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# Introduction

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.

# 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.

# 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

# 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**

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

|  |  |  |  |
| --- | --- | --- | --- |
| **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. | | | |
|  | | | |
| 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. |
|  | |
| 1. Define a person-centred approach in aged care. | |
| 1. Identify three benefits of using a person-centred approach in aged care. | |
| 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. | |

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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 |  |  | | Supporting the person to exercise choice |  |  | | Person’s right to self-determination |  |  | |

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| Application  Description automatically generated with low confidence | 1. Answer the following questions about the duty of care in aged care. |
|  | |
| 1. Define duty of care as a support practice in aged care. | |
| 1. What is the relevance of duty of care in aged care? | |

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| Application  Description automatically generated with low confidence | 1. Answer the following questions about dignity of risk. |
|  | |
| 1. Define dignity of risk in the context of aged care. | |
| 1. What is the aged care worker’s duty of care in relation to dignity of risk? | |
| 1. Provide two support practices that will address your duty of care in relation to dignity of risk. | |

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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. | | |
|  | | | |
| **Risk area** | | **How this risk area leads to abuse of older people** | **Support practice** |
| Lack of knowledge of aged care rights | |  |  |
| Lack of training of staff in recognising and reporting abuse | |  |  |

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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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| --- | --- | --- |
| **Systemic issue** | **How this issue leads to unequal access of older people in society** | **Support practice** |
| 1. Poor funding of aged care services |  |  |
| 1. Inadequate protection for older people |  |  |

|  |  |
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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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| **Type of abuse** | **Description** | **Support practice** |
| 1. Physical abuse |  |  |
| 1. Emotional abuse |  |  |
| 1. Financial abuse |  |  |
| 1. Sexual abuse |  |  |

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| Application  Description automatically generated with low confidence | 1. Answer the following questions about delegation requirements of health professionals. |
|  | |
| 1. Define health professionals in aged care. | |
| 1. Define delegation in aged care. | |
| 1. List two responsibilities for delegating and two responsibilities for accepting delegation in aged care.  |  |  | | --- | --- | | **Responsibilities for delegating** | **Responsibilities for accepting delegation** | |  |  | |  |  | | |

|  |
| --- |
| 1. Name two types of tasks typically delegated by a health professional to an aged care worker. |
| 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. |

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| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| |  |  |  | | --- | --- | --- | | **Health professional** | **Delegation requirement** | **Support practice** | | Geriatric nurse |  |  | | Orthopaedic Nurse |  |  | | Dietitian |  |  | | Clinical psychologist |  | . | |

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| Application  Description automatically generated with low confidence | 1. Answer the following questions about supervision requirements of health professionals. |
|  | |
| 1. Define supervision in aged care. | |
| 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.  |  |  | | --- | --- | | **Type of supervision** | **Description** | |  |  | |  |  | | |
| 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. | | |

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| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| |  |  |  | | --- | --- | --- | | **Health professional** | **Supervision requirement** | **Support practice** | | Geriatric nurse |  |  | | Orthopaedic Nurse |  |  | | Dietitian |  |  | | Clinical psychologist |  | . | |

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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. |
|  | |
| 1. What are human rights as defined by the Australian Human Rights Commission (2019)? Complete the sentences below. 2. Human rights recognise 3. They are based on 4. They are about | |
| 1. List four human rights treaties that the Australian Government respects and upholds. | |
| 1. Complete the statement: The office of Commonwealth Ombudsman was created by the      . | |
| 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: | |
| 1. What is the role of the office of Commonwealth Ombudsman in aged care? | |

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| 1. Explain how the office of Commonwealth Ombudsman promotes aged care rights. |
| 1. Provide a link to your state/territory Government Ombudsman. |

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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. |

|  |  |  |  |
| --- | --- | --- | --- |
| **Role of Quality of Care Principles 2014 in aged care** |  | | |
| **Relevant legal requirement in Quality of Care Principles 2014** | | **How meeting this legal requirement will promote aged care rights** | |
| Source: | |  | |
| Source: | |  | |
| Source: | |  |

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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. | | |
|  | | | |
| **State/territory legislation relevant to aged care** | |  | |
| **Role of identified legislation in aged care** | |  | |
| **Relevant legal requirement in identified legislation** | | | **How meeting this legal requirement will promote aged care rights** |
| Source: | | |  |
| Source: | | |  |
| Source: | | |  |

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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. | | |
|  | | | |
| **Safeguarding body** | | **Role in aged care** | **How this safeguarding body promotes aged care rights** |
| 1. Royal Commission into Aged Care Quality and Safety | |  |  |
| 1. Australian Human Rights Commission | |  |  |

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| Application  Description automatically generated with low confidence | 1. Answer the following questions about mandatory reporting in relation to aged care. |
|  | |
| 1. Provide a link to your state/territory’s website for reporting abuse towards older people. | |
| 1. Identify eight types of reportable cases under the Aged Care Act 1997. | |

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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. |
| 1. Complete the statement: Priority 2 reportable incidents must be reported to the Commission within       days of becoming aware of it occurring. |
| 1. What is the role of mandatory reporting in aged care? |
| 1. What is the aged care worker’s duty of care in relation to mandatory reporting? |
| 1. How does complying with mandatory reporting requirements helps you promote aged care rights as an aged care worker? |

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| Application  Description automatically generated with low confidence | 1. Answer the following questions about privacy and confidentiality of information. |
|  | |
| 1. Identify two purposes of the Privacy Act 1988. | |
| 1. List the 13 Australian Privacy Principles in their correct order. | |

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| 1. Name two examples of personal and sensitive information in aged care.  |  |  | | --- | --- | | **Personal Information** | **Sensitive Information** | |  |  | |  |  | |
| 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      . |
| 1. What is the role of privacy of information in aged care? |
| 1. What is the role of confidentiality of information in aged care? |
| 1. How does complying with privacy of information requirements helps you promote aged care rights as an aged care worker? |
| 1. How does complying with confidentiality of information requirements helps you promote aged care rights as an aged care worker? |

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| Application  Description automatically generated with low confidence | 1. Answer the following questions about consent. |
|  | |
| 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      . | |
| 1. True or False: Informed consent is always required.   True  False  If you answered false, provide an explanation.  Explanation: | |
| 1. Identify three things that the person must be informed of or explicitly made aware of before they can provide their informed consent. | |
| 1. What is the role of informed consent in aged care? | |
| 1. How does seeking informed consent helps you promote aged care rights as an aged care worker? | |

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| 1. List three situations where an older person provides un-informed consent. |
| 1. How does seeking un-informed consent violates aged care rights? |

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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. |
|  | |
| 1. Describe the role of each industry standard in aged care and explain how they promote aged care rights. | |

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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 |  |  |
| 1. Human resources |  |  |

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| --- |
| 1. Describe the role of the Aged Care Quality and Safety Commission as an industry standards body in aged care. |
| 1. Explain how the Aged Care Quality and Safety Commission promotes aged care rights. |

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| Application  Description automatically generated with low confidence | 1. Answer the following questions about attitudes and stereotypes towards older people. | |
|  | |
| 1. Define stereotype in the context of aged care. | |
| 1. List two stereotypes of older people. | |

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| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 1. Describe each type of attitude in relation to aged care.  |  |  | | --- | --- | | **Attitude** | **Description** | | 1. Ageism |  | | 1. Paternalism |  | | 1. Stigma |  | |
| 1. Define values judgement regarding perceived quality of life in aged care. |
| 1. List two dangers of forming values judgement regarding perceived quality of life in aged care. |
| 1. Name two common misconceptions towards older people. |

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| Application  Description automatically generated with low confidence | 1. Answer the following questions about key philosophies and concepts in aged care. |
|  | | |
| 1. Briefly explain the difference between care and support as key concepts in aged care. | | |
| 1. Describe the empowerment of the person receiving care as a key concept in aged care. | | |
| 1. Describe social role valorisation as a key concept in aged care. | | |
| 1. Complete the table below by differentiating past and present views of aged care.  |  |  | | --- | --- | | **Past views** | **Present views** | | 1. People saw ageing as a negative thing. |  | | 1. Older people should avoid being too active because it could be physically dangerous. |  | | | |
| 1. Describe segregating as a key concept in aged care. | | |
| 1. List two risks associated with segregating older people in the society. | | |
| 1. Describe congregating as a key concept in aged care. | | |
| 1. List two risks associated with congregating older people in the society. | | |

|  |  |
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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. |
|  | |
| 1. What does it mean to work under supervision in aged care? | |
| 1. Identify two ways to determine who your supervisor is in your organisation. | |
| 1. Describe the scope of practice of each given job role in the aged care sector.  |  |  | | --- | --- | | **Job role** | **Scope of practice** | | 1. Residential care worker |  | | 1. Nursing support worker |  | | |

|  |  |
| --- | --- |
| 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. |
|  | | |
| 1. What are reporting lines? | | |
| 1. According to the diagram above, who is the direct supervisor of a support staff member? | | |
| 1. According to the diagram above, who is second in the reporting line of a support staff member? | | |
| 1. According to the diagram above, who is third in the reporting line of a support staff member? | | |
| 1. According to the diagram above, who is the last person in the reporting line of a support staff member? | | |

|  |  |  |
| --- | --- | --- |
| Application  Description automatically generated with low confidence | 1. Answer the following questions about interdisciplinary team members and key organisations in aged care sector. | |
|  | |
| 1. Define an interdisciplinary team in aged care sector. | |
| 1. Describe the role of each interdisciplinary team member in aged care sector.  |  |  | | --- | --- | | **Team member** | **Role in aged care sector** | | 1. Administration staff |  | | 1. Doctor or general practitioner |  | | |
| 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.  |  |  | | --- | --- | | **Key organisation** | **How this key organisation provides the best care for older people** | |  |  | |  |  | | |

|  |  |
| --- | --- |
| Application  Description automatically generated with low confidence | 1. Answer the following questions about funding and accreditation systems in aged care sector. |
|  | |
| 1. Define accreditation systems in aged care sector. | |
| 1. Define funding systems in aged care sector. | |
| 1. What is the relationship between funding and accreditation systems in aged care sector? | |
| 1. Outline the steps a service provider must follow to be accredited by the Aged Care Quality and Safety Commission. | |

|  |
| --- |
| 1. What does residential aged care providers use to claim residential care subsidy for each resident that permanently enters their care? |
| 1. List two kinds of subsidy the Australian Government pays to approved aged care providers. |

|  |  |
| --- | --- |
| 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. |
|  | |
| 1. Define cultural diversity in aged care sector. | |
| 1. Describe the cultural competency requirement of your role as an aged care worker. | |
| 1. Provide three ways on how you can respect cultural differences of older people. | |
| 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. |

|  |  |  |
| --- | --- | --- |
| **Support service** | **Key issue** | **How this key issue hinders the care and services provided to older people** |
| 1. Aged care support |  |  |
|  |  |
| 1. Aged community support |  |  |
|  |  |

|  |  |
| --- | --- |
| Application  Description automatically generated with low confidence | 1. Answer the following questions about individualised plans. |
|  | |
| 1. Define an individualised plan in aged care sector. | |
| 1. Identify five key contents of an individualised plan. | |
| 1. Briefly explain the purpose of an individualised plan in aged care. | |

|  |  |  |  |
| --- | --- | --- | --- |
| Application  Description automatically generated with low confidence | 1. Briefly define each term currently used in aged care. | | |
|  | | |
| **Terminology** | | **Definition** |
| 1. Discharge reason | |  |
| 1. Mainstream aged care | |  |
| 1. Personal care | |  |
| 1. Provider (organisation) | |  |
| 1. Residential aged care facility | |  |

|  |  |
| --- | --- |
| Application  Description automatically generated with low confidence | 1. Answer the following questions about the risk assessment framework. |
|  | |
| 1. What is risk assessment? | |
| 1. Outline the process for risk assessment in aged care.     *Add more fields as needed.* | |
| 1. How does the risk assessment framework apply to your personal care worker role? | |
| 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.  | **Factor/situation** | **How the risk assessment framework applies to this factor/situation** | | --- | --- | | 1. Working in a person’s home |  | | 1. Assisting a person to engage outside of their regular setting |  | | 1. Planning an activity |  | | 1. Medication safety |  | | |

|  |  |
| --- | --- |
| Application  Description automatically generated with low confidence | 1. Answer the following questions about restrictive practices. |
|  | |
| 1. Define restrictive practices in aged care. | |
| 1. Name three conditions when restrictive practices are acceptable to use to older people. | |
| 1. What is the aged care worker’s duty of care in relation to using restrictive practices? | |
| 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.  |  |  | | --- | --- | | **Type of restrictive practice** | **Parameter for use** | |  |  | |  |  | |  |  | |  |  | |  |  | | |

|  |  |
| --- | --- |
| Application  Description automatically generated with low confidence | 1. Answer the following questions about psychosocial disability. |
|  | |
| 1. Explain the difference between psychosocial disability and mental health. | |
| 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: | |
| 1. A person’s disability can impact the way they live their life. List three impacts of psychosocial disability on a person’s life. | |
| 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. | |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Mental health condition common to older people that is associated with a psychosocial disability** |  | | | |
| **Phases** | **Description** | **Additional support given** | **Alternate support given** | |
|  |  |  |  | |
|  |  |  | |  | |

|  |  |  |
| --- | --- | --- |
| 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. |
|  | |
| 1. List two ways John can interact with Josh, who has a visual disability. | |
| 1. List two ways John can interact with Rad, who has a hearing disability. | |

# Practical Assessment

## 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

|  |
| --- |
| **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

|  |
| --- |
| **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

|  |
| --- |
| **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

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

##### Signs of Abuse Checklist

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

|  |  |  |  |
| --- | --- | --- | --- |
| **CLIENT INFORMATION** | | | |
| **Name** |  | **Date of (or notification of) abuse** |  |
| **Name of facility** |  | **Time of (or notification of) abuse** |  |

**Indicators of Physical Abuse**

|  |  |  |  |
| --- | --- | --- | --- |
| **Indicators** | **Yes** | **No** | **Specify what indicator was seen** |
| 1. Injuries, pain, or bruising |  |  |  |
| 1. Multiple injuries in different stages of healing |  |  |  |
| 1. Welts, rashes, blisters, lacerations, swelling, and signs of being restrained |  |  |  |
| 1. Avoidance of particular staff, fear of a particular person |  |  |  |

**Indicators of Emotional Abuse**

|  |  |  |  |
| --- | --- | --- | --- |
| **Indicators** | **Yes** | **No** | **Specify what indicator was seen** |
| 1. Very low self-esteem, feelings of worthlessness |  |  |  |
| 1. Anxiety attacks |  |  |  |
| 1. Marked decrease in interpersonal skills |  |  |  |
| 1. Extreme attention-seeking behaviour |  |  |  |

**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 |  |  |  |
| 1. No records, or incomplete records kept of expenditure and purchases |  |  |  |
| 1. No inventory kept of significant purchases |  |  |  |
| 1. Person has insufficient money to meet normal expenses |  |  |  |

**Indicators of Sexual Abuse**

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

|  |  |  |  |
| --- | --- | --- | --- |
| **DETAILS OF PERSON COMPLETING THIS CHECKLIST** | | | |
| **Name** |  | **Date and time checklist was made** |  |
| **Position** |  | **Signature (must be handwritten)** |  |

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. |

##### Abuse Incident Report Form

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

|  |  |  |  |
| --- | --- | --- | --- |
| **DETAILS OF THE INCIDENT** | | | |
| **Name of facility** |  | **Date of (or notification of) incident** |  |
| **Name of person reporting the incident** |  | **Time of (or notification of) incident** |  |
| **Name of person incident is reported to** |  | **Date & time reported** |  |

|  |  |  |  |
| --- | --- | --- | --- |
| **DETAILS OF THE RESIDENT OR COMMUNITY CLIENT** | | | |
| **Name of resident/client** |  | **Date of birth (or age)** |  |
| **Medical diagnosis and relevant history** |  | **Sex** | Male  Female |
| **Name of resident or client’s representative** |  | **Date & time representative is notified** |  |

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

|  |  |  |  |
| --- | --- | --- | --- |
| **Name of medical practitioner (MP) notified** |  | **Date & time MP attended** |  |
| **Name of attending police officers & police station** |  | **Date & time police attended** |  |
| **Name of the hospital if transferred** |  | **Date & time transferred to hospital** |  |
| **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) |  | | |

|  |  |  |  |
| --- | --- | --- | --- |
| **DETAILS OF WITNESS/ES** (Attach written statements, if any) | | | |
| **Name** |  | | |
| **Address** |  | **Signature and designation of person reporting** |  |
| **Phone** |  | **Date signed** |  |

|  |  |  |  |
| --- | --- | --- | --- |
| **TO BE COMPLETED BY THE MANAGER** | | | |
| **Incident reported to Department of Health and Ageing?** | Yes  No | **Date and time reported** |  |
| **Incident reported to Department of Health and Police?** | Yes  No | **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. |

### 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. |

##### Signs of Abuse Checklist

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

|  |  |  |  |
| --- | --- | --- | --- |
| **CLIENT INFORMATION** | | | |
| **Name** |  | **Date of (or notification of) abuse** |  |
| **Name of facility** |  | **Time of (or notification of) abuse** |  |

**Indicators of Physical Abuse**

|  |  |  |  |
| --- | --- | --- | --- |
| **Indicators** | **Yes** | **No** | **Specify what indicator was seen** |
| 1. Injuries, pain, or bruising |  |  |  |
| 1. Multiple injuries in different stages of healing |  |  |  |
| 1. Welts, rashes, blisters, lacerations, swelling, and signs of being restrained |  |  |  |
| 1. Avoidance of particular staff, fear of a particular person |  |  |  |

**Indicators of Emotional Abuse**

|  |  |  |  |
| --- | --- | --- | --- |
| **Indicators** | **Yes** | **No** | **Specify what indicator was seen** |
| 1. Very low self-esteem, feelings of worthlessness |  |  |  |
| 1. Anxiety attacks |  |  |  |
| 1. Marked decrease in interpersonal skills |  |  |  |
| 1. Extreme attention-seeking behaviour |  |  |  |

**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 |  |  |  |
| 1. No records, or incomplete records kept of expenditure and purchases |  |  |  |
| 1. No inventory kept of significant purchases |  |  |  |
| 1. Person has insufficient money to meet normal expenses |  |  |  |

**Indicators of Sexual Abuse**

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

|  |  |  |  |
| --- | --- | --- | --- |
| **DETAILS OF PERSON COMPLETING THIS CHECKLIST** | | | |
| **Name** |  | **Date and time checklist was made** |  |
| **Position** |  | **Signature (must be handwritten)** |  |

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. |

##### Abuse Incident Report Form

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

|  |  |  |  |
| --- | --- | --- | --- |
| **DETAILS OF THE INCIDENT** | | | |
| **Name of facility** |  | **Date of (or notification of) incident** |  |
| **Name of person reporting the incident** |  | **Time of (or notification of) incident** |  |
| **Name of person incident is reported to** |  | **Date & time reported** |  |

|  |  |  |  |
| --- | --- | --- | --- |
| **DETAILS OF THE RESIDENT OR COMMUNITY CLIENT** | | | |
| **Name of resident/client** |  | **Date of birth (or age)** |  |
| **Medical diagnosis and relevant history** |  | **Sex** | Male  Female |
| **Name of resident or client’s representative** |  | **Date & time representative is notified** |  |

|  |  |  |  |
| --- | --- | --- | --- |
| **DETAILS OF ANY INJURY** | | | |
| **Nature of the injury** |  | | |
| **Immediate care given** |  | | |
| **Name of medical practitioner (MP) notified** |  | **Date & time MP attended** |  |
| **Name of attending police officers & police station** |  | **Date & time police attended** |  |
| **Name of the hospital if transferred** |  | **Date & time transferred to hospital** |  |
| **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) |  | | |

|  |  |  |  |
| --- | --- | --- | --- |
| **DETAILS OF WITNESS/ES** (Attach written statements, if any) | | | |
| **Name** |  | | |
| **Address** |  | **Signature and designation of person reporting** |  |
| **Phone** |  | **Date signed** |  |

|  |  |  |  |
| --- | --- | --- | --- |
| **TO BE COMPLETED BY THE MANAGER** | | | |
| **Incident reported to Department of Health and Ageing?** | Yes  No | **Date and time reported** |  |
| **Incident reported to Department of Health and Police?** | Yes  No | **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. |

# 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 |

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

## Preliminary Task

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| 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. |

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|  | **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 |

### Task 1 – Supplementary Questions

|  |  |
| --- | --- |
| 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 |
|  | |
| 1. For items a-c, base your answers on the copy of your position description. 2. List all of your job role requirements.      1. Describe your job role scope.      1. List all of your job role expectations. | |

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| 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:   1. List all work tasks outside your own job role.   Client A:  Client B:   1. Identify the appropriate interdisciplinary team members that are capable of performing the tasks you listed above.   Client A:  Client B: |

## Task 2 – Refer Work Tasks Outside Job Role

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

### 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. |
|  | |
| Client A: | |
| Client B: | |

## Task 3 – Carry Out Work Tasks

### Task 3.1 – Seek Consent

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

### Task 3.2 – Provide Care to the Client

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

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|  | **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.) |

## 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. |

# Assessment Workbook Checklist

|  |  |
| --- | --- |
| **TO THE CANDIDATE**  When you have completed this assessment workbook, review your work, and ensure that: | |
|  | |
|  | You have completed all the Knowledge Assessments Questions. |
|  | You have 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 |

|  |  |
| --- | --- |
|  | 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)

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

|  |  |  |
| --- | --- | --- |
| **Practical Assessment** | | |
| **Case Studies** | **S** | **NYS** |
| 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 |  |  |

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

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

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

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

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

|  |  |  |
| --- | --- | --- |
| **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) |  |  |

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

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

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

**End of Document**