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# Introduction

This workbook contains the Practical Assessment.

The **Practical Assessment** is made up of the **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.

# Competency-Based Assessments

**Definition of Competency**

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

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

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

# Assessing Nationally-Recognised Training

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

**Principles of Assessment**

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

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

**Rules of Evidence**

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

1. **Valid**

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

1. **Sufficient**

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

1. **Authentic**

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

1. **Current**

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

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

# Dimensions of Competency

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

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

# Reasonable Adjustment

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

**Why make a reasonable adjustment?**

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

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

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

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

**Assistive/Adaptive Technologies**

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

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

**IMPORTANT:**

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

# The Unit of Competency

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

This assessment addresses the following unit of competency:

**CHCCCS038 - Facilitate the empowerment of people receiving support (Release 1)**

1. Demonstrate commitment to empowerment for people receiving support
2. Foster human rights
3. Facilitate choice and self-determination

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

<https://training.gov.au/Training/Details/CHCCCS038>

# Vocational Placement

## Vocational Placement Component Included in this Unit of Competency

To complete **CHCCCS038 - Facilitate the empowerment of people receiving 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 includes 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 take 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 confirm 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 and 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 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 of 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 **CHCCCS038 - Facilitate the empowerment of people receiving 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

Description automatically generated

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 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.

# Assessment Method

This workbook uses the following assessment method:

**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.

# Resources Required for Assessment

**The Training Organisation to provide the candidate with access to/organise the following for the candidate:**

* Facilities, equipment and resources that reflect real working conditions and model industry operating conditions and contingencies
* A workplace that will allow them access to:
  + Individualised plans and any equipment outlined in the plans
  + Organisational policies and procedures for reporting incidences of abuse or neglect
  + Opportunities for engagement with people receiving care
  + Templates for the following:
    - Reflective Journal
    - Person-Centred Plan
    - Lotus Compassionate Care Abuse Incident Report Form

**The candidate will need access to:**

* Computer with Internet, email access, and a working web browser
* Installed software: MS Word, Adobe Acrobat Reader
* [Lotus Compassionate Care Policies and Procedures](https://compliantlearningresources.com.au/network/lotus/files/2012/12/Lotus-Compassionate-Care-Handbook-v1.4.pdf)
* [Universal Declaration of Human Rights](https://humanrights.gov.au/our-work/what-universal-declaration-human-rights)
* [United Nations Convention on the Rights of Persons with Disabilities (UNCRPD)](https://www.un.org/development/desa/disabilities/convention-on-the-rights-of-persons-with-disabilities.html)
* [Charter of Aged Care Rights](https://compliantlearningresources.com.au/network/lotus/files/2021/10/acqsc_charter_of_rights_poster_a3_v7_lr.pdf)
* [Aged Care Act 1997](https://www.legislation.gov.au/Series/C2004A05206)

# Accessing External Links

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

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

# 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: **CHCCCS038 SWB Cover Sheet**

|  |  |
| --- | --- |
| Workbook | CHCCCS038 Skills Workbook |
| Title | Facilitate the empowerment of people receiving 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

## Candidate Instructions

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

This assessment will help you demonstrate skill requirements relevant to facilitating empowerment for people receiving support.

The Practical Assessment includes the following:

**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.

## Your State/Territory

|  |  |  |  |
| --- | --- | --- | --- |
| Some tasks in this Practical Assessment require you to refer to the legal support requirements applicable to the state/territory where you will be providing support.  For your assessor’s reference, indicate below which state/territory your organisation is located by ticking the box that corresponds to your answer.  When completing these tasks, refer to the legal support requirements applicable to the state/territory you ticked below. | | | |
|  | | | |
| The state/territory where your organisation is based or located. | | | |
|  | Australian Capital Territory |  | South Australia |
|  | New South Wales |  | Tasmania |
|  | Northern Territory |  | Victoria |
|  | Queensland |  | Western Australia |

# Workplace Assessment

## Overview

|  |
| --- |
| **The goal of this assessment is to assess your practical knowledge and skills in:**   * Demonstrating commitment to empowerment for people receiving support * Fostering human rights * Facilitating choice and self-determination   **The workplace assessment is divided into five tasks:**   1. Task 1 – Reflection 2. Task 2 – Person-Centred Planning 3. Task 3 – Delivering a Service 4. Task 4 – Supporting a Person to Use Assistive Technology 5. Task 5 – Accessing Advocacy Services and Complaints Mechanisms   These tasks must be done in the context of providing support in ageing or disability which you are currently a part of.  Each task comes with a set of instructions. You are to follow and perform these instructions while being observed by the assessor and submit any required documentation.  Before starting this assessment, your assessor will also discuss these tasks with you, as well as instructions and guidance for satisfactorily completing them. They will also organise the resources required for this assessment (listed below).  **You are required to:**   * Complete the tasks within the time allowed, as scheduled in-class roll. * Review the instructions in each task included in this Workplace Assessment. * Reflect on your own attitudes and values * Plan for a person-centred support * Deliver a person-centred service * Support a person’s use of assistive technology * Assist a person in accessing advocacy services and complaints mechanisms |

|  |
| --- |
| **Resources required for assessment:**  To complete this assessment, you will need access to the following:   * A direct support work environment in at least one aged care, home and community, disability, or community service organisation * A workplace that will allow them access to:   + Facilities, equipment and resources that reflect real working conditions and model industry operating conditions and contingencies   + Individualised plans and any equipment outlined in the plans   + Opportunities for engagement with people receiving care * Templates for the following:   + Reflective Journal   + Person-Centred Plan |

## Task 1 – Reflection

|  |  |
| --- | --- |
| Application  Description automatically generated with low confidence | Reflect on the following:   * Your personal values and attitudes regarding ageing and disability * The impact of your values and attitudes when providing support * Approaches you can implement to address these impacts and facilitate empowerment of your clients. These must align with person-centred principles and approaches to service delivery.   Use the **Reflective Journal** template provided along with this workbook to document your reflection.  **YOU WILL BE ASSESSED ON YOUR**   * Practical knowledge of your own values, attitudes, and how these may affect your work in ageing and disability support * Practical skills relevant to reflecting on personal values and attitudes   **ASSESSOR’S CHECKLIST**  Before starting this task, review the **Workplace Assessment Task 1 – Assessor’s Checklist** provided along with this workbook. This form lists the criteria your submission must address to complete this task satisfactorily.  **YOUR ASSESSOR WILL**   * Provide you with a Reflective Journal template for your reference and discuss this template with you * Organise workplace resources required for you to complete this assessment * Discuss with you the requirements listed in the Assessor’s Checklist prior to the assessment * Address your queries and concerns regarding this task   **EVIDENCE TO BE SUBMITTED**  After completing this task, submit the Reflective Journal to your assessor. |

## Preliminary Task

|  |
| --- |
| Tasks 2 - 5 require you to support one person to meet their needs through person-centred strategies.  Task 5 also requires you to support one other person to access advocacy services and complaints mechanisms.  For the purposes of this assessment, there must be evidence that you have supported **one person with a disability or in aged care.**  Before proceeding, consult with your supervisor to:   1. Nominate the person whom you will support in this assessment 2. Nominate one carer/family member/other relevant person together with the nominated person.   Additionally, the assessor must contextualise the assessment tasks in this workbook and the Assessor’s Checklists and Observation Forms to reflect the details above.  As documentation of this, the candidate must record below:   * Their workplace/organisation (or vocational placement supervisor) * Their supervisor and their role * The person involved   + Their name (censored for privacy and confidentiality)   + Their condition   + Their nominated carer/family member/relevant other person (censored for privacy and confidentiality)   + Assistive technologies used |

|  |  |
| --- | --- |
| Workplace/organisation |  |
| Supervisor |  |
| Supervisor’s role |  |

**Nominated Person**

|  |  |
| --- | --- |
| Nickname/Alias (Do not provide the person’s real name) |  |
| Condition | Person with disability (Specify disability:      )  Person in aged care |
| Nominated companion (family member, carer or other relevant person) | Family member  Carer  Other relevant person (Specify:      )  Nickname/Alias: |
| Assistive technologies used  (Must be at least two) |  |

**Nominated Person 2 (for Task 5)**

|  |  |
| --- | --- |
| Nickname/Alias (Do not provide the person’s real name) |  |
| Condition | Person with disability (Specify disability:      )  Person in aged care |
| Nominated companion (family member, carer or other relevant person) | Family member  Carer  Other relevant person (Specify:      )  Nickname/Alias: |
| Assistive technologies used  (Must be at least two) |  |

## Task 2 – Person-Centred Planning

|  |  |
| --- | --- |
| Application  Description automatically generated with low confidence | While being observed by your assessor, meet with the person and their carer/family member/other relevant person for a person-centred planning session.  In your meeting, you will discuss the following:   * Barriers to the person’s empowerment * Issues faced by the person * The person’s health needs * Strategies to minimise barriers and meet the person’s needs   Use your organisation’s template or the **Person-Centred Plan** template provided along with this workbook to document your discussion.  **YOU WILL BE ASSESSED ON YOUR**   * Practical knowledge relevant to person-centred strategies * Practical skills relevant to person-centred planning   **OBSERVATION FORM AND ASSESSOR’S CHECKLIST**   * 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. * Review the **Workplace Assessment Task 2 – Assessor’s Checklist** provided along with this workbook. This form lists the criteria your submission must address to complete this task satisfactorily.   **YOUR ASSESSOR WILL**   * Provide you with the Person-Centred Plan template for your reference and discuss the template with you * 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 completed Person-Centred template to your assessor.  **IMPORTANT: Maintain your client’s privacy and confidentiality at all times. Omit their names in this document before submitting it to your assessor** |

## Task 3 – Delivering a Service

|  |  |
| --- | --- |
| Application  Description automatically generated with low confidence | While being observed by your assessor, support the person to meet their health needs using the strategy identified in Task 2.  *Health needs may relate to what a person needs to prevent, control or treat disease, injury or illness. One example is the need for medication for an ongoing illness.*  **YOU WILL BE ASSESSED ON YOUR**   * Practical knowledge of person-centred approaches to service delivery * Practical skills relevant to using person-centred approaches in supporting a person to meet their needs   **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.  **YOUR ASSESSOR WILL**   * Provide you with the following and discuss them with you:   + The person’s individualised plan   + The completed person-centred plan from Task 2 * 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. |

## Task 4 – Supporting the Person to Use Assistive Technologies

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| Application  Description automatically generated with low confidence | While being observed by your assessor, support the person’s use of assistive technologies based on their individualised plan.  *Assistive technology includes any technology that helps a person perform tasks for daily living. For example, an electric wheelchair helps a person navigate their environment.*  **YOU WILL BE ASSESSED ON YOUR**   * Practical knowledge relevant to the use of assistive technologies * Practical skills relevant to supporting a person’s use of assistive technologies   **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**   * Provide you with the person’s Individualised Plan for your reference and discuss this Individualised Plan with you * 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 Individualised Plan to your assessor. |
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## Task 5 – Accessing Advocacy Services and Complaints Mechanisms

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| Application  Description automatically generated with low confidence | While being observed by your assessor, support two people to access the following:   * One complaint mechanism for a service they are receiving * One advocacy service relevant to their needs   *Advocacy services refer to specific services or organisations that provide additional support to people from different backgrounds. This can come in the form of financial, social or physical support.*  *Complaint mechanisms are formal ways that people can file their complaints against a person, service or organisation.*  You must perform this task twice, once for each person.  **YOU WILL BE ASSESSED ON YOUR**   * Practical knowledge of advocacy services and complaints mechanisms * Practical skills relevant to supporting people to access advocacy services and complaints mechanisms   **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.  **You must secure two sets of evidence for this task, one for each of the two clients you are required to support as part of this Workplace Assessment.**  **YOUR ASSESSOR WILL**   * Provide you with the person’s individualised plan and discuss the individualised plan with you * 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 |

# 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: |
|  | Workplace Assessment Task 1 |
|  | Workplace Assessment Task 2 |
|  | Workplace Assessment Task 3 |
|  | Workplace Assessment Task 4 |
|  | Workplace Assessment Task 5 (Client 1) |
|  | Workplace Assessment Task 5 (Client 2) |
|  | You have saved and submitted the following evidence: |
|  | This completed workbook |
|  | Skills Workbook Cover Sheet signed and scanned |
|  | Workplace Assessment Task 1 Reflective Journal |
|  | Workplace Assessment Task 2 Person-Centred Plan |
|  | Workplace Assessment Task 4 Individualised Plan |

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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: |
|  | Workplace Assessment Task 1 |
|  | Workplace Assessment Task 2 |
|  | Workplace Assessment Task 3 |
|  | Workplace Assessment Task 4 |
|  | Workplace Assessment Task 5 (Client 1) |
|  | Workplace Assessment Task 5 (Client 2) |
|  | You have saved and submitted the following evidence: |
|  | This completed workbook |
|  | Skills Workbook Cover Sheet signed and scanned |
|  | Workplace Assessment Task 1 Reflective Journal |
|  | Workplace Assessment Task 2 Person-Centred Plan |
|  | Workplace Assessment Task 4 Individualised Plan |

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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

## 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** |
| --- | --- | --- | --- | --- | --- |
| Workplace Assessment Task 1 Reflection | Reflective Journal | 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 Person-Centred Planning | Person-Centred 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 3 Delivering a Service | Observation Form (Accomplished by the assessor) | 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 Supporting the Person to Use Assistive Technology | 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 4 Supporting the Person to Use Assistive Technology | Observation Form (Accomplished by the assessor) | 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 Accessing Advocacy Services and Complaints Mechanisms | Observation Form (Accomplished by the assessor) | 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)

|  |  |
| --- | --- |
| **RECORD OF ASSESSMENT** | |
| **Candidate’s Name** |  |
| **RTO Name** |  |
| **RTO Contact Number** |  |
| **RTO Email Address** |  |
| **Assessor’s Name** |  |
| **Unit of Competency** | CHCCCS038 - Facilitate the empowerment of people receiving support (Release 1) |

|  |  |  |
| --- | --- | --- |
| **Practical Assessment** | | |
| **Workplace Assessment** | **S** | **NYS** |
| Task 1 |  |  |
| Task 2 |  |  |
| Task 3 |  |  |
| Task 4 |  |  |
| Task 5 |  |  |

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

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

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

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

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

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| --- | --- | --- |
| **Overall Result for this Unit of Competency**  **IMPORTANT: To be deemed competent in the following unit of competency, the candidate must be marked Satisfactory in all the relevant workbook/s listed above.** | **Competent** | **Not yet competent** |
| CHCCCS038 - Facilitate the empowerment of people receiving support (Release 1) |  |  |

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

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

**End of Document**