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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:

**CHCDIS020 - Work effectively in disability support (Release 1)**

1. Meet job role requirements
2. Work within organisational requirements
3. Work within a disability support 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/CHCDIS020>

# 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 a disabilities 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 similar environment, where the candidate can complete the assessments, 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
* Person A
* Person 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 disability support
* Human rights framework requirements relevant to disability support
* Professional conduct requirements relevant to disability support (e.g. Codes of conduct, industry standards, etc.)
* Candidate’s workplace supervisor
* Nominated clients in the aged care context
* Person A
* Person B
* Carer/Family/Other person that Client B identified to give consent for them
* Interdisciplinary team members relevant to the client’s care services
* Person A
* Person 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 Assessments.** 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.

# Accessing External Links

Throughout this workbook, you will sometimes be required to access certain websites. Links to these websites are formatted in Blue Underlined Text.

To access these, hold the **Ctrl key and click the link for Windows users**, or simply **click on these blue links for** **Mac users**.

# Assessment Workbook Cover Sheet

**To the candidate:** Print this cover sheet and complete it by filling in all the required information and signing in the space provided. Your signature must be handwritten. Scan the completed cover sheet and submit it along with your evidence submissions. Use the filename: **CHCDIS020 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 | CHCDIS020 |
| Title | Work effectively in disability support (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 18, 20, 21, 22 and 25 of this Knowledge Assessment require you to refer to links, legislation, and codes of conduct relevant to disability support services in 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 18, 20, 21, 22 and 25, you must refer to links, legislation, and codes of conduct relevant to disability support services in 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 18, 20, 21, 22 and 25.*  **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 18, 20, 21, 22 and 25 require the candidate to refer to links, legislation, and codes of conduct relevant to disability support services in the state/territory they ticked below.  When assessing the candidate’s responses in Questions 18, 20, 21, 22 and 25, the assessor must review the candidate’s responses against the links, legislation, and codes of conduct relevant to disability support services in the state/territory they ticked below.  The assessor must also ensure that they are accessing the version of the links, legislation, and codes of conduct relevant to disability support services 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, legislation, and codes of conduct relevant to disability support services from the state/territory they ticked below.  Specific marking guide and benchmark and model answers to Knowledge Assessment Questions 18, 20, 21, 22 and 25 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. Complete the table by: 2. Briefly describing each type of disability. 3. Describing the functional capacity of a person in relation to the given types of disability. |
|  | |
| *Mapping: CHCDIS020 KE1.0*  *Learner guide reference: CHCDIS020 Learner Guide, Chapter 3, Subchapter 3.1*  **Marking guide**  The candidate must complete the table by:   1. Briefly describing each type of disability.   For a satisfactory performance, although wording may slightly vary, the candidate’s response must be consistent with the benchmark answers below.   1. Describing the functional capacity of a person in relation to the given types of disability.   For a satisfactory performance, although wording may slightly vary, the candidate’s response must:   * Be consistent with the definition of each type of disability they provided. * Be a description of the capacity of a person to perform tasks with the given type of disability.   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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| --- | --- | --- |
| **Type of disability** | **Description** | **Functional capacity** |
| 1. Acquired brain injury (ABI) | It is a disorder that causes damage to the brain, changing the way a person acts, thinks, communicates, and behaves. | The ability for decision making of a person with ABI will depend on the severity of the brain injury they sustained. A person in the early stages of recovery may be unable to make decisions due to still being very confused. However, as their cognitive and communication skills improve, they may later regain the capacity to make some decisions for themselves. |
| 1. Autism spectrum disorder (ASD) | It is caused by an irregularity of brain development and is usually detected in early childhood and lasts throughout a person’s life. It describes a cluster of disorders such as Rett's Disorder and Childhood Disintegrative Disorder. | The abilities of people with autism vary and can evolve over time. While some people with autism can live independently, others have severe disabilities and require life-long care and support. |
| 1. Developmental delay | It is described as when a child takes longer to reach developmental milestones than other children. | A person with a developmental delay will take longer time to develop new skills, and they might learn in slightly different ways from other people. |

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| **Type of disability** | **Description** | **Functional capacity** |
| 1. Intellectual disability | It is a developmental disorder characterised by intelligence limitations and significant difficulty with daily living skills. | The abilities of people with intellectual disabilities depend on the severity of their condition and any other underlying genetic or medical conditions they have. Most of them take longer time to learn and experience delays in development. |
| 1. Learning disability | These are disabilities that causes difficulties in learning and processing new information. It affects how the brain handles and perceives external stimuli. | A person with a learning disability will struggle more in one or more areas of learning than would be expected for their level of intelligence. They need support to help them succeed at school and work. |
| 1. Neurological impairment | It occurs when there is damage to the nervous system, which includes the brain and spinal cord. | The abilities of people with neurological impairment vary from person to person. Most of them requires assistance in remembering things and performing daily tasks. |

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| --- | --- | --- |
| **Type of disability** | **Description** | **Functional capacity** |
| 1. Physical disability | These are disabilities that may affect, either temporarily or permanently, a person’s physical capacity and mobility. | A person with a physical disability requires physical adjustments to be made to their environment before they can function effectively. |
| 1. Sensory disability | These are disabilities that affect a person’s ability to see, hear, smell, touch, and taste. | A person with a sensory disability requires assistive equipment or aid to assist them in performing daily activities. |
| 1. Speech-language disability | It includes communication disorders and impairments involving one’s hearing, fluency, and ability to articulate words. | A person with a speech-language delay will take longer time to articulate words and become fluent in communicating with other people. |

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| --- | --- |
| Application  Description automatically generated with low confidence | 1. Answer the following questions about psychosocial disability. |
|  | |
| Mapping: Provided per item below.  *Learner guide reference: CHCDIS020 Learner Guide, Chapter 3, Subchapter 3.1*  **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: CHCDIS020 KE2.2 (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: CHCDIS020 KE2.2 (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.     *Mapping: CHCDIS020 KE2.1 (p)*  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 people with disability that is associated with a psychosocial disability. 3. Identifying two phases associated with the mental health condition identified. 4. Briefly describing what the person with disability with the mental health condition identified may experience in each phase.   This may include how long a person with disability 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 people with disability when they experience each phase:  * Additional support * Alternate support.   *Mapping: CHCDIS020 KE2.3*  The candidate must complete the table below by:   1. Identifying one mental health condition common to people with disability 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 people with disability * 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 where a person experiences the symptoms of the mental condition identified. |

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| 1. Briefly describing what the person with disability 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 a person with disability with the mental health condition identified may experience in each period of time. This includes how long a person with disability 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 people with disability 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 people with disability 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 people with disability 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. |

|  |  |  |  |
| --- | --- | --- | --- |
| **Mental health condition common to people with disability 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 to 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**  Anne is 73 years old and has lower limb disability. She has also been diagnosed with depression. She wants to socialise with her peers in the residential care facility but she is an overthinker. She worries too much that other people will react negatively when she communicates with them. Because of her extreme anxiety, she’s having difficulties initiating conversations with her peers in the residential care facility, including – Rachel (with a visual disability) and Carla (with a hearing disability). |   Answer the questions about how Anne can interact with people with other disabilities. |
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| *Mapping: CHCDIS020 KE2.4*  **Marking guide**  The candidate must read the scenario above and answer the questions about how Anne 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 Anne can interact with Rachel, who has a visual disability.    The candidate must list two ways Anne can interact with Rachel 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 Anne can communicate with Rachel 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).   * Anne can provide a clear word picture when describing things to them. This includes details such as colour, texture, shape and landmarks. * Anne can greet Rachel as she enters a room or location to let them know they are there. * Anne can inform Rachel if she plans to leave or move to another room. |
| 1. List two ways Anne can interact with Carla, who has a hearing disability.    The candidate must list two ways Anne can interact with Carla 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 Anne can communicate with Carla who has a hearing disability   Hearing disability is a result of hearing impairment. It refers to conditions that cause a person 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).   * Anne can maintain eye contact while communicating with Carla. * Ane can use gestures and clear facial expressions to help Carla understand what she is saying. * Anne can use normal lip movement and refrain from overexaggerating each word. |

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| Application  Description automatically generated with low confidence | 1. Briefly define each term currently used in supporting people with disabilities. | |
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| *Mapping: CHCDIS020 KE3.0*  *Learner guide reference: CHCDIS020 Learner Guide, Chapter 1, Subchapter 1.1, Section 1.1.1*  **Marking guide**  The candidate must briefly define each term currently used in the disability support sector.  For a satisfactory performance, although wording may slightly vary, the candidate’s response must be consistent with the benchmark answers below. | | |
| **Terminology** | | **Definition** |
| 1. Continuous care | | Care that is on-going, or likely to be on-going, for at least six months. |
| 1. Dressing aids | | Includes aids that are used to assist in the dressing process such as zip pullers, button hooks and tongs for pulling on clothes. |
| 1. Non-core activities | | These include cognitive or emotional tasks, health care, meal preparation, reading or writing, household chores, property maintenance and transport. |
| 1. Personal activities/tasks | | These include mobility, self-care, communication, health care and cognitive or emotional tasks. |
| 1. Unmet need | | A person's need for assistance is unmet if they do not receive assistance, or require more assistance than is currently being received, for one or more of the activities where assistance is needed. |

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| Application  Description automatically generated with low confidence | 1. Answer the following questions about individualised plans. |
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| *Mapping: CHCDIS020 KE4.0*  *Learner guide reference: CHCDIS020 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. Briefly explain the purpose of an individualised plan in disability support.     The candidate must briefly explain the purpose of an individualised plan in disability support.  For a satisfactory performance, although the wording may slightly vary, their response must be consistent with the benchmark answer 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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| 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:   * Be consistent with the definition of individualised plan they provided. * Be five examples of information that should be present in 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):   * The person’s basic information (name, history, condition, allergies if any). * The person’s holistic needs (physical, emotional, psychological, and spiritual). * The person’s wants and preferences. * The person’s goals in terms of their holistic needs. * The person’s support schedule, which includes tasks, frequency of tasks, and equipment needed. * The sources of funding for the person’s needs and the total budget for these. * Strategies for supporting and empowering the person to meet their holistic needs. * The person’s behaviour(s) of concern, if any. * Other information such as medication, the specialist personnel to contact when the need arises. |

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| Application  Description automatically generated with low confidence | 1. Answer the following questions about person-centred approaches in disability support. |
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| *Mapping: CHCDIS020 KE5.1, KE8.2*  *Learner guide reference: CHCDIS020 Learner Guide, Chapter 3, Subchapter 3.2, Section 3.2.2*  **Marking guide**  The candidate must answer the following questions about person-centred approaches in disability support.  Additional marking guide and benchmark answers are provided below to guide the assessor in assessing the candidate’s responses. | |
| 1. Briefly explain how a person-centred approach in disability support differs from a traditional one.     The candidate must briefly explain how a person-centred approach in disability support differs from a traditional one.  For a satisfactory performance, although the wording may slightly vary, their response must be consistent with the benchmark answers below.  The person-centred approach in disability focuses on improving the person’s overall quality of life based on personal goals and preferences. On the contrary, the traditional approach focuses on managing the person’s illness and medical condition based on clinical or medical advice. | |

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| 1. Identify three benefits of using a person-centred approach in disability support.     The candidate must identify three benefits of using a person-centred approach in disability support.  For a satisfactory performance, although wording may slightly vary, the candidate’s responses must demonstrate sufficient knowledge on benefits of using a person-centred approach in disability support.  Model answers are provided below for the assessor’s reference. The candidate will only need to provide three responses.   * PWDs will generally have an easier time trusting those who apply person-centred approaches. * PWDs will be more compliant with routines, activities, and programs designed based on their needs and wants. * Support workers will not have difficulty creating support strategies or complicated care procedures. * Support workers will not need to spend a lot of time and effort managing the person’s behaviour and convincing them to take part in certain activities. |
| 1. Describe how each person-centred approach puts the person in the centre of the service and briefly explain how you can apply this approach as a disability support worker.   The candidate must:   1. Describe how each person-centred approach puts the person in the centre of the service.   For a satisfactory performance, the candidate must demonstrate sufficient knowledge on how each person-centred approach puts the person in the centre of the service.   1. Briefly explain how they can apply this approach as a disability support 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 apply each person-centred approach as a disability support worker.   Model answers are provided below for the assessor’s reference. |

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| **Person-centred approach** | **How this approach puts the person in the centre of the service** | **How you can apply this approach as a disability support worker** |
| 1. Upholding autonomy | This approach enables the person to be in charge of their own life. | I can apply this approach by informing the patient of their right to refuse service, right to consent, and right to get a second opinion from other doctors. |
| 1. Supporting the person to exercise choice | This approach enables the person to make reasonable life choices. | I can apply this approach by involving the person in planning and making decisions about their care. |
| 1. Person’s right to self-determination | This approach allows the person to set their own goals and assist them towards reaching these goals. | I can apply this approach by letting the person 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 disability support. |
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| *Mapping: CHCDIS020 KE5.2 (p)*  *Learner guide reference: CHCDIS020 Learner Guide, Chapter 2, Subchapter 2.2, Section 2.2.2*  **Marking guide**  The candidate must answer the following questions about duty of care in disability support.  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 disability support.     The candidate must define duty of care as a support practice in disability support.  For a satisfactory performance, although wording may slightly vary, their response must be consistent with the benchmark answer below:  Duty of care is the legal responsibility to avoid acts or omissions, which could be reasonably foreseen to injure or harm persons with disabilities (PWDs). Support workers have a duty of care to PWDs to reduce or limit the amount of harm or injury they may experience due to their support. | |
| 1. What is the relevance of duty of care in disability support?     The candidate must explain the relevance of duty of care in disability support.  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 the care of a PWD. | |

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| Application  Description automatically generated with low confidence | 1. Answer the following questions about dignity of risk in the context of disability support. |
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| *Mapping: CHCDIS020 KE5.2 (p), KE5.3*  *Learner guide reference: CHCDIS020 Learner Guide, Chapter 2, Subchapter 2.2.2*  **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 disability support.     The candidate must define dignity of risk in the context of disability support.  For a satisfactory performance, although wording may slightly vary, their response must be consistent with the benchmark answer below:  Dignity of risk refers to a person’s right to participate in activities that may come with risks. It is a concept that upholds the autonomy of PWDs to make their own choices and become independent persons. | |
| 1. Which standard in the *National Standards for Disability Services* does the dignity of risk align with? Include the standard number and name/title in your response. Standard number, name:   Briefly explain how this standard aligns with the person’s dignity of risk.  Explanation:  The candidate must identify the standard in National Standards for Disability Services that the dignity of risk aligns with. The candidate must include the standard number, name/title, and a brief explanation of this standard.  For a satisfactory performance, the candidate’s response must be Standard 1: Rights  For the explanation, although wording may slightly vary, the candidate’s response must be consistent with the benchmark explanation below:  Under this standard, the client’s inherent right to freedom of expression and the right to make decisions about and exercise control over their own lives are recognised. This standard aligns with the person’s dignity of risk because they are given the right to choose to take some risks in life. | |

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| 1. What is the disability support worker’s duty of care in relation to dignity of risk?     The candidate must explain the disability support 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 disability support worker’s duty of care in relation to dignity of risk.  Model answers are provided below for the assessor’s reference:  It is the disability support 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 with a disability chooses to take public transportation, they may do so. The support worker’s duty of care will then be to support the person in taking the public transportation in a safe manner, e.g. encouraging the person to use their mobility aids, making the first few trips together, and then eventually allowing the person to go on their own if they choose to, etc. |
| 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 disability support worker’s duty of care they provided. * demonstrate sufficient knowledge of support practices that will address their duty of care in relation to dignity of risk.   Model answers are provided below for the assessor’s reference. The candidate will only need to provide two support practices.   * Joining a person’s first few trips before eventually allowing them to go on their own if they choose to. * Guiding a person to buy groceries in the market before eventually allowing them to go on their own if they choose to. * Assisting a person in cooking their food before eventually allowing them to do it on their own if they choose to. |

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| Application  Description automatically generated with low confidence | 1. Complete the table by: 2. Briefly explaining how each risk area can lead to abuse of people with disabilities. 3. Providing one support practice that will address each risk area as a disability support worker. |
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| *Mapping: CHCDIS020 KE5.4 (p)*  *Learner guide reference: CHCDIS020 Learner Guide, Chapter 3, Subchapter 3.4*  **Marking guide**  The candidate must complete the table by:   1. Briefly explaining how each risk area can lead to abuse of people with disabilities.   For a satisfactory performance, the candidate’s response must demonstrate sufficient knowledge on how each risk area can lead to abuse of people with disabilities.   1. Providing one support practice that will address each risk area as a disability support 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 will address each risk area as a disability support worker.   Model answers are provided below for the assessor’s reference. | |

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| **Risk area** | **How this risk area leads to abuse of people with disabilities** | **Support practice** |
| 1. Lack of knowledge of individual rights as a person with a disability | If PWDs are not aware of their rights, they may allow others to mistreat them. | Provide written resources such as books, magazines, and posters to PWDs that talk about their rights. |
| 1. 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 the person or prevent the abuse from occurring. | Participate in training relevant to recognising and reporting signs of abuse of PWDs. |

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| Application  Description automatically generated with low confidence | 1. Complete the table by: 2. Briefly explaining how each systemic issue affects people with disabilities in society. 3. Providing one support practice that will address each systemic issue as a disability support worker. |
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| *Mapping: CHCDIS020 KE5.4 (p)*  *Learner guide reference: CHCDIS020 Learner Guide, Chapter 3, Subchapter 3.4*  **Marking guide**  The candidate must complete the table by:   1. Briefly explaining how each systemic issue affects people with disabilities in society.   For a satisfactory performance, the candidate’s response must demonstrate sufficient knowledge on how each systemic issue affects people with disabilities in society.   1. Providing one support practice that will address each systemic issue as a disability support worker.   For a satisfactory performance, the candidate’s response must:   * Be consistent with the explanation they provided. * Demonstrate sufficient knowledge of a support practice that will address each systemic issue as a disability support worker.   Model answers are provided below for the assessor’s reference. | |

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| **Systemic issue** | **How this issue affects people with disabilities in society** | **Support practice** |
| 1. Poor funding of disability support services | If there are limited funds for disability support services, PWDs will not get the proper assistance they need to achieve a good quality of life as others on an equal basis. | Search for cost-effective options for disability support services if resources are limited. |
| 1. Inadequate protection for people with disabilities | If the current disability laws lack sufficient protection and support for PWDs, they will face challenges that hinder access to their rights. | Encourage PWDs 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 by: 2. Briefly describing each type of abuse. 3. Providing one support practice that will assist a person with disabilities in recovering from each type of abuse as a disability support worker. |
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| *Mapping: CHCDIS020 KE5.5*  *Learner guide reference: CHCDIS020 Learner Guide, Chapter3, Subchapter 3.4*  **Marking guide**  The candidate must complete the table 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 a person with disabilities in recovering from each type of abuse as a disability support 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 how they can assist a person with disabilities in recovering from each type of abuse as a disability support worker.   Model answers are provided below for the assessor’s reference. | |

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| **Type of abuse** | **Description** | **Support practice** |
| 1. Physical abuse | These are actions that involve the inappropriate use of physical contact or force against a person. Examples of physical abuse are excessive use of physical force or restraint by a staff member and threats of physical abuse made to a person with a disability by another person. | Ask for the person’s consent before providing disability support services that involve physical touch. |
| 1. Emotional abuse | These are actions or behaviours that reject, isolate, intimidate or frighten by threats, or the witnessing of family violence, to the extent that the person’s behaviour is disturbed, or their emotional/psychological wellbeing has been, or is at risk of being, seriously impaired. Examples of emotional abuse are rejecting, isolating, terrorising and ignoring behaviours. | 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 involves misuse of a person’s assets, property, possessions and finances without their consent. Examples of financial abuse are theft, fraud, exploitation and pressure in relation to assets, property, possessions and finances. | 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 a person with a disability 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 in the disability sector. |
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| *Mapping: CHCDIS020 KE5.6 (p), KE9.2 (p)*  *Learner guide reference:*   * *CHCDIS020 Learner Guide, Chapter 1, Subchapter 1.1, Section 1.1.2* * *CHCDIS020 Learner Guide, Chapter 1, Subchapter 1.3*   **Marking guide**  The candidate must answer the following questions about delegation in the disability sector.  Additional marking guide and benchmark answers are provided below to guide the assessor in assessing the candidate’s responses. | |
| 1. Define health professionals in the disability support sector.     The candidate must define health professionals in the disability support sector.  For a satisfactory performance, although wording may slightly vary, the candidate’s response must be consistent with the benchmark answer below:  Health professionals in the disability support sector are individuals with university-level qualifications that allow them to provide clinical and therapy services. This profession includes physiotherapy, occupational therapy, psychology, dietetics, orthotics, audiology, orthoptics, podiatry, speech pathology, and social work. | |
| 1. Define delegation in the disability support sector.     The candidate must define delegation in the disability support sector.  For a satisfactory performance, although wording may slightly vary, the candidate’s response must be consistent with the benchmark answer below:  Delegation is the process by which a health professional assigns tasks to support workers who are capable of performing the task. | |

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| 1. Name two types of tasks typically delegated by an allied health professional to a disability support worker.    The candidate must name two types of tasks typically delegated by an allied health professional to a disability support worker.  For a satisfactory performance, the candidate’s response must demonstrate sufficient knowledge of tasks typically delegated by an allied health professional to a disability support worker.  Model answers are provided below for the assessor’s reference. The candidate will only need to provide two responses.   * Be responsible for delivery of elements of the treatment and support plan. * Participate in the therapeutic supervision process. * Participate in appropriate professional development activities. |

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| Application  Description automatically generated with low confidence | 1. Complete the table by: 2. Identifying two health professionals in the disability support sector. 3. Providing two delegation requirements for each health professional identified. 4. Providing one support practice that will address each delegation requirement as a disability support worker. |
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| *Mapping: CHCDIS020 KE5.6 (p), KE9.2 (p)*  *Learner guide reference: CHCDIS020 Learner Guide, Chapter 1, Subchapter 1.1, Section 1.1.2*  **Marking guide**  The candidate must complete the table by:   1. Identifying two health professionals in the disability support sector.   For a satisfactory performance, the candidate's responses must:   * Be consistent with the definition of health professionals they provided. * Demonstrate sufficient knowledge of health professionals in the disability support sector.  1. Providing two delegation requirements for each health professional identified.   For a satisfactory performance, the candidate's responses must:   * Be consistent with each health professional they identified. * Demonstrate sufficient knowledge of delegation requirements for each health professional they identified.  1. Providing one support practice that will address each delegation requirement as a disability support worker.   For a satisfactory performance, the candidate’s response must:   * Be consistent with each delegation requirement they identified. * Demonstrate sufficient knowledge of a support practice that will address each delegation requirement as a disability support worker.   Model answers are provided below for the assessor’s reference. | |

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| **Health professional** | **Delegation requirement** | **Support practice** |
| Speech pathologist | Develop a care plan in consultation with a health professional. | Consult the health professional for appropriate strategies that will address the person’s goals and needs. |
| Assist the person in speech therapy. | Start simple conversations or stories with the person to help them speak more fluently and with confidence. |
| 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. |
| Identify the person’s food-related goals and needs. | Consult the health professional for the person’s needs and discuss these with the person to help them set their own food-related goals. |

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| Application  Description automatically generated with low confidence | 1. Answer the following questions about supervision in the disability sector. |
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| *Mapping: CHCDIS020 KE5.6 (p), KE9.2 (p)*  *Learner guide reference: CHCDIS020 Learner Guide, Chapter 1, Subchapter 1.1, Section1.1.2*  **Marking guide**  The candidate must answer the following questions about supervision in the disability sector.  Additional marking guide and benchmark answers are provided below to guide the assessor in assessing the candidate’s responses. | |
| 1. Define supervision in the disability support sector.     The candidate must define supervision in the disability support sector.  For a satisfactory performance, although wording may slightly vary, the candidate’s response must be consistent with the benchmark answer below:  Supervision refers to effective monitoring of tasks delegated or identified by health professionals to support workers. | |
| 1. Name two types of supervision typically done by an allied health professional to a disability support worker.    The candidate must name two types of supervision typically done by an allied health professional to a disability support worker.  For a satisfactory performance, the candidate’s response must demonstrate sufficient knowledge of types of supervision typically done by an allied health professional to a disability support worker.  Model answers are provided below for the assessor’s reference. The candidate will only need to provide two responses.   * Therapeutic or Clinical * Managerial * Professional * Personal * Pastoral | |

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| Application  Description automatically generated with low confidence | 1. Complete the table by: 2. Identifying two health professionals in the disability support sector. 3. Providing two supervision requirements for each health professional identified. 4. Providing one support practice that will address each delegation requirement as a disability support worker |
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| *Mapping: CHCDIS020 KE5.6 (p), KE9.2 (p)*  *Learner guide reference: CHCDIS020 Learner Guide, Chapter 1, Subchapter 1.1, Section1.1.2*  **Marking guide**  The candidate must complete the table by:   1. Identifying two health professionals in the disability support sector.   For a satisfactory performance, the candidate's responses must:   * Be consistent with the definition of health professionals they provided. * Demonstrate sufficient knowledge of health professionals in the disability support sector.  1. Providing two supervision requirements for each health professional identified.   For a satisfactory performance, the candidate's responses must:   * Be consistent with each health professional they identified. * Demonstrate sufficient knowledge of supervision requirements for each health professional they identified.  1. Providing one support practice that will address each supervision requirement as a disability support 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 a disability support worker.   Model answers are provided below for the assessor’s reference. | |

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| **Health professional** | **Supervision requirement** | **Support practice** |
| Physiotherapist | Ensure that the supports being delivered are consistent with the person’s goals and needs. | Refer to the person’s care plan when delivering support services. |
| Ensure that the standards for providing physical therapy are being observed. | Follow codes of practice for delivering physical therapy support services. |
| Psychologist | 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. |
| 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 United Nations Convention on the Rights of Persons with Disability (CRPD). |
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| *Mapping: CHCDIS020 KE6.4*  *Learner guide reference:*   * *CHCDIS020 Learner Guide, Chapter 2, Subchapter 2.2 Introduction* * *CHCDIS020 Learner Guide, Chapter 2, Subchapter 2.2, Section 2.2.1*   **Marking guide**  The candidate must answer the following questions about human rights and the United Nations CRPD.  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 CRPD adopts a broad categorisation of persons with disabilities and reaffirms that      .   The candidate must complete the statement above.  For a satisfactory performance, although wording may slightly vary, the candidate’s response must be:  … all persons with all types of disabilities must enjoy all human rights and fundamental freedoms. |

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| 1. True or false: The CRPD entered into force on 30 March 2007.   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:  The CRPD entered into force on 3 May 2008. |
| 1. What is the role of the United Nations CRPD in the disability support sector?     The candidate must explain the role of the United Nations CRPD in the disability support sector.  For a satisfactory performance, although wording may slightly vary, their response must be consistent with the benchmark answer below.  The United Nations CRPD promotes, protects, and ensures the full and equal enjoyment of all human rights and fundamental freedoms by all persons with disabilities, and to promote respect for their inherent dignity. |
| 1. Identify the eight principles on which the United Nations CRPD are based. |

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| The candidate must identify the eight principles on which the United Nations CRPD are based.  For a satisfactory performance, although wording may slightly vary, the candidate’s responses must be the eight below (in no particular order):   * Respect for inherent dignity, individual autonomy, including the freedom to make one’s own choices, and independence of persons * Non-discrimination * Full and effective participation and inclusion in society * Respect for difference and acceptance of persons with disabilities as part of human diversity and humanity * Equality of opportunity * Accessibility * Equality between men and women * Respect for the evolving capacities of children with disabilities and respect for the right of children with disabilities to preserve their identities. |
| 1. How does the United Nations CRPD promote disability rights?     The candidate must explain how the United Nations CRPD promote disability rights.  For a satisfactory performance, although wording may slightly vary, the candidate must demonstrate sufficient knowledge on how the United Nations Convention on the Rights of Persons with Disabilities promote disability rights.  A model answer is provided below to give the assessor a general idea of the required breadth and depth for a satisfactory response:  The United Nations CRPD take all appropriate measures to eliminate discrimination on the basis of disability by any person, organisation or private enterprise. |

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| Application  Description automatically generated with low confidence | 1. Complete the table by: 2. Describing the role of the given national legislation in the disability support sector. 3. Identifying a legal requirement relevant to you as a disability support worker. 4. Providing the section in the legislation where the legal requirement may be found. 5. Explaining how meeting this requirement will promote the rights of persons with disabilities. |
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| *Mapping: CHCDIS020 KE6.2 (p)*  *Learner guide reference: CHCDIS020 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 given national legislation in the disability support sector.   For a satisfactory performance, although the wording may slightly vary, their response must be consistent with the benchmark answers below.   1. Identifying a legal requirement relevant to you as a disability support worker.   Responses will vary, however, for a satisfactory performance, the candidate must identify one legal requirement sourced from the given legislation that is relevant to them as a disability support 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 this requirement will promote the rights of persons with disabilities.   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 this legal requirement will promote the rights of persons with disabilities.  Model answers are provided on the next page for the assessor’s reference. | |

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| **National legislation in the disability support sector** | Disability Discrimination Act 1992 | |
| **Role of identified legislation in the disability support sector** | To ensure, as far as practicable, that persons with disabilities have the same rights to equality before the law as the rest of the community. | |
| **Relevant legal requirement in identified legislation** | | **How meeting this legal requirement will promote the rights of persons with disabilities** |
| A person (the discriminator) discriminates against another person (the aggrieved person) on the ground of a disability of the aggrieved person if, because of the disability, the discriminator treats, or proposes to treat, the aggrieved person less favourably than the discriminator would treat a person without the disability in circumstances that are not materially different.  Source:       Section 5 (1) | | Treating a person with disability the same way as others without disability will make them feel respected and valued as individuals. |

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| Application  Description automatically generated with low confidence | 1. Complete the table by: 2. Identifying one relevant state/territory-based legislation to disability support services. 3. Describing the role of the legislation you identified in the disability support sector. 4. Identifying a legal requirement relevant to you as a disability support worker. 5. Providing the section in the legislation where the legal requirement may be found. 6. Explaining how meeting this requirement will promote the rights of persons with disabilities. |
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| *Mapping: CHCDIS020 KE6.2 (p)*  *Learner guide reference: CHCDIS020 Learner Guide, Chapter 2, Subchapter 2.2, Section 2.2.1*  **Marking guide**  The candidate must complete the table by:   1. Identifying one state/territory-based legislation relevant to disability support services.   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 disability support services. | |

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| 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.   |  |  | | --- | --- | | **State/territory** | **Legislation register** | | 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/) |  1. Describing the role of the legislation they identified in the disability support sector.   Responses will vary depending on the legislation that the candidate identified, however, for a satisfactory performance, the candidate must demonstrate sufficient knowledge of the role of the legislation they identified in the disability support sector.   1. Identifying a legal requirement relevant to you as a disability support worker.   Responses will vary depending on the on the candidate’s state/territory, however, for a satisfactory performance, the candidate must identify one legal requirement sourced from the identified legislation that is relevant to them as a disability support worker.   1. Providing the source for each response, e.g. section in the legislation where the 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. |

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| 1. Explaining how meeting this requirement will promote the rights of persons with disabilities.   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 this legal requirement will promote the rights of persons with disabilities.  Model answers are provided on the next page for the assessor’s reference. These model answers are based on legislation applicable in Victoria. |

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| **State/territory legislation relevant to disability support services** | Disability Act 2006 No. 23 of 2006 | |
| **Role of identified legislation in the disability support sector** | Promote and protect the rights of persons accessing disability services. | |
| **Relevant legal requirement in identified legislation** | | **How meeting this legal requirement will promote the rights of persons with disabilities** |
| Be flexible and responsive to the individual needs of persons with a disability.  Source:       Section 5 (3B) | | Addressing the individual needs of persons with a disability will help them achieve a good quality of life and enjoy their rights. |

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| Application  Description automatically generated with low confidence | 1. Describe the role of each national statutory body in the disability support sector and explain how they promote the rights of persons with disabilities. |
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| *Mapping: CHCDIS020 KE6.1 (p)*  *Learner guide reference:*   * *CHCDIS020 Learner Guide, Chapter 2, Subchapter 2.1, Section 2.1.2* * *CHCDIS020 Learner Guide, Chapter 2, Subchapter 2.2, Section 2.2.1*   **Marking guide**  The candidate must:   1. Describe the role of each national statutory body in the disability support sector.   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 the rights of persons with disabilities.   For a satisfactory performance, the candidate must demonstrate sufficient knowledge on how each national statutory body promotes the rights of persons with disabilities.  Model answers are provided below for the assessor’s reference. | |

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| **Statutory body** | **Role in the disability support sector** | **How this statutory body promotes the rights of persons with disabilities** |
| 1. Australian Human Rights Commission | Investigate and conciliate discrimination and human rights complaints. | This statutory body ensures that the rights of people with disabilities are respected and protected. |
| 1. National Disability Insurance Agency (NDIA) | Implement the National Disability Insurance Scheme (NDIS), which provides funding to eligible people based on their individual needs. | The funds they provide will help people with disabilities to meet their individual goals and needs. |

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| Application  Description automatically generated with low confidence | 1. Complete the table by: 2. Identifying two state/territory statutory bodies in the disability support sector. 3. Describing the role of each statutory body you identified in the disability support sector. 4. Explaining how each statutory body promotes the rights of persons with disabilities. |
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| *Mapping: CHCDIS020 KE6.1 (p)*  *Learner guide reference: CHCDIS020 Learner Guide, Chapter 2, Subchapter 2.2, Section 2.2.1*  **Marking guide**  The candidate must complete the table by:   1. Identifying two state/territory statutory bodies in the disability support sector.   Responses will vary depending on the candidate’s state/territory, however, for a satisfactory performance, the candidate’s response must demonstrate sufficient knowledge of statutory bodies in the disability support sector applicable in their state/territory. | |

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| For the assessor to determine whether the statutory bodies that the candidate identified are applicable in their state/territory, they must check the legislation register of the state/territory that the candidate identified.   |  |  | | --- | --- | | **State/territory** | **Legislation register** | | 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/) |  1. Describing the role of each statutory body they identified in the disability support sector.   Responses will vary depending on the statutory body that the candidate identified, however, for a satisfactory performance, the candidate must demonstrate sufficient knowledge of the role of each state/territory statutory body in the disability support sector.   1. Explaining how each statutory body promotes the rights of persons with disabilities.   Responses will vary depending on the statutory body that the candidate identified, however, for a satisfactory performance, the candidate must demonstrate sufficient knowledge on how each state/territory statutory body promotes the rights of persons with disabilities.  Model answers are provided on the next page for the assessor’s reference. These model answers are based on legislation applicable in Victoria. |

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| **State/territory statutory body** | **Role in the disability support sector** | **How this state/territory statutory body promotes the rights of persons with disabilities** |
| Victorian Disability Advisory Council | Provide advice to the Minister in respect of the barriers to full inclusion and participation in the community of persons with a disability and the strategies for the removal of those barriers. | This statutory body ensures that the state disability plan supports the participation and inclusion of people with disability in the Victorian community. |
| Disability Services Commissioner | Investigate complaints relating to disability services and regulated disability services. | This statutory body prevents and responds to abuse and neglect of persons with a disability receiving disability services or regulated disability services. |

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| Application  Description automatically generated with low confidence | 1. Answer the following questions about the Office of the Health Ombudsman. |
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| *Mapping: CHCDIS020 KE6.3*  *Learner guide reference: CHCDIS020 Learner Guide, Chapter 2, Subchapter 2.2, Section 2.2.1*  **Marking guide**  The candidate must answer the following questions about 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. 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. | |
| 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. | |

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| 1. What is the role of the office of Commonwealth Ombudsman in the disability support sector?     The candidate must explain the role of the office of Commonwealth Ombudsman in the disability support sector.  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 PWDs sort out problems with Australian Government agencies by taking complaints about mainstream programs that are delivered to or for them. |
| 1. Name two programs that the office of Commonwealth Ombudsman implements to promote disability rights.    The candidate must name two programs that the office of Commonwealth Ombudsman implements to promote disability rights.  For a satisfactory performance, although wording may vary, their response must be two of the model answers below (in no particular order):   * National Disability Insurance Scheme * Disability Support Pension * Disability Employment Services |

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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. Answer the following questions about mandatory reporting in relation to disability support. |
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| *Mapping: CHCDIS020 KE6.2 (p), KE6.5*  *Learner guide reference: CHCDIS020 Learner Guide, Chapter 2, Subchapter 2.2, Section 2.2.2*  **Marking guide**  The candidate must answer the following questions about mandatory reporting in relation to disability support.  Additional marking guide and benchmark answers are provided below to guide the assessor in assessing the candidate’s responses. | |
| 1. Complete the statement: According to Article 16 of the Convention on the Rights of Persons with Disabilities, States Parties shall also take all appropriate measures to prevent all forms of exploitation, violence, and abuse by      .   The candidate must complete the statement above.  For a satisfactory performance, although wording may slightly vary, the candidate’s response must be:  … ensuring, inter alia, appropriate forms of gender- and age-sensitive assistance and support for persons with disabilities and their families and caregivers, including through the provision of information and education on how to avoid, recognize and report instances of exploitation, violence and abuse. | |

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| 1. Access and review relevant state/territory legislation to disability support services and list all the people who have mandatory reporting obligations.   For your assessor’s reference, provide the specific legislation and section where you sourced your response.    Source:  The candidate must list all the people who have mandatory reporting obligations under relevant state/territory legislation to disability support services.  For a satisfactory performance, the candidate’s response must:   * Be consistent with the state/territory they selected in the Preliminary Task of this Knowledge Assessment.   In order to check this, the assessor must verify their responses by accessing the legislation the candidate referred to when answering this question.   * Demonstrate sufficient knowledge of people who have mandatory reporting obligations under relevant state/territory legislation to disability support services.   Model answers below are from the Children Youth and Families Act 2005 (Vic) ([Link](https://www.legislation.vic.gov.au/in-force/acts/children-youth-and-families-act-2005/127))   * Police officers * Registered medical practitioner * Nurses * Midwives * Registered teachers (including kindergarten teachers) * School principals * Out of home care workers * Early childhood workers * Registered psychologists * Youth justice workers * School counsellors * People in religious ministry |

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| 1. Identify six types of cases that support workers are legally obligated to report under mandatory reporting laws.        The candidate must identify six types of cases that must be reported to authorities.  For a satisfactory performance, although wording may slightly vary, the candidate’s responses must be the six below (in no particular order):   * Neglect * Exposure to domestic violence * Physical, emotional and/or psychological harm * Sexual harm * Financial abuse * Abandonment |
| 1. What is the role of mandatory reporting in the disability support sector?     The candidate must explain the role of mandatory reporting in the disability support sector.  For a satisfactory performance, although wording may slightly vary, their response must be consistent with the benchmark answer below.  Mandatory reporting enables PWDs to be protected from indicators and allegations of exploitation, abuse, harassment, and neglect. |

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| 1. What is the disability support worker’s duty of care in relation to mandatory reporting?     The candidate must explain the disability support worker’s duty of care in relation to mandatory reporting.  For a satisfactory performance, the candidate’s response must demonstrate sufficient knowledge on the disability support worker’s duty of care in relation to mandatory reporting.  Model answers are provided below for the assessor’s reference:  It is the disability support 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 a person with a disability is seen with bite marks and injuries in their private areas. A support worker’s duty of care will then be to report the case to the proper authorities as a mandatory reporter if they suspect signs of abuse or neglect. |
| 1. How does complying with mandatory reporting requirements helps you promote the rights of person with disabilities as a disability support worker?     The candidate must explain how does complying with mandatory reporting requirements helps them promote the rights of person with disabilities as a disability support worker.  For a satisfactory performance, the candidate must demonstrate sufficient knowledge on how does complying with mandatory reporting requirements helps them promote the rights of person with disabilities as a disability support 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 people with disabilities. |

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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: CHCDIS020 KE6.6*  *Learner guide reference: CHCDIS020 Learner Guide, Chapter 2, Subchapter 2.2, Section 2.2.2*  **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. | |

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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. Complete the table by:    1. Naming two examples of personal information in the disability sector.    2. Naming two examples of sensitive information in the disability sector.   The candidate must complete the table by:   * 1. Naming two examples of personal information in the disability sector.   For a satisfactory performance, although wording may vary, their response must be two of the model answers below.  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 the disability support sector.   * 1. Naming two examples of sensitive information in the disability sector.   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 the disability support sector.   |  |  | | --- | --- | | **Personal Information** | **Sensitive Information** | | * An individual’s name, signature, address, phone number or date of birth * [hotographs * 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 the disability support sector?     The candidate must explain the role of privacy of information in the disability support sector.  For a satisfactory performance, although wording may slightly vary, their response must be consistent with the benchmark answer below.  Privacy of information enables PWDs to have control over how their personal information is collected, used, and disclosed. |
| 1. What is the role of confidentiality of information in the disability support sector?     The candidate must explain the role of confidentiality of information in the disability support sector.  For a satisfactory performance, although wording may slightly vary, their response must be consistent with the benchmark answer below.  Confidentiality of information enables PWDs to have their sensitive information kept confidential until they permit to disclose it. |

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| 1. How does complying with privacy of information requirements helps you promote the rights of person with disabilities as a disability support worker?     The candidate must explain how does complying with privacy of information requirements helps them promote the rights of person with disabilities as a disability support worker.  For a satisfactory performance, the candidate must demonstrate sufficient knowledge on how does complying with privacy of information requirements helps them promote the rights of person with disabilities as a disability support worker.  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. |
| 1. How does complying with confidentiality of information requirements helps you promote the rights of person with disabilities as a disability support worker?     The candidate must explain how does complying with confidentiality of information requirements helps them promote the rights of person with disabilities as a disability support worker.  For a satisfactory performance, the candidate must demonstrate sufficient knowledge on how does complying with confidentiality of information requirements helps them promote the rights of person with disabilities as a disability support worker.  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 PWDs to share sensitive information to support workers. |

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| Application  Description automatically generated with low confidence | 1. Answer the following questions about consent in the context of disability support. |
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| *Mapping: CHCDIS020 KE6.7.1, KE6.7.2*  *Learner guide reference: CHCDIS020 Learner Guide, Chapter 2, Subchapter 2.2, Section 2.2.2*  **Marking guide**  The candidate must answer the following questions about consent in the context of disability support.  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 the disability support sector?     The candidate must explain the role of informed consent in the disability support sector.  For a satisfactory performance, although wording may slightly vary, their response must be consistent with the benchmark answer below.  Informed consent enables PWDs to have a complete understanding of any proposed support service before giving them their approval. |
| 1. How does seeking informed consent helps you promote the rights of person with disabilities as a disability support worker?     The candidate must explain how does seeking informed consent helps them promote the rights of person with disabilities as a disability support worker.  For a satisfactory performance, the candidate must demonstrate sufficient knowledge on how does seeking informed consent helps them promote the rights of person with disabilities as a disability support worker.  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 support services they want. |
| 1. List three situations where a person with disability provides un-informed consent.     The candidate must list three situations where a person with disability 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. What is the role of un-informed consent in the disability support sector?     The candidate must explain the role of un-informed consent in the disability support sector.  For a satisfactory performance, although wording may slightly vary, their response must be consistent with the benchmark answer below.  Un-informed consent prevents the PWDs to have a complete understanding of any proposed support service before giving them their approval. |
| 1. How does seeking un-informed consent violates the rights of person with disabilities?     The candidate must explain how does seeking un-informed consent violates the rights of person with disabilities.  For a satisfactory performance, the candidate must demonstrate sufficient knowledge on how does seeking un-informed consent helps you promote the rights of person with disabilities as a disability support worker.  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 PWDs from understanding the risks that arise from any proposed support service given to them. |

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| Application  Description automatically generated with low confidence | 1. Answer the following questions about codes of conduct relevant to disability support services. |
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| *Mapping: CHCDIS020 KE6.8 (p)*  *Learner guide reference: CHCDIS020 Learner Guide, Chapter 2, Subchapter 2.1, Section 2.1.3*  **Marking guide**  The candidate must answer the following questions about codes of conduct relevant to disability support services.  Additional marking guide and benchmark answers are provided below to guide the assessor in assessing the candidate’s responses. | |
| 1. What is the role of a code of conduct in the disability support sector?     The candidate must explain the role of a code of conduct in the disability support sector.  For a satisfactory performance, although wording may slightly vary, their response must be consistent with the benchmark answer below.  A code of conduct prescribes the expected behaviour of disability support workers and the requirements of disability service provider organisations. | |
| 1. Provide the link of your state/territory’s code of conduct/code of ethics relevant to disability support services.     The candidate must provide a link to their state/territory’s code of conduct/code of ethics relevant to disability support services.  For a satisfactory performance, the candidate must provide a link to their code of conduct/code of ethics relevant to disability support services 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 code of conduct/code of ethics in the state/territory the candidate specified in the Preliminary Task of this Knowledge Assessment.  Note to assessor: Not all state/territory have a specific code of conduct/code of ethics specific to disability support services. To assess the candidate’s performance, the assessor must review the code of conduct/code of ethics from the state/territory the candidate identified if they are relevant to disability support services.  A model answer is provided below for the assessor’s reference.  Disability Service Safeguards - Code of Conduct (Vic) ([Link](https://www.vdwc.vic.gov.au/sites/default/files/2020-07/Code%20of%20conduct%20-%20fact%20sheet%20-%201%20July%202020_1.pdf)) | |

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| 1. List three code of conduct requirements for disability workers according to the link you identified in the previous question.     The candidate must list three code of conduct requirements for disability workers according to the link they identified in the previous question.  Responses will vary depending on the code of conduct that the candidate identified, however, for a satisfactory performance, the candidate’s responses must:   1. Be consistent with the link they identified in the previous question.   In order to check this, the assessor must verify their responses by accessing the link the candidate referred to when answering this question.   1. Demonstrate sufficient knowledge of code of conduct requirements for disability workers.   Model answers below are from the Disability Service Safeguards - Code of Conduct (Vic) ([Link](https://www.vdwc.vic.gov.au/sites/default/files/2020-07/Code%20of%20conduct%20-%20fact%20sheet%20-%201%20July%202020_1.pdf)):   * A disability service worker must provide services without engaging in abuse, exploitation, harassment, or neglect. * A disability service worker must report any form of abuse or suspected abuse. * A disability service worker must show respect for cultural differences when providing services. |
| 1. How does complying with your state/territory’s code of conduct helps you promote the rights of person with disabilities as a disability support worker?     The candidate must explain how does complying with their state/territory’s code of conduct helps them promote the rights of person with disabilities as a disability support worker.  For a satisfactory performance, the candidate must demonstrate sufficient knowledge on how does complying with their state/territory’s code of conduct helps them promote the rights of person with disabilities as a disability support worker.  A model answer is provided below to give the assessor a general idea of the required breadth and depth for a satisfactory response:  Complying with the state/territory’s code of conduct ensures that all support services provided to PWDs align with their individual 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 disability support services. |
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| *Mapping: CHCDIS020 KE6.8 (p)*  *Learner guide reference: CHCDIS020 Learner Guide, Chapter 2, Subchapter 2.1, Section 2.1.3*  **Marking guide**  The candidate must answer the following questions about industry standards and industry standards body relevant to disability support 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 the disability support sector and explain how they promote the rights of persons with disabilities.   The candidate must:   * Describe the role of each industry standard in the disability support sector.   For a satisfactory performance, although the wording may slightly vary, their response must be consistent with the benchmark answers below.   * Explain how they promote the rights of persons with disabilities.   For a satisfactory performance, the candidate's response must demonstrate sufficient knowledge on how each industry standard promotes the rights of persons with disabilities.  Model answers are provided below for the assessor’s reference. | |

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| **Industry standards** | **Role in the disability support sector** | **How this industry standards promotes the rights of persons with disabilities** |
| 1. Rights | Promote ethical, respectful and safe service delivery which meets, if not exceeds, legislative requirements and achieves positive outcomes for people with disability. | This industry standard protects the rights of PWDs by requiring service providers to take measures to prevent abuse, harm, neglect, and violence. |
| 1. Participation and Inclusion | Promote the connection of people with disability with their families, friends and chosen communities. | This industry standard ensures the participation and inclusion of PWDs in the society by requiring service providers to create meaningful opportunities for them. |

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| 1. Describe the role of the National Standards on Disability Services as an industry standards body in the disability support sector.     The candidate must describe the role of the National Standards on Disability Services as an industry standards body in the disability support sector.  For a satisfactory performance, although the wording may slightly vary, their response must be consistent with the benchmark answers below.  The National Standards on Disability Services promotes and drives a nationally consistent approach to improving the quality of services. They focus on rights and outcomes for people with disability. |
| 1. Explain how the National Standards on Disability Services promotes the rights of persons with disabilities.     The candidate must explain how the National Standards on Disability Services promotes the rights of persons with disabilities.  For a satisfactory performance, the candidate's response must demonstrate sufficient knowledge on how the National Standards on Disability Services promotes the rights of persons with disabilities.  The National Standards on Disability Services protects the rights of PWDs by setting service standards expected of Disability Employment Services and Australian Disability Enterprises under the Disability Service Act 1986. |

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| Application  Description automatically generated with low confidence | 1. Answer the following questions about paternalism towards people with disabilities. |
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| *Mapping: CHCDIS020 KE7.1*  *Learner guide reference: CHCDIS020 Learner Guide, Chapter 2, Subchapter 2.1, Section 2.1.1*  **Marking guide**  The candidate must answer the following questions about paternalism towards people with disabilities.  Additional marking guide and benchmark answers are provided below to guide the assessor in assessing the candidate’s responses. | |
| 1. Provide two examples of attitudes that show paternalism towards people with disabilities.    The candidate must provide two examples of attitudes that show paternalism towards people with disabilities.  For a satisfactory performance, the candidate’s responses must be examples of attitudes that show paternalism towards people with disabilities. Paternalism refers to the interference of a group or individual with a person without their consent and defended or motivated by a claim that the person interfered with will be better off or protected from harm.  Model answers are provided below for the assessor’s reference.   * A health professional presents only one treatment plan (their recommended one) and leaves out other alternatives. * A health professional decides which support services the person should take (their recommended one) without asking for their consent. | |

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| 1. Provide two examples of stereotypes that show paternalism towards people with disabilities.    The candidate must provide two examples of stereotypes that show paternalism towards people with disabilities.  For a satisfactory performance, the candidate’s responses must be examples of stereotypes that show paternalism towards people with disabilities. Their responses must be consistent with the definition of paternalism provided in the marking guide of the previous item.  Model answers are provided below for the assessor’s reference.   * People with disabilities do not have the capacity to make decisions on their own. * The decision of other people can override the decision of people with disabilities. |

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| Application  Description automatically generated with low confidence | 1. Answer the following questions about ableism towards people with disabilities. |
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| *Mapping: CHCDIS020 K7.2*  *Learner guide reference: CHCDIS020 Learner Guide, Chapter 2, Subchapter 2.1, Section 2.1.1*  **Marking guide**  The candidate must answer the following questions about ableism towards people with 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. Provide two examples of attitudes that show ableism towards people with disabilities.    The candidate must provide two examples of attitudes that show ableism towards people with disabilities.  For a satisfactory performance, the candidate’s responses must be examples of attitudes that show ableism towards people with disabilities. Ableism is the favouring of able neurotypical people, and the exclusion and devaluation of people who are disabled and neurodivergent.  Model answers are provided below for the assessor’s reference.   * A person talks to an adult PWD as if they were a child. * A person tells a PWD that they do not look disabled. |
| 1. Provide two examples of stereotypes that show ableism towards people with disabilities.    The candidate must provide two examples of stereotypes that show ableism towards people with disabilities.  For a satisfactory performance, the candidate’s responses must be examples of stereotypes that show ableism towards people with disabilities. Their responses must be consistent with the definition of ableism provided in the marking guide of the previous item.  Model answers are provided below for the assessor’s reference.   * All PWDs like other people telling them that they do not look disabled. * All PWDs should be treated as children. |

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| Application  Description automatically generated with low confidence | 1. Answer the following questions about stigma towards people with disabilities. |
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| *Mapping: CHCDIS020 KE7.3*  *Learner guide reference: CHCDIS020 Learner Guide, Chapter 2, Subchapter 2.1, Section 2.1.1*  **Marking guide**  The candidate must answer the following questions about stigma towards people with disabilities.  Additional marking guide and benchmark answers are provided below to guide the assessor in assessing the candidate’s responses. | |
| 1. Provide two examples of attitudes that show stigma towards people with disabilities.    The candidate must provide two examples of attitudes that show stigma towards people with disabilities.  For a satisfactory performance, the candidate’s responses must be examples of attitudes that show stigma towards people with disabilities. Stigma is a negative view of someone because of a characteristic that they have.  Model answers are provided below for the assessor’s reference.   * A person assumes a PWD does not eat right because they look thin. * A person assumes a person in a wheelchair is incapable of taking care of themselves. | |

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| 1. Provide two examples of stereotypes that show stigma towards people with disabilities.    The candidate must provide two examples of stereotypes that show stigma towards people with disabilities.  For a satisfactory performance, the candidate’s responses must be examples of stereotypes that show stigma towards people with disabilities. Their responses must be consistent with the definition of stigma provided in the marking guide of the previous item.  Model answers are provided below for the assessor’s reference.   * All PWDs are incapable of having a healthy lifestyle. * All PWDs are dependent on nurses. |

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| Application  Description automatically generated with low confidence | 1. Answer the following questions about common misconceptions towards people with disabilities. |
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| *Mapping: CHCDIS020 KE7.4*  *Learner guide reference: CHCDIS020 Learner Guide, Chapter 2, Subchapter 2.1, Section 2.1.1*  **Marking guide**  The candidate must answer the following questions about common misconceptions towards people with 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. Provide two examples of attitudes that show common misconceptions towards people with disabilities.    The candidate must provide two examples of attitudes that show common misconceptions towards people with disabilities.  For a satisfactory performance, the candidate’s responses must be examples of attitudes that show common misconceptions towards people with disabilities. Common misconceptions refer to widespread ideas that are wrong because they are based on a failure to understand a situation.  Model answers are provided below for the assessor’s reference.   * A person thinks that a person with a learning disability is incapable of learning new things. * A person thinks that a PWD detests the idea of being in a romantic relationship with another person. |
| 1. Provide two examples of stereotypes that show common misconceptions towards people with disabilities.    The candidate must provide two examples of stereotypes that show paternalism towards people with disabilities.  For a satisfactory performance, the candidate’s responses must be examples of stereotypes that show common misconceptions towards people with disabilities. Their responses must be consistent with the definition of common misconceptions provided in the marking guide of the previous item.  Model answers are provided below for the assessor’s reference.   * All people with learning disabilities are incapable of learning new things. * All PWDs detest the idea of being in a romantic relationship with another person. |

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| Application  Description automatically generated with low confidence | 1. Answer the following questions about the dangers of values judgments regarding perceived quality of life towards people with disabilities. |
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| *Mapping: CHCDIS020 KE7.5*  *Learner guide reference: CHCDIS020 Learner Guide, Chapter 2, Subchapter 2.1, Section 2.1.1*  **Marking guide**  The candidate must answer the following questions about dangers of values judgments regarding perceived quality of life towards people with disabilities.  Additional marking guide and benchmark answers are provided below to guide the assessor in assessing the candidate’s responses. | |
| 1. Provide two examples of attitudes that show the dangers of values judgments regarding the perceived quality of life towards people with disabilities.    The candidate must provide two examples of attitudes that show the dangers of values judgments regarding the perceived quality of life towards people with disabilities.  For a satisfactory performance, the candidate’s responses must be examples of attitudes that show the dangers of values judgments regarding the perceived quality of life in towards people with disabilities. Dangers of values judgments regarding perceived quality of life refer to the risks of forming a judgment against how a person with disabilities perceives and evaluates their life.  Model answers are provided below for the assessor’s reference.   * A person believes that a PWD lacks the ability to make informed decisions regarding their support services. * A person believes that a person lacks the ability to travel using public transportation alone. | |

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| 1. Provide two examples of stereotypes that show the dangers of values judgments regarding the perceived quality of life towards people with disabilities.    The candidate must provide two examples of stereotypes that show the dangers of values judgments regarding the perceived quality of life towards people with disabilities.  For a satisfactory performance, the candidate’s responses must be examples of stereotypes that show paternalism towards people with disabilities. Their responses must be consistent with the definition of dangers of values judgments regarding perceived quality of life provided in the marking guide of the previous item.  Model answers are provided below for the assessor’s reference.   * Everyone believes that PWDs are incapable of making informed decisions regarding their support services. * Everyone believes that PWDs are incapable of travelling using public transportation alone. |

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| Application  Description automatically generated with low confidence | 1. Answer the following questions about key philosophies and concepts in disability support. |
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| *Mapping: CHCDIS020 KE8.1, KE8.3, KE8.4, KE8.5, KE8.6, KE8.7*  *Learner guide reference:*   * *CHCDIS020 Learner Guide, Chapter 1, Subchapter 1.1, Section 1.1.1* * *CHCDIS020 Learner Guide, Chapter 3, Subchapter 3.1* * *CHCDIS020 Learner Guide, Chapter 3, Subchapter 3.2, Section 3.2.1*   **Marking guide**  The candidate must answer the following questions about key philosophies and concepts in disability support.  Additional marking guide and benchmark answers are provided below to guide the assessor in assessing the candidate’s responses. | |
| 1. Briefly explain the difference of care and support as key concepts in disability support.     The candidate must briefly explain the difference of care and support as key concepts in disability support.  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, when going grocery shopping for a person. You identify what they need and buy the things for them. On the other hand, supporting a person means encouraging them to do something for themselves. For example, when you support a person in grocery shopping. You let them decide what to buy on their own. | |
| 1. Describe the empowerment of person receiving support as a key concept in disability support.     The candidate must describe the empowerment of person receiving support as a key concept in disability support.  For a satisfactory performance, although the wording may slightly vary, their response must be consistent with the benchmark answers below.  Empowerment of person receiving support involves promoting and encouraging self-determination by people with a disability, supporting them to make their own choices and decisions, particularly where the outcomes directly affect their lives. | |
| 1. Explain social role valorisation in the context of everyone having the right to live their life as they choose as a key concept in disability support.     The candidate must explain social role valorisation in the context of everyone having the right to live their life as they choose as a key concept in disability support.  For a satisfactory performance, although the wording may slightly vary, their response must be consistent with the benchmark answers below.  Social role valorisation encourages people to participate in and contribute to their communities in the ways that they desire to through valued social roles. | |
| 1. Briefly explain how the medical model and the social model of disability view disability differently.     The candidate must briefly explain how the medical model and the social model of disability view disability differently.  For a satisfactory performance, although the wording may slightly vary, their response must be consistent with the benchmark answers below.  The social model views disability as the result of interaction between people living with impairments and an environment filled with physical, attitudinal, communication, and social barriers. On the contrary, the medical model views disability as a health condition that is considered to be different to what is normal. | |
| 1. Which model of disability depicts the contemporary view on disability support?     The candidate must determine which model of disability depicts the contemporary view on disability support.  For a satisfactory performance, although wording may slightly vary, the candidate’s response must be the Social Model of Disability. | |
| 1. What makes the model you identified in the previous item the contemporary view on disability support?     The candidate must identify what makes the model they identified in the previous item the contemporary view on disability support.  For a satisfactory performance, the candidate’s response must:   * Be consistent with the model of disability they identified. * Demonstrate sufficient knowledge on what makes the Social Model of Disability the contemporary view on disability.   Model answers are provided below for the assessor’s reference. The candidate will only need to provide one response.   * Safeguard human rights and protect PWDs from discrimination * Create opportunities for inclusion in the economic, social, and political areas of society * Recognise individual autonomy * Adopt a social model of disability * Take on an empowering approach. Services must value the person’s right to exercise choice and right to self-determination. * Take on a person-centred approach. Support must be individualised and adjusted according to the person’s strengths, needs, and goals. | |

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| 1. List three relevant standards/legislation that align with the contemporary view on disability.     The candidate must list three relevant standards/legislation that align with the contemporary view on disability.  For a satisfactory performance, the candidate’s responses must demonstrate sufficient knowledge on relevant standards/legislation that aligns with the contemporary view on disability.  Model answers are provided below for the assessor’s reference.   * National Standards for Disability Services * Australian Human Rights Commission Act 1986 * Disability Services Act 1986 |
| 1. Briefly explain trauma-informed practice as a key concept in disability support.     The candidate must briefly explain trauma-informed practice as a key concept in disability support.  For a satisfactory performance, although the wording may slightly vary, their response must be consistent with the benchmark answers below.  When providing disability support to a person, support workers should be guided by trauma-informed practice. Support workers should be informed that a significant number of people with disability have experienced trauma that may have been impacting their lives, emotions and relationship with other people. Support workers should acknowledge that people with disability experienced abnormal situations and they have managed these situations the best that they could. |

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| 1. Identify three key principles of trauma-informed practice in providing disability support.     The candidate must identify three key principles of trauma-informed practice in providing disability support.  For a satisfactory performance, the candidate’s responses must be three of the following:   * Safety * Trust * Choice * Collaboration * Empowerment * Respect for Diversity |

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| Application  Description automatically generated with low confidence | 1. Answer the following questions about social and emotional wellbeing frameworks in disability support. |
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| *Mapping: CHCDIS020 KE8.8*  *Learner guide reference: CHCDIS020 Learner Guide, Chapter 3, Subchapter 3.2, Section 3.2.1*  **Marking guide**  The candidate must answer the following questions about social and emotional wellbeing frameworks in disability support.  Marking guides and benchmark answers are provided below for the assessor’s reference. | |

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| 1. Complete the following statement:   According to the World Health Organization (WHO), social and emotional wellbeing are closely related to the concept of  The candidate must complete the statement above.  For a satisfactory performance, the candidate’s response must be:  According to the World Health Organization (WHO), social and emotional wellbeing are closely related to the concept of mental health. |
| 1. How does a person with disability achieve social and emotional wellbeing?     The candidate must explain how a person with disability achieves social and emotional wellbeing.  Responses may vary. However, for a satisfactory performance, the candidate’s response must:   * Explain how a person with disability can achieve a sense of belonging and contribute to their community * Explain how a person with disability can successfully handle their emotions and adjust to difficult times   A model answer is provided below for the assessor’s reference:  A person with disability achieves social and emotional wellbeing when their needs relevant to building relationships and emotional fulfilment are met and when distress arising from unmet needs in other domains are minimised. |

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| 1. How can the following factors negatively affect the social and emotional wellbeing of a person with disability?   The candidate must explain how the following factors can negatively affect social and emotional wellbeing of a person with disability.  Responses may vary. However, for a satisfactory performance, the candidate’s response must be:   * Consistent with the factors listed below * Explanations of how the factors listed negatively impact a person with disability’s social and emotional wellbeing   Model answers are provided below for the assessor’s reference.   |  |  | | --- | --- | | **Factors** | **How it affects a person with disability’s social and emotional wellbeing** | | 1. Underlying health condition | A person with underlying condition may feel constant worries, frustrations and stress when they are dealing with pain and treatments. | | 1. Impairment | A person with impairment may feel that they do not belong to the community and may see themselves less of a person. | | 1. Activity limitations | Due to a person’s impairment, they may experience difficulty doing daily activities which can later lead to dependency. They may think that they are causing burden to other people. | | 1. Restrictions on participation | A person with disability being denied with opportunities to participate may feel that they are not included which can lead to developing low self-esteem. | |

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| 1. How does social and emotional wellbeing helps strengthen the skills of a person with disability?     The candidate must explain how social and emotional wellbeing helps strengthen the skills of a person with disability.  Responses may vary. However, for a satisfactory performance, the candidate’s response must:   * Explain how a person with disability’s sense of belonging and contribution to the community helps in strengthening their skills * Explain how a person with disability’s capacity to handle their emotions and adjust to difficult times helps in strengthening their skills   When a person with disability develops a sense of belonging to the community and the ability to handle their own emotions, they can build confidence and higher self-esteem. When this happens, they can set specific goals for themselves and engage in more activities that will develop their skills. |

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| Application  Description automatically generated with low confidence | 1. Answer the following questions about working under supervision in the disability support sector. |
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| *Mapping: CHCDIS020 KE9.2 (p)*  *Learner guide reference: CHCDIS020 Learner Guide, Chapter 1, Subchapter 1.2*  **Marking guide**  The candidate must answer the following questions about working under supervision in the disability support sector.  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 the disability support sector?     The candidate must explain what it means to work under supervision in the disability support sector.  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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| Application  Description automatically generated with low confidence | 1. Describe the scope of practice of each given job role in the disability support sector. | |
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| *Mapping: CHCDIS020 KE9.1*  *Learner guide reference: CHCDIS020 Learner Guide, Chapter 1, Subchapter 1.3*  **Marking guide**  The candidate must describe the scope of practice of each given job role in the disability support 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 disability support sector.  Model answers are provided below for the assessor’s reference. | | |
| **Job role** | | **Scope of practice** |
| 1. Allied health assistant | | They are trained to work within certain limits to undertake a range of less complex tasks, delegated to them by allied health professionals. Depending on qualification and skill level, tasks may include:   * Collecting and preparing equipment * Documenting client progress * Implementing therapy treatments and supports in accordance with therapy and support plans. |

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| **Job role** | **Scope of practice** |
| 1. Disability support worker | They support people with disability to live the life they want. The day-to-day tasks of the role will vary greatly depending on the individual needs and goals of the person they support. Daily tasks may include, but are not limited to:   * Supporting individual participation in social and recreational activities such as going to the footy or the movies * Undertaking tasks outside the home such as shopping, visiting friends and family * Supporting participants to achieve their employment goals * Personal care * Light domestic duties such as meal preparation and cleaning * Manual handling and/or the use of equipment to support mobility (wheelchairs or hoists) * Providing companionship and emotional support * Transportation * Assisting individuals to communicate. |

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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 disability support worker.   Diagram  Description automatically generated |
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| *Mapping: CHCDIS020 KE9.2 (p)*  *Learner guide reference: CHCDIS020 Learner Guide, Chapter 1, Subchapter 1.3*  **Marking guide**  The candidate must answer the following questions about their reporting lines as a disability 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. Briefly explain the use of reporting lines in the disability support sector.     The candidate must briefly explain the use of reporting lines in the disability support sector.  For a satisfactory performance, although wording may slightly vary, their response must be consistent with the benchmark answer below:  Employees can use reporting lines to identify which manager or supervisor they should report to. | |
| 1. Who is your direct supervisor?     The candidate must identify who is their direct supervisor based on the diagram above.  For a satisfactory performance, the candidate’s response must be a Person Services Coordinator. | |
| 1. Who is second in your reporting line?     The candidate must identify who is second in their reporting line based on the diagram above.  For a satisfactory performance, the candidate’s response must be a Person Services Manager. | |
| 1. Who is the last person in your reporting line?     The candidate must identify who is the last person in their reporting line based on the diagram above.  For a satisfactory performance, the candidate’s response must be the CEO. | |

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| Application  Description automatically generated with low confidence | 1. Answer the following questions about interdisciplinary team members in the disability support sector. |
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| *Mapping: CHCDIS020 KE9.3*  *Learner guide reference: CHCDIS020 Learner Guide, Chapter 2, Subchapter 2.3*  **Marking guide**  The candidate must answer the following questions about interdisciplinary team members in the disability support 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 the disability support sector.     The candidate must define an interdisciplinary team in the disability support 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 a similar goal. | |
| 1. Describe the role of each interdisciplinary team member in the disability support sector.   The candidate must describe the role of each interdisciplinary team member in the disability support sector.  For a satisfactory performance, the candidate’s responses must demonstrate sufficient knowledge on the role of each interdisciplinary team member in the disability support sector.  Model answers are provided below for the assessor’s reference.   |  |  | | --- | --- | | **Team member** | **Role in the disability support sector** | | 1. Administration and Management role | Provide helpful indirect support to staff instead of working directly with people with disability. 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. | | 1. Social worker | Develop, implement, and advocate for policies, programmes, services, and research that support and benefit persons with a disability. | | |

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| Application  Description automatically generated with low confidence | 1. Complete the table by: 2. Identifying two key organisations within the disability support sector in Australia. 3. Describing the function of each key organisation in the disability support sector. |
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| *Mapping: CHCDIS020 KE9.4*  *Learner guide reference: CHCDIS020 Learner Guide, Chapter 2, Subchapter 2.1, Section 2.1.2*  **Marking guide**  The candidate must complete the table by:   1. Identifying two key organisations within the disability support sector in Australia.   For a satisfactory performance, the candidate’s responses must demonstrate sufficient knowledge of key organisations within the disability support sector in Australia.  Model answers are provided below for the assessor’s reference. The candidate will only need to provide three responses.   * Australian Council of Social Services (ACOSS) * Aged and Community Services Australia (ACSA) * Carers Australia * National Disability Services (NDS) * National Disability Insurance Agency (NDIA) * Australian Federation of Disability Organisations * Blind Citizens Australia * Brain Injury Australia * Children with Disability Australia (CDA) * Deaf Australia * Deafness Forum of Australia * Disability Advocacy Network (DANA) * First Peoples Disability Network (FPDN) * National Council on Intellectual Disability * Physical Disability Australia * Women with Disabilities Australia | |

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| 1. Describing the function of each key organisation in the disability support sector.   For a satisfactory performance, although wording may vary, the candidate’s responses must:   * Be consistent with the key organisation they identified. * Demonstrate sufficient knowledge of a function of the key organisation in the disability support sector.   Model answers are provided below for the assessor’s reference | |
| **Key organisations within the sector** | **Function** |
| Australian Council of Social Services (ACOSS) | The Australian Council of Social Service is a national advocate supporting people affected by poverty, disadvantage and inequality, and the peak council for community services nationally. |
| Aged and Community Services Australia (ACSA) | ACSA exists to support an equitable and just aged care and disability support sector that Australians can trust to offer quality of life, choice and accessibility. |
| Children with Disability Australia (CDA) | CYDA's purpose is to ensure governments, communities and families, are empowering children and young people with disability to fully exercise their rights and aspirations. |

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| Application  Description automatically generated with low confidence | 1. Answer the following questions about funding and accreditation systems in the disability support sector. |
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| *Mapping: CHCDIS020 KE9.5*  *Learner guide reference: CHCDIS020 Learner Guide, Chapter 2, Subchapter 2.1, Section 2.1.2*  **Marking guide**  The candidate must answer the following questions about funding and accreditation systems in the disability support 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 the disability support sector.     The candidate must define accreditation systems in the disability support sector.  For a satisfactory performance, although the wording may slightly vary, their response must be consistent with the benchmark answers below.  Accreditation systems refer to the process of recognising an organisation that complies with the National Standards for Disability Services. | |
| 1. Define funding systems in the disability support sector.     The candidate must define funding systems in the disability support 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 the disability support sector. | |

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| 1. What is the relationship between funding and accreditation systems in the disability support sector?     The candidate must explain the relationship between funding and accreditation systems in the disability support 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 the disability support 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. What does an organisation receive as verification that they are delivering services in line with the National Standards for Disability Services?     The candidate must identify what an organisation receives as verification that they are delivering services in line with the National Standards for Disability Services.  For a satisfactory performance, the candidate’s response must be a Certificate of Compliance. |

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| 1. List two accredited certification bodies by the Joint Accreditation System of Australia and New Zealand (JAS-ANZ).    The candidate must list two accredited certification bodies by the Joint Accreditation System of Australia and New Zealand (JAS-ANZ).  For a satisfactory performance, the candidate’s response must be two of the following (in no particular order):   * BSI Group Australia and New Zealand Pty Ltd * Certification Partner Global (Australia) Pty Ltd (Formerly ISC Global) * DNV GL * Global-Mark Pty Ltd * HDAA Australia Pty Ltd * Institute for Healthy Communities Australia Certification Pty Limited * Quantum Certification Services * SAI Global |

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| 1. Outline the steps for achieving certification of a new organisation that do not hold a certification against the National Standards for Disability Services yet.          The candidate must outline the steps for achieving certification of a new organisation that do not hold a certification against the National Standards for Disability Services yet.  For a satisfactory performance, although wording may slightly vary, the candidate’s responses must be consistent with the answers below (in order):   1. Submit a Notice of Intention to Obtain a Certificate of Compliance against the National Standards for Disability Services (NSDS) 2. Start the process 3. Choose your certification body (CB) 4. Conduct your internal audit 5. Prepare your certification audit 6. Participate in your certification audit 7. Take follow-up action if required 8. Start three-year funding cycle  * Prepare for first surveillance audit * Prepare for second surveillance audit * Re-negotiate contract with CB * Prepare for recertification audit |

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| Application  Description automatically generated with low confidence | 1. Answer the following questions about record keeping procedures in the disability support sector. |
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| *Mapping: CHCDIS020 KE9.6*  *Learner guide reference: CHCDIS020 Learner Guide, Chapter 3, Subchapter 3.5, Section 3.5.1*  **Marking guide**  The candidate must answer the following questions about record keeping procedures in the disability support sector.  Additional marking guide and benchmark answers are provided below to guide the assessor in assessing the candidate’s responses. | |
| 1. Identify four details that support workers should record about the support services they provide for people with disability.      The candidate must identify four details that support workers should record about the support services they provide for people with disability.  For a satisfactory performance, although the wording may slightly vary, their response must be any four of the following:   * The support services that were delivered and not delivered * The date and time when and the place where the support services are delivered * The manner of receiving the services as intended by the person * The comments or concerns raised by the person, their family, carer or other person nominated by the person about the services provided * The recording of the status of achieving the goals of the services * The changes in how the person receive the services * The general health, wellbeing and mood of the person * The difficulties experienced by the worker in delivering the support services * The situations that expose the person or other people to risks in the provision of services | |

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| 1. Outline the process of how disability support workers can keep records reliably.   *Add more fields as necessary.*  The candidate must outline the process of how disability support workers can keep records reliably.  For a satisfactory performance, the candidate’s response must be steps of how support workers can ensure that they keep reliable records of the support services they provide.  Model answers are provided below for the assessor’s reference:   * Record any information about the support services provided as soon as they are collected. * Review records to identify information that should be clarified, expanded or explained. * Clarify, expand or explain information about the support services provided as necessary. * Ensure that everyone who will access and use the records can answer them. |

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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: CHCDIS020 KE9.7*  *Learner guide reference: CHCDIS020 Learner Guide, Chapter 2, Subchapter 2.2, Section 2.2.2*  **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. | |

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| 1. Define cultural diversity in the disability support sector.     The candidate must define cultural diversity in the disability support sector.  For a satisfactory performance, although the wording may slightly vary, their response must be consistent with the benchmark answers below.  Cultural diversity in the disability support sector means a group of PWDs 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 a disability support worker.     The candidate must describe the cultural competency requirement of their role as a disability support worker.  For a satisfactory performance, the candidate’s response must demonstrate sufficient knowledge on the cultural competency requirement of their role as a disability support worker.  Model answers are provided below for the assessor’s reference:  The cultural competency requirement of a disability support worker’s role is to demonstrate cultural competence by being sensitive to the cultural and social needs of PWDs.  The candidate may also provide specific examples or actions such as:  For example, a person with disability has English as a second language. To demonstrate cultural competence, a disability support worker uses English words that are easy to understand and avoids jargon and figures of speech. The disability support worker is mindful not to make and culturally inappropriate jokes that may offend the person. |

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| 1. Provide one strategy that will show respect to each cultural difference in the disability support sector.   The candidate must provide one strategy that will show respect to each cultural difference in the disability support sector.  For a satisfactory performance, the candidate's response must demonstrate sufficient knowledge of a strategy that will show respect to each cultural difference in the disability support sector.  Model answers are provided below for the assessor’s reference:   |  |  | | --- | --- | | **Cultural difference** | **How you can show respect for this difference** | | 1. Clothing | Asking the person directly for their goals and preferences instead of making assumptions based on their clothing. | | 1. Language | Asking the person to explain the unfamiliar jargon they used instead of making assumptions based on how it sounds like. | | 1. Religious traditions | Assisting a person with a physical disability to take certain stances for their traditional prayer. | |

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| Application  Description automatically generated with low confidence | 1. List two key issues that disability and community support services face in Australia. | |
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| *Mapping: CHCDIS020 KE10.0*  *Learner guide reference: CHCDIS020 Learner Guide, Chapter 2, Subchapter 2.1, Section 2.1.1*  **Marking guide**  The candidate must list two key issues that disability and community support services face in Australia.  For a satisfactory performance, the candidate’s response must demonstrate sufficient knowledge on key issues that disability and community support services face in Australia.  Model answers are provided in the table below for the assessor’s reference. | | |
| **Support service** | | **Key issue** |
| 1. Disability support | | Harassment and abuse      Insufficient equipment and resources |
| 1. Community support | | Lack of disability awareness activities      Lack of funds for disability support services |

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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: CHCDIS020 KE11.1, KE11.2, KE11.3, KE11.4, KE11.5*  *Learner guide reference: CHCDIS020 Learner Guide, Chapter 3, Subchapter 3.2, Section 3.2.2*  **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. Define risk assessment in the context of disability support.     The candidate must define risk assessment in the context of disability support.  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. List the three phases of risk assessment in the disability support sector.     The candidate must list the three phases of risk assessment in the disability support sector.  For a satisfactory performance, although wording may slightly vary, the candidate’s responses must be the three below (in order):   1. Information gathering and assessment 2. Planning 3. Monitoring and review | |

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| 1. List three criteria to consider when conducting an effective risk assessment as a disability support worker.     The candidate must list three criteria to consider when conducting an effective risk assessment as a disability support worker.  For a satisfactory performance, although wording may slightly vary, their response must be three of the following below (in no particular order):   * Involvement of the person and their family or carers * Positive and informed risk taking * Proportionality * Contextualising behaviour * Defensible decision making * Tolerable risks * A learning culture |
| 1. The following are possible factors/situations when risk assessment must be performed in the disability support sector. 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, although wording may slightly vary, the candidate’s response must demonstrate sufficient knowledge on how the risk assessment framework applies to each factor/situation. |

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| 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.   |  |  | | --- | --- | | **Factor/situation** | **How the risk assessment framework applies to this factor/situation** | | 1. Personal care worker role | Evaluate risks involved in the support worker’s role to plan ways to minimise the harm it can bring to a person with disabilities. An example of a risk that could arise from this factor/situation is causing harm to the person by using equipment or aids incorrectly. | | 1. Working in a person’s home | Evaluate risks involved when supporting the person in their home to help you plan ways to minimise the harm it can bring. 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 | Evaluate risks involved in supporting the person outside of their usual location to help you plan ways to minimise the harm it can bring. 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 | Evaluate risks involved in any activity the person wants to participate in to help you plan ways to minimise the harm it can bring. Examples of risks that could arise from this factor/situation are injuries and accidents from playing sports. | | 1. Medication | Evaluate risks involved in administering medication to person with disabilities. 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: CHCDIS020 KE5.2 (p), KE12.1, KE12.2*  *Learner guide reference: CHCDIS020 Learner Guide, Chapter 2, Subchapter 2.2, Section 2.2.2*  **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 the disability support sector.     The candidate must define restrictive practices in the disability support sector.  For a satisfactory performance, although the wording may slightly vary, their response must be consistent with the benchmark answers below.  A restrictive practice is any type of support or practice that limits a person with disability and their freedom of movement or their rights. | |

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| 1. Identify three parameters to be considered when using restrictive practices in disability support.     The candidate must identify three parameters to be considered when using restrictive practices in disability support.  For a satisfactory performance, their response must demonstrate sufficient knowledge of parameters to be considered when using restrictive practices in disability support.  Model answers are provided below for the assessor’s reference. The candidate will only need to provide three responses.   * When you have tried all other means to prevent harm * When you have considered all the risks and effects of the practice * When the person or their advocate has given consent * Unless in situations of absolute emergency * When it is in the best interest of the person * When there is an expert present, who can ensure the person’s safety |
| 1. What is the disability support worker’s duty of care in relation to using restrictive practices?     The candidate must explain the disability support 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 disability support worker’s duty of care in relation to using restrictive practices.  Model answers are provided below for the assessor’s reference:  It is the disability support 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 a person with a disability is showing agitation and hitting their head against hard objects. The support worker’s duty of care will then be to provide the person with a helmet that can protect them from harm. |

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| 1. Describe each type of restrictive practice in the disability support sector.   The candidate must describe each type of restrictive practice in the disability support sector.  For a satisfactory performance, the candidate's responses must demonstrate sufficient knowledge of each type of restrictive practice in the disability support sector.  Model answers are provided in the table below for the assessor’s reference.   |  |  | | --- | --- | | **Type of restrictive practice** | **Description** | | 1. Chemical restraint | This practice means using medication or substances to calm a person down. For example, using a sedative. | | 1. Environmental restraint | This practice means limiting a person’s access to parts of their environment. For example, not allowing a person to go outside. | | 1. Mechanical restraint | This practice means using a device to limit a person’s movement. For example, using straps. | | 1. Physical restraint | This practice means using physical force to limit a person’s movement. For example, holding them down. | | 1. Seclusion | This practice means confining a person by themselves without a way to escape. For example, locking someone in their bedroom. | |

# 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 disability support.

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 disability support.

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 – Jenny**     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 – John**    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**  A picture containing person, person, child, posing  Description automatically generated  You are working as a support worker at Lotus Compassionate Care. Lotus Compassionate Care is committed to providing high-quality care and support to people with disability 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 people with disabilities 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 – Jenny

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| **SCENARIO**    Date: 26 November 20xx, 20xx refers to the current year  Time: 12:30 PM  Jenny is one of Lotus Compassionate Care’s disability support clients. She is 75 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 vegan and has been a vegan for most of her life. 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 Jenny was serving her meat. Having cared for Jenny in the past, you know that Jenny is vegan and does not eat or use meat products.  You informed the support worker that Jenny follows a vegan diet. The support worker told you that Jenny is not lucid and will not even know what she had for lunch. Jenny hears your conversation and recognises the meat on her plate. She pushes the plate away. The support worker holds Jenny on her wrist tightly, keeping her from pushing the plate away from herself any further. You see Jenny’s face grimace, and she carefully puts her hands on her lap. Jenny 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 26 November 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: CHCDIS020 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** |

|  |  |  |  |
| --- | --- | --- | --- |
| **CLIENT INFORMATION** | | | |
| **Name** | Jenny | **Date of (or notification of) abuse** | 26 November 20xx (20xx must be replaced with the current year) |
| **Name of facility** | Lotus Compassionate Care | **Time of (or notification of) abuse** | 12:30 PM |

**Indicators of Physical Abuse**

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| --- | --- | --- | --- |
| **Indicators** | **Yes** | **No** | **Specify what indicator was seen** |
| 1. Injuries, pain, or bruising |  |  | Pain/bruising on Jenny’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 |  |  | Jenny’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 |  |  | Jenny’s low self-esteem because of her fear for her support worker |
| 1. Anxiety attacks |  |  | Jenny’s face grimaced when meat was 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 |

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| **DETAILS OF PERSON COMPELTING THIS CHECKLIST** | | | |
| **Name** | [Candidate’s name] | **Date and time checklist was made** | 26 November 20xx (20xx must be replaced with the current year), 12:30 PM |
| **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

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| 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 November 20xx as the date today. Replace 20xx with the current year. * This form will be submitted to Greg Deans, your supervisor at Lotus Compassionate Care. * Write N/A where it is not indicated or specified in the scenario. |

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| *Mapping: CHCDIS020 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

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| **Abuse Incident Report Form** |

|  |  |  |  |
| --- | --- | --- | --- |
| **DETAILS OF THE INCIDENT** | | | |
| **Name of facility** | Lotus Compassionate Care | **Date of (or notification of) incident** | 26 November 20xx (20xx must be replaced with the current year) |
| **Name of person reporting the incident** | [Candidate’s name] | **Time of (or notification of) incident** | 12:30 PM |
| **Name of person incident is reported to** | Greg Deans | **Date & time reported** | 26 November 20xx (20xx must be replaced with the current year); 12:30 PM |

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| **DETAILS OF THE RESIDENT OR COMMUNITY CLIENT** | | | |
| **Name of resident/client** | Jenny | **Date of birth (or age)** | 75 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 |

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| --- | --- | --- | --- |
| **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 Jenny is serving her meat. Having cared for Jenny in the past, they know that Jenny is vegan and does not eat or use meat products. * They informed the support worker that Jenny follows a vegan diet. The support worker told them that Jenny is not lucid and will not even know what she had for lunch. * Jenny hears their conversation and recognises the meat on her plate. She pushes the plate away. The support worker holds Jenny on her wrist tightly, keeping her from pushing the plate away any further. * They see Jenny’s face grimace, and she carefully puts her hands on her lap. Jenny 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. | | |

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| --- | --- | --- | --- |
| **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 November 20xx (20xx must be replaced with the current year) |

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

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| Application  Description automatically generated with low confidence | Lotus Compassionate Care’s Policies and Procedures also require all employees to report signs of abuse to their immediate supervisor after completing the Abuse Incident Report Form.  This part of the assessment is a **Role Play Activity.**  While being observed by your assessor, report the signs of abuse you have identified to your supervisor in this role play activity.  You will need one volunteer to act as their immediate supervisor.  **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**:   * Brief your volunteer regarding this assessment activity and their role in this activity. * Organise workplace resources required for you to complete this 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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| *Mapping: CHCDIS020 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 - John

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| **SCENARIO**  An old person with his hand on his face  Description automatically generated with medium confidence  Date: 6 March 20xx, 20xx refers to the current year  Time: 6:30 PM  John is one of Lotus Compassionate Care’s disability support clients. He is 77 years old and has an early-stage Alzheimer's. He is suffering from vision and memory loss. He needs assistance when climbing the stairs because he cannot see the steps clearly.  One day, while you are assisting another person to climb the stairs, you overheard that the support worker attending to John was shouting at him. The support worker sounded frustrated at John because he takes too much time in climbing the stairs. John shouted back which led to the support worker to push him from his back so he could climb the stairs faster. John tried to push the support worker’s hand away but was forced to follow the support worker because he felt threatened. You see John’s knees shaking and his face looks scared. |

#### Task 2.1 – 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 6 March 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: CHCDIS020 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** | John | **Date of (or notification of) abuse** | 6 March 20xx (20xx must be replaced with the current year) |
| **Name of facility** | Lotus Compassionate Care | **Time of (or notification of) abuse** | 6:30 PM |

**Indicators of Physical Abuse**

|  |  |  |  |
| --- | --- | --- | --- |
| **Indicators** | **Yes** | **No** | **Specify what indicator was seen** |
| 1. Injuries, pain, or bruising |  |  | Pain/bruising from John’s back when he 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 |  |  | John’s fear of his support worker |

**Indicators of Emotional Abuse**

|  |  |  |  |
| --- | --- | --- | --- |
| **Indicators** | **Yes** | **No** | **Specify what indicator was seen** |
| 1. Very low self-esteem, feelings of worthlessness |  |  | John was forced to follow the support worker. |
| 1. Anxiety attacks |  |  | John feels threatened, his knees are shaking and he 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** | 6 March 20xx (20xx must be replaced with the current year), 6:30 PM |
| **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 6 March 20xx as the date today. Replace 20xx with the current year. * This form will be submitted to Greg Deans, your supervisor at Lotus Compassionate Care. * Write N/A where it is not indicated or specified in the scenario. |

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| *Mapping: CHCDIS020 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

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| **Abuse Incident Report Form** |

|  |  |  |  |
| --- | --- | --- | --- |
| **DETAILS OF THE INCIDENT** | | | |
| **Name of facility** | Lotus Compassionate Care | **Date of (or notification of) incident** | 6 March 20xx (20xx must be replaced with the current year) |
| **Name of person reporting the incident** | [Candidate’s name] | **Time of (or notification of) incident** | 6:30 PM |
| **Name of person incident is reported to** | Greg Deans | **Date & time reported** | 6 March 20xx (20xx must be replaced with the current year); 6:30 PM |

|  |  |  |  |
| --- | --- | --- | --- |
| **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 to climb the stairs, they noticed that the support worker attending to John was shouting at him. The support worker sounded frustrated at John because he takes too much time in climbing the stairs. * John shouted back which led to the support worker to push him from his back so he could climb the stairs faster. * John tried to push the support worker’s hand away but was forced to follow the support worker because he felt threatened. * They see John’s knees shaking and his 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. | | |

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| **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** | 6 March 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 | Lotus Compassionate Care’s Policies and Procedures also require all employees to report signs of abuse to their immediate supervisor after completing the Abuse Incident Report Form.  This part of the assessment is a **Role Play Activity.**  While being observed by your assessor, report the signs of abuse you have identified to your supervisor in this role play activity.  You will need one volunteer to act as their immediate supervisor.  **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**   * Brief your volunteer regarding this assessment activity and their role in this activity. * Organise workplace resources required for you to complete this 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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| *Mapping: CHCDIS020 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

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| **The goal of this assessment is to assess your practical knowledge and skills in:**   * Meeting job role requirements * Working within organisational requirements * Working within a disability support 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 – Support the Individual 5. Task 4 – Implement Self-care Strategies   These tasks must be done within **disability support 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 a disability support context. * Implement self-care strategies. |

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| **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 * The person’s individualised plan * Person A * Person 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 * Human rights framework requirements relevant to disability support * Professional conduct requirements relevant to disability supportt (e.g. Codes of conduct, industry standards, etc.) * Candidate’s workplace supervisor |
| * Nominated people with disability * Person A * Person B * Carer/Family/Other person that Client B identified to give consent for them * Interdisciplinary team members relevant to the person’s support services * Person A * Person B * Relevant person who can provide support in managing stress level |

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| *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 – Support the Individual 5. Task 4 – Implement Self-care strategies   These tasks must be done within disability support 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 a disability support context. * Implement self-care strategies. |

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| **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   + The person’s individualised plan   + Person A   + Person 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   + Human rights framework requirements relevant to disability support   + Professional conduct requirements relevant to disability supportt (e.g. Codes of conduct, industry standards, etc.)   + Candidate’s workplace supervisor   + Nominated people with disability   + Person A   + Person B   + Carer/Family/Other person that Client B identified to give consent for them   + Interdisciplinary team members relevant to the person’s support services   + Person A   + Person B   + Relevant person who can provide support in managing stress level |

### Simulating the Assessments

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| **INSTRUCTIONS TO THE ASSESSOR**  This workplace assessment must be conducted within disability support 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 people with disabilities, 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 people with disabilities, 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: Before Proceeding With Workplace Assessment Task 1

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| All tasks in this workplace assessment require you to support two people with disability.  Before the assessment, you must:   * Consult with your workplace supervisor to nominate the following persons with disability: * Person A must be able to give informed consent * Person 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 by Person B to gove consent for them.   Once you have identified the information above, record them in the table below. |

**Workplace details**

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

**Individualised plan details**

|  |  |  |
| --- | --- | --- |
|  | Person A | Person B |
| Nickname/Alias (Do not provide the person’s real name) |  |  |
| Carer/Family/ Other person legally appointed to give consent for them |  |  |

## Task 1 – Identify Job Role Requirements

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| --- | --- |
| Application  Description automatically generated with low confidence | Identify own job role requirements and discuss them with your supervisor.  **STEPS TO TAKE**  To complete this task:   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. 2. 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, scope and expectations |

|  |  |
| --- | --- |
|  | **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 your discussion with your 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: CHCDIS020 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 their 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

|  |  |
| --- | --- |
| 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 persons in the Preliminary Task. |

|  |
| --- |
| *Mapping: CHCDIS020 PC1.1, PE1.3 (p), PC3.1, PE1.2, PE1.3*  **Marking guide**  The candidate must access and review the following documents and answer each question:   * Copy of their position description * Copies of the individualised plans of the nominated persons 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.    1. 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) |

|  |
| --- |
| * 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 persons in the Preliminary Task. 2. List all of your work tasks according to own job role.   Person A:  Person B:  The candidate must, based on the individualised plans, list all of their work tasks according to 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.   * 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.   Person A:  Person 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.   Person A:  Person 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:  * Refer identified work tasks outside own job role according to organisational reporting policies and procedures. * 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. |

|  |  |
| --- | --- |
|  | **EVIDENCE TO BE SUBMITTED**  After completing this task, submit the following to your assessor:   * Copy of organisational reporting policies and procedures used as reference to complete this task * 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) |

|  |
| --- |
| *Mapping:* *CHCDIS020 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 their discussion with the interdisciplinary team members regarding their 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*. |

|  |
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| **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 that they used as reference for referring work tasks outside their own job role.  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

|  |  |
| --- | --- |
| 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. |
|  | |
| *Mapping: CHCDIS020 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 a person with disability | |
| Person A: | |
| Person 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 support 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 nominated person with disability’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 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: CHCDIS020 PC2.2 (p), PC3.3, PC3.5 (p), PE1.6, PE1.10 (p), PE1.11 (p)*  **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 support 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 support 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*. |

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| **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   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 – Support the Individual

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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 disability support * Human rights framework requirements relevant to disability support * Professional conduct requirements relevant to disability support (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 disability support 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 supporting the person.   **YOU WILL BE ASSESSED ON YOUR**   * Practical skills relevant to complying with legal and human rights framework requirements relevant to disability support * 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 disability support * Human rights framework requirements relevant to disability support * Professional conduct requirements relevant to disability support (e.g. Codes of conduct, industry standards, etc.) |

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| *Mapping: CHCDIS020 PC2.1, PC2.2 (p), PC 2.3 (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 with professional conduct requirements relevant to disability support * Complying with legal and human rights framework requirements relevant to disability support * 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 disability support * Human rights framework requirements relevant to disability support * Professional conduct requirements relevant to disability support (e.g. Codes of conduct, industry standards, etc.)   This submission must include relevant requirements they must comply with when disability support to people.  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 person. 3. Use self-care strategies to manage stress. 4. Seek support to manage stress while providing support to the person 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: CHCDIS020 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 providing disability support to people * 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 Question |
|  | 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 – Copy of organisational reporting policies and procedures used as reference to complete this task |
|  | Workplace Assessment Task 2 – Evidence of discussion with the interdisciplinary team members regarding identified work tasks outside own job role (Person A) |
|  | Workplace Assessment Task 2 – Evidence of discussion with the interdisciplinary team members regarding identified work tasks outside own job role (Person B) |
|  | Workplace Assessment Task 3.1 – Consent Declaration (Person A) |
|  | Workplace Assessment Task 3.1 – Consent Declaration (Person B) |
|  | Workplace Assessment Task 3.1 – 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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|  | Workplace Assessment Task 3.2 – Copies of relevant documents/information used as reference to complete this task   * Legal framework requirements relevant to disability support * Human rights framework requirements relevant to disability support * Professional conduct requirements relevant to disability support (e.g. Codes of conduct, industry standards, etc.) |
|  | Workplace Assessment Task 4 – Copy of organisational policies and procedures for seeking support used as reference to complete this task |

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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 Question |
|  | 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 – Copy of organisational reporting policies and procedures used as reference to complete this task |
|  | Workplace Assessment Task 2 – Evidence of discussion with the interdisciplinary team members regarding identified work tasks outside own job role (Person A) |
|  | Workplace Assessment Task 2 – Evidence of discussion with the interdisciplinary team members regarding identified work tasks outside own job role (Person B) |
|  | Workplace Assessment Task 3.1 – Consent Declaration (Person A) |
|  | Workplace Assessment Task 3.1 – Consent Declaration (Person B) |
|  | Workplace Assessment Task 3.1 – 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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|  | Workplace Assessment Task 3.2 – Copies of relevant documents/information used as reference to complete this task   * Legal framework requirements relevant to disability support * Human rights framework requirements relevant to disability support * Professional conduct requirements relevant to disability support (e.g. Codes of conduct, industry standards, etc.) |
|  | Workplace Assessment Task 4 – Copy of organisational policies and procedures for seeking support used as reference to complete this task |

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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** | CHCDIS020 - Work effectively in disability support (Release 1) |

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

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| **Knowledge Assessment** | **S** | **NYS** |
| Question 11 |  |  |
| Question 12 |  |  |
| Question 13 |  |  |
| Question 14 |  |  |
| Question 15 |  |  |
| Question 16 |  |  |
| Question 17 |  |  |
| Question 18 |  |  |
| Question 19 |  |  |
| Question 20 |  |  |
| Question 21 |  |  |
| Question 22 |  |  |
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| Question 26 |  |  |
| Question 27 |  |  |
| Question 28 |  |  |
| Question 29 |  |  |
| Question 30 |  |  |

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| **Knowledge Assessment** | **S** | **NYS** |
| Question 31 |  |  |
| Question 32 |  |  |
| Question 33 |  |  |
| Question 34 |  |  |
| Question 35 |  |  |
| Question 36 |  |  |
| Question 37 |  |  |
| Question 38 |  |  |
| Question 39 |  |  |
| Question 40 |  |  |
| Question 41 |  |  |
| Question 42 |  |  |
| Question 43 |  |  |
| Question 44 |  |  |

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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 2 |  |  |
| 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** |
| CHCDIS020 - Work effectively in disability support (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**