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# Introduction

The assessments in this workbook are divided into two categories: the Knowledge Assessment and the Practical Assessment.

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

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

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

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

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

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

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

1. Read the instructions provided in each task carefully before attempting to complete the task. The instructions will guide you on how to answer the question or complete the task satisfactorily.
2. Follow the steps provided in each task.
   * If the question instructs you to describe, provide a description as your response. If the question instructs you to list, provide a list as your response.
   * Where there is a number of required responses, provide the required number of responses. For example, if you are asked to list three responses, provide three responses.
3. Ensure that all your submissions for this assessment indicate your first and last name and that these submissions have been named according to the file naming convention prescribed in each task.

# Competency-Based Assessments

**Definition of Competency**

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

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

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

# Assessing Nationally-Recognised Training

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

**Principles of Assessment**

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

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

**Rules of Evidence**

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

1. **Valid**

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

1. **Sufficient**

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

1. **Authentic**

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

1. **Current**

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

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

# Dimensions of Competency

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

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

# Reasonable Adjustment

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

**Why make a reasonable adjustment?**

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

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

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

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

**Assistive/Adaptive Technologies**

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

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

**IMPORTANT:**

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

# The Unit of Competency

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

This assessment addresses the following unit of competency:

**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>

# The Context of Assessment

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

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

# Assessment Methods

This workbook uses the following assessment methods:

1. **Knowledge Assessment**

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

1. **Case Studies**

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

# Resources Required for Assessment

**The candidate will need access to:**

* Computer with Internet, email access, and a working web browser
* Installed software: MS Word, Adobe Acrobat Reader
* Australian Law Reform Commission
* Charter of Aged Care Rights
* Convention on the Rights of Persons with Disabilities
* National Framework for Reducing and Eliminating the Use of Restrictive Practices in the Disability Service Sector
* National Standards for Disability Services
* NDIS Quality and Safeguards Commission
* NDIS Restrictive Practices and Behaviour Support Rules 2018
* Quality of Care Principles 2014
* The Australian Human Rights Commission website
* The Australian Human Rights Commission Act 1986
* [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**.

# Assessment Workbook Cover Sheet

**To the candidate:** Print this cover sheet and complete it by filling in all the required information and signing in the space provided. Your signature must be handwritten. Scan the completed cover sheet and submit it along with your evidence submissions. Use the filename: **CHCCCS038 Cover Sheet**

|  |  |
| --- | --- |
| Workbook | CHCCCS038 |
| Title | Facilitate the empowerment of people receiving support (Release 1) |
| First and Last Name |  |
| Phone |  |
| Email |  |

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

# Knowledge Assessment

|  |  |  |
| --- | --- | --- |
| Application  Description automatically generated with low confidence | 1. Listed below are years relevant to the social framework that shows the history and recent developments in disability and ageing based on the [Australian Human Rights Commission](https://humanrights.gov.au/twentystories/timeline.html).   Complete the table below by briefly describing the events relevant to disability and ageing that occurred in each year provided. | |
|  | | |
| **Year** | | **Events Relevant to the History and Recent Developments in Disability and Ageing** |
| 1. 1986 | |  |
| 1. 1993 | |  |
| 1. 1998 | |  |
| 1. 2005 | |  |
| 1. 2009 | |  |
| 1. 2013 | |  |

|  |  |
| --- | --- |
| Application  Description automatically generated with low confidence | 1. Differentiate the concepts relevant to the history of and recent developments in ageing and disability listed below. |
|  | |
| 1. Enablement versus Reablement | |
| 1. Institutionalised versus person-centred, self-directed model of support | |

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| --- | --- | --- | --- |
| Application  Description automatically generated with low confidence | 1. Listed below are different types of individual, emotional and environmental barriers to the empowerment of people receiving support. Complete the table by: 2. Providing one example of each type of barrier 3. Identifying one way to address each example you provided | | |
|  | | | |
| **Type of Barrier** | | **One Example of Each Barrier** | **Ways to Address Each Barrier** |
| 1. Attitudinal barriers | |  |  |
| 1. Communication barriers | |  |  |
| 1. Physical barriers | |  |  |
| 1. Social barriers | |  |  |
| 1. Cognitive barriers | |  |  |

|  |  |
| --- | --- |
| Application  Description automatically generated with low confidence | 1. Answer the following questions about structural and systemic power. |
|  | |
| 1. What is structural power? | |
| 1. What is systemic power? | |
| 1. What are the four factors that affect a society or organisation's structural and systemic power? | |
| 1. Identify three areas affected by the structural and systemic power that can lead to obstacles to the empowerment of people receiving support. | |

|  |  |  |
| --- | --- | --- |
| Application  Description automatically generated with low confidence | 1. Briefly describe how structural and systemic power can become obstacles to empowerment in each area listed below. | |
|  | | |
| **Areas** | | **How structural and systemic power can become obstacles to empowerment** |
| 1. Social | |  |
| 1. Physical | |  |
| 1. Emotional | |  |
| 1. Stigma | |  |
| 1. Ageism | |  |
| 1. Cultural | |  |
| 1. Economic | |  |

|  |  |
| --- | --- |
| Application  Description automatically generated with low confidence | 1. Answer the following questions about social constructs of disability and ageing. |
|  | |
| 1. Describe a social construct of ageing from the perspective of older people. | |
| 1. Describe a social construct of ageing from the perspective of younger people. | |
| 1. Describe the social construct of disability based on the medical model. | |
| 1. Describe disability based on the social model. | |

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| 1. How do you feel about working with people with disabilities? Explain your answer briefly. |
| 1. Complete the table by:    1. Identifying two examples of your personal attitudes towards people with disabilities    2. Describing the impact of your identified attitudes on working with people with disabilities  |  |  | | --- | --- | | **Attitudes** | **Impact** | |  |  | |  |  | |

|  |  |
| --- | --- |
| Application  Description automatically generated with low confidence | 1. Answer the following questions about seeking support from more experienced and qualified staff. |
|  | |
| 1. Describe a staff who is more experienced than a care worker. | |
| 1. Describe a staff who is a more qualified than a care worker. | |
| 1. Outline the five steps that a care worker must do when they need support from a more experienced or qualified staff. | |
| 1. Identify two situations where a care worker must seek support from a more experienced or qualified staff. | |

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| --- | --- | --- |
| Application  Description automatically generated with low confidence | 1. Identify two support practices for each condition provided in the table below. | |
|  | | |
| **Conditions** | | **Support Practices** |
| 1. Attention Deficit Hyperactivity Disorder (ADHD) | |  |
| 1. Sickle Cell Disease | |  |
| 1. Physical Trauma | |  |
| 1. Psychological Trauma | |  |
| 1. Arthritis | |  |
| 1. Asthma | |  |
| 1. Acquired Brain Injury | |  |

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| --- | --- |
| Application  Description automatically generated with low confidence | 1. Answer the following questions about different principles relevant to providing support. |
|  | |
| 1. What is empowerment? | |
| 1. Briefly describe the four principles of empowerment for people receiving support.  |  |  | | --- | --- | | **Principles** | **Description** | | 1. Relate |  | | 1. Communicate |  | | 1. Illuminate |  | | 1. Educate |  | | |
| 1. Describe the principle of rights-based approaches. | |

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| 1. Identify the five principles of the rights-based or human rights approach. |
| 1. Identify three rights of disabled persons based on the *Australian Human Rights Commission Act 1986* Declaration on the Rights of Disabled Persons. |
| 1. Identify two rights of the child based on the *Australian Human Rights Commission Act 1986* Declaration on the Rights of the Child. |
| 1. Identify five rights of older persons based on the Charter of Aged Care Rights. |

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| 1. Briefly explain person-centred practices. |
| 1. Identify the five principles of the person-centred approach. |
| 1. What are the two important considerations that need to be upheld when delivering person-centred services during consultation with the person? |
| 1. What is self-advocacy? |
| 1. List two activities that promote the self-advocacy of people receiving support. |

|  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 1. Briefly describe the four principles of active support.  |  |  | | --- | --- | | **Principles** | **Description** | | 1. Belongingness |  | | 1. Opportunity |  | | 1. Respect |  | | 1. Self-control |  | |
| 1. Describe active listening by listing one example of how to demonstrate each principle listed below.  |  |  | | --- | --- | | **Principles** | **Example** | | 1. Halt |  | | 1. Focus |  | | 1. Effort |  | |

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| 1. What is social justice? |
| 1. Briefly describe what a person can obtain from each of the four principles of social justice.  |  |  | | --- | --- | | **Principles** | **Description** | | 1. Equity |  | | 1. Access |  | | 1. Participation |  | | 1. Rights |  | |

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| 1. List two importance of knowing each person as an individual in the context of social justice. |
| 1. List two significance of showing respect for a person’s individuality in the context of social justice. |
| 1. Describe the principle of strengths-based practices. |
| 1. What are the three principles of a strengths-based approach? |

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| Application  Description automatically generated with low confidence | 1. Answer the following questions about restrictive practices for people receiving support. |
|  | |
| 1. Explain what restrictive practices are according to the [Australian Law Reform Commission](https://www.alrc.gov.au/publication/equality-capacity-and-disability-in-commonwealth-laws-dp-81/8-restrictive-practices/restrictive-practices-in-australia/#:~:text=8.4%20Restrictive%20practices%20involve%20the,social%20or%20physical)%20and%20seclusion.). | |
| 1. Briefly explain why authorised restrictive practices must only be used as a last resort. | |
| 1. Identify the five forms of restrictive practices. | |
| 1. Identify two considerations within the human rights framework when implementing restrictive practices. | |
| 1. Describe two impacts of restrictive practices on a person’s empowerment. | |
| 1. Identify two instances where restrictive practices may be used as reflected in the behaviour support plan. | |

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| 1. Identify the seven conditions when a restrictive practice can be used. |
| 1. Identify the six core strategies for reducing and eliminating restrictive practices identified by the *National Framework for Reducing and Eliminating the Use of Restrictive Practices in the Disability Service Sector*. |
| 1. Identify one example of risk related to the use of restrictive practices for each aspect listed below.  |  |  | | --- | --- | | **Aspect** | **Examples of Risks** | | 1. Physical |  | | 1. Psychological |  | | 1. Emotional |  | |

|  |
| --- |
| 1. Identify the two reportable incidents regarding the unauthorised use of restrictive practices. |
| 1. Complete the statement below:   Where an NDIS participant’s behaviours of concern place themselves or others at risk of harm, and subsequently a regulated restrictive practice is required,       must be developed and lodged with the      . |
| 1. When restrictive practices are used as part of a person’s behaviour support plan, the plan must contain three positive strategies. List these strategies below. |
| 1. Summarise the documentation requirements stated in Sections 14 and 15 of the *NDIS Restrictive Practices and Behaviour Support Rules 2018.* |

|  |  |
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| Application  Description automatically generated with low confidence | 1. Answer the following questions about strategies that assist people in exercising their rights and independence. |
|  | |
| 1. Explain how the use of technology can facilitate the choice for a person receiving support. | |
| 1. Identify two strategies to support the person in using technology to facilitate choice. | |
| 1. Briefly describe how providing choices can support people receiving support. | |
| 1. Identify two examples of how you can support people as they make choices. | |

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| 1. List the 13 Australian Privacy Principles, in the correct order, based on the [*Privacy Act 1988*](https://www.legislation.gov.au/Series/C2004A03712)*.* |
| 1. Identify two strategies to assist a person to exercise their rights to privacy. |
| 1. State the right of a person with disability to be involved in planning and decision making according to the [Convention on the Rights of Persons with Disabilities](https://www.ag.gov.au/rights-and-protections/human-rights-and-anti-discrimination/human-rights-scrutiny/public-sector-guidance-sheets/rights-people-disability#what-are-rights-of-people-with-disability). |
| 1. State an older person’s right to be involved in planning and decision making according to the [Charter of Aged Care Rights](https://www.agedcarequality.gov.au/providers/provider-information). |

|  |
| --- |
| 1. Identify two strategies to assist a person to exercise their rights to be involved in **planning** regarding their own care and support and those providing it. |
| 1. Identify two strategies to assist a person to exercise their rights to be involved in **decision making** regarding their own care and support and those providing it. |
| 1. Briefly describe the person’s right to be involved in planning and decision-making regarding the following: 2. Their own care and support |
| 1. Those who will provide care and support |

|  |  |  |  |
| --- | --- | --- | --- |
| Application  Description automatically generated with low confidence | 1. Listed below are different life domains where assistive technologies may be used. Complete the table below by: 2. Providing a brief explanation on how assistive technologies help people receiving support in each life domain listed 3. Identifying one corresponding example of each assistive technology for each | | |
|  | | | |
| **Life domain** | | **How assistive technologies can help individual support clients in this life domain** | **One example of assistive technology that can be used in this life domain.** | |
| 1. Self-care | |  |  | |
| 1. Continence | |  |  | |
| 1. Hygiene | |  |  | |
| 1. Communication | |  |  | |
| 1. Mobility | |  |  | |
| 1. Transferring | |  |  | |

| **Life domain** | **How assistive technologies can help individual support clients in this life domain** | **One example of assistive technology that can be used in this life domain.** |
| --- | --- | --- |
| 1. Cognition |  |  |
| 1. Memory loss |  |  |
| 1. Vision |  |  |
| 1. Hearing |  |  |
| 1. Daily living activities |  |  |
| 1. Recreation |  |  |
| 1. Leisure |  |  |
| 1. Education |  |  |

|  |  |  |
| --- | --- | --- |
| **Life domain** | **How assistive technologies can help individual support clients in this life domain** | **One example of assistive technology that can be used in this life domain.** |
| 1. Employment |  |  |
| 1. Home |  |  |
| 1. Care residence |  |  |
| 1. Outdoors |  |  |
| 1. Eating |  |  |
| 1. Drinking |  |  |
| 1. Pressure area management |  |  |
| 1. Carer support |  |  |

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| Application  Description automatically generated with low confidence | 1. Answer the following questions about the role of assistive technologies in supporting a person’s life activities. |
|  | |
| 1. How can assistive technologies help **maintain the independence** of people receiving support? | |
| 1. How can assistive technologies help **promote the independence** of people receiving support? | |
| 1. How do assistive technologies enable the **inclusion** of people receiving support? | |
| 1. How do assistive technologies enable the **participation** of people receiving support? | |

|  |  |  |  |
| --- | --- | --- | --- |
| Application  Description automatically generated with low confidence | 1. Complete the table below by providing: 2. Two examples of advocacy services 3. Two examples of complaint mechanisms.   Then, for each example provided, briefly describe how they can be **accessed** and **used**.  You may include links to websites in your responses as necessary. | | |
|  | | | |
| **Advocacy Services** | | | | |
| **Examples** | | **How to Access** | **How to Use** | |
|  | |  |  | |
|  | |  |  | |

|  |  |  |
| --- | --- | --- |
| **Complaint Mechanisms** | | |
| **Examples** | **How to Access** | **How to Use** |
|  |  |  |
|  |  |  |

|  |  |
| --- | --- |
| Application  Description automatically generated with low confidence | 1. Identify three indicators of each of the following: 2. Abuse 3. Exploitation 4. Neglect |
|  | |
| 1. Three indicators of abuse | |
| 1. Three indicators of exploitation | |
| 1. Three indicators of neglect | |

|  |  |
| --- | --- |
| Application  Description automatically generated with low confidence | 1. Listed below are areas relevant to working with people receiving support.   Complete the table below by:   1. Specifying the context of your direct support work (e.g. aged care, disability, etc.) 2. Specifying your state/territory 3. Identifying the legislation relevant to each listed area that applies to your state/territory 4. Briefly summarising the legal considerations for each area based on the identified legislation 5. Identifying the code of ethics or code of conduct relevant to each listed area that applies to the context of their direct support work 6. Briefly summarising the ethical considerations for each area based on the identified code of ethics or code of conduct |

|  |  |  |
| --- | --- | --- |
| **Context of direct support work** | Aged care  Home and community  Disability | Community service  Others: |
| **State/territory** | Australian Capital Territory  New South Wales  Northern Territory  Queensland | South Australia  Tasmania  Victoria  Western Australia |

| **Area** | **Legal considerations relevant to this area**  Include the relevant legislation in your response | **Ethical considerations relevant to this area**  Include your reference in your response. |
| --- | --- | --- |
| 1. Discrimination |  |  |
| Legislation: | Code of Ethics/Code of Conduct: |
| 1. Dignity of risk |  |  |
| Legislation: | Code of Ethics/Code of Conduct: |
| 1. Duty of care |  |  |
| Legislation: | Code of Ethics/Code of Conduct: |
| 1. Human rights |  |  |
| Legislation: | Code of Ethics/Code of Conduct: |

| **Area** | **Legal considerations relevant to this area**  Include the relevant legislation in your response | **Ethical considerations relevant to this area**  Include your reference in your response. |
| --- | --- | --- |
| 1. Informed consent |  |  |
| Legislation: | Code of Ethics/Code of Conduct: |
| 1. Mandatory reporting |  |  |
| Legislation: | Code of Ethics/Code of Conduct: |
| 1. Privacy |  |  |
| Legislation: | Code of Ethics/Code of Conduct: |
| 1. Confidentiality |  |  |
| Legislation: | Code of Ethics/Code of Conduct: |

|  |  |  |
| --- | --- | --- |
| **Area** | **Legal considerations relevant to this area**  Include the relevant legislation in your response | **Ethical considerations relevant to this area**  Include your reference in your response. |
| 1. Disclosure |  |  |
| Legislation: | Code of Ethics/Code of Conduct: |
| 1. Work role boundaries, responsibilities and limitations |  |  |
| Legislation: | Code of Ethics/Code of Conduct: |
| 1. Work health and safety |  |  |
| Legislation: | Code of Ethics/Code of Conduct: |

|  |  |
| --- | --- |
| Application  Description automatically generated with low confidence | 1. Identify three work role boundaries, three responsibilities, and three limitations of care workers. |

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| * 1. Three work role boundaries of individual support workers |
| * 1. Three responsibilities of individual support workers |
| * 1. Three work role limitations of individual support workers |

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| Application  Description automatically generated with low confidence | 1. Answer the following questions about professional standards relevant to working with people receiving support. |
|  | |
| 1. Enumerate the eight standards for quality of care and quality of life for the provision of aged care based on the [*Quality of Care Principles 2014*](https://www.legislation.gov.au/Series/F2014L00830). | |
| 1. Enumerate the six National Standards that apply to disability services, according to the [National Standards for Disability Services](https://www.dss.gov.au/our-responsibilities/disability-and-carers/standards-and-quality-assurance/national-standards-for-disability-services) (NSDS). | |

**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:

**Case Studies**

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

**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 |

**Case Studies**

**Overview**

|  |
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| **The goal of these case studies is to assess your practical knowledge and skills in:**   * Recognising and responding to breaches of human rights and signs of abuse or neglect * Providing person-centred services that meet a person’s needs   **This assessment is divided into eight tasks:**   1. Task 1.1 – Recognising Breaches to Human Rights 2. Task 1.2 – Responding to Breaches to Human Rights 3. Task 1.3 – Consulting With the Person 4. Task 1.4 – Reporting Breaches of Human Rights 5. Task 2.1 – Identifying Indicators of Possible Neglect 6. Task 2.2 – Reporting Indicators of Possible Neglect 7. Task 3.1 – Providing Service 8. Task 3.2 – Meeting Re-ablement Needs   Each task comes with a set of instructions. You must follow and perform these instructions while being observed by the assessor.  **You are required to:**   * Complete the tasks within the time allowed, as scheduled in-class roll. * Foster human rights * Identify and respond to potential abuse or neglect * Meet a person’s needs |

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| **Resources required for assessment:**  To complete this assessment, you will need access to the following:   * Individualised Plans and any equipment outlined in the plans * Organisational policies and procedures relevant to reporting breaches in human rights and indicators of abuse and/or neglect * Volunteers to play the following roles:   + Support worker   + Person being supported * Abuse Incident Report Form |

**Lotus Compassionate Care**

|  |
| --- |
| **SCENARIO**  Two people looking at a paper  Description automatically generated with low confidence A few people having a discussion  Description automatically generated with low confidence A picture containing person, person, child, posing  Description automatically generated  You are working as a support worker at Lotus Compassionate Care. Lotus Compassionate Care is committed to providing high-quality care and support to people with disability, seniors and their carers living in the Cascade Peak Community.  Read more about Lotus Compassionate Care below:  [Lotus Compassionate Care](https://compliantlearningresources.com.au/network/lotus-v2/)  *(Username: newusername Password: newpassword)*  As a support worker, you are required to:   * Follow appropriate support practices for people with different conditions. * Foster human rights. This involves:   + Ensuring people’s rights and needs are upheld.   + Responding to and reporting breaches of human rights.   + Being able to recognise signs of abuse and neglect and reporting them in accordance with organisational policies and procedures. |

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| These case studies include scenarios about people with different conditions and potential breaches of human rights that you may encounter while working in the individual support environment.  Review each scenario and respond to each scenario appropriately by completing the tasks that follow.  To assist you in completing the tasks in this assessment, access and review the following resource/s:   * [Lotus Compassionate Care Policies and Procedures](https://compliantlearningresources.com.au/network/lotus-v2/policies-procedures/) * [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) * [Disability Services Act 1986](https://www.legislation.gov.au/Series/C2004A03370)   **For the purpose of this assessment, this case study scenario is based on your state/territory.** |

**Case Study 1 – Susan**

|  |  |  |
| --- | --- | --- |
| **SCENARIO**  Susan has been a resident in Lotus Compassionate Care for two years. Susan moved to the centre after being diagnosed with early-stage Alzheimer. She loves staying in the centre as all the staff and individual care workers are very supportive in helping her cope with the difficulties brought about by the disease.  Susan is also suffering from hearing and vision loss. Her left ear is completely deaf, while her right ear has a moderate hearing loss. Susan wears a hearing aid in her right ear.  Both her eyes have cataracts that render her eyes with moderate visual impairment.  Susan is a vegan and has been a vegan for most of her life.   |  |  | | --- | --- | | A person with her arm around an older person  Description automatically generated with low confidence | Logo, company name  Description automatically generated  Name Susan S.  Age: 83 | |

Task 1.1 – Recognising Breaches to Human Rights

|  |
| --- |
| **SCENARIO**  Date: 15 October 20xx  Time: 11:45:00 AM  While assisting another person in eating lunch in the common dining area, you noticed that the support worker, James, attending to Susan was serving her meat. Having cared for Susan in the past, you know that Susan is vegan and does not eat or use meat products.  You informed James that Susan follows a vegan diet. James told you that Susan is not lucid and will not even know what she had for lunch.  Susan hears your conversation and recognises the meat on her plate. She pushes the plate away. James holds Susan on her wrist tightly, keeping her from pushing the plate away from herself any further.  You see Susan’s face grimace, and she carefully puts her hands on her lap. Susan looks scared and keeps her eyes on her lap. You suspect abuse. |

|  |  |
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| Application  Description automatically generated with low confidence | Based on the scenario, identify:   * Three breaches of human rights in the scenario (refer to the Universal Declaration of Human Rights) * Three breaches to the Charter of Aged Care Rights in the scenario. * Two signs of possible abuse in the scenario * Whether this is a reportable incident based on the Aged Care Act 1997. Explain why or why not. |

|  |
| --- |
| **Breaches of human rights** |
|  |
| **Breaches to the *Charter of Aged Care Rights*** | |
|  | |
| **Potential signs of abuse** | |
|  | |
| **Is this a reportable incident?** | |
| YES  NO  Reason: | |

Task 1.2 – Responding to Breaches of Human Rights

|  |  |
| --- | --- |
| Application  Description automatically generated with low confidence | This part of the assessment is a **Role Play Activity.**  In this Role Play Activity, you are required to respond to the breaches of human rights described in the scenario while being observed by the assessor.  You will need two volunteers to act as James, the support worker, and Susan.  **YOU WILL BE ASSESSED ON YOUR**   * Practical knowledge of human rights and the Charter of Aged Care Rights * Practical skills relevant to responding appropriately to breaches of human rights   **OBSERVATION FORM**  Before starting this task, review the **Case Study Task 1.2 – Observation Form** provided along with this workbook. This form outlines all the practical skills you need to demonstrate while completing this task.  **YOUR ASSESSOR WILL**   * Organise access to the environment and resources required to complete this assessment, including:   + One volunteer to act as the support worker described in the scenario   + One volunteer to act as Susan * Advise you on the time and location of the assessment. * Discuss with you the practical skills listed in the Observation Form prior to the assessment. * Brief you on your role in this assessment. * Brief your volunteers on their role in the assessment. * Address your queries and concerns regarding this task. |

Task 1.3 – Consulting With the Person

|  |  |
| --- | --- |
| Application  Description automatically generated with low confidence | This part of the assessment is a **Role Play Activity.**  In this Role Play Activity, you are required to consult with Susan to identify if she has been receiving abuse and breaches of human rights from her support worker.  You will need a volunteer to act as Susan.  **YOU WILL BE ASSESSED ON YOUR**   * Practical knowledge of human rights and indicators of abuse * Practical skills relevant to consulting with the person to identify abuse   **OBSERVATION FORM**  Before starting this task, review the **Case Study Task 1.3 – Observation Form** provided along with this workbook. This form outlines all the practical skills you need to demonstrate while completing this task.  **YOUR ASSESSOR WILL**   * Organise access to the environment and resources required to complete this assessment, including one volunteer to act as Susan * Advise you on the time and location of the assessment. * Discuss with you the practical skills listed in the Observation Form prior to the assessment. * Brief you on your role in this assessment. * Brief your volunteers on their role in the assessment. * Address your queries and concerns regarding this task. |

Task 1.4 – Reporting Breaches of Human Rights and Signs of Possible Abuse

|  |  |
| --- | --- |
| Application  Description automatically generated with low confidence | Lotus Compassionate Care’s Policies and Procedures also require all employees to report any breaches of human rights or signs of possible abuse and neglect of individuals by completing and submitting an *Abuse Incident Report Form.* For the purposes of this assessment, you may use the *Abuse Incident Report Form* from Lotus Compassionate Care.  Complete the *Abuse Incident Report Form* provided along with this workbook. Take note of the following details:   * Include in your report what you have observed/witnessed, as well as the indications or signs of abuse/neglect described in the scenario * For the purposes of this assessment, use 15 October 20xx as the date today. Replace 20xx with the current year * This form will be submitted to Rachel Alcott, your supervisor at Lotus Compassionate Care * Write N/A where it is not indicated or specified in the scenario   **YOU WILL BE ASSESSED ON YOUR**   * Practical knowledge of the reporting policies and procedures. * Practical skills relevant to reporting incidents of abuse   **ASSESSOR’S CHECKLIST**  Before starting this task, review the **Case Study Task 1.4 – Assessor’s Checklist** provided along with this workbook. This form lists the criteria your submission must address to complete this task satisfactorily. |

**Logo, company name

Description automatically generated**

**Abuse Incident Report Form**

|  |  |  |  |
| --- | --- | --- | --- |
| Details of the Incident | | | |
| Name of facility |  | Date of (or notification of) incident |  |
| Name of person reporting the incident |  | Time of (or notification of) incident |  |
| Name of person incident is reported to |  | Date & time reported |  |

|  |  |  |  |
| --- | --- | --- | --- |
| Details of the Resident or Community Client | | | |
| Name of resident/client |  | Date of birth (or age) |  |
| Medical diagnosis and relevant history |  | Sex | Male  Female |
| Name of resident or client’s representative |  | Date & time representative is notified |  |

|  |  |  |  |
| --- | --- | --- | --- |
| Details of Any Injury | | | |
| Nature of the injury |  | | |
| Immediate care given |  | | |
| Name of medical practitioner (MP) notified |  | Date & time MP attended |  |
| Name of attending police officers & police station |  | Date & time police attended |  |
| Name of the hospital if transferred |  | Date & time transferred to hospital |  |

|  |  |
| --- | --- |
| Description of Events | |
| Nature of the injury  Factual description of the incident or alleged incident.  Please be specific, noting times.  *Attach a separate sheet if it is necessary to provide more information.* |  |

|  |  |  |  |
| --- | --- | --- | --- |
| Details of witness/es (Attach written statements, if there’s any) | | | |
| Name |  | | |
| Address |  | Signature and designation of person reporting |  |
| Phone |  | Date signed |  |

|  |  |  |  |
| --- | --- | --- | --- |
| To be completed by the manager | | | |
| Incident reported to Department of Health and Ageing? | Yes  No | Date and time reported |  |
| Incident reported to Department of Health and Police? | Yes  No | Date and time reported |  |
| Date and time of investigation form completed |  | | |
| Signature of manager |  | Date signed |  |

**Case Study 2 – Judith**

|  |
| --- |
| **SCENARIO**  C:\Users\abigail.c\Downloads\9166198_s (1).jpg  Date: Monday, 30 November 20xx, 20xx refers to the current year  Time: 1:25 PM  Judith is one of Lotus Compassionate Care’s residential aged care clients. She is 80 years and old and has been in your care since she arrived at the centre a year ago, except for the last two months as you were away on holiday.  On your first day back, as you and another support worker were about to hoist her from the bed and onto her wheelchair, you noticed that Judith has sore, purple discoloured and painful spots about 8cm across on both her shoulders and a smaller one about 3cm across on the back side of her head.  When she was on her side, you saw some bleeding through her pants and on the bed sheets from the upper part of her buttocks. It appears it has not been checked for at least a day or two. Her bed sheets were stained and smelled of faeces and urine. She looked in pain.  You asked her if you could check what is causing her pain. You found that she had an open wound about 2cm across and the skin surrounding it was very red and discoloured. Judith cringed in pain as you gently assessed the condition of her skin.  You later found out that she had not been out of her bed in two days. You asked her why she has not gone out of her bed, and she told you that she has just been feeling too tired lately and going out just takes too much effort. She asked you if she could just stay in bed and rest today. You noticed that she seems withdrawn. You also noticed that she is lost a lot of weight since the last time you saw her about two months ago. |

|  |
| --- |
| Judith asked you if you could get medication to help her with the pain. She started feeling pain on her buttocks and both shoulders two days ago but did not tell anyone until you were back from your leave. When you asked her why she did not tell anyone about it, she said she did not want to bother the nurse.  This made you worry about Judith and asked her if there was anything else that was bothering her. You found out that she has not had any bowel movement in two days, and urinating has started to become painful for her. |

Task 2.1 – Identifying Indicators of Possible Neglect

|  |  |
| --- | --- |
| Application  Description automatically generated with low confidence | Identify three indicators of possible neglect in the scenario based on your conversation with Judith. |
|  | | |
|  | | |
|  | | |
|  | | |

Task 2.2 – Consulting With the Person

|  |  |
| --- | --- |
| Application  Description automatically generated with low confidence | This part of the assessment is a **Role Play Activity.**  In this Role Play Activity, you are required to consult with Judith to identify if she has been neglected by her temporary support worker.  You will need a volunteer to act as Judith.  **YOU WILL BE ASSESSED ON YOUR**   * Practical knowledge of indicators of neglect * Practical skills relevant to consulting with the person to identify neglect   **OBSERVATION FORM**  Before starting this task, review the **Case Study Task 2.2 – Observation Form** provided along with this workbook. This form outlines all the practical skills you need to demonstrate while completing this task.  **YOUR ASSESSOR WILL**   * Organise access to the environment and resources required to complete this assessment, including one volunteer to act as Judith. * Advise you on the time and location of the assessment. * Discuss with you the practical skills listed in the Observation Form prior to the assessment. * Brief you on your role in this assessment. * Brief your volunteers on their role in the assessment. * Address your queries and concerns regarding this task. |

Task 2.3 – Reporting Indicators of Possible Neglect

|  |  |
| --- | --- |
| Application  Description automatically generated with low confidence | Lotus Compassionate Care’s Policies and Procedures also require all employees to report any indications or signs of possible neglect to their immediate supervisor. This is based on the conditions for reportable incidents set in the Aged Care Act 1997.  This part of the assessment is a **Role Play Activity.**  In this Role Play Activity, you are required to report the indicators of possible neglect you have identified to your supervisor.  You will need one volunteer to act as your supervisor.  **YOU WILL BE ASSESSED ON YOUR**   * Practical knowledge of reporting policies and procedures and legal requirements * Practical skills relevant to reporting indicators of possible neglect   **OBSERVATION FORM**  Before starting this task, review the **Case Study Task 2.3 – Observation Form** provided along with this workbook. This form outlines all the practical skills you need to demonstrate while completing this task.  **YOUR ASSESSOR WILL**   * Organise access to the environment and resources required to complete this assessment. * Advise you on the time and location of the assessment. * Discuss with you the practical skills listed in the Observation Form prior to the assessment. * Brief you on your role in this assessment. * Brief your volunteers on their role in the assessment. * Address your queries and concerns regarding this task. |

**Case Study 3 – Matilda**

|  |
| --- |
| **SCENARIO**  Matilda is 23 years old. She had been involved in an accident that left her with a fractured femur. She had undergone surgery to repair her bone. The doctor had advised her that it would take four to six months for her to recover.  Matilda wears a leg brace or immobilizer and uses crutches to get around. She is currently receiving individualised support at home to help her in her activities for daily living (ADL) while she recovers. |

Task 3.1 – Providing Service

|  |
| --- |
| **SCENARIO**  You have noticed that Matilda frequently trips or snags her leg brace on random things around her house. These include the shoes by her doorway, the duvet that keeps falling off the couch and the power cord of her various electronics. You check her individualised plan and see that removing tripping hazards is part of her risk management plan. |

|  |  |
| --- | --- |
| Application  Description automatically generated with low confidence | This part of the assessment is a **Role Play Activity.**  In this Role Play Activity, you are required to identify and remove tripping hazards in Matilda’s home.  You will need one volunteer to act as Matilda.  **YOU WILL BE ASSESSED ON YOUR**   * Practical knowledge of tripping hazards * Practical skills relevant to identifying and removing tripping hazards   **OBSERVATION FORM**  Before starting this task, review the **Case Study Task 3.1 – Observation Form** provided along with this workbook. This form outlines all the practical skills you need to demonstrate while completing this task. |

|  |  |
| --- | --- |
|  | **YOUR ASSESSOR WILL**   * Organise access to the environment and resources required to complete this assessment, including one volunteer to act as Matilda. * Advise you on the time and location of the assessment. * Discuss with you the practical skills listed in the Observation Form prior to the assessment. * Brief you on your role in this assessment. * Brief your volunteers on their role in the assessment. * Address your queries and concerns regarding this task. |

Task 3.2 – Meeting Re-ablement Needs

|  |
| --- |
| **SCENARIO**  Matilda’s leg brace is scheduled to be removed in two weeks. She mentions to you that her leg muscles have become weak from overuse. She wants you to enrol her in a strength training class, in addition to her regular physical therapy, so she can build up the strength in her legs again. She also mentions that she wants you to help her wean off her pain medication. You tell her that you are not qualified to make decisions on either of those things as you are not a doctor. You propose a strategy that can help address her need to strengthen her legs and wean off medication. |

|  |  |  |
| --- | --- | --- |
| Application  Description automatically generated with low confidence | Based on the scenario provided, list one strategy you can propose for each of the following:   * + 1. Matilda’s need to strengthen her legs     2. Matilda’s need to wean off pain medication | |
|  | | |
| **Re-ablement Needs** | | **Proposed Strategy** |
| 1. Need to strengthen legs | |  |
| 1. Need to wean off pain medication | |  |

# Assessment Workbook Checklist

|  |  |
| --- | --- |
| **TO THE CANDIDATE**  When you have completed this assessment workbook, review your work, and ensure that: | |
|  | |
|  | You have completed all the Knowledge Assessments Questions. |
|  | You have completed the Practical Assessments in this workbook: |
|  | Case Study Task 1.1 |
|  | Case Study Task 1.2 |
|  | Case Study Task 1.3 |
|  | Case Study Task 1.4 |
|  | Case Study Task 2.1 |
|  | Case Study Task 2.2 |
|  | Case Study Task 2.3 |
|  | Case Study Task 3.1 |
|  | Case Study Task 3.2 |

|  |  |
| --- | --- |
|  | You have saved and submitted the following evidence: |
|  | This completed workbook |
|  | Assessment Workbook Cover Sheet signed and scanned |
|  | Case Study Task 1.4 Abuse Incident Report Form |

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

|  |  |
| --- | --- |
| **TO THE ASSESSOR**  When you have completed assessing the assessment workbook, review the candidate’s submissions against the checklist below: | |
|  | |
|  | The candidate has completed all the Knowledge Assessments Questions. |
|  | You have completed the Practical Assessments in this workbook: |
|  | Case Study Task 1.1 |
|  | Case Study Task 1.2 |
|  | Case Study Task 1.3 |
|  | Case Study Task 1.4 |
|  | Case Study Task 2.1 |
|  | Case Study Task 2.2 |
|  | Case Study Task 2.3 |
|  | Case Study Task 3.1 |
|  | Case Study Task 3.2 |

|  |  |
| --- | --- |
|  | The candidate has saved and submitted the following evidence: |
|  | This completed workbook |
|  | Assessment Workbook Cover Sheet signed and scanned |
|  | Case Study Task 1.4 Abuse Incident Report Form |

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

# Record of Assessment (Assessor’s Use Only)

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

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

|  |  |  |
| --- | --- | --- |
| **Knowledge Assessment** | **S** | **NYS** |
| Question 11 |  |  |
| Question 12 |  |  |
| Question 13 |  |  |
| Question 14 |  |  |
| Question 15 |  |  |
| Question 16 |  |  |
| Question 17 |  |  |
| Question 18 |  |  |

|  |  |  |
| --- | --- | --- |
| **Practical Assessment** | | |
| **Case Studies** | **S** | **NYS** |
| Task 1.1 |  |  |
| Task 1.2 |  |  |
| Task 1.3 |  |  |
| Task 1.4 |  |  |
| Task 2.1 |  |  |
| Task 2.2 |  |  |
| Task 2.3 |  |  |
| Task 3.1 |  |  |
| Task 3.2 |  |  |

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

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| --- |
| **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**