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**Version Control & Document History**

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# Table of Contents

[Introduction 5](#_Toc124505078)

[Competency-Based Assessments 6](#_Toc124505079)

[Assessing Nationally-Recognised Training 7](#_Toc124505080)

[Dimensions of Competency 9](#_Toc124505081)

[Reasonable Adjustment 9](#_Toc124505082)

[The Unit of Competency 10](#_Toc124505083)

[Vocational Placement 11](#_Toc124505084)

[Vocational Placement Component Included in this Unit of Competency 11](#_Toc124505085)

[Competency-Based Assessment in Vocational Placement 11](#_Toc124505086)

[Who is Involved in the Candidate’s Vocational Placement and Assessment? 12](#_Toc124505087)

[Supervisor Guidelines 12](#_Toc124505088)

[Vocational Placement Provider Guidelines 13](#_Toc124505089)

[Candidate Guidelines 14](#_Toc124505090)

[The Skills Workbook 15](#_Toc124505091)

[For Skills Workbook-related Questions or Concerns 16](#_Toc124505092)

[The Context of Assessment 16](#_Toc124505093)

[Contextualising the Assessment Tools 17](#_Toc124505094)

[Assessment Methods 18](#_Toc124505095)

[Resources Required for Assessment 19](#_Toc124505096)

[Assessor Instructions 21](#_Toc124505097)

[Candidate Instructions 22](#_Toc124505098)

[Skills Workbook Cover Sheet 23](#_Toc124505099)

[Practical Assessment 25](#_Toc124505100)

[Assessor Instructions 25](#_Toc124505101)

[Candidate Instructions 25](#_Toc124505102)

[Practical Assignment 26](#_Toc124505103)

[Overview 26](#_Toc124505104)

[Contextualisation 29](#_Toc124505105)

[Task 1 – Restrictive Practices Policies and Procedures 30](#_Toc124505106)

[Task 2 – Infection Control Policies and Procedures 32](#_Toc124505107)

[Task 3 – Assembly of Equipment, Aids, and Appliances Policies and Procedures 34](#_Toc124505108)

[Task 4 – Privacy and Confidentiality of Personal Information Policies and Procedures 36](#_Toc124505109)

[Task 5 – Monitoring Support Activities and Identifying Requirements for Change Policies and Procedures 40](#_Toc124505110)

[Task 6 – Referrals Policies and Procedures 44](#_Toc124505111)

[Task 7 – Documenting and Reporting Policies and Procedures 46](#_Toc124505112)

[Workplace Assessment 50](#_Toc124505113)

[Overview 50](#_Toc124505114)

[Contextualisation 57](#_Toc124505115)

[Before Proceeding with Tasks 1 – 7 58](#_Toc124505116)

[First Instance 62](#_Toc124505117)

[Second Instance 63](#_Toc124505118)

[Third Instance 64](#_Toc124505119)

[Task 1 – Review Client’s Individualised Support Plan and Relevant Policies and Procedures 65](#_Toc124505120)

[Task 2 – Meet with Client and Their Family and Carers 68](#_Toc124505121)

[Task 3 – Conduct Risk Management 71](#_Toc124505122)

[Task 4 – Prepare and Assemble the Aids, Equipment, and Devices Used by The Client 73](#_Toc124505123)

[Task 5 – Facilitate Support Activities with The Client 75](#_Toc124505124)

[Supplementary Questions 78](#_Toc124505125)

[Task 6 – Monitor Support Activities 113](#_Toc124505126)

[Task 7 – Report and Refer Client’s Progress 117](#_Toc124505127)

[Task 8 – Maintain and Store Documentation and Reports 119](#_Toc124505128)

[Skills Workbook Checklist 121](#_Toc124505129)

[Task and Evidence Checklist 129](#_Toc124505130)

[Skills Workbook Assessment Tasks and Evidence 130](#_Toc124505131)

[Record of Assessment (Assessor’s Use Only) 139](#_Toc124505132)

# 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 the industry rather than compared with the skills and knowledge of other candidates.

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

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

# Assessing Nationally-Recognised Training

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

**Principles of Assessment**

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

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

**Rules of Evidence**

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

1. **Valid**

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

1. **Sufficient**

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

1. **Authentic**

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

1. **Current**

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

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

# Dimensions of Competency

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

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

# Reasonable Adjustment

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

**Why make a reasonable adjustment?**

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

* 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:

**CHCCCS031 - Provide individualised support (Release 1)**

1. Determine personal support requirements.
2. Provide support services.
3. Monitor support activities.
4. Complete reporting and documentation.

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

<https://training.gov.au/training/details/CHCCCS031>

# Vocational Placement

## Vocational Placement Component Included in this Unit of Competency

To complete **CHCCCS031 - Provide individualised support (Release 1)**, a vocational placement is required in a workplace, which must be a direct support work environment in at least one aged care, home and community, disability, or community service organisation. Information regarding vocational placement can be found in the Vocational Placement Student Information booklet.

The selected vocational placement workplace must be accredited. This ensures that the centre has adequate resources, which include supervisory staff and equipment to allow you to complete all the assessment tasks required by the course.

The supervisor who supervises you must have a qualification in direct support work in aged care, home and community, disability, or community service and be in a position of authority to provide you guidance and supervision as you complete your assessments in the workplace.

## Competency-Based Assessment in Vocational Placement

Competency-based assessment requires candidates to be able to demonstrate their competency consistently.

**IMPORTANT: Ensure that your Vocational Placement Supervisor is aware that they need to include comments about their observation.**

Once you have submitted your completed Skills Workbook, your Assessor will assess the evidence to determine your competence. The assessor will look at the information and comments that the supervisor has provided, and they will determine whether each task has been done satisfactorily.

To be deemed competent in each unit, you are required to achieve a satisfactory result for all of the assessment components that make up that unit. Where a ‘not yet satisfactory’ judgement is made, you will be given guidance on steps to take to improve your performance and be provided with the opportunity to resubmit evidence to demonstrate competence. Once a ‘satisfactory’ judgement has been made on all components for a unit, you will be deemed ‘competent’ in that unit.

## Who is Involved in the Candidate’s Vocational Placement and Assessment?

The following personnel are involved in the candidate’s vocational placement and assessment.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **The Candidate** |  | **The Vocational Placement Supervisor** |  | **The Assessor** |
| * Complies with relevant workplace policies and procedures and takes directions from the vocational placement supervisor * Undertakes the assessments in this Skills Workbook while demonstrating the skills relevant to the unit of competency * Is responsible for organising and submitting their evidence to their assessor for assessment. |  | * Facilitates opportunities for candidates to gain valuable workplace skills and experience a real workplace. * Instructs and supervises the candidate as they complete the assessment activities included in the Skills Workbook. * Verifies the evidence submitted by the candidate with the assessor and confirms that the evidence is authentic. * Coordinates with the assessor to organise workplace resources required for assessment, as needed. |  | * Coordinates with the vocational placement supervisor to organise workplace resources required for assessment, as needed. * Directly observes the candidate while they complete assessment tasks in the workplace. * Gathers evidence of the candidate’s competency in the relevant units. * Assesses candidate’s evidence against the defined benchmarks and makes the final judgement on whether they are Competent or Not Yet Competent. |

### Supervisor Guidelines

The role of the Vocational Placement Supervisor is to facilitate learning opportunities for, instruct, and supervise the candidate while they are in vocational placement.

|  |  |
| --- | --- |
| Diagram, icon  Description automatically generated | **TO THE SUPERVISOR**  As the vocational placement provider and supervisor, you have a responsibility to the student to:   * Provide supervised learning opportunities within a safe environment, which meet the objectives of the training plan, * Keep all of the student's details confidential and provide them with the same privacy and confidentiality afforded to staff |

|  |  |
| --- | --- |
|  | * Carry out a thorough and documented orientation and induction of the student at the commencement of the vocational placement, * Familiarise the student with the worksite, amenities, equipment, relevant staff, reporting structure, and coaching support, * Select learning experiences for the student in accordance with the training plan, and * Work with the assessor to help prepare the assessment environment within the workplace, as needed. |

### Vocational Placement Provider Guidelines

The role of the Vocational Placement Provider is to provide the candidate access to the resources required for assessment ([**outlined here**](#_Resources_Required_for)).

|  |  |
| --- | --- |
| Diagram, icon  Description automatically generated | **TO THE VOCATIONAL PLACEMENT PROVIDER:**   * The candidate’s attendance should be organised for a 7.5-hour day, wherever possible, with a lunch break of half an hour (unless otherwise arranged). The start and finish times should vary to allow the candidate to experience a variety of hours as expected in the industry. * Candidates should attend their Vocational Placement on the days that have been arranged with the Vocational Placement Provider and the Registered Training Organisation (RTO). * Candidates should become part of the team and assist others as required. * At the start of the Vocational Placement, the candidate is required to gather information to aid in their understanding of the philosophy and policies in place within the organisation. * The Vocational Placement Supervisor will supervise the candidate during their placement, observe their performance in the workplace, and provide feedback on the candidate’s performance by adding comments in the Skills Workbook. |

### Candidate Guidelines

The key role of the candidate is to learn and demonstrate knowledge and practical skills in the relevant unit of competency.

|  |  |
| --- | --- |
| Diagram, icon  Description automatically generated | **TO THE CANDIDATE**   * If you cannot attend anytime during your Vocational Placement, you must notify the Vocational Placement Provider as early as possible so that they are aware that you will not be attending. * The duties that you are assigned during your Vocational Placement will always be under the supervision of a vocational supervisor/staff member who is available to take responsibility for the client/s. * Remember that you are there to learn. * You are required to behave appropriately at all times and follow the Vocational Placement Provider guidelines, policies and procedures. * You should try to become part of the team and be involved in the day-to-day workings of the Vocational Placement Provider. * You need to present yourself in a neat and tidy manner as per the guidelines at the Vocational Placement Provider you attend, and you may be required to wear a uniform. |

|  |
| --- |
| **IMPORTANT**  **Before you start your Vocational Placement**, thoroughly read through the Skills Workbook and locate the vocational workplace forms and templates. Where required, contact your assessor for assistance.  **Before you approach your supervisor so they can review your Skills Workbook**, please ensure you are ready to direct them to the appropriate sections because they may be very busy, and this will make the process easier for both of you. |

## The Skills Workbook

To accomplish the required vocational placement component for **CHCCCS031 - Provide individualised support (Release 1)**, the candidate must complete the assessments contained in this Skills Workbook.

The candidate takes this Skills Workbook with them to be completed during their vocational placement.

This Skills Workbook contains:

* Assessment activities the candidate needs to complete during their vocational placement.
* Instructions and guidance for completing these activities satisfactorily.
* Assessment forms and templates that need to be accomplished as part of the assessment.
* List of evidence they need to provide and submit to their assessor.

A picture containing whiteboard

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The candidate must review and discuss the Skills Workbooks with their vocational placement supervisor on the first day of vocational placement.

The role of the vocational placement supervisor then is to:

* Organise opportunities within the vocational placement setting where the candidate can complete these assessment activities.
* Facilitate the candidate’s access to the resources and conditions required for assessment.
* Provide instruction and guidance and supervise the candidate as they undertake these assessment activities within the vocational placement setting.
* Review and sign-off on the candidate’s evidence submissions and provide further verification and authentication to these submissions.

The Skills Workbook, along with other evidence, is then submitted by the candidate to their assessor.

The assessor uses the information within the Skills Workbooks and evidence to decide whether the candidate can be deemed satisfactory at the relevant tasks.

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### For Skills Workbook-related Questions or Concerns

Should the supervisor or candidate have any concerns or questions about the Skills Workbook, they must contact the candidate’s training organisation. A representative from the training organisation will assist with any concerns or questions.

# The Context of Assessment

To complete the assessments in this workbook, candidates need to have access to a workplace.

The Practical Assessment contained in this Skills Workbook must be completed in a direct support work environment in at least one aged care, home and community, disability, or community service organisation.

# Contextualising the Assessment Tools

Contextualisation is the process of modifying assessment tools to make learning more meaningful for your candidates 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 the following:

* Your candidate’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.

|  |
| --- |
| **IMPORTANT**  **Any preparation required to simulate the assessments must be completed before distributing the assessment workbooks and associated assessment tools to the students.**  **When simulating the assessments for the candidate, the assessor must ensure the assessment tasks and benchmark performance still address the relevant unit requirements and assessment requirements in compliance with *Standards for Registered Training Organisations 2015,* Clause 1.8-1 Principles of assessment and Clause 1.8-2 Rules of evidence.** |

**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. **Practical Assignment**

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

1. **Workplace Assessment**

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

1. **Supplementary Questions**

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

# 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.
* Direct support work environment in at least one aged care, home and community, disability, or community service organisation that will allow them access to:
  + Workplace supervisor
  + Other support staff in the organisation
  + Other health professionals for referring client’s additional/unmet needs, e.g., the client’s general practitioner, psychologist, physiotherapist, or nurse, for pain management
  + Individual support clients, their family members and carer/s, as well as:
    - Volunteers to participate in simulated activities and act as individual support clients, their family members and carer/s
  + Clients’ individualised support plans/care plans.
  + Organisational policies and procedures relevant to providing individualised support, including:
    - Assembly of equipment, devices, and aids
    - Dignity of risk
    - Duty of care
    - Health and safety
    - Infection control
    - Maintaining and storing documents and reports
    - Maintaining client privacy and confidentiality
    - Providing and monitoring individualised support
    - Referrals
    - Reporting and documentation
    - Restrictive practices
    - Safe manual handling
  + Aids, devices/appliances, and equipment used by the clients, e.g., wheelchair, walking stick or cane, hearing aid, etc., as well as:
    - User manuals or manufacturers’ instructions for preparing and assembling these aids, devices/appliances, and equipment.
  + Workplace forms and templates, including:
    - Risk management templates, e.g., hazard identification report, health and safety checklist, site safety inspection, risk register, etc.
    - Progress notes
    - Meeting minutes
  + Resources to conduct risk management, including but not limited to:
    - Areas to inspect
    - Resources to eliminate or minimise risks, e.g., personal protective equipment (PPE), cleaning equipment, etc.
  + Processes and procedures, as well as facilities, resources, and equipment used to provide individualised support in the following areas:
    - Dressing, undressing and grooming
    - Eating and drinking using required mealtime assistance techniques and equipment, ensuring the client has physical access
    - Oral hygiene
    - Showering
    - Toileting and the use of continence aids
    - Using slide sheets, hoists, slings and lifters
    - Transferring a person between bed and chair
    - Transferring a person from seated to standing
  + Facilities, resources, and equipment to maintain and store individual support documentation and reports, including:
    - Individual support documentation and reports
    - Computer, filing cabinets, cloud storage, organisation intranet, etc.

**The candidate will need access to the following:**

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

# Assessor Instructions

This is a compulsory assessment to be completed by all candidates. This assessment tests the candidate’s 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

This workbook contains the Practical Assessment.

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

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

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

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

1. Read the instructions provided in each task carefully before attempting to complete the task. The instructions will guide you on how to answer the question or complete the task satisfactorily.
2. Follow the steps provided in each task.
   * If the question instructs you to describe, provide a description as your response. If the question instructs you to list, provide a list as your response.
   * Where there is a number of required responses, provide the required number of responses. For example, if you are asked to list three responses, provide three responses.
   * Where required, ensure that your assessor is present at the workplace to observe you as they conduct the assessment.
   * Organise and submit any required evidence for each assessment task.
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 by your assessor.

# Skills Workbook Cover Sheet

**To the candidate:** Print this cover sheet and declaration found on the next page. Complete both 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: **CHCCCS031 SWB Cover Sheet**

**Marking guide for the assessor:** The candidate must fill in all the required details of this cover sheet and sign the declaration on the next page. The completed cover sheet and declaration must be printed, signed, and scanned.

|  |  |
| --- | --- |
| Workbook | CHCCCS031 Skills Workbook |
| Title | Provide individualised support (Release 1) |
| Candidate First and Last Name |  |
| Candidate Phone |  |
| Candidate Email |  |
| Vocational Placement Provider |  |
| Vocational Placement Contact Person (Supervisor) |  |
| Vocational Placement Postal Address |  |
| Vocational Placement Contact Phone No |  |

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

|  |
| --- |
| Candidate’s name: |
| Candidate’s signature: |
| Date signed: |

End of Skills Workbook Cover Sheet

# Practical Assessment

## Assessor Instructions

The Practical Assessment is a set of tasks that must be completed in a workplace.

This assessment will help the candidate demonstrate skill requirements relevant to providing individualised support.

The Practical Assessment includes the following:

1. **Practical Assignment**

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

1. **Workplace Assessment**

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

1. **Supplementary Questions**

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

## Candidate Instructions

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1. **Supplementary Questions**

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

# Practical Assignment

## Overview

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| **The goal of this practical assignment is to assess your practical knowledge of:**   * Organisational policies and procedures relating to:   + Restrictive practices   + Infection control   + Assembly of equipment, aids, and appliances   + Privacy and confidentiality of personal information   + Monitoring support activities and identifying requirements for change   + Referrals   + Documenting and reporting   **This assessment is divided into seven tasks:**   1. Task 1 – Restrictive Practices Policies and Procedures 2. Task 2 – Infection Control Policies and Procedures 3. Task 3 – Assembly of Equipment, Aids, and Appliances Policies and Procedures 4. Task 4 – Privacy and Confidentiality of Personal Information Policies and Procedures 5. Task 5 – Monitoring Support Activities and Identifying Requirements for Change Policies and Procedures 6. Task 6 – Referrals Policies and Procedures 7. Task 7 – Documenting and Reporting Policies and Procedures   These tasks need to be done within the context of direct support in at least one aged care, home and community, disability, or community service organisation. |

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| **You are required to:**   * Access and review your organisation’s policies and procedures. * Review the instructions for each task included in this Practical Assignment. * Record your responses as required in the instructions for each task.   **Resources required for assessment:**   * Organisational policies and procedures relating to:   + Restrictive practices   + Infection control   + Assembly of equipment, aids and appliances   + Privacy and confidentiality of personal information   + Monitoring support activities and identifying requirements for change   + Referrals   + Documenting and reporting   Contact your Assessor/Training Provider to get some assistance in accessing the resources required for the assessment listed here. |

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| *Mapping: Provided in each Practical Assignment task below.*  **Marking guide**  This assessment is divided into seven tasks:   * 1. Task 1 – Restrictive Practices Policies and Procedures   2. Task 2 – Infection Control Policies and Procedures   3. Task 3 – Assembly of Equipment, Aids and Appliances Policies and Procedures   4. Task 4 – Privacy and Confidentiality of Personal Information Policies and Procedures   5. Task 5 – Monitoring Support Activities and Identifying Requirements for Change Policies and Procedures   6. Task 6 – Referrals Policies and Procedures   7. Task 7 – Documenting and Reporting Policies and Procedures   These tasks need to be done within the context of direct support in at least one aged care, home and community, disability, or community service organisation. |

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| Each task comes with a set of instructions. The candidate is to follow and perform these instructions. These tasks do not require the assessor to observe. However, the assessor/training provider must provide the candidate access to the resources required for this assessment.  The candidate is required to:   * Access and review their organisation’s policies and procedures. * Review the instructions for each task included in this Practical Assignment. * Record their responses as required in the instructions for each task.   **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.**   * Organisational policies and procedures relating to:   + Restrictive practices   + Infection control   + Assembly of equipment, aids, and appliances   + Privacy and confidentiality of personal information   + Monitoring support activities and identifying requirements for change   + Referrals   + Documenting and reporting |

### Contextualisation

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| **INSTRUCTIONS TO THE ASSESSOR**  This Practical Assignment aims to assess the candidate’s knowledge of the following:   * Organisational policies and procedures relating to:   + Restrictive practices   + Infection control   + Assembly of equipment, aids, and appliances   + Privacy and confidentiality of personal information   + Monitoring support activities and identifying requirements for change   + Referrals   + Documenting and reporting   The tasks in this Practical Assignment are not designed to address a specific direct support work environment or organisation/workplace.  Before commencing the assessment, the assessor must contextualise these tasks. The assessor must contextualise these to reflect the following:   * The context of direct support work in which the candidate will provide support – aged care, home and community care, disability, or community service. * Relevant legal and regulatory requirements and service standards, as well as those specific requirements from your own state/territory. * Relevant policies, processes, and procedures from your RTO or the candidate’s organisation/workplace, including the ones listed above.   **To contextualise these tasks:**   * Access and review the following documents from the candidate’s organisation/workplace:   + Organisational policies and procedures relating to:     - Restrictive practices     - Infection control     - Assembly of equipment, aids, and appliance     - Privacy and confidentiality of personal information     - Monitoring support activities and identifying requirements for change     - Referrals     - Documenting and reporting * Update the question, marking guide, and benchmark answers in this assessment so that they reflect the information in these organisational documents. |

### Task 1 – Restrictive Practices Policies and Procedures

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| Application  Description automatically generated with low confidence | Summarise below your organisation’s policies and procedures relating to **restrictive practices.**  Submit a copy of these policies and procedures to your assessor for their reference. | |
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| *Mapping: CHCCCS031 KE7.3*  **Marking guide**  The candidate must summarise below their organisation’s policies and procedures relating to restrictive practices.  The candidate’s responses will vary as policies and procedures will vary across organisations. For a satisfactory performance, the candidate’s responses must be:   * Relevant to restrictive practices in individual support * Based on the policies and procedures of an aged care, home and community, disability or community service organisation * Consistent with the organisational policies and procedures document they submitted to the assessor   To verify this, the assessor must review the candidate’s responses below against the information found in the organisational policies and procedures they submitted.  Model answers are provided below for the assessor’s reference. | | | |
| Policies | | As far as reasonable, aversive and/or restrictive practices must not be used to minimise or reduce the behaviour. Only authorised personnel must implement this in critical circumstances. | |
| Procedures | | *National Disability Insurance Scheme*   * Restrictive practices regulated by the NDIS Quality and Safeguards Commission (seclusion, chemical restraint, mechanical restraint, etc.) can only be used in the following contexts:   + Reducing the risk of harm to the person and others   + There is a Behaviour Support Plan provided   + It is aligned with the state/territory guidelines | |

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|  | * Lotus Compassionate Care will engage a specialist positive behaviour support provider for any client who is subject to a regulated restrictive practice. * The specialist positive behaviour support provider must develop a behaviour support plan. * The behaviour support plan must be approved and lodged online with the NDIS Quality and Safeguarding Commission. * All staff must adhere to the reporting requirements outlined in the NDIS Rules. * Any use of restrictive practices that breach regulations must be reported within 24 hours to NDIS Quality and Safeguards.   *Aged Care Quality and Safety Commission*  All staff must adhere to the following requirements from Aged Care Quality Standards (Quality Standards).   * Restrictive practices must only be used as a last resort to prevent harm to the consumer or other persons, and after consideration of the likely effect on the consumer. * An approved health practitioner who has day to day knowledge of the consumer, has assessed the consumer as posing a risk of harm to themselves or another person, and has assessed the restrictive practice as necessary, and these assessments have been documented. * In the case of a restrictive practice that is chemical restraint, the above assessments must be conducted by a medical practitioner or nurse practitioner who has subsequently prescribed the medication. * Best practice alternative behaviour support strategies have been used, and the consideration and/or use of these strategies and their effect has been documented. [(Source: Aged Care Quality and Safety Commission)](https://www.agedcarequality.gov.au/sites/default/files/media/overview-of-restrictive-practices_0.pdf) |

### Task 2 – Infection Control Policies and Procedures

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| Application  Description automatically generated with low confidence | Summarise below your organisation’s policies and procedures relating to **infection control.**  Submit a copy of these policies and procedures to your assessor for their reference. | |
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| *Mapping: CHCCCS031 KE8.1*  **Marking guide**  The candidate must summarise below their organisation’s policies and procedures relating to infection control.  The candidate’s responses will vary as policies and procedures will vary across organisations. For a satisfactory performance, the candidate’s responses must be:   * Relevant to infection control in individual support * Based on the policies and procedures of an aged care, home and community, disability or community service organisation * Consistent with the organisational policies and procedures document they submitted to the assessor   To verify this, the assessor must review the candidate’s responses below against the information found in the organisational policies and procedures they submitted.  Model answers are provided below for the assessor’s reference. | | | |
| Policies | | Lotus Compassionate Care is committed to ensuring infection control measures are put in place to ensure a safe environment for clients and staff. All body fluids are to be treated as potentially infectious. | |

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| Procedures | * Cuts and abrasions should be covered with a waterproof dressing. * Staff must ensure nails are kept short and clean if there is significant physical client contact. * Staff with dermatitis on their hands should seek medical advice. * Staff must treat all human body fluids, blood and tissues as potentially infectious. * Maintain a high standard of personal hygiene and grooming. * Maintain the recommended personal immunisation levels * Wash hands thoroughly between clients and after contact with human blood, body fluids or tissues (with and without the use of gloves). Routine hand washing is required to remove any micro-organism contamination that may have been acquired from a person’s skin or from objects within the environment * Staff must wear personal protective equipment (PPE) such as gowns, gloves, masks and goggles if it is likely that the skin, eyes or mouth will come into contact with human body fluids, blood and tissues. * Staff must also follow infection control guidelines and instructions for:   + Disinfection of equipment, devices, aids, and appliances.   + Ensuring that clients have their own equipment, devices, aids, and appliances (e.g., slings). * Staff, visitors, and other personnel must observe proper coughing etiquette. * Staff must not report to work if they are feeling flu-like symptoms or symptoms of other illnesses. |

### Task 3 – Assembly of Equipment, Aids, and Appliances Policies and Procedures

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| Application  Description automatically generated with low confidence | Summarise below your organisation’s policies and procedures relating to the **assembly of equipment, aids, and appliances.**  Submit a copy of these policies and procedures to your assessor for their reference. |
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| *Mapping: CHCCCS031 KE8.2*  **Marking guide**  The candidate must summarise below their organisation’s policies and procedures relating to the assembly of equipment, aids and appliances  The candidate’s responses will vary as policies and procedures will vary across organisations. For a satisfactory performance, the candidate’s responses must be:   * Relevant to the assembly of equipment, aids, and appliances in individual support * Based on the policies and procedures of an aged care, home and community, disability or community service organisation * Consistent with the organisational policies and procedures document they submitted to the assessor   To verify this, the assessor must review the candidate’s responses below against the information found in the organisational policies and procedures they submitted.  Note that some organisations will have a consolidated policy and procedures document for the assembly of equipment, aids, and appliances (instead of separate documents). For a satisfactory performance, the candidate’s submission and response must cover all three – aids, equipment, and appliances.  Model answers are provided below for the assessor’s reference. | |

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| Policies | Clients are encouraged to use the aids, devices, and equipment identified in their individualised support plans.  Lotus Compassionate Care staff are responsible for handling and using client aids, devices, and equipment properly and in accordance with the manufacturer’s instructions. |
| Procedures | Staff are to:   * Report immediately any faults and defects identified in the aid, device, or equipment. * Comply with established developed risk control measures relating to preparing and assembling aids, devices, and equipment. * Follow safe manual handling when operating or assembling aids, devices, and equipment. * Follow user manuals and manufacturer’s instructions when operating or assembling aids, devices, and equipment; maintain them in clean and good condition before and after use. * Report symptoms of musculoskeletal disorders potentially reporting from handling or assembling of aids, devices, and equipment. |

### Task 4 – Privacy and Confidentiality of Personal Information Policies and Procedures

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| Application  Description automatically generated with low confidence | 1. Summarise below your organisation’s policies and procedures relating to **privacy.**   Submit a copy of these policies and procedures to your assessor for their reference. |
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| *Mapping: CHCCCS031 KE8.3 (p)*  **Marking guide**  The candidate must summarise below their organisation’s policies and procedures relating to privacy.  The candidate’s responses will vary as policies and procedures will vary across organisations. For a satisfactory performance, the candidate’s responses must be:   * Relevant to privacy in individual support * Based on the policies and procedures of an aged care, home and community, disability or community service organisation * Consistent with the organisational policies and procedures document they submitted to the assessor   To verify this, the assessor must review the candidate’s responses below against the information found in the organisational policies and procedures they submitted.  Model answers are provided below for the assessor’s reference. | |

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| Policies | Privacy and dignity are basic human rights, and Lotus Compassionate Care is committed to protecting all clients’ rights to privacy and dignity. All staff of Lotus Compassionate Care have a responsibility to protect clients' rights of privacy and dignity while providing personal care support. |
| Procedures | * Communicate with the client about their personal care support preferences * Maintain effective communication and maintain personal dignity at all times * When providing personal care, doors must be closed, and screens and curtains are drawn to maintain privacy and dignity * When you are supporting with personal care needs, cover areas of the body that are not being cleaned. * Do not touch a client's personal belongings without asking for permission. |

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| Application  Description automatically generated with low confidence | 1. Summarise below your organisation’s policies and procedures relating to the **confidentiality of personal information.**   Submit a copy of these policies and procedures to your assessor for their reference. | |
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| *Mapping: CHCCCS031 KE8.3 (p)*  **Marking guide**  The candidate must summarise below their organisation’s policies and procedures relating to the confidentiality of personal information.  The candidate’s responses will vary as policies and procedures will vary across organisations. For a satisfactory performance, the candidate’s responses must be:   * Relevant to the confidentiality of information in individual support * Based on the policies and procedures of an aged care, home and community, disability or community service organisation * Consistent with the organisational policies and procedures document they submitted to the assessor   To verify this, the assessor must review the candidate’s responses below against the information found in the organisational policies and procedures they submitted.  Model answers are provided below for the assessor’s reference. | | |
| Policies | | Lotus Compassionate Care is committed to protecting clients' right to privacy and confidentiality by keeping personal information in a secure place and only accessible to authorised users.  All staff of Lotus Compassionate Care have a responsibility to protect clients' rights to privacy and confidentiality. Staff are not to disclose or discuss any information about a client without the necessary authority except where it relates to their daily care or support of that individual during the course of their work. |

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| Procedures | * Clients are provided with information about Lotus Compassionate Care's privacy and confidentiality policy. Information will be communicated in the client’s preferred communication method. * Personal information is only collected with the person’s informed consent. * Personal information will only be disclosed to a third party with the clients’ consent, except where the personal information is required or authorised by or under the law. * Personal information is only collected for what Lotus Compassionate Care requires for its primary function. * All personal information is protected from loss, modification and misuse. * All clients’ personal information held by Lotus Compassionate Care is accessible to them, and they have the right to seek any correction. * Clients are asked to provide the name of a next of kin or designated guardian to whom they wish to have access to their personal information. * All personal information collected is stored in locked filing cabinets. * All personal information stored on computer files is password protected. * When a client’s file is transferred from the Lotus Compassionate Care office to the client’s home, all personal information is kept secure in a locked briefcase. These are supplied by Home Care Support. * For clients who receive ongoing community care, their personal file is kept in their home, and it is the responsibility of the client to keep their file secure. * For clients receiving 24-hour support, their personal information is kept in their homes in a locked cabinet. * Personal information refers to any material, whether a photograph, video, spoken, written or otherwise, that would show apparent identification of a person or personal details. |

### Task 5 – Monitoring Support Activities and Identifying Requirements for Change Policies and Procedures

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| Application  Description automatically generated with low confidence | 1. Summarise below your organisation’s policies and procedures relating to **monitoring support activities.**   Submit a copy of these policies and procedures to your assessor for their reference. | |
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| *Mapping: CHCCCS031 KE8.4 (p)*  **Marking guide**  The candidate must summarise below their organisation’s policies and procedures relating to monitoring support activities.  The candidate’s responses will vary as policies and procedures will vary across organisations. For a satisfactory performance, the candidate’s responses must be:   * Relevant to monitoring support activities in individual support * Based on the policies and procedures of an aged care, home and community, disability or community service organisation * Consistent with the organisational policies and procedures document they submitted to the assessor   To verify this, the assessor must review the candidate’s responses below against the information found in the organisational policies and procedures they submitted.  Model answers are provided below for the assessor’s reference. | | |
| Policies | | Lotus Compassionate Care is committed to quality improvement, and we ensure that the focus is not only on maintaining services but on continually improving services provided by the organisation as well. Quality improvement involves a focus on the efficiency, effectiveness, acceptability, appropriateness and accessibility of services for consumers (who might be clients, family members, carers, other health care professionals and other service providers). |

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| Procedures | To maintain the high quality of services provided to clients, Lotus Compassionate Care engages in regular reviews of each individualised plan. This will be accomplished through the following:   * Regularly reviewing each individualised plan by getting the feedback of the client, their carer/s and/or family, and other relevant personnel * Regularly reviewing each individualised plan against procedural, industry, legal, and ethical requirements and any changes therein * Asking for the client’s consent before making any changes to the individualised plan * Modifying the individualised plan according to changes in the client’s goals, needs, and circumstances * Modifying the individualised plan in the event of any reported unmet needs and goals * Supporting the client to pursue training opportunities to meet their needs and goals better |

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| Application  Description automatically generated with low confidence | 1. Summarise below your organisation’s policies and procedures relating to **identifying requirements for change.**   Submit a copy of these policies and procedures to your assessor for their reference. |
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| *Mapping: CHCCCS031 KE8.4 (p)*  **Marking guide**  The candidate must summarise below their organisation’s policies and procedures relating to identifying requirements for change.  The candidate’s responses will vary as policies and procedures will vary across organisations. For a satisfactory performance, the candidate’s responses must be:   * Relevant to identifying requirements for change in individual support. * Based on the policies and procedures of an aged care, home and community, disability or community service organisation. * Consistent with the organisational policies and procedures document they submitted to the assessor.   To verify this, the assessor must review the candidate’s responses below against the information found in the organisational policies and procedures they submitted.  Model answers are provided below for the assessor’s reference. | |

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| Policies | Support needs change as people with disabilities grow and move through different stages in life. Lotus Compassionate Care is committed to addressing the ever-changing and dynamic needs of our clients by giving clients the option to customise services according to their changing needs. |
| Procedures | * Regularly review each individualised plan by getting the feedback of the client, their carer/s and/or family, and other relevant personnel * Regularly review each individualised plan against procedural, industry, legal, and ethical requirements and any changes therein * Use progress notes to track the client’s progress towards goals, as well as to document any other concerns, such as risks identified, changes in the client’s condition and wellbeing, etc. * Regularly consult with the client, their family and carers to identify additional or unmet needs. * Ask for the client’s consent before making any changes to the individualised plan * Report and document changes in the client’s condition and care needs to the supervisor |

### Task 6 – Referrals Policies and Procedures

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| Application  Description automatically generated with low confidence | Summarise below your organisation’s policies and procedures relating to **referrals.**  Submit a copy of these policies and procedures to your assessor for their reference. | |
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| *Mapping: CHCCCS031 KE8.5*  **Marking guide**  The candidate must summarise below their organisation’s policies and procedures relating to referrals.  The candidate’s responses will vary as policies and procedures will vary across organisations. For a satisfactory performance, the candidate’s responses must be:   * Relevant to referrals in individual support. * Based on the policies and procedures of an aged care, home and community, disability or community service organisation. * Consistent with the organisational policies and procedures document they submitted to the assessor.   To verify this, the assessor must review the candidate’s responses below against the information found in the organisational policies and procedures they submitted.  Model answers are provided below for the assessor’s reference. | | |
| Policies | | Lotus Compassionate Care is committed to addressing the varied and specific needs of our clients by working with other health professionals and service providers to deliver quality, consumer-focused services. To ensure the quality of our services and the safety of clients, Lotus Compassionate Care only deals with duly registered and accredited professionals and service providers. |

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| Procedures | * When support services and activities require tasks that are outside the scope of the support worker’s role, knowledge and expertise, these services and activities may be sourced outside the organisation. * Before availing of the services of a health professional, check that they are a registered and/or accredited member of his profession by checking the Australian Health Practitioner Regulation Agency register of practitioners. * Check that outsourced services and activities come from a registered business with a reputable business record. * The following personnel and services must be consulted for the concerns indicated below:   + Physiotherapist – for clients in need of physical therapy   + Psychologist – for clients with mental health problems   + Meals on Wheels – for clients who would like to avail of meal delivery services   + National Auslan Booking and Payment Service – for deaf Australian sign language users in need of interpreters for their medical appointments * Support workers may ask their supervisor for references to other health professionals and service providers who may help them deliver support to clients. |

### Task 7 – Documenting and Reporting Policies and Procedures

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| Application  Description automatically generated with low confidence | 1. Summarise below your organisation’s policies and procedures relating to **documentation.**   Submit a copy of these policies and procedures to your assessor for their reference. | |
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| *Mapping: CHCCCS031 KE8.6 (p)*  **Marking guide**  The candidate must summarise below their organisation’s policies and procedures relating to documentation.  The candidate’s responses will vary as policies and procedures will vary across organisations. For a satisfactory performance, the candidate’s responses must be:   * Relevant to documentation in individual support.   Responses may relate to work health and safety, incidents, abuse/neglect, documenting client progress, etc. This is acceptable, provided that they are still within the context of individual support.   * Based on the policies and procedures of an aged care, home and community, disability or community service organisation. * Consistent with the organisational policies and procedures document they submitted to the assessor.   To verify this, the assessor must review the candidate’s responses below against the information found in the organisational policies and procedures they submitted.  Model answers are provided below for the assessor’s reference. | | |
| Policies | | Regardless of the type of written documentation, Lotus Compassionate Care ensures that all documentation is of the highest quality to meet legal and organisational standards. |

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| Procedures | Model answers below are for documentation of progress notes:   * Be certain the client's name is written on each page of the document. * Date all entries * Always use blue or black ink. * Avoid the use of white-out in handwritten documents. Draw a line through an error, date and sign. * Your writing should be neat and legible. * Be objective and use understandable language (only use abbreviations approved by Lotus Compassionate Care). * Don't leave spaces between entries; draw a line through unused spaces on the paper. * Be concise, accurate and factual. * Present the information in a logical order. * When recording a client's statement, use quotation marks. * Sign your name, then print your name and status (i.e., Care Worker) on any written information. * Do not complete documentation on behalf of another staff member. * Any significant change in the client’s physical, emotional, behavioural and environmental condition must be conveyed to the supervisor immediately. |

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| Application  Description automatically generated with low confidence | 1. Summarise below your organisation’s policies and procedures relating to **reporting.**   Submit a copy of these policies and procedures to your assessor for their reference. |
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| *Mapping: CHCCCS031 KE8.6 (p)*  **Marking guide**  The candidate must summarise below their organisation’s policies and procedures relating to reporting.  The candidate’s responses will vary as policies and procedures will vary across organisations. For a satisfactory performance, the candidate’s responses must be:   * Relevant to reporting in individual support   Responses may relate to work health and safety, incidents, abuse/neglect, reporting client progress, etc. This is acceptable, provided that they are still within the context of individual support   * Based on the policies and procedures of an aged care, home and community, disability or community service organisation * Consistent with the organisational policies and procedures document they submitted to the assessor   To verify this, the assessor must review the candidate’s responses below against the information found in the organisational policies and procedures they submitted.  Model answers are provided below for the assessor’s reference. | |

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| Policies | Staff at Lotus Compassionate Care have a legal obligation to record and report any incidents outside of normal operations that affect Health and Safety, Industrial Relations, and Client Service Agreements. |
| Procedures | Model answers below are for incident reporting procedures in an individual support setting:   * All incidents must be documented on the Lotus Compassionate Care Incident Report Form. * Staff must report all concerns, injuries, incidents, or ‘near misses’ to their supervisor for hazard identification and control. * Incidents that occur outside the Lotus Compassionate Care facility must be immediately reported through a phone call to the Workplace Supervisor. * If staff are unable to complete an Incident Report Form at the time of the incident, they must complete the form within 24 hours and submit it to the supervisor. |

# Workplace Assessment

## Overview

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| **The goal of this assessment is to assess your practical knowledge and skills in the following:**   * Determining personal support requirements * Providing support services * Monitoring support activities * Completing reporting and documentation   **The workplace assessment is divided into eight tasks:**   * Task 1 – Review Client’s Individualised Support Plan and Relevant Policies and Procedures * Task 2 – Meet with Client and Their Family and Carers * Task 3 – Conduct Risk Management * Task 4 – Prepare and Assemble the Aids, Equipment, and Devices Used by The Client * Task 5 – Provide Individualised Support to The Client in The Following Areas:   + Dressing, Undressing and Grooming   + Eating and Drinking   + Oral Hygiene   + Showering   + Toileting and The Use of Continence Aids   + Using Slide Sheets, Hoists, Slings and Lifters to assist the person in:     - Transferring Between Bed and Chair     - Transferring from Seated to Standing * Task 6 – Monitor Support Activities * Task 7 – Report and Refer Client’s Progress * Task 8 – Maintain and Store Documentation and Reports |

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| **IMPORTANT: These tasks must be done in the context of a direct support work environment in at least one aged care, home and community, disability, or community service organisation.**  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.  **You are required to:**   * Complete the tasks within the time allowed, as scheduled in-class roll. * Review the instructions for each task included in this Workplace Assessment. * Determine personal support requirements. * Provide individualised support to the client in the following areas:   + Dressing, undressing and grooming   + Eating and drinking using required mealtime assistance techniques and equipment, ensuring the client has physical access   + Oral hygiene   + Showering   + Toileting and the use of continence aids   + Using slide sheets, hoists, slings and lifters   + Transferring a person between bed and chair   + Transferring a person from seated to standing * Monitor support activities. * Complete reporting and documentation.   **Resources required for assessment:**  To complete this assessment, you will need access to the following:   * Direct support work environment in at least one aged care, home and community, disability, or community service organisation that will allow them access to:   + Workplace supervisor   + Other support staff in the organisation   + Other health professionals for referring client’s additional/unmet needs, e.g., the client’s general practitioner, psychologist, physiotherapist, or nurse, for pain management |

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| * + Individual support clients, their family members and carer/s, as well as:     - Volunteers to participate in simulated activities and act as individual support clients, their family members and carer/s   + Clients’ individualised support plans/care plans.   + Organisational policies and procedures relevant to providing individualised support, including:     - Assembly of equipment, devices, and aids     - Dignity of risk     - Duty of care     - Health and safety     - Infection control     - Maintaining and storing documents and reports     - Maintaining client privacy and confidentiality     - Providing and monitoring individualised support     - Referrals     - Reporting and documentation     - Restrictive practices     - Safe manual handling   + Aids, devices/appliances, and equipment used by the clients, e.g., wheelchair, walking stick or cane, hearing aid, etc., as well as:     - User manuals or manufacturers’ instructions for preparing and assembling these aids, devices/appliances, and equipment.   + Workplace forms and templates, including:     - Risk management templates, e.g., hazard identification report, health and safety checklist, site safety inspection, risk register, etc.     - Progress notes     - Meeting minutes |

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| * + Resources to conduct risk management, including but not limited to:     - Areas to inspect     - Resources to eliminate or minimise risks, e.g., personal protective equipment (PPE), cleaning equipment, etc.   + Processes and procedures, as well as facilities, resources, and equipment used to provide individualised support in the following areas:     - Dressing, undressing and grooming     - Eating and drinking using required mealtime assistance techniques and equipment, ensuring the client has physical access     - Oral hygiene     - Showering     - Toileting and the use of continence aids     - Using slide sheets, hoists, slings and lifters     - Transferring a person between bed and chair     - Transferring a person from seated to standing   + Facilities, resources, and equipment to maintain and store individual support documentation and reports, including:     - Individual support documentation and reports     - Computer, filing cabinets, cloud storage, organisation intranet, etc. |

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| *Mapping: Provided in each Workplace Assessment task below.*  **Marking guide**  This assessment is divided into eight tasks:   * Task 1 – Review Client’s Individualised Support Plan and Relevant Policies and Procedures * Task 2 – Meet with Client and Their Family and Carers * Task 3 – Conduct Risk Management * Task 4 – Prepare and Assemble the Aids, Equipment, and Devices Used by The Client * Task 5 – Provide Individualised Support to The Client in The Following Areas:   + Dressing, Undressing and Grooming   + Eating and Drinking   + Oral Hygiene |

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| * + Showering   + Toileting and The Use of Continence Aids   + Using Slide Sheets, Hoists, Slings and Lifters to assist the person in: * Transferring Between Bed and Chair * Transferring from Seated to Standing * Task 6 – Monitor Support Activities * Task 7 – Report and Refer Client’s Progress * Task 8 – Maintain and Store Documentation and Reports   **These tasks must be done in the context of a direct support work environment in at least one aged care, home and community, disability, or community service organisation.**  Each task comes with a set of instructions. The tasks require the candidate to:   * Be observed by the assessor while completing the task; and/or * Secure documentation from their completion of the task.   The assessor/training provider must provide the candidate access to the resources required for this assessment.  The candidate is required to:   * Complete the tasks within the time allowed, as scheduled in-class roll. * Review the instructions for each task included in this Workplace Assessment. * Determine personal support requirements. * Provide individualised support to the client in the following areas:   + Dressing, undressing and grooming   + Eating and drinking using required mealtime assistance techniques and equipment, ensuring the client has physical access   + Oral hygiene   + Showering   + Toileting and the use of continence aids   + Using slide sheets, hoists, slings and lifters   + Transferring a person between bed and chair   + Transferring a person from seated to standing * Monitor support activities. * Complete reporting and documentation. |

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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.**   * Direct support work environment in at least one aged care, home and community, disability, or community service organisation that will allow them access to:   + Workplace supervisor   + Other support staff in the organisation   + Other health professionals for referring client’s additional/unmet needs, e.g., the client’s general practitioner, psychologist, physiotherapist, or nurse, for pain management   + Individual support clients, their family members and carer/s, as well as:   Volunteers to participate in simulated activities and act as individual support clients, their family members and carer/s   * + Clients’ individualised support plans/care plans.   + Organisational policies and procedures relevant to providing individualised support, including:     - Assembly of equipment, devices, and aids     - Dignity of risk     - Duty of care     - Health and safety     - Infection control     - Maintaining and storing documents and reports     - Maintaining client privacy and confidentiality     - Providing and monitoring individualised support     - Referrals     - Reporting and documentation     - Restrictive practices     - Safe manual handling   + Aids, devices/appliances, and equipment used by the clients, e.g., wheelchair, walking stick or cane, hearing aid, etc., as well as:     - User manuals or manufacturers’ instructions for preparing and assembling these aids, devices/appliances, and equipment. |

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| * + Workplace forms and templates, including:     - Risk management templates, e.g., hazard identification report, health and safety checklist, site safety inspection, risk register, etc.     - Progress notes     - Meeting minutes   + Resources to conduct risk management, including but not limited to:     - Areas to inspect   + Resources to eliminate or minimise risks, e.g., personal protective equipment (PPE), cleaning equipment, etc.   + Processes and procedures, as well as facilities, resources, and equipment used to provide individualised support in the following areas:     - Dressing, undressing and grooming     - Eating and drinking using required mealtime assistance techniques and equipment, ensuring the client has physical access     - Oral hygiene     - Showerin9     - Toileting and the use of continence aids     - Using slide sheets, hoists, slings and lifters     - Transferring a person between bed and chair     - Transferring a person from seated to standing   + Facilities, resources, and equipment to maintain and store individual support documentation and reports, including:     - Individual support documentation and reports     - Computer, filing cabinets, cloud storage, organisation intranet, etc. |

### Contextualisation

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| **INSTRUCTIONS TO THE ASSESSOR**  This workplace assessment aims to assess the candidate’s practical knowledge and skills in the following:   * Determining personal support requirements * Providing support services * Monitoring support activities * Completing reporting and documentation   This Workplace Assessment is not designed to address a specific direct support work environment.  Before commencing the assessment, the assessor must contextualise these tasks as well as any other assessment tool provided along with this workbook, e.g., Observation Forms, Assessor’s Checklists, and other generic templates provided along with this workbook. The assessor must contextualise these to reflect the following:   * The context of direct support work in which the candidate will provide support – aged care, home and community care, disability, or community service * Relevant legal and regulatory requirements and service standards, as well as those specific requirements from your own state/territory * Relevant policies, processes, and procedures from your RTO or the candidate’s organisation/workplace * Individualised support plans, including the goals, needs, and preferences of the clients whom the candidate will be supporting in this assessment   **To contextualise these tasks:**   * Adapt/revise the instructions provided in each task so that they reflect the specific requirements listed above. * Adapt/revise the Observation Forms or Assessor’s Checklists, as well as any assessment tools and templates provided in each task, so that they reflect the specific requirements listed above.   **IMPORTANT:**  **Any contextualisation required must be completed before distributing the assessment workbooks and associated assessment tools to the students.**  **When contextualising the tasks for your RTO and your candidate, ensure the assessment tasks and benchmark performance still address the relevant unit requirements and assessment requirements in compliance with Standards for RTOs 2015 Clause 1.8-1 Principles of assessment and Clause 1.8-2 Rules of evidence.** |

## Before Proceeding with Tasks 1 – 7

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| **IMPORTANT: You must have completed the Simulated Assessment contained in the Assessment Workbook – Part B before you proceed with this assessment.**  The unit *CHCCCS031 – Provide individualised support (Release 1)* requires you to:   * Provide personal support to people in the following tasks in **three separate instances in a real workplace**:   + Dressing, undressing, and grooming   + Eating and drinking   + Oral hygiene   + Showering   + Toileting and the use of continence aids   + Using slide sheets, hoists, slings, and lifters   + Transferring a person between bed and chair   + Transferring a person from seated to standing   The above must first be demonstrated in a simulated environment before being demonstrated in a workplace.   * Provide personal support to people in the following tasks in **two separate instances in a simulated environment**:   + Bed bathing   + Shaving   + Transferring a person in and out of car   + Falls recovery and   + Assisting a person in taking pre-packaged medication   The simulation requirements are addressed in the workbook, Assessment Workbook – Part B. The real workplace assessment requirements are addressed in this Skills Workbook. |

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| This is illustrated below:   |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | | **Tasks to be completed by the candidate** | **Assessment Workbook – Part B** | | **Skills Workbook**  **(This Workbook)** | | | | **Simulation 1**  **(Case Study 1)** | **Simulation 2**  **(Case Study 2)** | **Real Workplace (Instance 1)** | **Real Workplace (Instance 2)** | **Real Workplace (Instance 3)** | | Dressing, undressing, and grooming | 🗸 |  | 🗸 | 🗸 | 🗸 | | Eating and drinking | 🗸 |  | 🗸 | 🗸 | 🗸 | | Oral hygiene | 🗸 |  | 🗸 | 🗸 | 🗸 | | Showering | 🗸 |  | 🗸 | 🗸 | 🗸 | | Toileting and the use of continence aids | 🗸 |  | 🗸 | 🗸 | 🗸 | | Using slide sheets, hoists, slings and lifters | 🗸 |  | 🗸 | 🗸 | 🗸 | | Transferring a person between bed and chair | 🗸 |  | 🗸 | 🗸 | 🗸 | | Bed bathing | 🗸 | 🗸 |  |  |  | | Shaving | 🗸 | 🗸 |  |  |  | | Transferring a person in and out of car | 🗸 | 🗸 |  |  |  | | Falls recovery | 🗸 | 🗸 |  |  |  | | Assisting a person in taking pre-packaged medication | 🗸 | 🗸 |  |  |  | |

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| This Skills Workbook addresses the real workplace component of the unit of competency*.*  This real workplace component is made up of seven Workplace Assessment Tasks. You must complete these tasks:   * On three separate instances in a real workplace environment * With at least two different clients   This is illustrated below:   |  |  |  |  | | --- | --- | --- | --- | | **Instance** | **Skills Workbook** | | | | **REAL WORKPLACE** | | | | **First instance** | **Second instance** | **Third instance** | | **Client** | Client A | Client B | Client A or B (from first or second instance)  or  Client C (a different client) | | **Workplace Assessment** | Task 1 | Task 1 | Task 1 | | Task 2 | Task 2 | Task 2 | | Task 3 | Task 3 | Task 3 | | Task 4 | Task 4 | Task 4 | | Task 5 | Task 5 | Task 5 | | Task 6 | Task 6 | Task 6 | | Task 7 | Task 7 | Task 7 |   **IMPORTANT: For each task, you must submit three sets of evidence, one set of evidence for each instance.**  You must be observed by your assessor while completing Tasks 1 - 7 on each instance.  Before proceeding with Tasks 1 – 7, consult with your supervisor to plan and organise how you will complete these tasks in your workplace.  Specifically, you will need to plan and organise the following in consultation with your supervisor:   * At least two clients whom you will be supporting, as well as their families and carers. * Their individualised plan including their goals, needs, and preferences. * The aids, equipment, and devices they require.   Once these details are finalised, record them on the following pages. |

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| *Mapping: CHCCCS031 PE1.0, AC2.0*  **IMPORTANT: The candidate must have completed the Simulated Assessment contained in the CHCCCS031 Assessment Workbook before they proceed with this assessment.**  **Marking guide**  The candidate must perform Workplace Assessment Tasks 1 – 7 on three separate instances in a real workplace environment with at least two different clients.  For each task, they must submit three sets of evidence, one set of evidence for each instance.  The candidate must be observed by the assessor while completing Tasks 1 - 7 on each instance.  Before proceeding with Tasks 1 – 7, the candidate must consult with their supervisor to plan and organise how they will complete these tasks in the workplace.  Specifically, they will need to plan and organise the following in consultation with their supervisor:   * At least two clients whom they will be supporting, as well as their families and carers * Their individualised plan including their goals, needs, and preferences * The aids, equipment, and devices they require   The candidate must record these details on the following pages. |

### First Instance

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| --- | --- | --- |
| Client | Client A | |
| Family/Carers (tick all that apply):  They will be present throughout the support activities in Tasks 1 – 7. | The client’s: | |
| Parent  Child  Sibling  Spouse | Relative  Partner |
| Do you have access to this client’s individualised support plan? | Yes  No  **This is required for the assessment.** | |
| Overview of the client’s support needs. |  | |
| Aids, equipment, and devices used by the client  **This is required for the assessment.** | Aids: | |
| Equipment: | |
| Devices: | |

### Second Instance

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| Client | Client A | Client B |
| Family/Carers (tick all that apply):  They will be present throughout the support activities in Tasks 1 – 7. | The client’s: | |
| Parent  Child  Sibling  Spouse | Relative  Partner |
| Do you have access to this client’s individualised support plan? | Yes  No  **This is required for the assessment.** | |
| Overview of the client’s support needs. |  | |
| Aids, equipment, and devices used by the client  **This is required for the assessment.** | Aids: | |
| Equipment: | |
| Devices: | |

### Third Instance

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| Client | Client A | Client B | | Client C |
| Family/Carers (tick all that apply):  They will be present throughout the support activities in Tasks 1 – 7. | The client’s: | | | |
| Parent  Child  Sibling  Spouse | | Relative  Partner | |
| Do you have access to this client’s individualised support plan? | Yes  No  **This is required for the assessment.** | | | |
| Overview of the client’s support needs. |  | | | |
| Aids, equipment, and devices used by the client  **This is required for the assessment.** | Aids: | | | |
| Equipment: | | | |
| Devices: | | | |

## Task 1 – Review Client’s Individualised Support Plan and Relevant Policies and Procedures

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| Application  Description automatically generated with low confidence | While being observed by your assessor, review the individualised support/care plan of the person you will be supporting and relevant policies and procedures.  **STEPS TO TAKE**   1. Access and carefully review the following:  * The individualised support/care plan of the person you will be supporting through Tasks 2 – 7. * Organisational policies and procedures for providing support, including policies and procedures for:   + Assembly of equipment, devices, and aids   + Providing and monitoring individualised support   + Duty of care   + Dignity of risk   + Maintaining client privacy and confidentiality   + Health and safety   + Infection control   + Reporting and documentation   You will need to follow these policies and procedures when completing Tasks 2 – 7.   1. Meet with your supervisor to confirm whether you have understood the individualised support/care plan, policies, and procedures correctly.   **YOU WILL BE ASSESSED ON YOUR**   * Practical knowledge of the person’s individualised support/care plan and relevant service standards, policies, and procedures. * Practical skills relevant to confirming and clarifying the individualised support/care plan and relevant service standards, policies, and procedures. |

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|  | **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. * 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:   * A copy of the individualised plan you accessed and reviewed.   **Maintain your clients’ privacy and confidentiality. Omit their names and other information that may lead to their identification before submitting this document.**   * A copy of the organisational policies and procedures you accessed and reviewed during this task.   **Submit only one set of copies since the same policies and procedures apply in the three instances you will perform this task.** |

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| *Mapping: CHCCCS031 PC1.1 (p), PC1.5 (p), PC1.6 (p), PC2.1 (p), PC2.2 (p) PC2.5 (p), PC2.6 (p), PC3.5 (p), PC4.1 (p), PE3.5 (p), PE3.6 (p)*  **Marking guide**   |  | | --- | | **IMPORTANT:**  **The candidate must complete this task in three instances. In doing so, they must submit three sets of evidence for this task, one set for each instance.**  **The assessor must complete the Observation Form three times** – **once for each instance listed above.** | |

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| **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 accessing and reviewing the client’s individualised support plan and relevant 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., the assessor has ticked YES in all items of the *Observation Form*.  Additionally, this *Observation Form* must be adapted by the assessor to:   * Follow the organisation’s policies and procedures for accessing and reviewing clients’ individualised support plans. * Follow the organisation’s processes for accessing policies and procedures.   **A copy of the individualised plan the candidate accessed and reviewed**  The candidate must submit a copy of the individualised plan they accessed and reviewed during this task.  Note that the candidate must follow this individualised support plan when providing support to the client in Tasks 2 – 7.  The candidate must omit the client’s names and other information that may lead to their identification before submitting this document.  **A copy of the organisational policies and procedures they accessed and reviewed**  The candidate must submit a copy of the policies and procedures they accessed and reviewed during this task, including policies and procedures for:   * Assembly of equipment, devices, and aids * Providing and monitoring support * Duty of care * Dignity of risk * Maintaining client privacy and confidentiality * Health and safety * Infection control * Reporting and documentation   Note that the candidate must follow these organisational policies and procedures when providing support to the client in Tasks 2 – 7. |

## Task 2 – Meet with Client and Their Family and Carers

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| Application  Description automatically generated with low confidence | While being observed by your assessor, meet with the client and their family and carer/s to review and confirm their support requirements, goals, needs, and preferences.  **STEPS TO TAKE**   1. Meet with the client and their family and carer/s. 2. During this meeting, review and confirm the following:  * The client’s support requirements * The client’s goals, needs, and preferences  1. Use your organisation’s template for recording meeting minutes. You may also use the **Generic Meeting Minutes** **Template** provided along with this workbook.   **YOU WILL BE ASSESSED ON YOUR**   * Practical knowledge of the person’s individualised support/care plan * Practical skills relevant to confirming and clarifying the client’s personal support requirements, goals, needs, and preferences   **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. * 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 a copy of your minutes to your assessor. |

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| *Mapping: CHCCCS031 PC1.1 (p), PC1.2, PC1.3, PC1.4, PC1.5 (p), PC2.1 (p), PC2.4, PC2.5 (p), PC3.6 (p), PC4.1 (p), PE3.1*  **Marking guide**   |  | | --- | | **IMPORTANT:**  **The candidate must complete this task in three instances. In doing so, they must submit three sets of evidence for this task, one set for each instance.**  **The assessor must complete the Observation Form three times** – **once for each instance listed above.** |   **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 during their meeting with the client, their family, and carer/s.  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., the assessor has ticked YES in all items of the *Observation Form*.  Additionally, this *Observation Form* must be adapted by the assessor to align with the following:   * The context of direct support work in which the candidate will provide support – aged care, home and community care, disability, or community service. * Relevant legal and regulatory requirements and service standards, as well as those specific requirements from your own state/territory. * Relevant policies, processes, and procedures from your RTO or the candidate’s organisation/workplace. * Individualised support plans, including the goals, needs, and preferences of the clients whom the candidate will be supporting in this assessment. |

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| **Meeting minutes**  The candidate must submit a copy of the minutes documenting their discussion with the client, their family, and carer/s. At a minimum, their submission must record their discussion regarding the following:   * Support activities to be facilitated * Services to be provided to the client * The client’s support requirements * The client’s preferences and other needs * The client’s preferred level of participation or involvement in support activities * The aids, devices, and equipment to be used during the support activities   Individualised support plans, including the goals, needs, and preferences of the clients whom the candidate will be supporting in this assessment. |

## Task 3 – Conduct Risk Management

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| Application  Description automatically generated with low confidence | While being observed by your assessor, conduct risk management prior to facilitating support activities.  **STEPS TO TAKE**   1. Conduct risk management. This must include the following:  * Identifying hazards and risks associated with these hazards. * Assessing the risks identified. * Eliminating or minimising the risks identified.   **For the purposes of this assessment, there must be evidence that you have addressed both potential risks and actual risks across the three instances required for this task.**   * Seeking assistance for the hazards and risks that are beyond the scope of your role and responsibilities. * Reporting these outcomes to the supervisor.  1. Use your organisation’s forms/templates for conducting a risk assessment before facilitating support activities.   You may also use the generic templates provided along with this workbook (e.g., Hazard Identification Form, Health and Safety Checklist, etc.)  **YOU WILL BE ASSESSED ON YOUR**   * Practical knowledge of hazards and risks in individualised support * Practical skills relevant to risk management, including identifying hazards, assessing risks, eliminating and minimising risks, and referring risks   **OBSERVATION FORM**  Before starting this task, review the **Workplace Assessment Task 3 – Observation Form** provided along with this workbook. This form lists all the practical skills you need to demonstrate while completing this task.  **EVIDENCE TO BE SUBMITTED**  After completing this task, submit a copy of your risk management document to your assessor. |
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| *Mapping: CHCCCS031 PC2.1 (p), PC2.5 (p), PC3.2, PC4.3 (p), PE3.2, PE3.6 (p)*  **Marking guide**   |  | | --- | | **IMPORTANT:**  **The candidate must complete this task in three instances. In doing so, they must submit three sets of evidence for this task, one set for each instance.**  **The assessor must complete the Observation Form three times** – **once for each instance listed above.** |   **Workplace Assessment Task 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 conducting risk management.  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., the assessor has ticked YES in all items of the *Observation Form*.  Additionally, this *Observation Form* must be adapted by the assessor to align with the following:   * The context of direct support work in which the candidate will provide support – aged care, home and community care, disability, or community service. * Relevant legal and regulatory requirements and service standards, as well as those specific requirements from your own state/territory. * Relevant policies, processes, and procedures from your RTO or the candidate’s organisation/workplace. * Individualised support plans, including the goals, needs, and preferences of the clients whom the candidate will be supporting in this assessment.   **Risk management documentation**  The candidate must submit documentation of the risk management they conducted. The documentation they submit will vary. They may be in the form of hazard identification forms, health and safety checklists, site safety inspection checklists, or risk assessment documents they completed as part of the risk management.  For a satisfactory performance, this document must record the following:   * Hazards they identified * Potential risks * Actual risks * Outcomes of their risk assessment |

## Task 4 – Prepare and Assemble the Aids, Equipment, and Devices Used by The Client

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| Application  Description automatically generated with low confidence | While being observed by your assessor, prepare and assemble aids, devices/appliances, and equipment required by the client.  **For the purposes of this assessment, there must be evidence that you have prepared and assembled at least two different aids, two different devices/appliances, and two different equipment across the three instances required for this task.**  **YOU WILL BE ASSESSED ON YOUR**   * Practical knowledge of the person’s individualised support/care plan, including the aids, devices/appliances, and equipment required by the person * Practical knowledge and skills relevant to preparing and assembling aids, devices/appliances, and equipment   **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 also:   * 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: CHCCCS031 PC1.5 (p), PE1.0 (p), PE3.3*  **Marking guide**   |  | | --- | | **IMPORTANT:**  **The candidate must complete this task in three instances.**  **The assessor must complete the Observation Form three times** – **once for each instance listed above.** |   **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 preparing and assembling the aids, equipment, and devices/appliances used by the client.  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., the assessor has ticked YES in all items of the *Observation Form*.  Additionally, this *Observation Form* must be adapted by the assessor to align with the following:   * The context of direct support work in which the candidate will provide support – aged care, home and community care, disability, or community service. * Relevant legal and regulatory requirements and service standards, as well as those specific requirements from your own state/territory. * Relevant policies, processes, and procedures from your RTO or the candidate’s organisation/workplace. * Individualised support plans, including the goals, needs, and preferences of the clients whom the candidate will be supporting in this assessment. |

## Task 5 – Facilitate Support Activities with The Client

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| Application  Description automatically generated with low confidence | While being observed by your assessor, facilitate support activities for your client.  **STEPS TO TAKE**   1. Facilitate the following support activities for your client:  * Dressing, undressing, and grooming * Eating and drinking using required mealtime assistance techniques and equipment, ensuring the client has physical access * Oral hygiene * Showering * Toileting and the use of continence aids * Using slide sheets, hoists, slings, and lifters to assist the client in the following:   + Transferring between bed and chair   + Transferring from seated to standing  1. While completing this task:  * Follow the person’s individualised support/care plan. * Follow the organisation’s policies and procedures for providing support.   **YOU WILL BE ASSESSED ON YOUR**   * Practical knowledge of the person’s individualised support/care plan and relevant service standards, policies, and procedures * Practical skills relevant to providing individualised support   **OBSERVATION FORM**  Before starting this task, review the **Workplace Assessment Task 5 – Observation Form** provided along with this workbook. This form lists all the practical skills you need to demonstrate while completing this task. |

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|  | **YOUR ASSESSOR WILL**   * Organise workplace resources required for you to complete this assessment. * 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: CHCCCS031 PC1.6 (p), PC2.1 (p), PC2.2 (p), PC2.5 (p), PC2.6 (p), PC2.7, PC4.1 (p), PE1.1, PE1.2, PE1.3, PE1.4, PE1.5, PE1.6, PE1.7, PE1.8, PE3.4*  **Marking guide**   |  | | --- | | **IMPORTANT:**  **The candidate must complete this task in three instances.**  **The assessor must complete the Observation Form three times** – **once for each instance listed above.** |   **Workplace Assessment Task 5 – 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 providing support to the client in the following areas:   * Dressing, undressing, and grooming * Eating and drinking using required mealtime assistance techniques and equipment, ensuring the client has physical access * Oral hygiene * Showering * Toileting and the use of continence aids * Using slide sheets, hoists, slings, and lifters to assist the client in the following:   + Transferring between bed and chair   + Transferring from seated to standing |

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| 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., the assessor has ticked YES in all items of the *Observation Form*.  Additionally, this *Observation Form* must be adapted by the assessor to align with the following:   * The context of direct support work in which the candidate will provide support – aged care, home and community care, disability, or community service. * Relevant legal and regulatory requirements and service standards, as well as those specific requirements from your own state/territory. * Relevant policies, processes, and procedures from your RTO or the candidate’s organisation/workplace. * Individualised support plans, including the goals, needs, and preferences of the clients whom the candidate will be supporting in this assessment. |

### Supplementary Questions

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| Application  Description automatically generated with low confidence | 1. List six key processes that must be followed when facilitating any individualised support activity. |
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| *Mapping: CHCCCS031 KE5.0 (p)*  **Marking guide**  The candidate must identify six key processes that must be followed when facilitating any support activity.  For a satisfactory performance, although wording may vary slightly, the candidate’s responses must be the six below (in no particular order):   1. Confirming support requirements with the client 2. Preparing for the support activities 3. Conducting risk assessment 4. Providing the actual support activity 5. Monitoring the support activity 6. Reporting and documentation | |
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| Application  Description automatically generated with low confidence | 1. Outline the procedures for providing support in **dressing, undressing, and grooming.** |
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| *Mapping: CHCCCS031 KE5.2*  **Marking guide**  The candidate must outline the procedures for providing support in dressing, undressing, and grooming.  The candidate’s responses will vary. These may depend on the procedures followed in their organisation. However, for a satisfactory performance, the responses must:   * Reflect current industry and workplace best practices in individualised support * Be consistent with the procedures followed in the candidate’s organisation. To verify this, the assessor must review the candidate’s responses against the procedures in the organisation   Procedures from the learner guide are provided below to give the assessor an idea of the breadth and depth required for a satisfactory performance. | |
| **Dressing** | |
| *Add more rows as needed.*   * 1. Lay out clothes in the process the client should put them on, such as underwear, bottom clothing, top clothing, and outerwear.   2. Hand the client one piece of clothing at a time. You may also give them step-by-step instructions for dressing.   3. Similar to undressing, encourage the client to put on as many clothes as they can on their own. Provide them with support when necessary. | |

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| **Undressing** |
| *Add more rows as needed.*   1. Always ask the client if they want to undress. This is to preserve their integrity. 2. Close the door and draw the curtains when it is time for the client to undress. This can also keep the room warm, as the task may take some time to complete. 3. Encourage the client to remove their clothes independently. Allow them to take their time to undress. You can also talk to the person to ease any anxiety or embarrassment the client may have during the process. 4. If the client requires help, be gentle with your movements. Make sure you pull on the clothes, not the person. 5. For clients with disabled limbs, minimise stressing the limb by undressing it last. For example, place the sleeve of the shirt as high as possible on the shoulder of a client with a disabled arm to facilitate undressing. 6. Make use of simple dressing assistive aids, such as dressing sticks or long-handled shoehorns. |

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| **Grooming** |
| *Add more rows as needed.*   1. Ask the client what their preference for their hairstyle for the day is. 2. Assist the client in styling their hair. This may include assisting in processes such as:    * Drying wet hair with a hairdryer    * Applying hair products, such as hair gels or hairsprays 3. Aid the client in combing or brushing their hair from the scalp to the ends. This assistance will depend on the type of hair the client has:    * For long hair, divide the hair into sections before combing or brushing.    * For tangled hair, use a wide-tooth comb to gently come or brush the hair. Pulling on tangling hair can cause damage to the hair.    * For curly hair, start at the ends of the hair. This is to make sure that all tangles are removed before brushing from the scalp to the ends. 4. Encourage the client to look in the mirror after styling. Compliment their hairstyle and how they look. This can increase their self-esteem. |

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| Application  Description automatically generated with low confidence | 1. Answer the following questions about procedures for providing support in **eating and drinking.** |
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| *Mapping: CHCCCS031 KE5.3*  **Marking guide**  The candidate must answer the following questions about procedures for providing support in eating and drinking.  Marking guides and benchmark answers are provided in each question below for the assessor’s reference. | |
| 1. Outline the procedures for providing support in eating and drinking.   *Add more rows as needed.* | | |

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| The candidate must outline the procedures for providing support in eating and drinking.  The candidate’s responses will vary. These may depend on the procedures followed in their organisation. However, for a satisfactory performance, the responses must:   * Reflect current industry and workplace best practices in individualised support. * Be consistent with the procedures followed in the candidate’s organisation. To verify this, the assessor must review the candidate’s responses against the procedures in the organisation.   Procedures from the learner guide are provided below to give the assessor an idea of the breadth and depth required for a satisfactory performance.   1. Review the client’s individualised plan. 2. Identify any difficulties the client may have when eating or drinking. 3. Prepare any assistive device or equipment the client will need during mealtime. 4. Ensure that the client has physical access to their food. 5. For clients who will eat their meals in their rooms, make sure that the room is clean before mealtime. 6. Allow the person the opportunity to go to the bathroom to wash their hands before each meal. 7. Encourage the client to eat their meal independently. 8. Engage with the client during the meal. 9. After the meal, help the person wipe their mouth and take care of their oral hygiene. 10. Recommend the client to remain in a sitting position for at least thirty minutes. |

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| 1. List three examples of techniques you can use to engage with the client during the meal.     The candidate must list three examples of techniques they can use to engage with the client during the meal.  For a satisfactory performance, the candidate’s responses must be any three of the following (in no particular order):   * + Make sure to be at eye level with the client during the meal. Have a conversation with them about things the client likes, such as their hobbies.   + Direct the client’s attention towards the food. You can put the cutlery or guide them to take the first mouthful if needed.   + Explain to the client what is on their plate. When the meal is pureed, detailing what is inside can reduce their distaste for the appearance.   + If the client moves away from their food, gently guide them back and prompt them to continue.   + If the client is concerned about when their next meal will be, reassure them and provide them with a snack if needed.   + Eat with the client. This makes mealtime a social activity. It also helps them improve their independence, as they may copy what you are doing.   + Allow the client to take their time to finish their meal.   Other responses are acceptable, provided that they:   * Are relevant to individualised support * Reflect current industry and workplace best practices for engaging individual support clients during mealtimes. * Are a technique followed in the candidate’s organisation |

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| 1. List three examples of equipment that may be used when providing support in eating and drinking.     The candidate must list three examples of equipment that may be used when providing support in eating and drinking.  For a satisfactory performance, the candidate’s responses must be any three of the following (in no particular order):   * + Adaptive dinnerware   + Assistive utensils   + Utensil holders   + Feeding devices   + Assistive cups and mugs   Other responses are acceptable, provided that they are assistive equipment used when providing support in eating and drinking. |

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| Application  Description automatically generated with low confidence | 1. Outline the procedures for providing support in **mobility.** |
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| *Mapping: CHCCCS031 KE5.4*  **Marking guide**  The candidate must outline the procedures for providing support in mobility.  The candidate’s responses will vary. These may depend on the procedures followed in their organisation.  However, for a satisfactory performance, the responses must:   * Reflect current industry and workplace best practices in individualised support. * Be consistent with the procedures followed in the candidate’s organisation. To verify this, the assessor must review the candidate’s responses against the procedures in the organisation.   Procedures from the learner guide are provided below to give the assessor an idea of the breadth and depth required for a satisfactory performance. | |
| *Add more rows as needed.*   1. Encourage the client to move around as much as they can safely and on their own (as much as possible) and/or with the appropriate support as per their individualised plan.   For example, getting out of bed, sitting out of bed, walking to the toilet, eating meals out of bed, etc.   1. Encourage the client to wear clothes that they are comfortable moving in as well as supportive shoes and/or socks with grips on them. 2. Supervise or assist the client during walking, transfers and ADLS if required in accordance with their individualised plan. 3. Prepare and assemble mobility aids in accordance with their individualised plan. 4. Encourage or remind the client to use their mobility aids, e.g., a walking stick. 5. Adjust bed and chair heights accordingly to allow for safe and independent transfers. 6. Clear their environment of clutter to avoid tripping or falling. | | |

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| Application  Description automatically generated with low confidence | 1. Answer the following questions about procedures for providing support in **oral care.** |
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| *Mapping: Provided per item below.*  **Marking guide**  The candidate must answer the following questions about procedures for providing support in oral care.  Marking guides and benchmark answers are provided in each question below for the assessor’s reference. | |
| 1. Outline the steps for preparing for any oral care procedure.       *Add more rows as needed.*  *Mapping: CHCCCS031 KE5.5*  The candidate must outline the steps for preparing for any oral care procedure.  The candidate’s responses will vary. These may depend on the procedures followed in their organisation. However, for a satisfactory performance, the responses must:   * Reflect current industry and workplace best practices in individualised support. * Be consistent with the procedures followed in the candidate’s organisation. To verify this, the assessor must review the candidate’s responses against the procedures in the organisation. | |

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| Steps from the learner guide are provided below to give the assessor an idea of the breadth and depth required for a satisfactory performance.   1. Prepare the materials you will use. These may include a toothbrush, tweezers, gauze, toothpaste, etc. 2. Wash your hands before and after providing oral care to the client. Make sure to put on disposable gloves during the procedures. 3. Cover the client’s body with a towel or waterproof sheet. This is to protect their clothing from getting wet. 4. For clients confined to bed, let them sit upright with pillows behind their backs for support. If necessary, use suction to remove saliva to prevent gagging or choking. 5. Position the client so that you can always:    * Support their head    * Ensure they will not choke or gag while their head is tilted    * See properly inside their mouth and manipulate the toothbrush freely and safely. 6. Encourage the client to tell them if they are feeling unwell or uncomfortable during the procedure. When this happens, let the client rinse their mouth and take a rest before continuing. 7. If the client has dentures, remove them before the oral procedures. |

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| 1. Outline the procedures for supporting the client to effectively brush their teeth.       *Add more rows as needed.*  *Mapping: CHCCCS031 KE5.5.4 (p)*  The candidate must outline the procedures for supporting the client to effectively brush their teeth.  The candidate’s responses will vary. These may depend on the procedures followed in their organisation. However, for a satisfactory performance, the responses must:   * Reflect current industry and workplace best practices in individualised support. * Be consistent with the procedures followed in the candidate’s organisation. To verify this, the assessor must review the candidate’s responses against the procedures in the organisation.   Steps from the learner guide are provided below to give the assessor an idea of the breadth and depth required for a satisfactory performance.   1. Providing a toothbrush that suits the client and their needs 2. Provide a suitable fluoride toothpaste according to the age of the client 3. Encouraging clients to do the following when brushing their teeth:    * Angle the toothbrush’s bristles toward the gum line to clean between their gums and teeth    * Gently brush their teeth in small, circular motions    * Brush each tooth on the front, back, and chewing surface    * Brush the top surface of and beneath their tongue    * Spit out the toothpaste after brushing—make sure clients do not swallow and do not rinse with water    * Floss in between their teeth with either floss or interdental brushes 4. If the client has braces, make sure to consult their oral health professional about the best way to brush their teeth and prevent decay. |

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| 1. Identify three other strategies that can be followed as an aid in good oral hygiene.     *Mapping: CHCCCS031 KE5.5.4 (p)*  The candidate must identify three other strategies that can be followed as an aid in good oral hygiene.  For a satisfactory performance, the candidate’s response must be any three of the following.   1. Lessen the intake of sugary food in the client’s diet. 2. Drink a lot of water after meals, medication, other drinks, and snacks. 3. Wipe off the plaque using a paper towel. 4. Gargle with alcohol-free oral rinses. 5. Chew sugar-free chewing gum.   Other responses are acceptable, provided that they are generally accepted alternatives to brushing in oral care in individual support. |

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| 1. Outline the steps for daily denture care:      *Add more rows as needed.*  *Mapping: CHCCCS031 KE5.5.2 (p)*  The candidate must outline the procedures for daily denture care.  The candidate’s responses will vary. These may depend on the procedures followed in their organisation. However, for a satisfactory performance, the responses must:   * Reflect current industry and workplace best practices in individualised support. * Be consistent with the procedures followed in the candidate’s organisation. To verify this, the assessor must review the candidate’s responses against the procedures in the organisation.   Steps from the learner guide are provided below to give the assessor an idea of the breadth and depth required for a satisfactory performance.   1. Remove dentures after each meal to rinse both mouth and denture with water. 2. Drink water after meals to keep the mouth clean. 3. Brush dentures at least twice a day. 4. Remove dentures before sleeping to give the gums time to rest. 5. Soak cleaned dentures in a container of cold water. 6. Keep dentures moist at all times. 7. Clean denture storage containers daily. |

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| 1. Outline the steps for denture removal for clients with full dentures       *Add more rows as needed.*  *Mapping: CHCCCS031 KE5.5.2*  The candidate must outline steps for denture removal for clients with full dentures.  The candidate’s responses will vary. These may depend on the procedures followed in their organisation. However, for a satisfactory performance, the responses must:   * Reflect current industry and workplace best practices in individualised support. * Be consistent with the procedures followed in the candidate’s organisation. To verify this, the assessor must review the candidate’s responses against the procedures in the organisation.   Steps from the learner guide are provided below to give the assessor an idea of the breadth and depth required for a satisfactory performance.   1. Encourage the client to remove their full dentures on their own. 2. If the client requires help:    * Start by removing the lower denture. Take out the denture by holding the lower front teeth with your thumb and index finger and lift it out.    * To remove the upper denture, break the adhesive seal by holding the front teeth with your thumb and index finger. Rock the denture up and down until the back is dislodged. Remove the denture at a sideways angle.    * If you are unable to break the adhesive seal, use the back of a toothbrush to carefully push down on the side of the denture. This should be pushed towards the back of the mouth until the denture is loosened. |

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| 1. Outline the steps for denture insertion.       *Add more rows as needed.*  *Mapping: CHCCCS031 KE5.5.2*  The candidate must outline the procedures for denture insertion.  The candidate’s responses will vary. These may depend on the procedures followed in their organisation. However, for a satisfactory performance, the responses must:   * Reflect current industry and workplace best practices in individualised support. * Be consistent with the procedures followed in the candidate’s organisation. To verify this, the assessor must review the candidate’s responses against the procedures in the organisation.   Steps from the learner guide are provided below to give the assessor an idea of the breadth and depth required for a satisfactory performance.   1. For clients with loose-fitting dentures, consider using denture adhesives. Denture adhesives are used to hold dentures firmly in place and prevent them from rubbing. These adhesives come in several forms, such as paste or sticky strips. Make sure to follow the instructions of the product when applying denture adhesive.   Always rinse the dentures with water before inserting them into the client’s mouth   1. Encourage the client to insert their full or partial denture on their own. 2. If they need help, you must:    * Ask the client to open their mouth    * Hold the denture at a sideways angle as it enters the mouth    * Rotate it into position (partial dentures should click into position). |

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| 1. List three signs to look out for to recognise ill-fitting dentures.     *Add more rows as needed.*  *Mapping: CHCCCS031 KE5.5.3*  The candidate must list three signs to look out for to recognise ill-fitting dentures.  For a satisfactory response below, the candidate’s responses must include any three of the following (in no particular order):   * Experiencing discomfort when eating or chewing * Trouble speaking * Bleeding gums * Bad breath   Other responses are acceptable, provided that they:   * Are commonly known signs of ill-fitting dentures. * Reflect current industry and workplace best practices in individualised support, specifically for recognising ill-fitting dentures. |

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| 1. Outline the steps for caring for natural teeth and gums       *Add more rows as needed.*  *Mapping: CHCCCS031 KE5.5.1*  The candidate must outline steps for caring for natural teeth and gums  The candidate’s responses will vary. These may depend on the procedures followed in their organisation. However, for a satisfactory performance, the responses must:   * Reflect current industry and workplace best practices in individualised support. * Be consistent with the procedures followed in the candidate’s organisation. To verify this, the assessor must review the candidate’s responses against the procedures in the organisation.   Steps from the learner guide are provided below to give the assessor an idea of the breadth and depth required for a satisfactory performance.   1. Brush and floss teeth and gums twice daily. 2. Avoid using teeth to open packets, as this can cause teeth to break and crack 3. Avoiding or minimising drinking soft drinks, coffee, and tea. 4. Regular dental appointments and dental cleaning, e.g., every six months 5. Brush teeth after meals. |

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| Application  Description automatically generated with low confidence | 1. Outline the procedures for providing support in **showering.** |
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| *Mapping: CHCCCS031 KE5.7*  **Marking guide**  The candidate must outline the procedures for showering.  The candidate’s responses will vary. These may depend on the procedures followed in their organisation. However, for a satisfactory performance, the responses must:   * Reflect current industry and workplace best practices in individualised support. * Be consistent with the procedures followed in the candidate’s organisation. To verify this, the assessor must review the candidate’s responses against the procedures in the organisation.   Steps from the learner guide are provided below to give the assessor an idea of the breadth and depth required for a satisfactory performance. | |
| *Add more rows as needed.*   * 1. Gather needed materials, e.g., soap, shampoo, and body lotion.   Prior to the shower or bath, you will need to prepare:   * + Toiletries, such as:     - Bar or liquid soap     - Tear-free or no-rinse shampoo     - Body lotion   + Bathroom assistive aids and equipment, including any equipment needed for transfers.   + Washcloths or bath sponges   + Robe   + Towels | |

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| * 1. Prepare for the shower or bath.   To help the client get ready for the shower or bath, you can:   * 1. Offer the client a robe for comfort and privacy while you prepare the bathroom   2. Gather the necessary materials and set up a shower chair or bench or transfer the client into their mobile shower chair, according to their individual support plan.   3. Help the client sit on the shower stool or chair if needed   4. Let the client take off the robe by themself but provide help if needed   5. Check the temperature of the water to ensure that it is not too hot or cold.   6. Help the client with the shower or bath.   When helping the client during a shower or bath, make sure to do the following:   * + Place the soap on the washcloth or sponge and give it to the client. Let the client wash. You may wash areas that they cannot reach.   + Encourage the client to start washing the cleanest areas and finish with the areas that are less clean. The client can start with their face, then wash their arms, torso, and back, and then their legs and feet. Lastly, they can clean their private areas.   + Check the client’s skin for signs of rashes or sores. Pay attention to areas with creases, such as folds on the stomach. You must also look at bony areas, such as the elbows and shoulders.   + Help the person wash their hair with shampoo.   + Give the client a towel to dry off. Help dry their back and other hard-to-reach areas.   + Ask the client if they want to use body lotion after the shower. This is especially for clients with dry skin. However, make sure not to put lotion on areas that can become moist, such as under the breasts. |

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| Application  Description automatically generated with low confidence | 1. Answer the following questions about procedures for providing support in **toileting and the use of continence aids.**   For your response under continence aids, select two aids and outline the procedures for providing support in the use of each. |
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| *Mapping: CHCCCS031 KE5.8*  **Marking guide**  The candidate must outline the procedures for toileting and the use of continence aids.  For your response under continence aids, they must select two aids and outline the procedures for providing support in the use of each.  The candidate’s responses will vary. These may depend on the procedures followed in their organisation. However, for a satisfactory performance, the responses must:   * Reflect current industry and workplace best practices in individualised support. * Be consistent with the procedures followed in the candidate’s organisation. To verify this, the assessor must review the candidate’s responses against the procedures in the organisation.   Steps from the learner guide are provided below to give the assessor an idea of the breadth and depth required for a satisfactory performance. | |

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| **Toileting** |
| *Add more rows as needed.*   1. Discuss with the client how they will communicate their need to you. This involves the client verbally or nonverbally communicating their need. Understanding how the client will communicate this need will allow you to respond quickly. 2. Take note of signs of the need to go to the toilet the client may exhibit. This includes agitation, tugging on clothing, wandering, or touching their private area. You can also consult with the client’s health professionals to aid you in recognising these signs. 3. Establish a regular schedule. Some clients may have poor bladder and bowel control. They will require a schedule that ensures regular toilet attendance. 4. Encourage the client to pull their clothing down or up independently. Gently remind them to pull down their bottom clothes before sitting down. Also, remind the client to pull up their clothes once they are done. Some clients may walk away without pulling their bottom clothes up, which is a fall hazard. If the client needs help, help them accordingly. 5. Support the client in getting on and off the toilet. A client may have poor balance while sitting. Be sure to support the client if necessary. You can also consider installing a grab bar beside the toilet to help the client get on and off the toilet. 6. Report to supervisor and consider referral to allied health professional if the client is having difficulty physically accessing the toilet as equipment such as a toilet raiser or grab rail may need to be installed. 7. Allow the client time to empty their bladder and bowel. It may take the client time to get started. Give the client space by walking away and coming back after a while or standing outside the bathroom door. You can also play music to create a calm atmosphere. 8. Hand the client toilet paper to use when needed. You may need to help the client to wipe their private areas. You may use wipes rather than toilet paper for this action. |

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| **Use of continence aid:**  The candidate must select a continence aid from this drop-down list and outline the procedures for providing support in the use of this aid.  The model answer below is for the use of a bedpan. | Choose an item.  If you selected others, please specify here which continence aid: |
| *Add more rows as needed.*   1. Gather the supplies needed, e.g., bedpan, gloves, toilet paper, wet wipes, basin with warm water, etc. 2. Place the bedpan in a flat and secure location. 3. Wash and dry hands well. 4. Put on gloves. 5. Assist the client in taking down their pants and underwater. 6. Help the client get into the right position. 7. Get the client to sit up or lift up the hips slightly and then slide the bedpan under the person. 8. If the client prefers/requests, leave the room to give them privacy. 9. After the client uses the bedpan, make sure to hold it in place and assist the person in rolling it. 10. Place the bedpan in a flat and secure location. 11. Assist the client in wiping their private parts as required. 12. Wash and dry the area from the side. 13. Empty the bedpan into the toilet. 14. Rinse and wash the bedpan using disinfectant diluted with water. 15. Dry the bedpan or let it air-dry. 16. Take off gloves and wash your hands. | |

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| **Use of continence aid:**  The candidate must select a continence aid from this drop-down list and outline the procedures for providing support in the use of this aid.  The model answer below is for the use of a catheter bag. | Choose an item.  If you selected others, please specify here which continence aid: |
| *Add more rows as needed.*   1. In the morning, after the client’s shower, change the night bag to the leg bag. 2. At night before the client goes to bed, change the leg bag to the night bag. 3. Gather supplies needed, e.g., washcloth, leg drainage bag, night bag, gauze, and alcohol pads. 4. Wash hands with soap and warm water or use an alcohol-based hand sanitiser. 5. If you’re washing your hands with soap and water, wet your hands, apply soap, 6. Empty the urine from the drainage bag into the toilet. 7. Make sure the spout of the drainage bag never touches the side of the toilet or any emptying container. 8. Place the clean cloth or gauze under the connector to catch any leakage. 9. Pinch off the catheter with your fingers and disconnect the used bag. 10. Wipe the end of the catheter with an alcohol pad. 11. Wipe the connector on the new bag with the second alcohol pad. 12. Connect the clean bag to the catheter and release your finger pinch. 13. Check all connections. Straighten any kinks or twists in the tubing. | |

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| Application  Description automatically generated with low confidence | 1. Summarise the procedures you followed to provide support to the client in using assistive technology.   Ensure to cover aids, devices, and equipment in your response. |
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| *Mapping: CHCCCS031 KE5.9*  **Marking guide**  The candidate must summarise the procedures they followed to provide support to the client in using assistive technology.  Their responses will vary depending on the procedures they followed. For a satisfactory performance, their responses must:   * Be consistent with what has been observed by the assessor * Consistent with the supervisor’s instructions or instructions from the client’s individualised support for providing support to the client in using assistive technology * Consistent with the organisation’s procedures for providing support to the client in using assistive technology * Reflect current industry and workplace practices for providing support to the client in using assistive technology   Note to the assessor: Individuals require different types of assistive technology. While there are specific procedures for using different types of assistive technology, the candidate is only required to provide the general procedures for providing support to a client in using these assistive technologies.  Model answer is provided below to give the assessor an idea of the breadth and depth required for a satisfactory performance. | |

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| *Add more rows as needed.*  At a minimum, the underlined words must appear in the candidate’s responses.   1. Confirm, assemble, and prepare the equipment, aids, and devices/appliance to be used for the client’s support activities. 2. Consider the client’s environment. 3. For more extensive equipment, consider space for the client to use and store them. 4. Make sure that the equipment, aid, or devices/appliance is easy for either you, the client or their support team to move. 5. Ensure that the person understands how to use the assistive technology. 6. If the client is not familiar with a particular device or equipment, provide instructions on using them. 7. Make sure that assistive devices and equipment are well-maintained. 8. This maintenance means inspecting the devices or equipment for signs of damage. |

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| Application  Description automatically generated with low confidence | 1. Outline the procedures you followed to ensure that the person has physical access to necessary aids, equipment and other items required for their support. |
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| *Mapping: CHCCCS031 KE5.10*  **Marking guide**  The candidate must outline the procedures they followed to ensure that the person has physical access to necessary aids, equipment and other items required for their support.  Their responses will vary depending on the procedures they followed. For a satisfactory performance, their responses must:   * Be consistent with what has been observed by the assessor * Consistent with the supervisor’s instructions or instructions from the client’s individualised support for ensuring that the person has physical access to necessary aids, equipment and other items required for their support. * Consistent with the organisation’s procedures for ensuring that the person has physical access to necessary aids, equipment and other items required for their support. * Reflect current industry and workplace practices for ensuring that the person has physical access to necessary aids, equipment and other items required for their support.   Note to the assessor: Individuals require different types of assistive technology – aids, equipment and other items required for support. While there are specific procedures for using different types of assistive technology, the candidate is only required to provide the general procedures for ensuring that the person has physical access to these aids, equipment and other items required for their support.  Procedures from the learner guide are provided below to give the assessor an idea of the breadth and depth required for a satisfactory performance. | |

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| *Add more rows as needed.*  At a minimum, the underlined words must appear in the candidate’s responses.   1. Review the individualised plan of your clients. 2. Review the following information from the individualised plan.    * The specific needs, goals, and preferences of the client    * The schedule of support activities and routine of the client 3. Assess the client for AT needs. An assessment must be carried out in order to properly select the most appropriate equipment, aid, or devices/appliance.   Ensure to continue monitoring the appropriateness of aid, equipment, device/appliances for the client. If you notice that your client is having difficulty using a particular aid e.g. increased unsteadiness using walking stick, difficulty hearing even when using hearing aids correctly, record this in progress notes, and report to your supervisor as a review by a relevant health professional may be required.   1. Make sure to ask the client’s healthcare professional to assess and prescribe the client for specific equipment, aid, or appliance. 2. Consider the way your clients will interact with the equipment, devices/equipment, and aids. This includes any restriction that may prevent their engagement with certain equipment, process or aid. 3. Determine if the person needs custom-made equipment or aids. Some aids or equipment can be adapted according to a client’s needs. 4. Consider the budget of your clients. This can help filter out aids and equipment outside your clients’ price range. Depending on a client’s needs, you may access them for free or with financial aid through government programs. |

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| Application  Description automatically generated with low confidence | 1. Outline the procedures for **safe manual handling for using slide sheets, hoists, slings, and lifters.** | |
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| *Mapping: CHCCCS031 KE6.1*  **Marking guide**  The candidate must outline the procedures for safe manual handling for using slide sheets, hoists, slings and lifters.  The candidate’s responses will vary. These may depend on the procedures followed in their organisation. However, for a satisfactory performance, the responses must:   * Reflect current industry and workplace best practices in individualised support, including safe manual handling. * Be consistent with the procedures followed in the candidate’s organisation. To verify this, the assessor must review the candidate’s responses against the procedures in the organisation.   Procedures from the learner guide are provided below to give the assessor an idea of the breadth and depth required for a satisfactory performance. | | |
| **Task** | | **Safe manual handling procedures** |
| 1. Using slide sheets | | *Add more rows as needed.*   1. Carefully roll the person over to their side. Ensure that there are two staff available to do this. 2. Place the slide sheets together flat on the bed parallel to the bedsheets. 3. Roll the person back on their back and repeat the second step on the other side. 4. Pick up the top slide sheet by the sides and use it to move the person. 5. Carefully slide the person left to right and forward and back with ease. |

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| **Task** | **Safe manual handling procedures** |
| 1. Using a hoist with a sling. | *Add more rows as needed.*  The underlined words must both appear in the candidate’s responses.   1. Check the weight of the person. 2. Clear the environment of obstacles. 3. Check the hoist. 4. Choose the right sling. 5. Assist the person in the sling.    * If the person is being moved from a bed, assist the person to safely rolling onto their side.    * Whilst one worker supports the person in this position, another worker should place the sling along the back of the person so that they can roll back onto it, making sure that the sling is correctly lined up.    * Once complete, workers should gently roll the person back onto their back before rolling them onto their opposing side to repeat the same process.    * Take care with ensuring that the sling is properly lined up and spread out so that the person is fully supported. 6. Attach the sling to the hoist.    * Once the person and sling are ready, prepare the hoist so that it is ready for the sling to be attached to it.    * Follow instructions for using the hoist and sling.    * Before lifting the sling, double-check that the attachments are secure. |

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| **Task** | **Safe manual handling procedures** |
|  | 1. Begin lifting.    * Once the person and sling are securely attached to the hoist, gently begin lifting the person so that they are hovering above the surface they are being lifted from.    * To make the movement of the person as easy and comfortable as possible, workers should be sure that the person is lifted high enough for them not to be dragged along the surface they are being lifted from.    * Once this step is successfully completed and it is clear that the hoist is secure, the rest of the lifting can be carried out. |
| 1. Using lifters or standing hoists | *Add more rows as needed.*   1. Apply the hoist sling of the lifter to the person. 2. Wheel the standing hoist into position and adjust the hoist legs to fit around the furniture. 3. Position the hoist’s sling bar. 4. Ask the person to put their feet on the footplate 5. If the hoist’s kneepads are adjustable, adjust them to suit the person, making sure the kneepads are below their patellae (kneecaps) 6. Attach the leg strap around the back of the person’s knees, if required 7. Attach the sling to the standing hoist, with the nearest loop reachable without pulling the person forward |

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| **Task** | **Safe manual handling procedures** |
|  | 1. Ask the person to place hands on the handgrips (depending on hoist type) and stand up as you raise the sling bar. They can lean back slightly into the sling 2. Reposition the standing hoist to where the person is to be seated 3. Lower the standing hoist once the person is positioned over the surface to which they are being moved 4. Encourage the person to bend at the hips or assist with the bend and lower themselves along with the movement of the sling bar 5. Report any difficulties using the stand-up lifter with the client. If the client has any difficulty standing themselves up or experiences any pain in the transfer report to supervisor. |

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| Application  Description automatically generated with low confidence | 1. Outline the procedures for **safe manual handling for transferring the person between bed and chair.** |
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| *Mapping: CHCCCS031 KE6.2*  **Marking guide**  The candidate must outline the procedures for safe manual handling for transferring the person between bed and chair.  The candidate’s responses will vary. These may depend on the procedures followed in their organisation. However, for a satisfactory performance, the responses must:   * Reflect current industry and workplace best practices in individualised support, including safe manual handling. * Be consistent with the procedures followed in the candidate’s organisation. To verify this, the assessor must review the candidate’s responses against the procedures in the organisation.   Procedures from the learner guide are provided below to give the assessor an idea of the breadth and depth required for a satisfactory performance. | |

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| *Add more rows as needed.*   1. Prepare for the transfer, e.g., hand hygiene, ensuring the client has proper footwear on, etc. 2. Lower the client’s bed. Place the chair next to the bed at a 45-degree angle on the client’s strong side. If you are transferring the client onto a wheelchair, ensure that its brakes have been applied. 3. Have the client sit on the side of the bed with their feet on the floor. Place a gait belt around the client’s waist if needed. Otherwise, place your hands on their waist to assist them in a standing position. 4. Assist the client in a standing position. You can follow the previous procedure to perform this step. 5. Once standing, have the client take a few steps back until they can feel the chair on the back of their legs. Have the client grasp the arm of the chair and lean forward. 6. Allow the patient to sit on the chair slowly, using armrests for support. Make sure that your knees are bent and your back is straight to avoid injury. |

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| Application  Description automatically generated with low confidence | 1. Outline the procedures for **safe manual handling for transferring the person from a seated to a standing position.** |
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| *Mapping: CHCCCS031 KE6.3*  **Marking guide**  The candidate must outline the procedures for safe manual handling for transferring the person from a seated to a standing position.  The candidate’s responses will vary. These may depend on the procedures followed in their organisation. However, for a satisfactory performance, the responses must:   * Reflect current industry and workplace best practices in individualised support, including safe manual handling. * Be consistent with the procedures followed in the candidate’s organisation. To verify this, the assessor must review the candidate’s responses against the procedures in the organisation.   Procedures from the learner guide are provided below to give the assessor an idea of the breadth and depth required for a satisfactory performance. | |
| *Add more rows as needed.* | |

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| 1. Before the transfer, ensure that the client does not feel dizzy or lightheaded. The client should be able to tolerate an upright position. The client should also have proper footwear on, such as non-slip or slip-resistant footwear. 2. Place a gait belt around the client’s waist if needed. This is what you may hold onto during the transfer. Refrain from holding onto the client’s armpits, as this can cause damage to their shoulders. 3. Instruct the client to move forward toward the edge of where they are seated. Their feet should be flat on the floor. 4. Place the client’s hands on the armrests of the chair or next to their sides on the bed. If a client uses a walker, you can instruct them to hold onto it.   If the client uses a walker, place the walker in front of them. Instruct the client to place their arms on the armrests of the chair or next to their sides on the bed. Encourage the client to push off the chair/bed and hold onto the walker once in standing.   1. Facing the client, bend your knees and hold each side of the client’s waist or gait belt. 2. Gently rock back and forth three times. On the third time, pull the client into a standing position. Make sure to instruct the client that, on the count of three, they will push up with their arms as you pull them into a standing position. 3. Facing the client, bend your knees and place one open hand on their shoulder and one open hand on their lower back, or alternatively hold onto the gait belt. 4. To assist in standing you may gently rock back and forth three times. Encourage the client to bring their nose over their toes as they stand up. 5. You may need to pull up gently on the gait belt to aid the client, however, ensure they are doing the effort and you are not pulling too much as it may lead to injury. |

## Task 6 – Monitor Support Activities

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| Application  Description automatically generated with low confidence | While being observed by your assessor, meet with the client to monitor the effectiveness of support activities.  **STEPS TO TAKE**   1. Meet with the client and gather the following information:  * The client’s feedback on your own performance. * The client’s feedback on support activities and whether they are meeting their needs. * Any changes or improvements that can be made in the support activities. * Any potential or actual risks to the client’s health, safety, and wellbeing. * The client’s additional needs and unmet needs. * Gaps in assistive technology, including the aids, devices, and equipment used during the support activities.  1. Use your organisation’s template for recording meeting minutes. You may also use the **Generic Meeting Minutes Template** provided alongwith this workbook. 2. After your discussion with your client, accomplish Progress Notesdocumenting your clients’ progress and your observations. Use your organisation’s progress notes template.   **YOU WILL BE ASSESSED ON YOUR**   * Practical knowledge of the person’s individualised support/care plan, including the client’s health, safety, and wellbeing. * Practical knowledge of support activities and relevant service standards, policies, and procedures. * Practical skills relevant to monitoring support activities. |

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|  | **OBSERVATION FORM AND ASSESSOR’S CHECKLIST**  Before starting this task, review the following forms provided along with this workbook.   * **Workplace Assessment Task 6 – Observation Form**   This form lists all the practical skills you need to demonstrate while completing this task.   * **Workplace Assessment Task 6 – 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. * 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:   * Meeting minutes * Progress notes you completed   **IMPORTANT: Ensure to omit the client’s name and other sensitive information that will lead to their identification before submitting these documents to your assessor.** |

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| *Mapping: CHCCCS031 PC3.1, PC3.2 (p), PC3.3, PC3.4 (p), PC3.5 (p), PC3.6 (p), PC4.1 (p), PC4.2 (p), PC4.3 (p), PE3.5 (p), PE3.6 (p)*  **Marking guide**   |  | | --- | | **IMPORTANT:**  **The candidate must complete this task in three instances. In doing so, they must submit three sets of evidence for this task, one set for each instance.**  **The assessor must complete the Observation Form three times – once for each instance listed above.** |   **Progress notes**  The candidate must submit a copy of the progress notes they completed to document the client’s progress and their observations during the support activities.  For a satisfactory performance, the candidate’s submission must address the criteria outlined in *Workplace Assessment Task 6 – Assessor’s Checklist.*  **Workplace Assessment Task 6 – 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 progress notes submission.  This form outlines the criteria that the candidate’s submission must meet.  For satisfactory performance, the candidate’s submission must meet all criteria listed here, i.e., the assessor has ticked YES in all items of the Assessor’s Checklist.  Additionally, this *Assessor’s Checklist* must be adapted by the assessor to align with the following:   * Policies and procedures for documenting clients’ progress and observations. |

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| **Workplace Assessment Task 6 – Observation Form**  The *Observation Form* must be completed by the assessor. The form must document the assessor’s observations on the candidate’s performance during their meeting with the client to monitor the effectiveness of support activities.  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., the assessor has ticked YES in all items of the *Observation Form*.  Additionally, this *Observation Form* must be adapted by the assessor to align with the following:   * The context of direct support work in which the candidate will provide support – aged care, home and community care, disability, or community service. * Relevant legal and regulatory requirements and service standards, as well as those specific requirements from your own state/territory. * Relevant policies, processes, and procedures from your RTO or the candidate’s organisation/workplace.   Individualised support plans, including the goals, needs, and preferences of the clients whom the candidate will be supporting in this assessment  **Meeting minutes**  The candidate must submit a copy of the minutes of their meeting with their supervisor. At a minimum, this submission must include the following:   * The client’s feedback on support activities and whether they are meeting their needs. * Any changes or improvements that can be made in the support activities according to the client’s feedback. * Any potential or actual risks to the client’s health, safety, and wellbeing. * The client’s additional needs and unmet needs. * Gaps in assistive technology, including the aids, devices, and equipment used during the support activities. |

## Task 7 – Report and Refer Client’s Progress

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| Application  Description automatically generated with low confidence | While being observed by your assessor, meet with your supervisor to report the outcomes of your monitoring in Task 6.  **STEPS TO TAKE**   1. In your meeting with your supervisor, report the following:  * The client’s feedback on support activities and whether they are meeting their needs. * Any changes or improvements that can be made in the support activities according to the client’s feedback. * Any potential or actual risks to the client’s health, safety, and wellbeing. * The client’s additional needs and unmet needs. * Gaps in assistive technology, including the aids, devices, and equipment used during the support activities.  1. In consultation with your supervisor, organise and facilitate referrals for the additional and unmet needs you have identified.   Referrals may be to other health professionals, e.g., the client’s general practitioner, psychologist, physiotherapist, nurse, for pain management, etc.   1. When completing this task, ensure to follow your organisation’s policies and procedures for reporting clients’ progress and referrals.   **YOU WILL BE ASSESSED ON YOUR**   * Practical knowledge of the person’s individualised support/care plan and relevant service standards, policies, and procedures * Practical skills relevant to reporting and referring outcomes of your monitoring with your client   **OBSERVATION FORM**  Before starting this task, review the **Workplace Assessment Task 7 – Observation Form** provided along with this workbook. This form lists all the practical skills you need to demonstrate while completing this task. |

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|  | **YOUR ASSESSOR WILL**   * Organise workplace resources required for you to complete this assessment. * 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: CHCCCS031 PC3.2 (p), PC3.4 (p), PC3.5 (p), PC4.1 (p), PC4.2 (p), PE3.5 (p), PE3.6 (p)*  **Marking guide**   |  | | --- | | **IMPORTANT:**  **The candidate must complete this task in three instances.**  **The assessor must complete the Observation Form three times** – **once for each instance listed above.** |   **Workplace Assessment Task 7 – Observation Form**  The *Observation Form* must be completed by the assessor. The form must document the assessor’s observations on the candidate’s performance during their meeting with their supervisor.  This form lists all the practical skills 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., the assessor has ticked YES in all items of the *Observation Form*.  Additionally, this *Observation Form* must be adapted by the assessor to align with the following:   * The context of direct support work in which the candidate will provide support – aged care, home and community care, disability, or community service. * Relevant legal and regulatory requirements and service standards, as well as those specific requirements from your own state/territory. * Relevant policies, processes, and procedures from your RTO or the candidate’s organisation/workplace. * Individualised support plans, including the goals, needs, and preferences of the clients whom the candidate will be supporting in this assessment. |

## Task 8 – Maintain and Store Documentation and Reports

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| Application  Description automatically generated with low confidence | While being observed by your assessor, maintain and store documentation and reports in accordance with your organisation’s policies and procedures.  **For the purposes of this assessment, there must be evidence that you have maintained and stored the following:**   * **At least two types or pieces of documentation, e.g., updated individualised support plan, documentation of outcomes of risk management, meeting minutes, etc.** * **At least two reports, e.g., progress notes, hazard identification report, etc.**   **YOUR ASSESSOR WILL**   * Practical knowledge of documentation and reports used in individualised support and relevant policies and procedures. * Practical skills relevant to maintaining and storing documentation and reports in the workplace.   **OBSERVATION FORM**  Before starting this task, review the **Workplace Assessment Task 8 – 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 also:   * 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: CHCCCS031 PC4.3 (p)*  **Marking guide**  **Workplace Assessment Task 8 – 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 storing and maintaining documents and reports in the workplace.  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., the assessor has ticked YES in all items of the *Observation Form*.  Additionally, this *Observation Form* must be adapted by the assessor to align with the following:   * The actual documentation and reports the candidate is to store and maintain during this assessment. * The policies and procedures for storing and maintaining documentation and reports. |

# Skills 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 the Practical Assessments in this workbook: |
|  | Practical Assignment Task 1 |
|  | Practical Assignment Task 2 |
|  | Practical Assignment Task 3 |
|  | Practical Assignment Task 4.1 |
|  | Practical Assignment Task 4.2 |
|  | Practical Assignment Task 5.1 |
|  | Practical Assignment Task 5.2 |
|  | Practical Assignment Task 6 |
|  | Practical Assignment Task 7.1 |
|  | Practical Assignment Task 7.2 |
|  | Workplace Assessment Task 1 |
|  | First instance |
|  | Second instance |
|  | Third instance |
|  | Workplace Assessment Task 2 |
|  | First instance |
|  | Second instance |
|  | Third instance |

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| --- | --- |
|  | Workplace Assessment Task 3 |
|  | First instance |
|  | Second instance |
|  | Third instance |
|  | Workplace Assessment Task 4 |
|  | First instance |
|  | Second instance |
|  | Third instance |
|  | Workplace Assessment Task 5 |
|  | First instance |
|  | Second instance |
|  | Third instance |
|  | Workplace Assessment Task 6 |
|  | First instance |
|  | Second instance |
|  | Third instance |
|  | Workplace Assessment Task 7 |
|  | First instance |
|  | Second instance |
|  | Third instance |
|  | Workplace Assessment Task 8 |

|  |  |
| --- | --- |
|  | You have saved and submitted the following evidence: |
|  | This completed workbook |
|  | Assessment Workbook Cover Sheet signed and scanned |
|  | Practical Assignment Task 1 – Copy of policies and procedures |
|  | Practical Assignment Task 2 – Copy of policies and procedures |
|  | Practical Assignment Task 3 – Copy of policies and procedures |
|  | Practical Assignment Task 4.1 – Copy of policies and procedures |
|  | Practical Assignment Task 4.2 – Copy of policies and procedures |
|  | Practical Assignment Task 5.1 – Copy of policies and procedures |
|  | Practical Assignment Task 5.2 – Copy of policies and procedures |
|  | Practical Assignment Task 6 – Copy of policies and procedures |
|  | Practical Assignment Task 7.1 – Copy of policies and procedures |
|  | Practical Assignment Task 7.2 – Copy of policies and procedures |
|  | Workplace Assessment Task 1 – Copy of individualised plan |
|  | First instance |
|  | Second instance |
|  | Third instance |
|  | Workplace Assessment Task 1 – Copy of policies and procedures |
|  | Workplace Assessment Task 2 – Meeting minutes |
|  | First instance |
|  | Second instance |
|  | Third instance |

|  |  |
| --- | --- |
|  | Workplace Assessment Task 3 – Risk management document |
|  | First instance |
|  | Second instance |
|  | Third instance |
|  | Workplace Assessment Task 6 – Meeting minutes |
|  | First instance |
|  | Second instance |
|  | Third instance |
|  | Workplace Assessment Task 6 – Progress notes |
|  | First instance |
|  | Second instance |
|  | Third instance |

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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 the Practical Assessments in this workbook: |
|  | Practical Assignment Task 1 |
|  | Practical Assignment Task 2 |
|  | Practical Assignment Task 3 |
|  | Practical Assignment Task 4.1 |
|  | Practical Assignment Task 4.2 |
|  | Practical Assignment Task 5.1 |
|  | Practical Assignment Task 5.2 |
|  | Practical Assignment Task 6 |
|  | Practical Assignment Task 7.1 |
|  | Practical Assignment Task 7.2 |
|  | Workplace Assessment Task 1 |
|  | First instance |
|  | Second instance |
|  | Third instance |
|  | Workplace Assessment Task 2 |
|  | First instance |
|  | Second instance |
|  | Third instance |

|  |  |
| --- | --- |
|  | Workplace Assessment Task 3 |
|  | First instance |
|  | Second instance |
|  | Third instance |
|  | Workplace Assessment Task 4 |
|  | First instance |
|  | Second instance |
|  | Third instance |
|  | Workplace Assessment Task 5 |
|  | First instance |
|  | Second instance |
|  | Third instance |
|  | Workplace Assessment Task 6 |
|  | First instance |
|  | Second instance |
|  | Third instance |
|  | Workplace Assessment Task 7 |
|  | First instance |
|  | Second instance |
|  | Third instance |
|  | Workplace Assessment Task 8 |

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| --- | --- |
|  | The candidate has saved and submitted the following evidence: |
|  | This completed workbook |
|  | Assessment Workbook Cover Sheet signed and scanned |
|  | This completed workbook |
|  | Assessment Workbook Cover Sheet signed and scanned |
|  | Practical Assignment Task 1 – Copy of policies and procedures |
|  | Practical Assignment Task 2 – Copy of policies and procedures |
|  | Practical Assignment Task 3 – Copy of policies and procedures |
|  | Practical Assignment Task 4.1 – Copy of policies and procedures |
|  | Practical Assignment Task 4.2 – Copy of policies and procedures |
|  | Practical Assignment Task 5.1 – Copy of policies and procedures |
|  | Practical Assignment Task 5.2 – Copy of policies and procedures |
|  | Practical Assignment Task 6 – Copy of policies and procedures |
|  | Practical Assignment Task 7.1 – Copy of policies and procedures |
|  | Practical Assignment Task 7.2 – Copy of policies and procedures |
|  | Workplace Assessment Task 1 – Copy of individualised plan |
|  | First instance |
|  | Second instance |
|  | Third instance |
|  | Workplace Assessment Task 1 – Copy of policies and procedures |

|  |  |
| --- | --- |
|  | Workplace Assessment Task 2 – Meeting minutes |
|  | First instance |
|  | Second instance |
|  | Third instance |
|  | Workplace Assessment Task 3 – Risk management document |
|  | First instance |
|  | Second instance |
|  | Third instance |
|  | Workplace Assessment Task 6 – Meeting minutes |
|  | First instance |
|  | Second instance |
|  | Third instance |
|  | Workplace Assessment Task 6 – Progress notes |
|  | First instance |
|  | Second instance |
|  | Third instance |

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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. |

# Task and Evidence Checklist

**Marking guide**

**To the Assessor:**

After assessing the candidate’s evidence submissions for this Skills Workbook:

1. Contact the candidate’s Vocational Placement Supervisor (through email or phone call).
2. Confirm with them that the candidate’s evidence submissions are the candidate’s own work.
   * These include documents that are completed by the candidate as part of the assessment.
   * These do not include workplace document submissions such as job descriptions, policies and procedures, etc., and documents completed by the assessor, supervisor, and colleagues, e.g., observation forms, feedback forms, third-party reports, etc.
3. Confirm with them that submissions such as job descriptions, policies and procedures are from the candidate’s organisation.
4. Confirm with them that submissions such as observation forms, feedback forms, and third-party reports are completed by the supervisor and colleagues recorded in these submissions.
5. Ask questions and for clarifications about the contents in these evidence submissions to further verify the authenticity of this evidence.
6. Complete the Task and Evidence Checklist found on the next page to record the outcomes of your verification with the Vocational Placement Supervisor.
7. Provide remarks about whether the supervisor verifies the authenticity of the candidate’s evidence submissions.
8. For tasks that require submission or access to work documents and where obtaining and submitting a copy of these documents for assessment would not be possible, confirm with the supervisor if the student’s responses on the submitted templates correspond with those found in the actual workplace document (e.g., case plans, policies and procedures, other relevant workplace reports).
9. Complete all parts of this Checklist, including the Assessor’s Declaration.

## Skills Workbook Assessment Tasks and Evidence

| **Assessment Task** | **Evidence** | **Check if submitted or completed** | **The candidate was directly observed by the assessor while they complete this task** | **The supervisor confirms that the evidence submitted is the candidate’s own work/from the workplace/completed by the relevant workplace personnel.** | **Assessor remarks** |
| --- | --- | --- | --- | --- | --- |
| Practical Assignment 1 | Responses in this workbook | Yes | Yes  No  N/A  Click or tap to enter a date. | Yes  No  Click or tap to enter a date. |  |
| Practical Assignment 1 | Copy of policies and procedures | Yes | Yes  No  N/A  Click or tap to enter a date. | Yes  No  Click or tap to enter a date. |  |
| Practical Assignment 2 | Responses in this workbook | Yes | Yes  No  N/A  Click or tap to enter a date. | Yes  No  Click or tap to enter a date. |  |
| Practical Assignment 2 | Copy of policies and procedures | Yes | Yes  No  N/A  Click or tap to enter a date. | Yes  No  Click or tap to enter a date. |  |
| Practical Assignment 3 | Responses in this workbook | Yes | Yes  No  N/A  Click or tap to enter a date. | Yes  No  Click or tap to enter a date. |  |
| Practical Assignment 3 | Copy of policies and procedures | Yes | Yes  No  N/A  Click or tap to enter a date. | Yes  No  Click or tap to enter a date. |  |
| Practical Assignment 4.1 | Responses in this workbook | Yes | Yes  No  N/A  Click or tap to enter a date. | Yes  No  Click or tap to enter a date. |  |
| Practical Assignment 4.1 | Copy of policies and procedures | Yes | Yes  No  N/A  Click or tap to enter a date. | Yes  No  Click or tap to enter a date. |  |

| **Assessment Task** | **Evidence** | **Check if submitted or completed** | **The candidate was directly observed by the assessor while they complete this task** | **The supervisor confirms that the evidence submitted is the candidate’s own work/from the workplace/completed by the relevant workplace personnel.** | **Assessor remarks** |
| --- | --- | --- | --- | --- | --- |
| Practical Assignment 4.2 | Responses in this workbook | Yes | Yes  No  N/A  Click or tap to enter a date. | Yes  No  Click or tap to enter a date. |  |
| Practical Assignment 4.2 | Copy of policies and procedures | Yes | Yes  No  N/A  Click or tap to enter a date. | Yes  No  Click or tap to enter a date. |  |
| Practical Assignment 5.1 | Responses in this workbook | Yes | Yes  No  N/A  Click or tap to enter a date. | Yes  No  Click or tap to enter a date. |  |
| Practical Assignment 5.1 | Copy of policies and procedures | Yes | Yes  No  N/A  Click or tap to enter a date. | Yes  No  Click or tap to enter a date. |  |
| Practical Assignment 5.2 | Responses in this workbook | Yes | Yes  No  N/A  Click or tap to enter a date. | Yes  No  Click or tap to enter a date. |  |
| Practical Assignment 5.2 | Copy of policies and procedures | Yes | Yes  No  N/A  Click or tap to enter a date. | Yes  No  Click or tap to enter a date. |  |
| Practical Assignment 6 | Responses in this workbook | Yes | Yes  No  N/A  Click or tap to enter a date. | Yes  No  Click or tap to enter a date. |  |
| Practical Assignment 6 | Copy of policies and procedures | Yes | Yes  No  N/A  Click or tap to enter a date. | Yes  No  Click or tap to enter a date. |  |

| **Assessment Task** | **Evidence** | **Check if submitted or completed** | **The candidate was directly observed by the assessor while they complete this task** | **The supervisor confirms that the evidence submitted is the candidate’s own work/from the workplace/completed by the relevant workplace personnel.** | **Assessor remarks** |
| --- | --- | --- | --- | --- | --- |
| Practical Assignment 7.1 | Responses in this workbook | Yes | Yes  No  N/A  Click or tap to enter a date. | Yes  No  Click or tap to enter a date. |  |
| Practical Assignment 7.1 | Copy of policies and procedures | Yes | Yes  No  N/A  Click or tap to enter a date. | Yes  No  Click or tap to enter a date. |  |
| Practical Assignment 7.2 | Responses in this workbook | Yes | Yes  No  N/A  Click or tap to enter a date. | Yes  No  Click or tap to enter a date. |  |
| Practical Assignment 7.2 | Copy of policies and procedures | Yes | Yes  No  N/A  Click or tap to enter a date. | Yes  No  Click or tap to enter a date. |  |
| Workplace Assessment Task 1 | Copies of policies and procedures | Yes | Yes  No  N/A  Click or tap to enter a date. | Yes  No  Click or tap to enter a date. |  |
| Workplace Assessment Task 1  (First instance) | Observation Form | Yes | Yes  No  N/A  Click or tap to enter a date. | Yes  No  Click or tap to enter a date. |  |
| Workplace Assessment Task 1  (First instance) | Copy of individualised plan | Yes | Yes  No  N/A  Click or tap to enter a date. | Yes  No  Click or tap to enter a date. |  |
| Workplace Assessment Task 2  (First instance) | Meeting minutes | Yes | Yes  No  N/A  Click or tap to enter a date. | Yes  No  Click or tap to enter a date. |  |
| Workplace Assessment Task 2  (First instance) | Observation form | Yes | Yes  No  N/A  Click or tap to enter a date. | Yes  No  Click or tap to enter a date. |  |

| **Assessment Task** | **Evidence** | **Check if submitted or completed** | **The candidate was directly observed by the assessor while they complete this task** | **The supervisor confirms that the evidence submitted is the candidate’s own work/from the workplace/completed by the relevant workplace personnel.** | **Assessor remarks** |
| --- | --- | --- | --- | --- | --- |
| Workplace Assessment Task 3  (First instance) | Risk management document | Yes | Yes  No  N/A  Click or tap to enter a date. | Yes  No  Click or tap to enter a date. |  |
| Workplace Assessment Task 3  (First instance) | Observation form | Yes | Yes  No  N/A  Click or tap to enter a date. | Yes  No  Click or tap to enter a date. |  |
| Workplace Assessment Task 4  (First instance) | Observation form | Yes | Yes  No  N/A  Click or tap to enter a date. | Yes  No  Click or tap to enter a date. |  |
| Workplace Assessment Task 5  (First instance) | Observation form | Yes | Yes  No  N/A  Click or tap to enter a date. | Yes  No  Click or tap to enter a date. |  |
| Workplace Assessment Task 6  (First instance) | Meeting minutes | Yes | Yes  No  N/A  Click or tap to enter a date. | Yes  No  Click or tap to enter a date. |  |
| Workplace Assessment Task 6  (First instance) | Progress notes | Yes | Yes  No  N/A  Click or tap to enter a date. | Yes  No  Click or tap to enter a date. |  |
| Workplace Assessment Task 6  (First instance) | Assessor’s checklist | Yes | Yes  No  N/A  Click or tap to enter a date. | Yes  No  Click or tap to enter a date. |  |
| Workplace Assessment Task 6  (First instance) | Observation form | Yes | Yes  No  N/A  Click or tap to enter a date. | Yes  No  Click or tap to enter a date. |  |
| Workplace Assessment Task 7  (First instance) | Observation form | Yes | Yes  No  N/A  Click or tap to enter a date. | Yes  No  Click or tap to enter a date. |  |

| **Assessment Task** | **Evidence** | **Check if submitted or completed** | **The candidate was directly observed by the assessor while they complete this task** | **The supervisor confirms that the evidence submitted is the candidate’s own work/from the workplace/completed by the relevant workplace personnel.** | **Assessor remarks** |
| --- | --- | --- | --- | --- | --- |
| Workplace Assessment Task 1  (Second instance) | Observation Form | Yes | Yes  No  N/A  Click or tap to enter a date. | Yes  No  Click or tap to enter a date. |  |
| Workplace Assessment Task 1  (Second instance) | Copy of individualised plan | Yes | Yes  No  N/A  Click or tap to enter a date. | Yes  No  Click or tap to enter a date. |  |
| Workplace Assessment Task 2  (Second instance) | Meeting minutes | Yes | Yes  No  N/A  Click or tap to enter a date. | Yes  No  Click or tap to enter a date. |  |
| Workplace Assessment Task 2  (Second instance) | Observation form | Yes | Yes  No  N/A  Click or tap to enter a date. | Yes  No  Click or tap to enter a date. |  |
| Workplace Assessment Task 3  (Second instance) | Risk management document | Yes | Yes  No  N/A  Click or tap to enter a date. | Yes  No  Click or tap to enter a date. |  |
| Workplace Assessment Task 3  (Second instance) | Observation form | Yes | Yes  No  N/A  Click or tap to enter a date. | Yes  No  Click or tap to enter a date. |  |
| Workplace Assessment Task 4  (Second instance) | Observation form | Yes | Yes  No  N/A  Click or tap to enter a date. | Yes  No  Click or tap to enter a date. |  |
| Workplace Assessment Task 5  (Second instance) | Observation form | Yes | Yes  No  N/A  Click or tap to enter a date. | Yes  No  Click or tap to enter a date. |  |

| **Assessment Task** | **Evidence** | **Check if submitted or completed** | **The candidate was directly observed by the assessor while they complete this task** | **The supervisor confirms that the evidence submitted is the candidate’s own work/from the workplace/completed by the relevant workplace personnel.** | **Assessor remarks** |
| --- | --- | --- | --- | --- | --- |
| Workplace Assessment Task 6  (Second instance) | Meeting minutes | Yes | Yes  No  N/A  Click or tap to enter a date. | Yes  No  Click or tap to enter a date. |  |
| Workplace Assessment Task 6  (Second instance) | Progress notes | Yes | Yes  No  N/A  Click or tap to enter a date. | Yes  No  Click or tap to enter a date. |  |
| Workplace Assessment Task 6  (Second instance) | Assessor’s checklist | Yes | Yes  No  N/A  Click or tap to enter a date. | Yes  No  Click or tap to enter a date. |  |
| Workplace Assessment Task 6  (Second instance) | Observation form | Yes | Yes  No  N/A  Click or tap to enter a date. | Yes  No  Click or tap to enter a date. |  |
| Workplace Assessment Task 7  (Second instance) | Observation form | Yes | Yes  No  N/A  Click or tap to enter a date. | Yes  No  Click or tap to enter a date. |  |
| Workplace Assessment Task 1  (Third instance) | Observation Form | Yes | Yes  No  N/A  Click or tap to enter a date. | Yes  No  Click or tap to enter a date. |  |
| Workplace Assessment Task 1  (Third instance) | Copy of individualised plan | Yes | Yes  No  N/A  Click or tap to enter a date. | Yes  No  Click or tap to enter a date. |  |
| Workplace Assessment Task 2  (Third instance) | Meeting minutes | Yes | Yes  No  N/A  Click or tap to enter a date. | Yes  No  Click or tap to enter a date. |  |
| Workplace Assessment Task 2  (Third instance) | Observation form | Yes | Yes  No  N/A  Click or tap to enter a date. | Yes  No  Click or tap to enter a date. |  |

| **Assessment Task** | **Evidence** | **Check if submitted or completed** | **The candidate was directly observed by the assessor while they complete this task** | **The supervisor confirms that the evidence submitted is the candidate’s own work/from the workplace/completed by the relevant workplace personnel.** | **Assessor remarks** |
| --- | --- | --- | --- | --- | --- |
| Workplace Assessment Task 3  (Third instance) | Risk management document | Yes | Yes  No  N/A  Click or tap to enter a date. | Yes  No  Click or tap to enter a date. |  |
| Workplace Assessment Task 3  (Third instance) | Observation form | Yes | Yes  No  N/A  Click or tap to enter a date. | Yes  No  Click or tap to enter a date. |  |
| Workplace Assessment Task 4  (Third instance) | Observation form | Yes | Yes  No  N/A  Click or tap to enter a date. | Yes  No  Click or tap to enter a date. |  |
| Workplace Assessment Task 5  (Third instance) | Observation form | Yes | Yes  No  N/A  Click or tap to enter a date. | Yes  No  Click or tap to enter a date. |  |
| Workplace Assessment Task 6  (Third instance) | Meeting minutes | Yes | Yes  No  N/A  Click or tap to enter a date. | Yes  No  Click or tap to enter a date. |  |
| Workplace Assessment Task 6  (Third instance) | Progress notes | Yes | Yes  No  N/A  Click or tap to enter a date. | Yes  No  Click or tap to enter a date. |  |
| Workplace Assessment Task 6  (Third instance) | Assessor’s checklist | Yes | Yes  No  N/A  Click or tap to enter a date. | Yes  No  Click or tap to enter a date. |  |
| Workplace Assessment Task 6  (Third instance) | Observation form | Yes | Yes  No  N/A  Click or tap to enter a date. | Yes  No  Click or tap to enter a date. |  |
| Workplace Assessment Task 7  (Third instance) | Observation form | Yes | Yes  No  N/A  Click or tap to enter a date. | Yes  No  Click or tap to enter a date. |  |

| **Assessment Task** | **Evidence** | **Check if submitted or completed** | **The candidate was directly observed by the assessor while they complete this task** | **The supervisor confirms that the evidence submitted is the candidate’s own work/from the workplace/completed by the relevant workplace personnel.** | **Assessor remarks** |
| --- | --- | --- | --- | --- | --- |
| Workplace Assessment Task 5 – Supplementary Question 1 | Responses in this workbook | Yes | Yes  No  N/A  Click or tap to enter a date. | Yes  No  Click or tap to enter a date. |  |
| Workplace Assessment Task 5 – Supplementary Question 2 | Responses in this workbook | Yes | Yes  No  N/A  Click or tap to enter a date. | Yes  No  Click or tap to enter a date. |  |
| Workplace Assessment Task 5 – Supplementary Question 3 | Responses in this workbook | Yes | Yes  No  N/A  Click or tap to enter a date. | Yes  No  Click or tap to enter a date. |  |
| Workplace Assessment Task 5 – Supplementary Question 4 | Responses in this workbook | Yes | Yes  No  N/A  Click or tap to enter a date. | Yes  No  Click or tap to enter a date. |  |
| Workplace Assessment Task 5 – Supplementary Question 5 | Responses in this workbook | Yes | Yes  No  N/A  Click or tap to enter a date. | Yes  No  Click or tap to enter a date. |  |
| Workplace Assessment Task 5 – Supplementary Question 6 | Responses in this workbook | Yes | Yes  No  N/A  Click or tap to enter a date. | Yes  No  Click or tap to enter a date. |  |
| Workplace Assessment Task 5 – Supplementary Question 7 | Responses in this workbook | Yes | Yes  No  N/A  Click or tap to enter a date. | Yes  No  Click or tap to enter a date. |  |
| Workplace Assessment Task 5 – Supplementary Question 8 | Responses in this workbook | Yes | Yes  No  N/A  Click or tap to enter a date. | Yes  No  Click or tap to enter a date. |  |

| **Assessment Task** | **Evidence** | **Check if submitted or completed** | **The candidate was directly observed by the assessor while they complete this task** | **The supervisor confirms that the evidence submitted is the candidate’s own work/from the workplace/completed by the relevant workplace personnel.** | **Assessor remarks** |
| --- | --- | --- | --- | --- | --- |
| Workplace Assessment Task 5 – Supplementary Question 9 | Responses in this workbook | Yes | Yes  No  N/A  Click or tap to enter a date. | Yes  No  Click or tap to enter a date. |  |
| Workplace Assessment Task 5 – Supplementary Question 10 | Responses in this workbook | Yes | Yes  No  N/A  Click or tap to enter a date. | Yes  No  Click or tap to enter a date. |  |
| Workplace Assessment Task 5 – Supplementary Question 11 | Responses in this workbook | Yes | Yes  No  N/A  Click or tap to enter a date. | Yes  No  Click or tap to enter a date. |  |
| Workplace Assessment Task 5 – Supplementary Question 12 | Responses in this workbook | Yes | Yes  No  N/A  Click or tap to enter a date. | Yes  No  Click or tap to enter a date. |  |
| Workplace Assessment Task 8 | Observation form | Yes | Yes  No  N/A  Click or tap to enter a date. | Yes  No  Click or tap to enter a date. |  |

End of Task and Evidence Checklist

# 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, the date signed, and affixing your signature.

|  |  |
| --- | --- |
| **RECORD OF ASSESSMENT** | |
| **Candidate’s Name** |  |
| **RTO Name** |  |
| **RTO Contact Number** |  |
| **RTO Email Address** |  |
| **Assessor’s Name** |  |
| **Unit of Competency** | CHCCCS031 - Provide individualised support (Release 1) |

|  |  |  |
| --- | --- | --- |
| **Practical Assessment** | | |
| **Practical Assignment** | **S** | **NYS** |
| Task 1 |  |  |
| Task 2 |  |  |
| Task 3 |  |  |
| Task 4.1 |  |  |
| Task 4.2 |  |  |
| Task 5.1 |  |  |
| Task 5.2 |  |  |
| Task 6 |  |  |
| Task 7.1 |  |  |
| Task 7.2 |  |  |

|  |  |  |
| --- | --- | --- |
| **Workplace Assessment** | | |
| **First instance** | **S** | **NYS** |
| Task 1 |  |  |
| Task 2 |  |  |
| Task 3 |  |  |
| Task 4 |  |  |
| Task 5 |  |  |
| Task 6 |  |  |
| Task 7 |  |  |
| **Second instance** | **S** | **NYS** |
| Task 1 |  |  |
| Task 2 |  |  |
| Task 3 |  |  |
| Task 4 |  |  |
| Task 5 |  |  |
| Task 6 |  |  |
| Task 7 |  |  |
| **Third instance** | **S** | **NYS** |
| Task 1 |  |  |
| Task 2 |  |  |
| Task 3 |  |  |
| Task 4 |  |  |
| Task 5 |  |  |
| Task 6 |  |  |
| Task 7 |  |  |

|  |  |  |
| --- | --- | --- |
| **Workplace Assessment** | **S** | **NYS** |
| Task 5 – Supplementary Question 1 |  |  |
| Task 5 – Supplementary Question 2 |  |  |
| Task 5 – Supplementary Question 3 |  |  |
| Task 5 – Supplementary Question 4 |  |  |
| Task 5 – Supplementary Question 5 |  |  |
| Task 5 – Supplementary Question 6 |  |  |
| Task 5 – Supplementary Question 7 |  |  |
| Task 5 – Supplementary Question 8 |  |  |
| Task 5 – Supplementary Question 9 |  |  |
| Task 5 – Supplementary Question 10 |  |  |
| Task 5 – Supplementary Question 11 |  |  |
| Task 5 – Supplementary Question 12 |  |  |
| Task 8 |  |  |

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

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

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

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

|  |  |  |
| --- | --- | --- |
| **Overall Result for the Relevant Workbook/s** | **Satisfactory** | **Not yet satisfactory** |
| Assessment Workbook – Part A (Knowledge Assessment) |  |  |
| Assessment Workbook – Part B (Simulated Assessment) |  |  |
| Skills Workbook |  |  |

|  |  |  |
| --- | --- | --- |
| **Overall Result for this Unit of Competency**  **IMPORTANT: To be deemed competent in the following unit of competency, the candidate must be marked Satisfactory in all the relevant workbook/s listed above.** | **Competent** | **Not yet competent** |
| CHCCCS031 – Provide individualised support (Release 1) |  |  |

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

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

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

**End of Document**