other than in circumstances set out in the quality of care principles) * Unexplained absence of the residential care recipient from the residential care services of the provider. |

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| 1. List three conditions that must be met for reportable incidents to be classified as Priority 1 and reported to the Commission within 24 hours.     The candidate must list three conditions that must be met for reportable incidents to be classified as Priority 1 and reported to the Commission within 24 hours.  For a satisfactory performance, although wording may slightly vary, the candidate’s response must be all of the following (in no particular order):   * Have caused or could reasonably have been expected to cause, a consumer physical or psychological injury or discomfort that requires medical or psychological treatment to resolve * If there are reasonable grounds to contact the police * When there is the unexpected death of a consumer or a consumer’s unexplained absence from the service. |
| 1. Complete the statement: Priority 2 reportable incidents must be reported to the Commission within       days of becoming aware of it occurring.   The candidate must complete the statement above.  For a satisfactory performance, although wording may slightly vary, the candidate’s response must be:  30 |
| 1. What is the role of mandatory reporting in aged care?     The candidate must explain the role of mandatory reporting in aged care.  For a satisfactory performance, although wording may slightly vary, their response must be consistent with the benchmark answer below.  Mandatory reporting enables older people to be protected from indicators and allegations of exploitation, abuse, harassment, and neglect. |

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| 1. What is the aged care worker’s duty of care in relation to mandatory reporting?     The candidate must explain the aged care worker’s duty of care in relation to mandatory reporting.  For a satisfactory performance, the candidate’s response must demonstrate sufficient knowledge on the aged care worker’s duty of care in relation to mandatory reporting.  Model answers are provided below for the assessor’s reference:  It is the aged care worker’s duty of care to ensure that any reasonable belief of abuse to the person they are supporting is reported to the proper authorities.  The candidate may also provide specific examples or actions such as:  For example, if an older person is seen with bite marks and injuries in their private areas. An aged care worker’s duty of care will then be to report the case to the proper authorities if they suspect signs of abuse or neglect. |
| 1. How does complying with mandatory reporting requirements helps you promote aged care rights as an aged care worker?     The candidate must explain how does complying with mandatory reporting requirements helps them promote aged care rights as an aged care worker.  For a satisfactory performance, the candidate must demonstrate sufficient knowledge on how does complying with mandatory reporting requirements helps them promote aged care rights as an aged care worker.  A model answer is provided below to give the assessor a general idea of the required breadth and depth for a satisfactory response:  Mandatory reporting helps to prevent and stop the harm that abuse, harassment, and neglect can bring to older people. |

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| Application  Description automatically generated with low confidence | 1. Answer the following questions about privacy and confidentiality of information. |
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| *Mapping: CHCAGE013 KE2.5*  *Learner guide reference: CHCAGE013 Learner Guide, Chapter 3, Subchapter 3.5, Section 3.5.2*  **Marking guide**  The candidate must answer the following questions about privacy and confidentiality of information.  Additional marking guide and benchmark answers are provided below to guide the assessor in assessing the candidate’s responses. | |
| 1. Identify two purposes of the Privacy Act 1988.    The candidate must identify two purposes of the Privacy Act 1988.  For a satisfactory performance, the candidate’s responses must be two of the following:   * To promote the protection of the privacy of individuals. * To recognise that the protection of the privacy of individuals is balanced with the interests of entities in carrying out their functions or activities. * To provide the basis for nationally consistent regulation of privacy and the handling of personal information. * To promote responsible and transparent handling of personal information by entities. * To facilitate an efficient credit reporting system while ensuring that the privacy of individuals is respected. * To facilitate the free flow of information across national borders while ensuring that the privacy of individuals is respected. * To provide a means for individuals to complain about an alleged interference with their privacy. * To implement Australia’s international obligation in relation to privacy.   Source: https://www.legislation.gov.au/Details/C2021C00452 | |

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| 1. List the 13 Australian Privacy Principles in their correct order.   The candidate must list the 13 Australian Privacy Principles in their correct order.  For a satisfactory performance, the candidate’s responses must be the 13 below (in the correct order):   1. Open and transparent management of personal information 2. Anonymity and pseudonymity 3. Collection of solicited personal information 4. Dealing with unsolicited personal information 5. Notification of the collection of personal information 6. Use or disclosure of personal information 7. Direct marketing 8. Cross-border disclosure of personal information 9. Adoption, use or disclosure of government related identifiers 10. Quality of personal information 11. Security of personal information 12. Access to personal information 13. Correction of personal information |

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| 1. Name two examples of personal and sensitive information in aged care.   The candidate must name two examples of personal and sensitive information in aged care.  **Personal information**  For a satisfactory performance, although wording may vary, their response must be two of the model answers below (in no particular order).  If their responses are not any of the ones listed below, it may still be satisfactory as long as they demonstrate sufficient knowledge of examples of personal information in aged care.  **Sensitive information**  For a satisfactory performance, although wording may vary, their response must be two of the model answers below (in no particular order).  If their responses are not any of the ones listed below, it may still be satisfactory as long as they demonstrate sufficient knowledge of examples of sensitive information in aged care.   |  |  | | --- | --- | | **Personal Information** | **Sensitive Information** | | * An individual’s name, signature, address, phone number or date of birth * Photographs * Employment details * Voiceprint and facial recognition biometrics | * Racial or ethnic origin * Political opinions or associations * Religious or philosophical beliefs * Trade union membership or associations * Sexual orientation or practices * Criminal record * Health or genetic information * Some aspects of biometric information | |

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| 1. Complete the statement: Under Australian Privacy Principle 11, if an APP entity holds personal information, the entity must take such steps as are reasonable in the circumstances to protect the information from      .   The candidate must complete the statement above.  For a satisfactory performance, although wording may slightly vary, the candidate’s response must be:  From misuse, interference and loss and from unauthorised access, modification or disclosure |
| 1. What is the role of privacy of information in aged care?     The candidate must explain the role of privacy of information in aged care.  For a satisfactory performance, although wording may slightly vary, their response must be consistent with the benchmark answer below.  Privacy of information enables older people to have control over how their personal information is collected, used, and disclosed. |
| 1. What is the role of confidentiality of information in aged care?     The candidate must explain the role of confidentiality of information aged care.  For a satisfactory performance, although wording may slightly vary, their response must be consistent with the benchmark answer below.  Confidentiality of information enables older people to have their sensitive information kept confidential until they permit to disclose it. |
| 1. How does complying with privacy of information requirements helps you promote aged care rights as an aged care worker?     The candidate must explain how does complying with privacy of information requirements helps them promote aged care rights as an aged care worker.  For a satisfactory performance, the candidate must demonstrate sufficient knowledge on how following privacy of information requirements as an aged care worker help them nurture aged care rights.  A model answer is provided below to give the assessor a general idea of the required breadth and depth for a satisfactory response:  Privacy of information respects a person’s preferences regarding handling of their personal information. |

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| 1. How does complying with confidentiality of information requirements helps you promote aged care rights as an aged care worker?     The candidate must explain how does complying with confidentiality of information requirements helps them promote aged care rights as an aged care worker.  For a satisfactory performance, the candidate must demonstrate sufficient knowledge on how following confidentiality of information requirements as an aged care worker help them nurture aged care rights.  A model answer is provided below to give the assessor a general idea of the required breadth and depth for a satisfactory response:  Confidentiality of information builds the trust of older people to share sensitive information to care workers. |

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| Application  Description automatically generated with low confidence | 1. Answer the following questions about consent. |
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| *Mapping: CHCAGE013 KE2.6.1, KE2.6.2*  *Learner guide reference: CHCAGE013 Learner Guide, Chapter 3, Subchapter 3.3*  **Marking guide**  The candidate must answer the following questions about consent.  Additional marking guide and benchmark answers are provided below to guide the assessor in assessing the candidate’s responses. | |
| 1. Complete the statement: The Partnering with Consumers Standard of the National Safety and Quality Health Service (NSQHS) recognises the importance of involving patients in      .   The candidate must complete the statement above.  For a satisfactory performance, although wording may slightly vary, the candidate’s response must be:  Their own care and providing clear communication to patients | |

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| 1. True or False: Informed consent is always required.   True  False  If you answered false, provide an explanation.  Explanation:  The candidate must indicate whether the statement above is true or false, and if their answer is false, they must provide an explanation.  For a satisfactory performance, the candidate’s response must be FALSE, and although wording may slightly vary in their explanation, the candidate’s response must include one of the following:  Informed consent is necessary in all cases, except when:   * A court order requires you to provide information without the consent of the person. * Disclosing the information is necessary to assist law enforcement agencies and other relevant government agencies. * There is reason to believe that the person is in grave danger or risk of harm, and the information is necessary to file a report. |
| 1. Identify three things that the person must be informed of or explicitly made aware of before they can provide their informed consent.     The candidate must identify three things that the person must be informed of or explicitly made aware of before they can provide their informed consent.  For a satisfactory performance, although wording may slightly vary, the candidate’s responses must be the three below (in no particular order):   * Possible outcomes of the decision * Risks involved with the decision * Effects that the decision may have on their financial assets |

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| 1. What is the role of informed consent in aged care?     The candidate must explain the role of informed consent in aged care.  For a satisfactory performance, although wording may slightly vary, their response must be consistent with the benchmark answer below.  Informed consent enables older people to have a complete understanding of any proposed care before giving them their approval. |
| 1. How does seeking informed consent helps you promote aged care rights as an aged care worker?     The candidate must explain how does seeking informed consent helps them promote aged care rights as an aged care worker.  For a satisfactory performance, the candidate must demonstrate sufficient knowledge on how asking for old people’s consent as an aged care worker helps them nurture aged care rights.  A model answer is provided below to give the assessor a general idea of the required breadth and depth for a satisfactory response:  Seeking informed consent respects the person’s preferences regarding the kind of care they want. |
| 1. List three situations where an older person provides un-informed consent.     The candidate must list three situations where an older person provides un-informed consent.  For a satisfactory performance, although wording may slightly vary, the candidate’s responses must be the three below (in no particular order):   * Person is unable to understand * Person has incomplete information * Person has wrong information |

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| 1. How does seeking un-informed consent violates aged care rights?     The candidate must explain how does seeking un-informed consent violates aged care rights.  For a satisfactory performance, the candidate must demonstrate sufficient knowledge on how not properly asking for old people’s consent violates aged care rights.  A model answer is provided below to give the assessor a general idea of the required breadth and depth for a satisfactory response:  Seeking un-informed consent prevents older people from understanding the risks that arise from any proposed care given to them. |

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| Application  Description automatically generated with low confidence | 1. Answer the following questions about industry standards and industry standards body relevant to aged care services. |
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| *Mapping: CHCAGE013 KE2.7*  *Learner guide reference: CHCAGE013 Learner Guide, Chapter 2, Subchapter 2.1, Section 2.1.1*  **Marking guide**  The candidate must answer the following questions about industry standards and industry standards body relevant to aged care services.  Additional marking guide and benchmark answers are provided below to guide the assessor in assessing the candidate’s responses. | |
| 1. Describe the role of each industry standard in aged care and explain how they promote aged care rights.   The candidate must:   * Describe the role of each industry standard in aged care.   For a satisfactory performance, although the wording may slightly vary, their response must be consistent with the benchmark answers below.   * Explain how they promote aged care rights.   For a satisfactory performance, the candidate's response must demonstrate sufficient knowledge on how each industry standard promotes aged care rights.  Model answers are provided below for the assessor’s reference. | |

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| |  |  |  | | --- | --- | --- | | **Industry standards** | **Role in aged care** | **How this industry standards promotes aged care rights** | | 1. Services and supports for daily living | Provide safe and effective services and supports for daily living that optimise the consumer’s independence, health, well-being and quality of life. | This industry standard ensures that older people get the services and supports for daily living that are important for their health and well-being. | | 1. Human resources | Ensure there is a workforce that is sufficient, and is skilled and qualified to provide safe, respectful and quality care and services. | This industry standard ensures that older people get quality care and services when they need them from people who are knowledgeable, capable and caring. | |

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| 1. Describe the role of the Aged Care Quality and Safety Commission as an industry standards body in aged care.     The candidate must describe the role of the Aged Care Quality and Safety Commission as an industry standards body in aged care.  For a satisfactory performance, although the wording may slightly vary, their response must be consistent with the benchmark answers below.  The Aged Care Quality and Safety Commission protects and improves the safety, health, wellbeing and quality of life of people receiving Australian funded aged care. |
| 1. Explain how the Aged Care Quality and Safety Commission promotes aged care rights.     The candidate must explain how the Aged Care Quality and Safety Commission promotes aged care rights.  For a satisfactory performance, the candidate's response must demonstrate sufficient knowledge on how the Aged Care Quality and Safety Commission promotes aged care rights.  The Aged Care Quality and Safety Commission provides funds that help older people to meet their individual goals and needs. |

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| Application  Description automatically generated with low confidence | 1. Answer the following questions about attitudes and stereotypes towards older people. |
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| *Mapping: CHCAGE013 KE3.1, K3.2, KE3.3, KE3.4, KE3.5*  *Learner guide reference: CHCAGE013 Learner Guide Chapter 1 Introduction*  **Marking guide**  The candidate must answer the following questions about attitudes and stereotypes towards older people.  Additional marking guide and benchmark answers are provided below to guide the assessor in assessing the candidate’s responses. | |
| 1. Define stereotype in the context of aged care.     The candidate must define stereotype in the context of aged care.  For a satisfactory performance, although the wording may slightly vary, their response must be consistent with the benchmark answers below.  A stereotype is a preconceived notion or image of a particular sort of person or thing that many people have, but which is frequently untrue in reality. | |
| 1. List two stereotypes of older people.    The candidate must list two stereotypes of older people.  For a satisfactory performance, the candidate’s responses must be prevalent yet fixed and oversimplified perceptions of older people.  Model answers are provided below for the assessor’s reference.   * All older people are lonely. * All older people are unhealthy. | |

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| 1. Describe each type of attitude in relation to aged care.   The candidate must describe each type of attitude in relation to aged care.  For a satisfactory performance, the candidate's response must demonstrate sufficient knowledge on each type of attitude in relation to aged care.  Model answers are provided in the table below for the assessor’s reference.   |  |  | | --- | --- | | **Attitude** | **Description** | | 1. Ageism | It means discriminating against a person based on their age. For example, when an employer refuses to hire older people. | | 1. Paternalism | It means taking away older people’s control over their own lives. For example, when an aged care worker makes all the decisions related to an older person’s care and daily life. | | 1. Stigma | It means shame attached to a person because of their characteristic. For example, an older person labelled as ‘one foot in the grave’ rather than ‘a person with old age’. | |
| 1. Define values judgement regarding perceived quality of life in aged care.     The candidate must define values judgement regarding perceived quality of life in aged care.  For a satisfactory performance, although the wording may slightly vary, their response must be consistent with the benchmark answers below.  Values judgement regarding perceived quality of life refers to a [statement](https://dictionary.cambridge.org/us/dictionary/english/statement) of how good or [bad](https://dictionary.cambridge.org/us/dictionary/english/bad) an older person perceives and evaluates their life. |

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| 1. List two dangers of forming values judgement regarding perceived quality of life in aged care.    The candidate must list two dangers of forming values judgement regarding perceived quality of life in aged care.  For a satisfactory performance, the candidate’s responses must demonstrate sufficient knowledge of dangers of forming values judgement regarding perceived quality of life in the context of aged care.  Model answers are provided below for the assessor’s reference.   * Lower the person’s self esteem * Cause stress and trauma to the person |
| 1. Name two common misconceptions towards older people.    The candidate must name two common misconceptions towards older people.  For a satisfactory performance, the candidate’s responses must demonstrate sufficient knowledge on common misconceptions towards older people.  Model answers are provided below for the assessor’s reference.   * Older people lose their desire to live. * Older people contribute little to society. |

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| Application  Description automatically generated with low confidence | 1. Answer the following questions about key philosophies and concepts in aged care. |
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| *Mapping: CHCAGE013 KE4.2, KE4.3, KE4.4, KE4.5, KE4.6*  *Learner guide reference: CHCAGE013 Learner Guide, Chapter 3 Introduction*  **Marking guide**  The candidate must answer the following questions about key philosophies and concepts in aged care.  Additional marking guide and benchmark answers are provided below to guide the assessor in assessing the candidate’s responses. | |
| 1. Briefly explain the difference between care and support as key concepts in aged care.     The candidate must briefly explain the difference of care and support as key concepts in aged care.  For a satisfactory performance, although the wording may slightly vary, their response must be consistent with the benchmark answers below.  Caring for a person means doing things for them. For example, identifying what a person needs and buying the things for them. On the other hand, supporting a person means encouraging them to do something for themselves. For example, going with the person to the grocery or teaching them to shop online. | |
| 1. Describe the empowerment of the person receiving care as a key concept in aged care.     The candidate must describe the empowerment of the person receiving care as a key concept in aged care.  For a satisfactory performance, although the wording may slightly vary, their response must be consistent with the benchmark answers below.  Empowerment of the person receiving care involves promoting and encouraging self-determination by older people, supporting them to make their own choices and decisions, particularly where the outcomes directly affect their lives. | |

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| 1. Describe social role valorisation as a key concept in aged care.     The candidate must describe social role valorisation as a key concept in aged care.  For a satisfactory performance, although the wording may slightly vary, their response must be consistent with the benchmark answers below.  Social role valorisation states that people with more ‘useful’ roles in society get better treatment. It encourages people to participate in and contribute to their communities in the ways that they desire to through valued social roles. This explains why older people in aged care may be seen as not having as much value as people who have more ‘useful’ roles such as doctors or lawyers. |
| 1. Complete the table below by differentiating past and present views of aged care.   The candidate must complete the table below by differentiating past and present views of aged care.  For a satisfactory performance, although wording may slightly vary, the candidate’s responses must be consistent with the benchmark answers below.   |  |  | | --- | --- | | **Past views** | **Present views** | | 1. People saw ageing as a negative thing. | People are starting to see ageing as a natural part of life. It is not something that people should fear or avoid. | | 1. Older people should avoid being too active because it could be physically dangerous. | Older people should stay as active as possible to maintain their health. | |
| 1. Describe segregating as a key concept in aged care.     The candidate must describe segregating as a key concept in aged care.  For a satisfactory performance, although the wording may slightly vary, their response must be consistent with the benchmark answers below.  Segregating means separating a group from the general population. In the aged care context, segregating older people means forcefully separating them. |

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| 1. List two risks associated with segregating older people in the society.    The candidate must list two risks associated with segregating older people in the society.  For a satisfactory performance, the candidate’s responses must demonstrate sufficient knowledge on risks associated with segregating older people in the society.  Model answers are provided below for the assessor’s reference.   * Older people may have increased feelings of isolation and rejection. * Older people may have less access to services available to younger people. |
| 1. Describe congregating as a key concept in aged care.     The candidate must describe congregating as a key concept in aged care.  For a satisfactory performance, although the wording may slightly vary, their response must be consistent with the benchmark answers below.  Congregating means gathering people with similar beliefs or interests. In the aged care context, congregating older people means giving them a safe space to gather with their peers. |
| 1. List two risks associated with congregating older people in the society.    The candidate must list two risks associated with congregating older people in the society.  For a satisfactory performance, the candidate’s responses must demonstrate sufficient knowledge on risks associated with congregating older people in the society.  Model answers are provided below for the assessor’s reference.   * There may be a further cultural separation between younger and older people. * Large groups of older people may have greater medical needs that are more difficult to meet. |

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| Application  Description automatically generated with low confidence | 1. Answer the following questions about job roles and working under supervision in aged care. |
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| *Mapping: CHCAGE013 KE5.1, KE5.2 (p)*  *Learner guide reference:*   * *CHCAGE013 Learner Guide, Chapter 1, Subchapter 1.1, Section 1.1.1* * *CHCAGE013 Learner Guide, Chapter 1, Subchapter 1.3, Section 1.3.2*   **Marking guide**  The candidate must answer the following questions about job roles and working under supervision in aged care.  Additional marking guide and benchmark answers are provided below to guide the assessor in assessing the candidate’s responses. | |
| 1. What does it mean to work under supervision in aged care?     The candidate must explain what it means to work under supervision in aged care.  For a satisfactory performance, although wording may slightly vary, their response must be consistent with the benchmark answer below:  Working under supervision means performing tasks under the instructions and control of a supervisor. | |
| 1. Identify two ways to determine who your supervisor is in your organisation.    The candidate must identify two ways to determine who their supervisor is in their organisation.  For a satisfactory performance, the candidate’s responses must demonstrate sufficient knowledge on ways to determine who their supervisor is in their organisation.  Model answers are provided below for the assessor’s reference.   * Job position description * Organisation’s reporting lines | |

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| 1. Describe the scope of practice of each given job role in the aged care sector.   The candidate must describe the scope of practice of each given job role in the aged care sector.  For a satisfactory performance, the candidate’s responses must demonstrate sufficient knowledge on the scope of practice of each given job role in the aged care sector.  Model answers are provided below for the assessor’s reference.   |  |  | | --- | --- | | **Job role** | **Scope of practice** | | 1. Residential care worker | Provide care for older people in residential facilities. | | 1. Nursing support worker | Assist registered nurses in providing basic medical procedures. | |

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| Application  Description automatically generated with low confidence | 1. Consider the diagram below then answer the following questions about your reporting lines as a home care support worker. | |
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| *Mapping: CHCAGE013 KE5.2 (p)*  *Learner guide reference: CHCAGE013 Learner Guide, Chapter 1, Subchapter 1.3, Section 1.3.3*  **Marking guide**  The candidate must answer the following questions about their reporting lines as a home care support worker based on the diagram above.  Additional marking guide and benchmark answers are provided below to guide the assessor in assessing the candidate’s responses. | |
| 1. What are reporting lines?     The candidate must define reporting lines.  For a satisfactory performance, although wording may slightly vary, their response must be consistent with the benchmark answer below:  Reporting lines refer to a structure or relationship in which an employee reports to or is accountable to a particular manager. | |

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| 1. According to the diagram above, who is the direct supervisor of a support staff member?     The candidate must identify who is the direct supervisor of a support staff member based on the diagram above.  For a satisfactory performance, the candidate’s response must be the Head of Support Staff. |
| 1. According to the diagram above, who is second in the reporting line of a support staff member?     The candidate must identify who is second in the reporting line of a support staff member based on the diagram above.  For a satisfactory performance, the candidate’s response must be the Home Care Manager. |
| 1. According to the diagram above, who is third in the reporting line of a support staff member?     The candidate must identify who is third in the reporting line of a support staff member based on the diagram above.  For a satisfactory performance, the candidate’s response must be the Chief Operating Officer. |
| 1. According to the diagram above, who is the last person in the reporting line of a support staff member?     The candidate must identify who is the last person in the reporting line of a support staff member based on the diagram above.  For a satisfactory performance, the candidate’s response must be the Board of Directors. |

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| Application  Description automatically generated with low confidence | 1. Answer the following questions about interdisciplinary team members and key organisations in aged care sector. |
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| *Mapping: CHCAGE013 KE5.3, KE5.4*  *Learner guide reference:*   * *CHCAGE013 Learner Guide, Chapter 2 Introduction* * *CHCAGE013 Learner Guide, Chapter 2, Subchapter 2.3*   **Marking guide**  The candidate must answer the following questions about interdisciplinary team members and key organisations in aged care sector.  Additional marking guide and benchmark answers are provided below to guide the assessor in assessing the candidate’s responses. | | |
| 1. Define an interdisciplinary team in aged care sector.     The candidate must define an interdisciplinary team in aged care sector.  For a satisfactory performance, although the wording may slightly vary, their response must be consistent with the benchmark answers below.  An interdisciplinary team is a group of people with diverse knowledge, skills, and qualifications working together toward providing the appropriate care for older people. | | |

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| 1. Describe the role of each interdisciplinary team member in aged care sector.   The candidate must describe the role of each interdisciplinary team member in aged care sector.  For a satisfactory performance, the candidate’s responses must demonstrate sufficient knowledge on the role of each interdisciplinary team member in aged care sector.  Model answers are provided below for the assessor’s reference.   |  |  | | --- | --- | | **Team member** | **Role in aged care sector** | | 1. Administration staff | Provide helpful indirect support to staff instead of working directly with older people. Their tasks include managing rosters, budgets, training and guiding organisation and service improvement. | | 1. Doctor or general practitioner | They are registered health professionals who are responsible for the persons’ overall healthcare. They diagnose and prescribe treatments. | |

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| 1. Complete the table below by: 2. Listing three key organisations in aged care sector in Australia. 3. Describing how each key organisation provides the best care for older people.   The candidate must complete the table below by:   1. Listing three key organisations in aged care sector in Australia.   For a satisfactory performance, the candidate’s responses must demonstrate sufficient knowledge of key organisations in aged care sector in Australia.   1. Describing how each key organisation provides the best care for older people.   For a satisfactory performance, the candidate’s responses must:   * Be consistent with the key organisation they identified. * Demonstrate sufficient knowledge of how each key organisation they identified provides older people with different care services.   Model answers are provided below for the assessor’s reference.   |  |  | | --- | --- | | **Key organisation** | **How this key organisation provides the best care for older people** | | Older Persons Advocacy Network | They are a network that provides free support services for older people. They help older people address issues related to their care. | | My Aged Care | They provide access to services funded by the government for relevant aged care needs. | |

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| Application  Description automatically generated with low confidence | 1. Answer the following questions about funding and accreditation systems in aged care sector. |
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| *Mapping: CHCAGE013 KE5.5*  *Learner guide reference: CHCAGE013 Learner Guide, Chapter 2 Introduction*  **Marking guide**  The candidate must answer the following questions about funding and accreditation systems in aged care sector.  Additional marking guide and benchmark answers are provided below to guide the assessor in assessing the candidate’s responses. | | |
| 1. Define accreditation systems in aged care sector.     The candidate must define accreditation systems in aged care sector.  For a satisfactory performance, although the wording may slightly vary, their response must be consistent with the benchmark answers below.  Accreditation systems seek to assess the quality and care of services delivered by approved providers against the Quality Standards and contribute to improved safety, quality and continuous improvement of services. | | |
| 1. Define funding systems in aged care sector.     The candidate must define funding systems in aged care sector.  For a satisfactory performance, although the wording may slightly vary, their response must be consistent with the benchmark answers below.  Funding systems refer to the act of providing resources to finance an organisation’s services in aged care sector. | | |

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| 1. What is the relationship between funding and accreditation systems in aged care sector?     The candidate must explain the relationship between funding and accreditation systems in aged care sector.  For a satisfactory performance, although the wording may slightly vary, their response must be consistent with the benchmark answers below.  Accreditation bodies check registered organisations if they meet recognised standards in aged care sector. Receiving accreditation confirms the level of quality the organisation has achieved and entitles organisations to receive funds from either government or other organisations. |
| 1. Outline the steps a service provider must follow to be accredited by the Aged Care Quality and Safety Commission.         The candidate must outline the steps a service provider must follow to be accredited by the Aged Care Quality and Safety Commission.  For a satisfactory performance, although wording may slightly vary, the candidate’s responses must be consistent with the answers below (in order):   1. Provider applies for accreditation 2. Commissioner decides whether to accept application 3. Commissioner informs provider about decision to accept application 4. Commission assigns assessment team for accreditation 5. Provider informs clients about accreditation 6. Team conducts accreditation 7. Commissioner decides whether to accredit provider or not |

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| 1. What does residential aged care providers use to claim residential care subsidy for each resident that permanently enters their care?     The candidate must identify what does residential aged care providers use to claim residential care subsidy for each resident that permanently enters their care.  For a satisfactory performance, their response must be the Aged Care Funding Instrument (ACFI). |
| 1. List two kinds of subsidy the Australian Government pays to approved aged care providers.    The candidate must list two kinds of subsidy the Australian Government pays to approved aged care providers.  For a satisfactory performance, although wording may slightly vary, the candidate’s responses must be two of the model answers below (in no particular order):   * Residential aged care subsidy * Home care package program subsidy * Residential respite subsidy * Flexible care subsidy for the short-term restorative care programme * Flexible care subsidy for the Transition Care Programme |

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| Application  Description automatically generated with low confidence | 1. Answer the following questions about cultural diversity, the cultural competency requirement of the role and respect for differences. |
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| *Mapping: CHCAGE013 KE5.6*  *Learner guide reference: CHCAGE013 Learner Guide, Chapter 2, Subchapter 2.1, Section 2.1.2*  **Marking guide**  The candidate must answer the following questions about cultural diversity, the cultural competency requirement of the role and respect for differences.  Additional marking guide and benchmark answers are provided below to guide the assessor in assessing the candidate’s responses. | |
| 1. Define cultural diversity in aged care sector.     The candidate must define cultural diversity in aged care sector.  For a satisfactory performance, although the wording may slightly vary, their response must be consistent with the benchmark answers below.  Cultural diversity in aged care sector means a group of older people from different cultural backgrounds – it can include differences in cultural/ethnic identity, language, country of birth, religion, heritage/ancestry, national origin, and/or race. | |
| 1. Describe the cultural competency requirement of your role as an aged care worker.     The candidate must describe the cultural competency requirement of their role as an aged care worker.  For a satisfactory performance, the candidate’s response must demonstrate sufficient knowledge on the cultural competency requirement of their role as an aged care worker.  Model answers are provided below for the assessor’s reference:  The cultural competency requirement of an aged care worker’s role is to demonstrate cultural competence by being sensitive to the cultural and social needs of older people.  The candidate may also provide specific examples or actions such as:  For example, an older person has English as a second language. To demonstrate cultural competence, an aged care worker uses English words that are easy to understand and avoids jargon and figures of speech. The aged care worker is mindful not to make and culturally inappropriate jokes that may offend the person. | |

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| 1. Provide three ways on how you can respect cultural differences of older people.     The candidate must provide three ways on how they can respect cultural differences of older people.  For a satisfactory performance, the candidate's response must demonstrate sufficient knowledge of ways on how they can respect cultural differences of older people.  Model answers are provided below for the assessor’s reference:   * Do not judge people's beliefs and traditions. * Learn about other cultures. * Accept correction from people of different cultures. |

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| Application  Description automatically generated with low confidence | 1. Complete the table below by: 2. Listing the following:  * Two key issues that aged care support faces in Australia * Two key issues that aged community support faces in Australia  1. Explaining how these become key issues in providing care and services to older people. |
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| *Mapping: CHCAGE013 KE6.0*  *Learner guide reference: CHCAGE013 Learner Guide, Chapter 3 Introduction*  **Marking guide**  The candidate must complete the table below by:   1. Listing the following:  * Two key issues that aged care support faces in Australia * Two key issues that aged community support faces in Australia   For a satisfactory performance, the candidate’s responses must be important issues that aged care and community support in Australia are facing.   1. Explaining how these become key issues in providing care and services to older people.   For a satisfactory performance, the candidate’s response must:   * Be consistent with the key issues they identified * Demonstrate sufficient knowledge of how the key issues they identified hinder the care and services provided to older people   Model answers are provided in the table below for the assessor’s reference. | |

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| **Support service** | **Key issue** | **How this key issue hinders the care and services provided to older people** |
| 1. Aged care support | Harassment and abuse | This issue prevents old people from living without abuse and neglect. |
| Insufficient equipment and resources | This issue prevents old people from having high quality care and services. |
| 1. Aged community support | Lack of aged care awareness activities | This issue prevents old people from feeling valued and supported by the society. |
| Lack of funds for aged care services | This issue prevents old people from availing high quality care and services funded by the government. |

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| Application  Description automatically generated with low confidence | 1. Answer the following questions about individualised plans. |
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| *Mapping: CHCAGE013 KE8.0*  *Learner guide reference: CHCAGE013 Learner Guide, Chapter 3, Subchapter 3.1*  **Marking guide**  The candidate must answer the following questions about individualised plans.  Additional marking guide and benchmark answers are provided below to guide the assessor in assessing the candidate’s responses. | |
| 1. Define an individualised plan in aged care sector.     The candidate must define an individualised plan in aged care sector.  For a satisfactory performance, although the wording may slightly vary, their response must be consistent with the benchmark answers below.  Individualised plans in aged care are documents that detail an old person’s medical and care information and what services or lifestyle modifications they may need to address their individual needs. | |

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| 1. Identify five key contents of an individualised plan.       The candidate must identify five key contents of an individualised plan.  For a satisfactory performance, the candidate's responses must demonstrate sufficient knowledge of key contents of an individualised plan.  Model answers are provided below for the assessor’s reference. The candidate will only need to provide five responses (in no particular order):   * Basic information * Current medical needs * Care needs * Goals and preferences * Members of care team * Services being availed * Assessment results * Family or carer contact information |
| 1. Briefly explain the purpose of an individualised plan in aged care.     The candidate must briefly explain the purpose of an individualised plan in aged care.  For a satisfactory performance, although the wording may slightly vary, their response must be consistent with the benchmark answers below.  Individualised care plans serve as a guide in providing the appropriate strategies to meet the person’s goals and needs. |

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| Application  Description automatically generated with low confidence | 1. Briefly define each term currently used in aged care. | | | | |
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| *Mapping: CHCAGE013 KE9.0*  *Learner guide reference: CHCAGE013 Learner Guide Introduction*  **Marking guide**  The candidate must briefly define each term currently used in aged care.  For a satisfactory performance, although wording may slightly vary, the candidate’s response must be consistent with the benchmark answers below.  Source: https://www.aihw.gov.au/reports-data/health-welfare-services/aged-care/glossary | | | |
| **Terminology** | | **Definition** | |
| 1. Discharge reason | | Reason for an exit from aged care services. | |
| 1. Mainstream aged care | | An aged care stream that includes both types of residential aged care (permanent and respite), as well as home care. | |
| 1. Personal care | | | Services to assist with everyday tasks such as bathing and getting dressed, assistance with eating, going to the toilet, grooming, getting in and out of bed, and moving about. | |
| 1. Provider (organisation) | | | Organisations that own and operate aged care services (outlets or facilities). | |
| 1. Residential aged care facility | | | Facilities that provide Australian Government-funded residential aged care either on a permanent or short-term (respite) basis to people. | |

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| Application  Description automatically generated with low confidence | 1. Answer the following questions about the risk assessment framework. | |
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| *Mapping: CHCAGE013 KE10.1, KE10.2, KE10.3, KE10.4, KE10.5*  *Learner guide reference: CHCAGE013 Learner Guide, Chapter 2, Subchapter 2.1, Section 2.1.3*  **Marking guide**  The candidate must answer the following questions about the risk assessment framework.  Additional marking guide and benchmark answers are provided below to guide the assessor in assessing the candidate’s responses. | |
| 1. What is risk assessment?     The candidate must define risk assessment.  For a satisfactory performance, although wording may slightly vary, their response must be consistent with the benchmark answer below:  Risk assessment evaluates potential risks that may affect the person you are supporting. It helps you plan ways to minimise the harm it can bring to them. | |
| 1. Outline the process for risk assessment in aged care.     *Add more fields as needed.*  The candidate must outline the process for risk assessment in aged care.  For a satisfactory performance, although wording may slightly vary, the candidate’s responses must be consistent with the process below (in order):   1. Identify potential risks 2. Make a checklist of potential risks 3. Check the site or activity against the checklist 4. Report risks identified 5. Think of a plan to reduce or remove risks 6. Implement plan to reduce or remove risks   Other responses are acceptable as long as they are step-by-step actions that a care worker may take to complete a risk assessment in aged care. | | |

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| 1. How does the risk assessment framework apply to your personal care worker role?     The candidate must describe how does the risk assessment framework apply to their personal care worker role.  For a satisfactory performance, the candidate’s response must demonstrate sufficient knowledge on how the risk assessment framework apply to their role as a support worker in the aged care sector.  Model answers are provided below to give the assessor a general idea of the required breadth and depth for a satisfactory response.  The risk assessment framework evaluates risks involved in the support worker’s role to plan ways to minimise the harm it can bring to older people. An example of a risk that could arise from this is causing harm to the person by using equipment or aids incorrectly. |
| 1. The following are possible factors/situations when risk assessment must be performed in aged care. Briefly explain how the risk assessment framework applies to each factor/situation.   The candidate must briefly explain how the risk assessment framework applies to each factor/situation.  For a satisfactory performance, the candidate’s response must demonstrate sufficient knowledge on how the risk assessment framework applies to each factor/situation.  Model answers are provided in the table below to give the assessor a general idea of the required breadth and depth for a satisfactory response. |

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| | **Factor/situation** | **How the risk assessment framework applies to this factor/situation** | | --- | --- | | 1. Working in a person’s home | Risk assessment when working in a person's home helps an aged care worker accomplish their duties to their clients while minimising the possible harm they may bring as they navigate around the person's home. Examples of risks that could arise from this factor/situation are getting bites and scratches from pets. | | 1. Assisting a person to engage outside of their regular setting | Risk assessment when assisting a person to engage outside of their regular setting allows an aged care worker to anticipate harm that may happen to themselves and the old person they are providing care for when in an environment that they are not usually in. Examples of risks that could arise from this factor/situation are the physical and emotional stress of a person from their new environment. | | 1. Planning an activity | Risk assessment when planning an activity allows an aged care worker to account for any possible harm that may happen to themselves and the old person they are providing care for and make precautions to minimise the possibility of these happening. Examples of risks that could arise from this factor/situation are injuries and accidents from playing sports. | | 1. Medication safety | Risk assessment when administering medication allows an aged care worker to be aware of all the possible side-effects that certain medications can bring the old person they are providing care for and appropriately take precautions so that these side-effects are addressed. An example of a risk that could arise from this factor/situation is a person developing side effects from the medicine administered to them. | |

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| Application  Description automatically generated with low confidence | 1. Answer the following questions about restrictive practices. |
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| *Mapping: CHCAGE013 KE1.2 (p), KE11.1, KE11.2*  *Learner guide reference: CHCAGE013 Learner Guide, Chapter 3, Subchapter 3.3, Section 3.3.1*  **Marking guide**  The candidate must answer the following questions about restrictive practices.  Additional marking guide and benchmark answers are provided below to guide the assessor in assessing the candidate’s responses. | |
| 1. Define restrictive practices in aged care.     The candidate must define restrictive practices in aged care.  For a satisfactory performance, although the wording may slightly vary, their response must be consistent with the benchmark answers below.  Restrictive practices are interventions that limit the movement of a person. Ideally, this is done as a last option and only to ensure the safety of everyone involved. | |
| 1. Name three conditions when restrictive practices are acceptable to use to older people.     The candidate must name three conditions when restrictive practices are acceptable to use to older people.  For a satisfactory performance, although the wording may slightly vary, their response must be three of the benchmark answers below (in no particular order):   1. When you have tried all other means to prevent harm 2. When you have considered all the risks and effects of the practice 3. When the person or their advocate has given consent, unless in situations of absolute emergency 4. When it is in the best interest of the person 5. When there is an expert present, who can ensure the person’s safety. | |

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| 1. What is the aged care worker’s duty of care in relation to using restrictive practices?     The candidate must explain the aged care worker’s duty of care in relation to using restrictive practices.  For a satisfactory performance, the candidate’s response must demonstrate sufficient knowledge on the aged care worker’s duty of care in relation to using restrictive practices.  Model answers are provided below for the assessor’s reference:  It is the aged care worker’s duty of care to ensure that the person they are supporting will stop causing harm either to themselves or others.  The candidate may also provide specific examples or actions such as:  For example, if an older person is showing agitation and hitting their head against hard objects. The aged care worker’s duty of care will then be to provide the person with a helmet that can protect them from harm. |
| 1. Identify five types of restrictive practices in aged care and provide two parameters for the use of each type as an aged care worker.   The candidate must:   1. Identify five types of restrictive practices in aged care.   For a satisfactory performance, the candidate’s responses must demonstrate sufficient knowledge of types of restrictive practices in aged care.   1. Provide two parameters for the use of each type as an aged care worker.   For a satisfactory performance, the candidate's responses must:   * Be consistent with the type of restrictive practice they provided. * Demonstrate sufficient knowledge of how each restrictive practice can be applied for old people within what is acceptable in aged care.   Model answers are provided in the table below for the assessor’s reference. |

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| |  |  | | --- | --- | | **Type of restrictive practice** | **Parameter for use** | | Chemical restraint | * Carefully monitor for potential side effects. * If unclear about the purpose of a person’s medication, seek clarification directly from the prescriber by asking questions around why the medication has been prescribed, and when and how the medication should be administered to ensure the safety and best outcomes for the person. | | Physical restraint | * The person must be treated with dignity and respect at all times. * Monitor the person carefully during the period of restraint and conduct a physical health review after the use of physical restraint. | | Environmental restraint | * Seek consent of the person, guardian, or the RPA Panel before implementation of this restraint. * Particular care must be taken if any restriction is applied or proposed to be applied to basic human rights such as access to food, water, and toileting and bathing facilities. | |

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| |  |  | | --- | --- | | **Type of restrictive practice** | **Parameter for use** | | Mechanical restraint | * The use of mechanical restraint devices requires the approval of a health professional. * As far as practicable in the circumstances, explain to the patient the reason for mechanical restraint, what will happen during the mechanical restraint (such as clinical observations, access to food and drink, access to the toilet), and the circumstances in which the restraint may be removed. | | Seclusion | * This restraint should only be used after all other forms of behaviour management or appropriate alternative restrictive practices have been exhausted. * This restraint should never be used as a punishment. | |

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| Application  Description automatically generated with low confidence | 1. Answer the following questions about psychosocial disability. |
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| Mapping: Provided per item below.  *Learner guide reference: CHCAGE013 Learner Guide, Chapter 3 Introduction*  **Marking guide**  The candidate must answer the following questions about psychosocial disability.  Additional marking guide and benchmark answers are provided below to guide the assessor in assessing the candidate’s responses. | |
| 1. Explain the difference between psychosocial disability and mental health.   *Mapping: CHCAGE013 KE7.2 (p)*    The candidate must explain the difference between psychosocial disability and mental health.  For a satisfactory performance, although the wording may slightly vary, their response must be consistent with the benchmark answer below.  Psychosocial disability is not a diagnosis but a term to describe the functional effects, obstacles or barriers to equality experienced by a person with mental health condition as they interact with a social environment. On the other hand, mental health refers to the general state of wellbeing that affects a person's confidence, self-esteem, their ability to cope and contribute to their community. | |

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| 1. **TRUE OR FALSE:** Everyone with a mental health condition has a psychosocial disability.   Tick the box that corresponds to your answer and explain your answer.  True  False  Explanation:  *Mapping: CHCAGE013 KE7.2 (p)*  The candidate must indicate whether the statement above is true or false and explain their answer.  For a satisfactory performance, the candidate’s response must be FALSE.  Although wording may slightly vary, their responses must be consistent with the benchmark answer below.  Not everyone who has a mental health condition will have a psychosocial disability. Some people with mental health conditions may experience challenges related to their condition, but this will not affect their ability to concentrate, complete tasks, cope with stressful situations, interact with others, manage stress or accept constructive feedback. |
| 1. A person’s disability can impact the way they live their life. List three impacts of psychosocial disability on a person’s life.     The candidate must list three impacts of psychosocial disability on a person’s life.  Responses may vary. For a satisfactory performance, the candidate’s response must be a description of how psychosocial disability possibly affects a person’s way of living (e.g. how they think, feel, behave and act).  Impacts of psychosocial disability refer to how a person with mental health condition interacts with their social environment, resulting in barriers to equality.  Model answers are provided below for the assessor’s reference.   * It restricts a person’s ability to understand constructive feedback. * It restricts a person’s ability to cope with time pressures and multiple tasks. * It restricts a person’s ability to interact with others. |

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| 1. Complete the table below by: 2. Identifying one mental health condition common in older people that is associated with a psychosocial disability. 3. Identifying two phases associated with the mental health condition identified. 4. Briefly describing what the older person with the mental health condition identified may experience in each phase.   This may include how long older people usually stays in each phase, what are they experiencing at each phase, what triggers each phase, etc.   1. Providing the corresponding support required to be given to older people when they experience each phase:  * Additional support * Alternate support   *Mapping: CHCAGE013 KE7.3*  The candidate must complete the table below by:   1. Identifying one mental health condition common to older people that is associated with a psychosocial disability.   Response may vary. For a satisfactory performance, the candidate’s response must be:   * A common mental health illness in older people * Related to the functional effects, obstacles or barriers to equality experienced by a person with mental health condition as they interact with a social environment.  1. Identifying two phases associated with the mental health condition identified.   For a satisfactory performance, the candidate’s response must be:   * Consistent with the mental health condition they identified * A term that describes the period of time when a person experiences the symptoms of the mental condition identified. |

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| 1. Briefly describing what the older person with the mental health condition identified may experience in each phase.   For a satisfactory performance, the candidate’s response must be:   * Consistent with the phase they identified * A brief description of what an older person with the mental health condition identified may experience in each period of time. This may include how long older people usually stay in each phase, what they are experiencing at each phase, what triggers each phase, etc.  1. Providing the corresponding support required to be given to older people when they experience each phase:  * Additional support   For a satisfactory performance, the candidate’s response must be:   * Relevant to their description of the phase * Examples of additional assistance that can be given to older people when they experience a specific phase of their mental health condition. * Alternate support.   For a satisfactory performance, the candidate’s response must be:   * Consistent with their description of the phase * Examples of assistance that can be given to older people when they experience a specific phase of their mental health condition in cases when the usual prescribed support is not available.   Model answers are provided below for the assessor’s reference. |

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| **Mental health condition common to older people that is associated with a psychosocial disability** | Bipolar disorder | | |
| **Phases** | **Description** | **Additional support given** | **Alternate support given** |
| Manic episode | This is a period of at least one week during which a person has more energy than normal, is extremely elated or agitated most of the time, and exhibits at least three of the behavioural changes listed below:   * Decreased need for sleep (e.g., feeling energetic despite significantly less sleep than usual * Increased or faster speech * Uncontrollable racing thoughts or quickly changing ideas or topics when speaking * Distractibility * Increased activity (e.g., restlessness, working on several projects at once) * Increased risky behaviour (e.g., reckless driving, spending sprees) | Introduce relaxation strategies to the person | Educate the person’s carer about the relaxation strategies that they can assist the person in doing when they have manic episodes |

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| **Phases** | **Description** | **Additional support given** | **Alternate support given** |
| Depressive episode | This is a period of at least two weeks during which a person has at least five of the following symptoms (including at least one of the first two symptoms):   * Intense sadness or despair * Loss of interest in activities the person once enjoyed * Feelings of worthlessness or guilt * Fatigue * Increased or decreased sleep * Increased or decreased appetite * Restlessness (e.g., pacing) or slowed speech or movement * Difficulty concentrating * Frequent thoughts of death or suicide | Encourage the person to join social activities in their local community | Provide a list of same-interest groups that the person can participate in so they can make connections with people who have similar or shared experiences |

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| Application  Description automatically generated with low confidence | 1. Read the scenario:  |  | | --- | | **SCENARIO**  John is 85 years old and has been diagnosed with depression. He wants to socialise with his peers in the residential care facility but he is an overthinker. He worries too much that other people will react negatively when he communicates with them. Because of his extreme anxiety, he’s having difficulties initiating conversations with his peers in the residential care facility, including those with disabilities – Josh (with a visual disability) and Rad (with a hearing disability). |   Answer the questions about how John can interact with people with other disabilities. |
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| *Mapping: CHCAGE013 KE7.4*  *Learner guide reference: CHCAGE013 Learner Guide, Chapter 3 Introduction*  **Marking guide**  The candidate must read the scenario above and answer the questions about how John can interact with people with other disabilities.  Additional marking guide and benchmark answers are provided below to guide the assessor in assessing the candidate’s responses. | |

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| 1. List two ways John can interact with Josh, who has a visual disability.    The candidate must list two ways John can interact with Josh who has a visual disability.  Response may vary. For a satisfactory performance, the candidate’s response must be:   * Consistent with the given scenario * Ways on how John can communicate with Josh who has a visual disability   Visual disability is a result of visual impairment. Visual impairment refers to any form of vision loss due to damage to parts of the eye or brain.  Model answers are provided below for the assessor’s reference (only two are required).   * John can provide a clear word picture when describing things to them. This includes details such as colour, texture, shape and landmarks. * John can greet Josh as he enters a room or location to let them know they are there. * John can inform Josh if he plans to leave or move to another room. |
| 1. List two ways John can interact with Rad, who has a hearing disability.    The candidate must list two ways John can interact with Rad who has a hearing disability.  Response may vary. For a satisfactory performance, the candidate’s response must be:   * Consistent with the given scenario * Ways on how John can communicate with Rad who has a hearing disability   Hearing disability is a result of hearing impairment. It refers to conditions that cause older people to lose their sense of hearing in one or both ears.  Model answers are provided below for the assessor’s reference (only two are required).   * John can maintain eye contact while communicating with Rad. * John can use gestures and clear facial expressions to help Rad understand what he is saying. * John can use normal lip movement and refrain from overexaggerating each word. |

# Practical Assessment

## Assessor 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 the candidate demonstrate skill requirements relevant to working effectively in aged care.

The Practical Assessment includes the following:

1. **Case Studies**

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

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 working effectively in aged care.

The Practical Assessment includes the following:

1. **Case Studies**

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

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.

# Case Studies

## Overview

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| **The goal of these case studies is to assess your practical knowledge and skills relevant to:**   * Recognising signs of abuse and reporting according to organisational policies and procedures * Completing workplace checklists and reports   **This assessment is divided into six tasks:**   1. **Scenario 1 – Rose**    1. Task 1.1 – Recognise Signs of Abuse    2. Task 1.2 – Complete an Abuse Incident Report Form    3. Task 1.3 – Report Signs of Abuse to Supervisor 2. **Scenario 2 – Amelia**    1. Task 2.1 – Recognise Signs of Abuse    2. Task 2.2 – Complete an Abuse Incident Report Form    3. Task 2.3 – Report Signs of Abuse to Supervisor   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. * Review the information provided about Lotus Compassionate Care, including any documents and simulated resources linked in the case study. * Review the scenarios provided in this case study. * Review each question and provide the responses asked for. Record your responses in the spaces provided.   **Resources required for assessment:**  To complete this assessment, you will need access to the following:   * Simulated organisational documents, policies and procedures (provided through Lotus Compassionate Care site) * One volunteer to act as supervisor in the roleplay activities in Task 1.3 and Task 2.3 |

## Lotus Compassionate Care

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| **SCENARIO**    You are working as a support worker at Lotus Compassionate Care. Lotus Compassionate Care is committed to providing high-quality care and support to older people living in the Cascade Peak Community.  Read more about Lotus Compassionate Care below:  [Lotus Compassionate Care](https://compliantlearningresources.com.au/network/lotus-v2/)  *(Username: newusername Password: newpassword)*  As a support worker, you are required to:   * Recognise signs of abuse and report according to organisational policies and procedures * Complete workplace checklists and reports   This case study includes scenarios about older people and potential signs of abuse that you may encounter while working in the individual support environment.  Review each scenario and respond to each scenario appropriately by completing the tasks that follow.  To assist you in completing the tasks in this assessment, access and review the resource below:   * [Lotus Compassionate Care Policies and Procedures](https://compliantlearningresources.com.au/network/lotus-v2/policies-procedures/)   **For this assessment, this case study scenario is based on your state/territory.** |

### Scenario 1 – Rose

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| **SCENARIO**  A picture containing person  Description automatically generated  Date: 9 September 20xx, 20xx refers to the current year  Time: 11:30 AM  Rose is one of Lotus Compassionate Care’s residential care clients. She is 70 years old and has a mobility disability. She is also suffering from hearing and vision loss. Her left ear is completely deaf, while her right ear has a moderate hearing loss. She is a very religious woman of the Jewish faith and strictly follows the Kosher dietary rules and regulations. As part of her diet, Rose may eat certain types of meat such as cattle and lamb, but not pig and prawns. She has been in your care since she arrived at the centre a year ago, except for the last two months as you were away on holiday.  On your first day back, while assisting another person in eating lunch in the common dining area, you noticed that the support worker attending to Rose was serving her prawns. Having cared for Rose in the past, you know that Rose follows the Kosher diet and does not eat prawns.  You informed the support worker that Rose follows the Kosher diet. The support worker told you that Rose is not lucid and will not even know what she had for lunch. Rose hears your conversation and recognises the prawns on her plate. She pushes the plate away. The support worker holds Rose on her wrist tightly, keeping her from pushing the plate away from herself any further. You see Rose’s face grimace, and she carefully puts her hands on her lap. Rose looks scared and keeps her eyes on her lap. |

#### Task 1.1 – Recognise Signs of Abuse

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| Application  Description automatically generated with low confidence | Lotus Compassionate Care’s Policies and Procedures require all employees to recognise signs of abuse by completing a *Signs of Abuse Checklist.*  Complete the *Signs of Abuse Checklist* on the following pages. Take note of the following details:   * Include in your report the indications or signs of abuse/neglect described in the scenario. * For the purposes of this assessment, use 9 September 20xx as the date today. Replace 20xx with the current year. * Write N/A where it is not indicated or specified in the scenario. |
|  | |
| *Mapping: CHCAGE013 PC3.4 (p), PE1.5 (p), PE1.9 (p)*  **Marking guide**  **Signs of Abuse Checklist**  The candidate must submit a completed *Signs of Abuse Checklist.*  For a satisfactory performance, although wording may slightly vary, the *Signs of Abuse Checklist* must contain the indications or signs of abuse described in the scenario.  Model answers are provided in the checklist below for the assessor’s reference. | |

##### Signs of Abuse Checklist

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| **SIGNS OF ABUSE CHECKLIST** |

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| **CLIENT INFORMATION** | | | |
| **Name** | Rose | **Date of (or notification of) abuse** | 9 September 20xx (20xx must be replaced with the current year) |
| **Name of facility** | Lotus Compassionate Care | **Time of (or notification of) abuse** | 11:30 AM |

**Indicators of Physical Abuse**

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| **Indicators** | **Yes** | **No** | **Specify what indicator was seen** |
| 1. Injuries, pain, or bruising |  |  | Pain/bruising on Rose’s wrist |
| 1. Multiple injuries in different stages of healing |  |  | N/A |
| 1. Welts, rashes, blisters, lacerations, swelling, and signs of being restrained |  |  | N/A |
| 1. Avoidance of particular staff, fear of a particular person |  |  | Rose’s fear of her support worker |

**Indicators of Emotional Abuse**

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| --- | --- | --- | --- |
| **Indicators** | **Yes** | **No** | **Specify what indicator was seen** |
| 1. Very low self-esteem, feelings of worthlessness |  |  | Rose’s low self-esteem because of her fear of her support worker |
| 1. Anxiety attacks |  |  | Rose’s face grimaced when prawns were served to her. |
| 1. Marked decrease in interpersonal skills |  |  | N/A |
| 1. Extreme attention-seeking behaviour |  |  | N/A |

**Indicators of Financial Abuse**

|  |  |  |  |
| --- | --- | --- | --- |
| **Indicators** | **Yes** | **No** | **Specify what indicator was seen** |
| 1. No access to, or unwarranted restrictions on, personal funds or bank accounts |  |  | N/A |
| 1. No records, or incomplete records kept of expenditure and purchases |  |  | N/A |
| 1. No inventory kept of significant purchases |  |  | N/A |
| 1. Person has insufficient money to meet normal expenses |  |  | N/A |

**Indicators of Sexual Abuse**

|  |  |  |  |
| --- | --- | --- | --- |
| **Indicators** | **Yes** | **No** | **Specify what indicator was seen** |
| 1. Direct or indirect disclosure of abuse or assault |  |  | N/A |
| 1. Sleep disturbances |  |  | N/A |
| 1. Self-harm, abuse, suicide attempts |  |  | N/A |
| 1. Pain or itching in genital and/or anal area; bruising, bleeding or discharge |  |  | N/A |

|  |  |  |  |
| --- | --- | --- | --- |
| **DETAILS OF PERSON COMPLETING THIS CHECKLIST** | | | |
| **Name** | [Candidate’s name] | **Date and time checklist was made** | 9 September 20xx (20xx must be replaced with the current year), 11:30 AM |
| **Position** | [Candidate’s position] | **Signature (must be handwritten)** | [Candidate’s signature] |

End of Signs of Abuse Checklist

#### Task 1.2 – Complete an Abuse Incident Report Form

|  |  |
| --- | --- |
| Application  Description automatically generated with low confidence | Lotus Compassionate Care’s Policies and Procedures also require all employees to report any indications or signs of possible abuse and neglect of individuals by completing and submitting an *Abuse Incident Report Form.*  Complete the *Abuse Incident Report Form* on the following pages. Take note of the following details:   * Include in your report what you have observed/witnessed, as well as the indications or signs of abuse/neglect described in the scenario. * For the purposes of this assessment, use 9 September 20xx as the date today. Replace 20xx with the current year. * This form will be submitted to Rachel Allcot, your supervisor at Lotus Compassionate Care. * Write N/A where it is not indicated or specified in the scenario. |

|  |
| --- |
| *Mapping: CHCAGE013 PC3.4 (p), PE1.9 (p)*  **Marking guide**  **Abuse Incident Report Form**  The candidate must submit a completed *Abuse Incident Report Form.*  For a satisfactory performance, although wording may slightly vary, the *Abuse Incident Report Form* must contain the indications or signs of abuse described in the scenario.  Model answers are provided in the checklist below for the assessor’s reference. |

##### Abuse Incident Report Form

|  |
| --- |
| **Abuse Incident Report Form** |

|  |  |  |  |
| --- | --- | --- | --- |
| **DETAILS OF THE INCIDENT** | | | |
| **Name of facility** | Lotus Compassionate Care | **Date of (or notification of) incident** | 9 September 20xx (20xx must be replaced with the current year) |
| **Name of person reporting the incident** | [Candidate’s name] | **Time of (or notification of) incident** | 11:30 AM |
| **Name of person incident is reported to** | Rachel Allcot | **Date & time reported** | 9 September 20xx (20xx must be replaced with the current year); 11:30 AM |

|  |  |  |  |
| --- | --- | --- | --- |
| **DETAILS OF THE RESIDENT OR COMMUNITY CLIENT** | | | |
| **Name of resident/client** | Rose | **Date of birth (or age)** | 70 years old |
| **Medical diagnosis and relevant history** | Mobility disability | **Sex** | Male  Female |
| **Name of resident or client’s representative** | Can be the candidate’s name | **Date & time representative is notified** | N/A |

|  |  |
| --- | --- |
| **DETAILS OF ANY INJURY** | |
| **Nature of the injury** | N/A |
| **Immediate care given** | N/A |

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

|  |  |  |  |
| --- | --- | --- | --- |
| **DETAILS OF WITNESS/ES** (Attach written statements, if any) | | | |
| **Name** | The candidate’s name | | |
| **Address** | N/A | **Signature and designation of person reporting** | The candidate’s signature |
| **Phone** | N/A | **Date signed** | 9 September 20xx (20xx must be replaced with the current year) |

|  |  |  |  |
| --- | --- | --- | --- |
| **TO BE COMPLETED BY THE MANAGER** | | | |
| **Incident reported to Department of Health and Ageing?** | Yes  No  [This space must be left blank by the candidate] | **Date and time reported** |  |
| **Incident reported to Department of Health and Police?** | Yes  No  [This space must be left blank by the candidate] | **Date and time reported** |  |
| **Date and time of investigation form completed** |  | | |
| **Signature of manager** |  | **Date signed** |  |

End of Abuse Incident Report Form

#### Task 1.3 – Report Signs of Abuse to Supervisor

|  |  |
| --- | --- |
| 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 report the signs of abuse you have identified to your supervisor in this role play activity.  **YOU WILL BE ASSESSED ON YOUR**  Practical knowledge and skills relevant to reporting signs of abuse  **OBSERVATION FORM**  Before starting this task, review the **Case Study Task 1.3 – Observation Form** provided along with this workbook. This form lists all the practical skills you need to demonstrate while completing this task.  **YOUR ASSESSOR WILL**   * Organise access to the environment and resources required to complete this assessment, including:   + One volunteer to act as your supervisor * Brief you on your role in this assessment. * Brief your volunteer on their role in the assessment. * Advise you on the time and location of the assessment. * Discuss with you the practical skills listed in the Observation Form prior to the assessment. * Address your queries and concerns regarding this task. |
|  | |
| *Mapping: CHCAGE013 PC3.4 (p), PE1.5 (p)*  **Marking guide**  **Case Study Task 1.3 – Observation Form**  The *Observation Form* must be completed by the assessor. The form must document the assessor’s observations on the candidate’s performance while reporting the signs of abuse they have identified to their supervisor in the role play activity.  This form lists all the practical skills that the candidate must demonstrate while completing this task.  Before conducting this activity, the assessor must brief the volunteer regarding this assessment and their role in this activity.  For a satisfactory performance, the candidate must demonstrate each practical skill listed in this form, i.e. assessor has ticked YES in all items of the *Observation Form*. | |

### Scenario 2 - Amelia

|  |
| --- |
| **SCENARIO**    Date: 26 April 20xx, 20xx refers to the current year  Time: 8:30 AM  Amelia is one of Lotus Compassionate Care’s disability support clients. She is 69 years old and has an early-stage Alzheimer's. She is suffering from vision and memory loss. She likes to take short walks every morning in the garden but needs assistance because she cannot see the steps clearly.  One morning, while you are assisting another person in taking a short walk in the garden, you overheard that the support worker attending to Amelia was shouting at her. The support worker sounded frustrated at Amelia because she was slow at walking. Amelia shouted back, which led the support worker to push her back to walk faster. Amelia tried to push the support worker’s hand away but was forced to follow the support worker because she felt threatened. You see Amelia’s knees shaking and her face looks scared. |

#### Task 2.1 – Recognise Signs of Abuse

|  |  |
| --- | --- |
| Application  Description automatically generated with low confidence | Lotus Compassionate Care’s Policies and Procedures require all employees to recognise signs of abuse by completing a *Signs of Abuse Checklist.*  Complete the *Signs of Abuse Checklist* on the following pages. Take note of the following details:   * Include in your report the indications or signs of abuse/neglect described in the scenario. * For the purposes of this assessment, use 26 April 20xx as the date today. Replace 20xx with the current year. * Write N/A where it is not indicated or specified in the scenario. |
|  | |
| *Mapping: CHCAGE013 PC3.4 (p), PE1.5 (p), PE1.9 (p)*  **Marking guide**  The candidate must submit a completed *Signs of Abuse Checklist.*  For a satisfactory performance, although wording may slightly vary, the *Signs of Abuse Checklist* must contain the indications or signs of abuse described in the scenario.  Model answers are provided in the checklist below for the assessor’s reference. | |

##### Signs of Abuse Checklist

|  |
| --- |
| **SIGNS OF ABUSE CHECKLIST** |

|  |  |  |  |
| --- | --- | --- | --- |
| **CLIENT INFORMATION** | | | |
| **Name** | Amelia | **Date of (or notification of) abuse** | 26 April 20xx (20xx must be replaced with the current year) |
| **Name of facility** | Lotus Compassionate Care | **Time of (or notification of) abuse** | 8:30 AM |

**Indicators of Physical Abuse**

|  |  |  |  |
| --- | --- | --- | --- |
| **Indicators** | **Yes** | **No** | **Specify what indicator was seen** |
| 1. Injuries, pain, or bruising |  |  | Pain/bruising on Amelia’s back when she was pushed |
| 1. Multiple injuries in different stages of healing |  |  | N/A |
| 1. Welts, rashes, blisters, lacerations, swelling, and signs of being restrained |  |  | N/A |
| 1. Avoidance of particular staff, fear of a particular person |  |  | Amelia’s fear of her support worker |

**Indicators of Emotional Abuse**

|  |  |  |  |
| --- | --- | --- | --- |
| **Indicators** | **Yes** | **No** | **Specify what indicator was seen** |
| 1. Very low self-esteem, feelings of worthlessness |  |  | Amelia was forced to follow the support worker. |
| 1. Anxiety attacks |  |  | Amelia feels threatened, her knees are shaking and she looks scared |
| 1. Marked decrease in interpersonal skills |  |  | N/A |
| 1. Extreme attention-seeking behaviour |  |  | N/A |

**Indicators of Financial Abuse**

|  |  |  |  |
| --- | --- | --- | --- |
| **Indicators** | **Yes** | **No** | **Specify what indicator was seen** |
| 1. No access to, or unwarranted restrictions on, personal funds or bank accounts |  |  | N/A |
| 1. No records, or incomplete records kept of expenditure and purchases |  |  | N/A |
| 1. No inventory kept of significant purchases |  |  | N/A |
| 1. Person has insufficient money to meet normal expenses |  |  | N/A |

**Indicators of Sexual Abuse**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Indicators** | | **Yes** | **No** | **Specify what indicator was seen** | |
| 1. Direct or indirect disclosure of abuse or assault | |  |  | N/A | |
| 1. Sleep disturbances | |  |  | N/A | |
| 1. Self-harm, abuse, suicide attempts | |  |  | N/A | |
| 1. Pain or itching in genital and/or anal area; bruising, bleeding or discharge | |  |  | N/A | |
| **DETAILS OF PERSON COMPELTING THIS CHECKLIST** | | | | | |
| **Name** | [Candidate’s name] | | **Date and time checklist was made** | | 26 April 20xx (20xx must be replaced with the current year), 8:30 AM |
| **Position** | [Candidate’s position] | | **Signature (must be handwritten)** | | [Candidate’s signature] |

End of Signs of Abuse Checklist

#### Task 2.2 – Complete an Abuse Incident Report Form

|  |  |
| --- | --- |
| Application  Description automatically generated with low confidence | Lotus Compassionate Care’s Policies and Procedures also require all employees to report any indications or signs of possible abuse and neglect of individuals by completing and submitting an *Abuse Incident Report Form.*  Complete the *Abuse Incident Report Form* on the following pages. Take note of the following details:   * Include in your report what you have observed/witnessed, as well as the indications or signs of abuse/neglect described in the scenario. * For the purposes of this assessment, use 26 April 20xx as the date today. Replace 20xx with the current year. * This form will be submitted to Rachel Allcot, your supervisor at Lotus Compassionate Care. * Write N/A where it is not indicated or specified in the scenario. |

|  |
| --- |
| *Mapping: CHCAGE013 PC3.4 (p), PE1.9 (p)*  **Marking guide**  **Abuse Incident Report Form**  The candidate must submit a completed *Abuse Incident Report Form.*  For a satisfactory performance, although wording may slightly vary, the *Abuse Incident Report Form* must contain the indications or signs of abuse described in the scenario.  Model answers are provided in the checklist below for the assessor’s reference. |

##### Abuse Incident Report Form

|  |
| --- |
| **Abuse Incident Report Form** |

|  |  |  |  |
| --- | --- | --- | --- |
| **DETAILS OF THE INCIDENT** | | | |
| **Name of facility** | Lotus Compassionate Care | **Date of (or notification of) incident** | 26 April 20xx (20xx must be replaced with the current year) |
| **Name of person reporting the incident** | [Candidate’s name] | **Time of (or notification of) incident** | 8:30 AM |
| **Name of person incident is reported to** | Rachel Allcot | **Date & time reported** | 9 September 20xx (20xx must be replaced with the current year); 8:30 AM |

|  |  |  |  |
| --- | --- | --- | --- |
| **DETAILS OF THE RESIDENT OR COMMUNITY CLIENT** | | | |
| **Name of resident/client** | Amelia | **Date of birth (or age)** | 69 years old |
| **Medical diagnosis and relevant history** | Vision and memory loss | **Sex** | Male  Female |
| **Name of resident or client’s representative** | Can be the candidate’s name | **Date & time representative is notified** | N/A |

|  |  |
| --- | --- |
| **DETAILS OF ANY INJURY** | |
| **Nature of the injury** | N/A |
| **Immediate care given** | N/A |

|  |  |  |  |
| --- | --- | --- | --- |
| **Name of medical practitioner (MP) notified** | N/A | **Date & time MP attended** | N/A |
| **Name of attending police officers & police station** | N/A | **Date & time police attended** | N/A |
| **Name of the hospital if transferred** | N/A | **Date & time transferred to hospital** | N/A |
| **DESCRIPTION OF EVENTS** | | | |
| **Nature of the injury**  **Factual description of the incident or alleged incident.**  **Please be specific, noting times.**  (Attach a separate sheet if it is necessary to provide more information) | For a satisfactory performance in this section, although wording may slightly vary, the candidate’s description of events must be consistent with the scenarios provided:   * While assisting another person in taking a short walk in the garden, they noticed that the support worker attending to Amelia was shouting at her. The support worker sounded frustrated at Amelia because she was slow at walking. * Amelia shouted back, which led the support worker to push her back to walk faster. * Amelia tried to push the support worker’s hand away but was forced to follow the support worker because she felt threatened. * They see Amelia’s knees shaking and her face looks scared.   Other responses may be given; however, they must be consistent with the case study scenarios provided and that do not include any assumptions or other details that were not provided, specified, or described in the scenarios. | | |

|  |  |  |  |
| --- | --- | --- | --- |
| **DETAILS OF WITNESS/ES** (Attach written statements, if any) | | | |
| **Name** | The candidate’s name | | |
| **Address** | N/A | **Signature and designation of person reporting** | The candidate’s signature |
| **Phone** | N/A | **Date signed** | 26 April 20xx (20xx must be replaced with the current year) |

|  |  |  |  |
| --- | --- | --- | --- |
| **TO BE COMPLETED BY THE MANAGER** | | | |
| **Incident reported to Department of Health and Ageing?** | Yes  No  [This space must be left blank by the candidate] | **Date and time reported** |  |
| **Incident reported to Department of Health and Police?** | Yes  No  [This space must be left blank by the candidate] | **Date and time reported** |  |
| **Date and time of investigation form completed** |  | | |
| **Signature of manager** |  | **Date signed** |  |

End of Abuse Incident Report Form

#### Task 2.3 – Report Signs of Abuse to Supervisor

|  |  |
| --- | --- |
| 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 report the signs of abuse you have identified to your supervisor in this role play activity.  **YOU WILL BE ASSESSED ON YOUR**  Practical knowledge and skills relevant to reporting signs of abuse  **OBSERVATION FORM**  Before starting this task, review the **Case Study Task 2.3 – Observation Form** provided along with this workbook. This form lists all the practical skills you need to demonstrate while completing this task.  **YOUR ASSESSOR WILL**   * Organise access to the environment and resources required to complete this assessment, including:   + One volunteer to act as your supervisor * Brief you on your role in this assessment. * Brief your volunteer on their role in the assessment. * Advise you on the time and location of the assessment. * Discuss with you the practical skills listed in the Observation Form prior to the assessment. * Address your queries and concerns regarding this task. |
|  | |
| *Mapping: CHCAGE013 PC3.4 (p), PE1.5 (p)*  **Marking guide**  **Case Study Task 2.3 – Observation Form**  The *Observation Form* must be completed by the assessor. The form must document the assessor’s observations on the candidate’s performance while reporting the signs of abuse they have identified to their supervisor in the role play activity.  This form lists all the practical skills that the candidate must demonstrate while completing this task.  Before conducting this activity, the assessor must brief the volunteer regarding this assessment and their role in this activity.  For a satisfactory performance, the candidate must demonstrate each practical skill listed in this form, i.e. assessor has ticked YES in all items of the *Observation Form*. | |

# Workplace Assessment

## Overview

|  |
| --- |
| **The goal of this assessment is to assess your practical knowledge and skills in:**   * Meeting job role requirements * Working within organisational requirements * Working within an aged care context * Implementing self-care strategies.   **The workplace assessment is divided into five tasks:**   1. Task 1 – Identify Job Role Requirements 2. Task 2 – Refer Work Tasks Outside Job Role 3. Task 3.1 – Seek Consent 4. Task 3.2 – Provide Care to the Client 5. Task 4 – Implement Self-care Strategies   These tasks must be done within **aged care contexts.**  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. * Meet job role requirements. * Work within organisational requirements. * Work within an aged care context. * Implement self-care strategies. |

|  |
| --- |
| **Resources required for assessment:**  To complete this assessment, you will need access to the following:   * Workplace that reflects real working conditions and model industry operating conditions and contingencies, and that will allow them access to: * Facilities, equipment and resources that reflect real working conditions and model industry operating conditions and contingencies * Available digital technology used to access and share workplace information * Candidate’s position description * Client’s individualised plan * Client A * Client B * Consent Declaration template * Organisational policies and procedures for: * Record keeping * Reporting * Seeking support * Privacy requirements for storing workplace information * Confidentiality requirements for storing workplace information * Legal framework requirements relevant to aged care * Human rights framework requirements relevant to aged care * Professional conduct requirements relevant to aged care (e.g. Codes of conduct, industry standards, etc.) * Candidate’s workplace supervisor * Nominated clients in the aged care context * Client A * Client B * Carer/Family/Other person that Client B identified to give consent for them |

|  |
| --- |
| * Interdisciplinary team members relevant to the client’s care services * Client A * Client B * Relevant person who can provide support in managing stress level |

|  |
| --- |
| *Mapping: Provided in each Workplace Assessment task below.*  **Marking guide**  This assessment is divided into five tasks:   1. Task 1 – Identify Job Role Requirements 2. Task 2 – Refer Work Tasks Outside Job Role 3. Task 3.1 – Seek Consent 4. Task 3.2 – Provide Care to the Client 5. Task 4 – Implement Self-care Strategies   These tasks must be done within aged care contexts.   * 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. * Meet job role requirements. * Work within organisational requirements. * Work within an aged care context. * Implement self-care strategies. |

|  |
| --- |
| **Resources required for assessment:**  To complete this assessment, the candidate will need access to the following:  **IMPORTANT: The assessor/training provider must provide the candidate access to these resources.**   * Workplace that reflects real working conditions and model industry operating conditions and contingencies, and that will allow them access to: * Facilities, equipment and resources that reflect real working conditions and model industry operating conditions and contingencies * Available digital technology used to access and share workplace information * Candidate’s position description * Client’s individualised plan * Client A * Client B * Consent Declaration template * Organisational policies and procedures for: * Record keeping * Reporting * Seeking support * Privacy requirements for storing workplace information * Confidentiality requirements for storing workplace information * Legal framework requirements relevant to aged care * Human rights framework requirements relevant to aged care * Professional conduct requirements relevant to aged care (e.g. Codes of conduct, industry standards, etc.) * Candidate’s workplace supervisor * Nominated clients in the aged care context * Client A * Client B |
| * Carer/Family/Other person that Client B identified to give consent for them * Interdisciplinary team members relevant to the client’s care services * Client A * Client B * Relevant person who can provide support in managing stress level |

### Simulating the Assessments

|  |
| --- |
| **INSTRUCTIONS TO THE ASSESSOR**  This workplace assessment must be conducted within aged care contexts, in a real workplace or a simulated workplace environment.  Where a real workplace is not available, the assessor must conduct the assessment in a simulated workplace 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 details of a simulated organisation/workplace. * Providing simulated workplace documents such as policies and procedures, individualised plans, etc. * Organising access to real older people, their families/carers/relevant others, and the person’s individualised plan for the candidate.   **IMPORTANT:**  **The assessment conditions of this unit of competency require the candidate to have real interactions with older people, their families/carers/relevant others and the person’s individualised plan.**  **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.** |

## Preliminary Task

|  |
| --- |
| All tasks in this workplace assessment require you to **provide care to two clients in the aged care context**.  Before the assessment, you must:   * Consult with your workplace supervisor to nominate two clients in the aged care context. * Client A must be able to give informed consent. * Client B must be unable to make decisions on their own (e.g. a person with psychological disability which prevents them from making their own medical decisions) thus consent must be sought from one of the following people: * Identify the carer, family or other person identified Client B to give consent for them.   Once you have identified the information above, record them in the table below. |

**Workplace details**

|  |  |
| --- | --- |
| Workplace/organisation |  |
| Supervisor |  |

**Individualised plan details**

|  |  |  |
| --- | --- | --- |
|  | Client A | Client B |
| Nickname/Alias (Do not provide the person’s real name) |  |  |
| Carer/Family/Other person identified by the client to give consent for them |  |  |

## Task 1 – Identify Job Role Requirements

|  |  |
| --- | --- |
| Application  Description automatically generated with low confidence | Identify own job role requirements and discuss them with your supervisor.  **STEPS TO TAKE**   1. Access and review the following documents:  * Your position description * Individualised plans of the nominated clients in the *Preliminary Task* * Organisational record keeping procedures * Privacy requirements * Confidentiality requirements.  1. Identify the following:  * Your job role requirements, scope and expectations * Own tasks according to job role * Tasks outside own job role.   You must answer the supplementary questions below as part of this step.   1. Discuss identified job role requirements, scope and expectations with your supervisor. 2. Maintain and store each workplace information you accessed according to:  * Organisational record keeping procedures * Privacy requirements * Confidentiality requirements.   **YOU WILL BE ASSESSED ON YOUR**  Practical skills relevant to identifying job role requirements  **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 need to demonstrate while completing this task. |

|  |  |
| --- | --- |
|  | **YOUR ASSESSOR WILL**   * Organise workplace resources required for you to complete this assessment. * Advise you on the time and location of the assessment. * Discuss with you the practical skills listed in the Observation Form prior to the assessment. * Address your queries and concerns regarding this task.   **EVIDENCE TO BE SUBMITTED**  After completing this task, submit the following to your assessor:   * Evidence of discussion with supervisor regarding your job role requirements, scope and expectations (e.g. copy of email correspondence, audio recording, video recording, etc) * Copy of your position description used as reference to complete this task |
|  | |
| *Mapping: CHCAGE013 PC1.2, PC2.4 (p), PC3.5 (p), PE1.8 (p), PE1.10, PE1.11*  **Marking guide**  **Evidence of discussion with supervisor regarding their job role requirements, scope and expectations**  The candidate must submit the evidence of discussion with supervisor regarding their job role requirements, scope and expectations. Examples of evidence they may submit include copy of email correspondence, audio recording, video recording, etc.  The assessor must use this document as reference when completing the *Workplace Assessment Task 1 – Observation Form*. | |

|  |
| --- |
| **Workplace Assessment Task 1 – Observation Form**  The *Observation Form* must be completed by the assessor. The form must document the assessor’s observations on the candidate’s performance while:   * Discussing own job role requirements with supervisor to clarify and confirm job role scope and expectations * Using digital technology to access workplace information * Maintaining and storing workplace information according to organisational record keeping procedures, and privacy and confidentiality requirements.   This form lists all the practical skills that the candidate must demonstrate while completing this task.  For a satisfactory performance, the candidate must demonstrate each practical skill listed in this form, i.e. assessor has ticked YES in all items of the *Observation Form*.  **Copy of their position description used as reference to complete this task**  The candidate must submit the copy of their position description used as reference to complete this task.  This submission must include information on the role requirements, scope and expectations relevant to their job position.  The assessor must use this document as reference when completing the *Workplace Assessment Task 1 – Observation Form* and assessing the *Workplace Assessment Task 1 – Supplementary Questions.* |

### Task 1 – Supplementary Questions

|  |  |
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| Application  Description automatically generated with low confidence | Access and review the following documents and answer each question:   * Copy of your position description * Copies of the individualised plans of the nominated older people in the Preliminary Task. |

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| *Mapping: CHCAGE013 PC1.1, PC1.3 (p), PC3.1, PE1.2, PE1.3*  **Marking guide**  The candidate must access and review the following documents and answer each question:   * Copy of your position description * Copies of the individualised plans of the nominated older people in the Preliminary Task.   Additional marking guides and benchmark answers are provided below to guide the assessor in assessing the candidate’s responses. |
| 1. For items a-c, base your answers on the copy of your position description. 2. List all of your job role requirements.     The candidate must list all of their job role requirements based on their position description.  For a satisfactory performance, their response must be consistent with the position description they accessed and reviewed.  When assessing the candidate’s response, the assessor must check the position description the candidate accessed and reviewed.  Sample answers are provided below for the assessor’s reference.   * Personal care (showering, toileting and personal hygiene assistance) * Assistance with community access and recreational activities * Manual handling and/or the use of equipment to support mobility (wheelchairs or hoists) |

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| 1. Describe your job role scope.     The candidate must describe their job role scope based on their position description.  For a satisfactory performance, their response must be consistent with the position description they accessed and reviewed.  When assessing the candidate’s response, the assessor must check the position description the candidate accessed and reviewed.  A sample answer is provided below for the assessor’s reference.  Provide assistance to a person’s day-to-day tasks at home |
| 1. List all of your job role expectations.     The candidate must list all of their job role expectations based on their position description.  For a satisfactory performance, their response must be consistent with the position description they accessed and reviewed.  When assessing the candidate’s response, the assessor must check the position description the candidate accessed and reviewed.  Sample answers are provided below for the assessor’s reference.   * Assist health professionals in providing support services according to the person’s individualised plan * Provide physical and emotional support to the person who requires their assistance with daily living |
| 1. For items a-c, base your answers on the copies of the individualised plans of the nominated older people in the Preliminary Task. 2. List all of your work tasks according to own job role.   Client A:  Client B:  The candidate must list all of their work tasks according to their own job role based on the individualised plans. |

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| For a satisfactory performance, their response must be consistent with the individualised plans they accessed and reviewed.  When assessing the candidate’s response, the assessor must check the individualised plans the candidate accessed and reviewed.  Sample answers are provided below for the assessor’s reference.   * Provide showering, toileting and personal hygiene assistance * Monitor the person’s condition after administering medication |
| 1. List all work tasks outside your own job role.   Client A:  Client B:  The candidate must, based on the individualised plans, list all work tasks outside their own job role.  For a satisfactory performance, their response must be consistent with the individualised plans they accessed and reviewed.  When assessing the candidate’s response, the assessor must check the individualised plans the candidate accessed and reviewed.  Sample answers are provided below for the assessor’s reference.   * Diagnose a client’s condition * Use tools or equipment without prior training  1. Identify the appropriate interdisciplinary team members that are capable of performing the tasks you listed above.   Client A:  Client B:  The candidate must identify the appropriate interdisciplinary team members that are capable of performing the tasks they listed above.  For a satisfactory performance, their response must be consistent with their identified work tasks in the previous question.  When assessing the candidate’s response, the assessor must check their identified work tasks in the previous question.  Sample answers are provided below for the assessor’s reference.   * Dietician * Psychologist |

## Task 2 – Refer Work Tasks Outside Job Role

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| Application  Description automatically generated with low confidence | Refer work tasks outside own job role to appropriate person according to organisational reporting policies and procedures.  **STEPS TO TAKE**   1. Access and review the following:  * Identified work tasks outside own job role in Task 1 * Organisational reporting policies and procedures.  1. Communicate with interdisciplinary team members to: 2. Refer identified work tasks outside own job role according to organisational reporting policies and procedures 3. Ask how they can assist in carrying out identified work tasks outside own job role.   You must answer the supplementary question below as part of this step.   1. Record discussion with interdisciplinary team members.   **YOU WILL BE ASSESSED ON YOUR**  Practical skills relevant to referring work tasks outside own job role  **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 need to demonstrate while completing this task.  **YOUR ASSESSOR WILL**   * Organise workplace resources required for you to complete this assessment. * Advise you on the time and location of the assessment. * Discuss with you the practical skills listed in the Observation Form prior to the assessment. * Address your queries and concerns regarding this task |

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|  | **EVIDENCE TO BE SUBMITTED**  After completing this task, submit the following to your assessor:   * Evidence of discussion with the interdisciplinary team members regarding identified work tasks outside own job role (e.g. copy of email correspondence, audio recording, video recording, etc) * Copy of organisational reporting policies and procedures used as reference to complete this task |

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| *Mapping: CHCAGE013 PC1.3 (p), PC2.3 (p), PC2.4 (p), PE1.7 (p), PE1.8 (p)*  **Marking guide**  **Evidence of discussion with the interdisciplinary team members** **regarding identified work tasks outside own job role**  The candidate must submit the evidence of discussion with the interdisciplinary team members regarding identified work tasks outside own job role. Examples of evidence they may submit include copy of email correspondence, audio recording, video recording, etc.  The assessor must use this document as reference when completing the *Workplace Assessment Task 2 – Observation Form*.  **Workplace Assessment Task 2 – Observation Form**  The *Observation Form* must be completed by the assessor. The form must document the assessor’s observations on the candidate’s performance while:   * Referring work tasks outside their own job role * Communicating with interdisciplinary team members * Using digital technology to access workplace information   This form lists all the practical skills that the candidate must demonstrate while completing this task.  For a satisfactory performance, the candidate must demonstrate each practical skill listed in this form, i.e. assessor has ticked YES in all items of the *Observation Form*.  **Copy of organisational reporting policies and procedures used as reference to complete this task**  The candidate must submit the copy of organisational reporting policies and procedures used as referenceto complete this task.  This submission must include information on how to refer tasks to more appropriate team members.  The assessor must use this document as reference when completing the *Workplace Assessment Task 2 – Observation Form* and assessing the *Workplace Assessment Task 2 – Supplementary Questions.* |

### Task 2 – Supplementary Question

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| Application  Description automatically generated with low confidence | Based on your discussion with the interdisciplinary team member, explain how you can assist them in carrying out identified work tasks outside own job role. |
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| *Mapping: CHCAGE013 PE1.3 (p)*  **Marking guide**  The candidate must, based on their discussion with the interdisciplinary team member, explain how they can assist them in carrying out identified work tasks outside own job role.  For a satisfactory performance, their response must be consistent with the evidence of discussion with the interdisciplinary team members regarding their identified work tasks outside own job role they accessed and reviewed.  When assessing the candidate’s response, the assessor must check the evidence of their discussion with the interdisciplinary team members regarding their identified work tasks outside own job role the candidate accessed and reviewed.  Sample answers are provided below for the assessor’s reference.   * Collect information about the person’s health and diet * Monitor the effects of pain medications to an older person | |
| Client A: | |
| Client B: | |

## Task 3 – Carry Out Work Tasks

### Task 3.1 – Seek Consent

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| Application  Description automatically generated with low confidence | Seek consent from the client and/or their family, carer or others identified by the client before commencing care activities.  **STEPS TO TAKE**   1. Seek consent before commencing support activities. Take note of the following:  * Client A is able to give informed consent. * Client B is unable to make decisions on their own (e.g. a person with psychological disability which prevents them from making their own medical decisions) thus, consent must be sought from one of the following people: * Carer * Family * Other person identified by the client   Secure consent through the **Consent Declaration Template** provided along with this workbook to record the client’s approval before commencing support activities.   1. Maintain and store each client’s individualised plan according to:  * Organisational record keeping procedures * Privacy requirements * Confidentiality requirements.   **YOU WILL BE ASSESSED ON YOUR**  Practical skills relevant to seeking consent before commencing support activities |

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|  | **OBSERVATION FORM AND ASSESSOR’S CHECKLIST**  Before starting this task, review the following checklists provided along with this workbook.   * **Workplace Assessment Task 3.1 - Observation Form**   This form lists all the practical skills you need to demonstrate while completing this task.   * **Workplace Assessment Task 3.1 - Assessor’s Checklist**   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. * Advise you on the time and location of the assessment. * Discuss with you the practical skills listed in the Observation Form prior to the assessment. * Discuss with you the requirements listed in the Assessor’s Checklist prior to the assessment. * Address your queries and concerns regarding this task.   **EVIDENCE TO BE SUBMITTED**  After completing this task, submit the following to your assessor:   * Completed Consent Declaration * Copies of relevant documents/information used as reference to complete this task: * Organisational reporting policies and procedures * Privacy requirements * Confidentiality requirements |

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| *Mapping: CHCAGE013 PC2.2 (p), PC3.3, PC3.5 (p), PE1.6, PE1.10, PE1.11*  **Marking guide**  **Consent Declaration**  The candidate must submit the completed Consent Declaration for this task.  The document must record the consent of the client and/or their family, carer or others identified by the client before commencing care activities.  For a satisfactory performance, their submission must address the criteria outlined in the *Workplace Assessment Task 3.1 – Assessor’s Checklist.*  **Workplace Assessment Task 3.1 – Assessor’s Checklist**  The *Assessor’s Checklist* must be completed by the assessor. The form must document the assessor’s assessment of the candidate’s Consent Declaration submission.  This form outlines the criteria that the candidate’s submissions 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.*  **Workplace Assessment Task 3.1 – Observation Form**  The *Observation Form* must be completed by the assessor. The form must document the assessor’s observations on the candidate’s performance while:   * Seeking consent from the person, their family, carer or others identified by the person before commencing care activities * Maintaining and storing workplace information according to organisational record keeping procedures, and privacy and confidentiality requirements.   This form lists all the practical skills that the candidate must demonstrate while completing this task.  For a satisfactory performance, the candidate must demonstrate each practical skill listed in this form, i.e. assessor has ticked YES in all items of the *Observation Form*.  **Copies of relevant documents/information used as reference to complete this task**  The candidate must submit the relevant documents/information they used as referenceto complete this task:   * Organisational reporting policies and procedures * Privacy requirements * Confidentiality requirements |

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| This submission must include information on how to properly maintain and store workplace information according to organisational record keeping procedures, and privacy and confidentiality requirements.  The assessor must use this document as reference when completing the *Workplace Assessment Task 3.1 – Observation Form.* |

### Task 3.2 – Provide Care to the Client

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| Application  Description automatically generated with low confidence | Carry out identified work tasks to provide care to the client.  **STEPS TO TAKE**   1. Access and review the following documents:  * Legal framework requirements relevant to aged care * Human rights framework requirements relevant to aged care * Professional conduct requirements relevant to aged care (e.g. Codes of conduct, industry standards, etc.)  1. Review your discussion with the interdisciplinary team member in Task 2 on how you can assist them in carrying out identified work tasks outside own job role. 2. Comply with the following requirements relevant to aged care while carrying out all identified work tasks in Task 1:  * Legal framework requirements * Human rights framework requirements * Professional conduct requirements.  1. Assist interdisciplinary team members in carrying out identified work tasks outside own job role. 2. Use person-centred communication techniques in carrying out the work tasks. 3. Monitor own stress level when providing care to the client. |

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|  | **YOU WILL BE ASSESSED ON YOUR**   * Practical skills relevant to complying with legal and human rights framework requirements relevant to aged care * Practical skills relevant to cooperating with interdisciplinary team members   Practical skills relevant to using person-centred communication techniques when carrying out support activities  **OBSERVATION FORM**  Before starting this task, review the **Workplace Assessment Task 3.2 – Observation Form** provided along with this workbook. This form lists all the practical skills you need to demonstrate while completing this task.  **YOUR ASSESSOR WILL**   * Organise workplace resources required for you to complete this assessment. * Advise you on the time and location of the assessment. * Discuss with you the practical skills listed in the Observation Form prior to the assessment. * Address your queries and concerns regarding this task.   **EVIDENCE TO BE SUBMITTED**  After completing this task, submit the following to your assessor:   * Copies of relevant documents/information used as reference to complete this task: * Legal framework requirements relevant to aged care * Human rights framework requirements relevant to aged care * Professional conduct requirements relevant to aged care (e.g. Codes of conduct, industry standards, etc.) |

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| *Mapping: CHCAGE013 PC2.1, PC2.2, PC2.3 (p), PC3.2, PC4.1 (p), PE1.1, PE1.4, PE1.7 (p)*  **Marking guide**  **Workplace Assessment Task 3.2 – Observation Form**  The *Observation Form* must be completed by the assessor. The form must document the assessor’s observations on the candidate’s performance while:   * Complying with professional conduct requirements * Complying with legal and human rights framework requirements relevant to aged care work * Cooperating with interdisciplinary team members * Using person-centred communication techniques when carrying out work tasks * Monitoring own stress level when working with people receiving care.   This form lists all the practical skills that the candidate must demonstrate while completing this task.  For a satisfactory performance, the candidate must demonstrate each practical skill listed in this form, i.e. assessor has ticked YES in all items of the *Observation Form.*  **Copies of relevant documents/information used as reference to complete this task**  The candidate must submit the relevant documents/information they used as referenceto complete this task:   * Legal framework requirements relevant to aged care * Human rights framework requirements relevant to aged care * Professional conduct requirements relevant to aged care (e.g. Codes of conduct, industry standards, etc.)   This submission must include relevant requirements they must comply with when providing care to people in the aged care context.  The assessor must use this document as reference when completing the *Workplace Assessment Task 3.2 – Observation Form.* |

## Task 4 – Implement Self-care Strategies

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| Application  Description automatically generated with low confidence | Use self-care strategies to manage stress and seek support to relevant person according to organisational policies and procedures.  **STEPS TO TAKE**   1. Access and review organisational policies and procedures for seeking support. 2. Monitors own stress level when working with the client. 3. Use self-care strategies to manage stress. 4. Seek support to manage stress while providing care to the client according to organisational policies and procedures.   **YOU WILL BE ASSESSED ON YOUR**  Practical knowledge and skills relevant to self-care strategies  **OBSERVATION FORM**  Before starting this task, review the **Workplace Assessment Task 4 - Observation Form** provided along with this workbook. This form lists all the practical skills you need to demonstrate while completing this task.  **YOUR ASSESSOR WILL**   * Organise workplace resources required for you to complete this assessment. * Advise you on the time and location of the assessment. * Discuss with you the practical skills listed in the Observation Form prior to the assessment. * Address your queries and concerns regarding this task.   **EVIDENCE TO BE SUBMITTED**  After completing this task, submit the copy of organisational policies and procedures for seeking support used as reference to complete this task to your assessor. |

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| *Mapping: CHCAGE013 PC4.1 (p), PC4.2*  **Marking guide**  **Workplace Assessment Task 4 – Observation Form**  The *Observation Form* must be completed by the assessor. The form must document the assessor’s observations on the candidate’s performance while:   * Monitoring own stress level when working with people receiving care * Using self-care strategies and seeking support according to organisational policies and procedures.   This form lists all the practical skills that the candidate must demonstrate while completing this task.  For a satisfactory performance, the candidate must demonstrate each practical skill listed in this form, i.e. assessor has ticked YES in all items of the *Observation Form*.  **Copy of organisational policies and procedures for seeking support used as reference to complete this task**  The candidate must submit the copy of organisational policies and procedures for seeking support used as reference to complete this task.  This submission must include information on how to seek support to relevant person in the workplace.  The assessor must use this document as reference when completing the *Workplace Assessment Task 4 – Observation Form.* |

# Assessment Workbook Checklist

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| **TO THE CANDIDATE**  When you have completed this assessment workbook, review your work, and ensure that: | |
|  | |
|  | You have completed all the Knowledge Assessments Questions. |
|  | You have completed the Practical Assessments in this workbook: |
|  | Case Study Task 1.1 |
|  | Case Study Task 1.2 |
|  | Case Study Task 1.3 |
|  | Case Study Task 2.1 |
|  | Case Study Task 2.2 |
|  | Case Study Task 2.3 |
|  | Workplace Assessment Task 1 |
|  | Workplace Assessment Task 1 – Supplementary Questions |
|  | Workplace Assessment Task 2 |
|  | Workplace Assessment Task 2 – Supplementary Questions |
|  | Workplace Assessment Task 3.1 |
|  | Workplace Assessment Task 3.2 |
|  | Workplace Assessment Task 4 |

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|  | You have saved and submitted the following evidence: |
|  | This completed workbook |
|  | Assessment Workbook Cover Sheet signed and scanned |
|  | Workplace Assessment Task 1 – Evidence of discussion with supervisor regarding job role requirements, scope and expectations |
|  | Workplace Assessment Task 2 – Evidence of discussion with the interdisciplinary team members regarding identified work tasks outside own job role (Client A) |
|  | Workplace Assessment Task 2 – Evidence of discussion with the interdisciplinary team members regarding identified work tasks outside own job role (Client B) |
|  | Workplace Assessment Task 3.1 – Consent Declaration (Client A) |
|  | Workplace Assessment Task 3.1 – Consent Declaration (Client B) |

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

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| **TO THE ASSESSOR**  When you have completed assessing the assessment workbook, review the candidate’s submissions against the checklist below: | |
|  | |
|  | The candidate has completed all the Knowledge Assessments Questions. |
|  | The candidate has completed the Practical Assessments in this workbook: |
|  | Case Study Task 1.1 |
|  | Case Study Task 1.2 |
|  | Case Study Task 1.3 |
|  | Case Study Task 2.1 |
|  | Case Study Task 2.2 |
|  | Case Study Task 2.3 |
|  | Workplace Assessment Task 1 |
|  | Workplace Assessment Task 1 – Supplementary Questions |
|  | Workplace Assessment Task 2 |
|  | Workplace Assessment Task 2 – Supplementary Questions |
|  | Workplace Assessment Task 3.1 |
|  | Workplace Assessment Task 3.2 |
|  | Workplace Assessment Task 4 |

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|  | You have saved and submitted the following evidence: |
|  | This completed workbook |
|  | Assessment Workbook Cover Sheet signed and scanned |
|  | Workplace Assessment Task 1 – Evidence of discussion with supervisor regarding job role requirements, scope and expectations |
|  | Workplace Assessment Task 2 – Evidence of discussion with the interdisciplinary team members regarding identified work tasks outside own job role (Client A) |
|  | Workplace Assessment Task 2 – Evidence of discussion with the interdisciplinary team members regarding identified work tasks outside own job role (Client B) |
|  | Workplace Assessment Task 3.1 – Consent Declaration (Client A) |
|  | Workplace Assessment Task 3.1 – Consent Declaration (Client B) |

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

# Record of Assessment (Assessor’s Use Only)

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

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

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| **RECORD OF ASSESSMENT** | |
| **Candidate’s Name** |  |
| **RTO Name** |  |
| **RTO Contact Number** |  |
| **RTO Email Address** |  |
| **Assessor’s Name** |  |
| **Unit of Competency** | CHCAGE013 - Work effectively in aged care (Release 1) |

| **Knowledge Assessment** | **S** | **NYS** |
| --- | --- | --- |
| Question 1 |  |  |
| Question 2 |  |  |
| Question 3 |  |  |
| Question 4 |  |  |
| Question 5 |  |  |
| Question 6 |  |  |
| Question 7 |  |  |
| Question 8 |  |  |
| Question 9 |  |  |
| Question 10 |  |  |
| Question 11 |  |  |
| Question 12 |  |  |
| Question 13 |  |  |
| Question 14 |  |  |
| Question 15 |  |  |
| Question 16 |  |  |

| **Knowledge Assessment** | **S** | **NYS** |
| --- | --- | --- |
| Question 17 |  |  |
| Question 18 |  |  |
| Question 19 |  |  |
| Question 20 |  |  |
| Question 21 |  |  |
| Question 22 |  |  |
| Question 23 |  |  |
| Question 24 |  |  |
| Question 25 |  |  |
| Question 26 |  |  |
| Question 27 |  |  |
| Question 28 |  |  |
| Question 29 |  |  |
| Question 30 |  |  |

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| --- | --- | --- |
| **Practical Assessment** | | |
| **Case Studies** | **S** | **NYS** |
| Task 1.1 |  |  |
| Task 1.2 |  |  |
| Task 1.3 |  |  |
| Task 2.1 |  |  |
| Task 2.2 |  |  |
| Task 2.3 |  |  |

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| **Workplace Assessment** | **S** | **NYS** |
| Task 1 |  |  |
| Task 1 – Supplementary Questions |  |  |
| Task 2 |  |  |
| Task 2 – Supplementary Questions |  |  |
| Task 3.1 |  |  |
| Task 3.2 |  |  |
| Task 4 |  |  |

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

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

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

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

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

|  |  |  |
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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** |
| CHCAGE013 - Work effectively in aged care (Release 1) |  |  |

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

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

**End of Document**