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# Introduction

This workbook contains the Practical Assessment.

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

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

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

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

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

# 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:

**CHCCCCS040 – Support independence and wellbeing (Release 1)**

1. Recognise and support individual differences
2. Promote independence
3. Support physical wellbeing
4. Support social, emotional and psychological wellbeing

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

<https://training.gov.au/Training/Details/CHCCCS040>

# Vocational Placement

## Vocational Placement Component Included in this Unit of Competency

To complete **CHCCCS040 - Support independence and wellbeing (Release 1)**, a vocational placement is required in a workplace, which must be during a period of at least 120 hours of direct support work in at least one aged care, home and community, disability or community service organisation as detailed in the Assessment Requirements of units of competency. 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 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.

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| 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)).

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

|  |  |
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| 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. |

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| **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 **CHCCCS040 - Support independence and wellbeing (Release 1)**, the candidate must complete the assessments contained in this Skills Workbook.

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

This Skills Workbook contains:

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

A picture containing whiteboard

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

The role of the vocational placement supervisor then is to:

* Organise opportunities within the vocational placement setting where the candidate can complete these assessment activities.
* Facilitate 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 classroom environment catering to primary or secondary school students within at least one school in Australia as detailed in the Assessment Requirements of the relevant unit of competency.

# Assessment Methods

This workbook uses the following assessment methods:

1. **Case Studies**

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

1. **Practical Assignment**

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

1. **Workplace Assessment**

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

# Resources Required for Assessment

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

* Assessor to supervise and observe the candidate as they complete assessments, where required.
* At least one aged care, home and community, disability or community service organisation
* A workplace that will allow them access to:
  + Individualised plans and any relevant equipment outlined in the plan
  + Modelling of industry operating conditions including real interactions with the person and their carers
  + Real interactions with the person and their families/carers.
  + Volunteers for the roleplay activities to act as:
    - Michael (case study task 1)
    - The supervisor (case study task 2.2, case study task 3.2, case study task 4.3)
  + Three persons and their family or carer
  + The persons’ existing network
  + New potential network for the three persons
  + Workplace supervisor
  + Organisational policies and procedures, including policies and procedures for:
    - Restrictive practices
    - Reporting hazards
  + Organisational templates/forms, including:
    - Progress notes
    - Abuse incident form
    - Meeting minutes template
    - Hazard identification form template

**The candidate will need access to:**

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

# 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: **CHCCCS040 SWB Cover Sheet**

|  |  |
| --- | --- |
| Workbook | CHCCCS040 Skills Workbook |
| Title | Support independence and wellbeing (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 Skills 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 supporting independence and wellbeing.

The Practical Assessment includes the following:

1. **Case Studies**

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

1. **Practical Assignment**

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

1. **Workplace Assessment**

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

# Case Studies

## Overview

|  |
| --- |
| **The goal of these case studies is to assess your practical knowledge and skills in:**   * Recognising, respecting and accommodating a person’s identity and values in line with their social, cultural, spiritual and physical needs * Identify variations in a person’s wellbeing; take action and report according to organisational requirements * Recognise the duties of your job role and where action is required outside of the scope of your job role   **This assessment is divided into four case studies with eight tasks:**   1. Task 1 – Recognising, Respecting and Accommodating Expressions of Sexuality 2. Task 2.1 – Identifying Changes in Physical Condition and Effect on Wellbeing 3. Task 2.2 – Reporting Changes in a Person’s Physical Condition 4. Task 3.1 – Confirming Cultural Issues and Variations in Wellbeing 5. Task 3.2 – Reporting Variations to a Person’s Wellbeing 6. Task 4.1 – Confirming Financial Issues That Impact Wellbeing and Risk and Protective Factors in Relation to Mental Health 7. Task 4.2 – Recognising Signs Consistent With Abuse and Neglect 8. Task 4.3 – Reporting Possible Indicators of Abuse and Neglect and Seeking Support   Each task comes with a set of instructions. You must follow and perform these instructions while being observed by the assessor. |

|  |
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| **You are required to:**   * Complete the tasks within the time allowed, as scheduled in-class roll. * Identify ways to support a person express their identity and values * Confirm the appropriate methods for reporting incidents, injuries and hazards * Identify areas outside the scope of your job role and take action accordingly   **Resources required for assessment:**  To complete this assessment, you will need access to the following:   * Volunteers for the roleplay activities to act as:   + Michael (Case Study Task 1)   + The supervisor (Case Study Task 2.2, Case Study Task 3.2, Case Study Task 4.3) * Organisational templates/forms, including:   + Progress Notes   + Abuse Incident 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   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: [Lotus Compassionate Care Policies and Procedures](https://compliantlearningresources.com.au/network/lotus-v2/policies-procedures/) |

## Case Study 1 – Michael

|  |
| --- |
| **SCENARIO**  Michael is an 84-year-old male who has lived in a residential care facility for the last five years. He has Alzheimer’s and suffers from memory loss, has difficulty coping with new situations and often becomes confused and disorientated throughout the day.  Michael enjoys painting, watching his regular TV programs and pottering in the garden. Lately, Michael has mentioned repeatedly he would like to take up ballroom dancing lessons.  Physically, Michael is still quite fit and healthy and has a robust appetite. He has 7 hours of quality sleep at night and often has a nap after lunch. He also has a partner who lives outside the residential care facility with her family. However, they have not met again for a few weeks.  You have found Michael in the main lounge area with his pants undone and rolled down to his knees in front of other residents in the lounge area. Michael looks disorientated and confused. |

### Task 1 – Recognising, Respecting and Accommodating Expressions of Sexuality

|  |  |
| --- | --- |
| 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 recognise, respect and accommodate Michael’s expressions of sexuality while considering his needs, stage of life, development and strengths, as described in the scenario.  You will need a volunteer to act as Michael.  **YOU WILL BE ASSESSED IN YOUR**   * Practical knowledge of expressions of sexuality * Practical knowledge of individual needs, stage of life, development and strengths * Practical skills relevant to recognising, respecting and accommodating expressions of sexuality   **OBSERVATION FORM**  Before starting this task, review the **Case Study Task 1 – Observation Form** provided along with this workbook. This form lists all the practical skills you need to demonstrate while completing this task.  **YOUR ASSESSOR WILL**   * Organise workplace resources required for you to complete this assessment * Discuss with you the practical skills listed in the Observation Form prior to the assessment * Address your queries and concerns regarding this task |

## Case Study 2 – Hannah

|  |
| --- |
| **SCENARIO**  Hannah is a 26-year-old woman who lives in a residential care facility for people with disabilities, along with four other residents. Hannah requires a wheelchair to move around and a lot of physical support from her carers to undertake basic day-to-day activities. She is able to feed herself independently.  Hannah is non-verbal, so she relies on non-verbal communication to let her carers know how she is feeling and what she needs. Hannah loves to laugh, has a sweet nature and always loves to be part of group activities.  You have noticed that Hannah has not been her happy, bubbly self. She is quite pale with dark circles under her eyes. She barely touched her food and seemed to have hesitated in lifting her spoon to eat. When you ask her if anything is wrong, she points to her stomach to indicate she is in pain.  She flinches when her wheelchair is moved. When you are undressing Hannah to get ready for a bath, you notice her stomach is bloated and she has rashes all over her torso. |

### Task 2.1 – Identifying Changes in Physical Condition and Effect on Wellbeing

|  |  |
| --- | --- |
| Application  Description automatically generated with low confidence | Based on the scenario, identify the following:   1. Two changes in Hannah’s physical condition 2. Two indications that Hannah’s physical situation is affecting her wellbeing. 3. Two medical responses or interventions beyond the scope of your own role. |

|  |
| --- |
| 1. Changes in Hannah’s physical condition |
| 1. Indications that Hannah’s physical situation is affecting her wellbeing |
| 1. Medical responses or interventions beyond the scope of your role |

### Task 2.2 – Reporting Changes in a Person’s Physical Condition

|  |  |
| --- | --- |
| Application  Description automatically generated with low confidence | **STEPS TO TAKE**   1. While being observed by your assessor, report the following to your supervisor:  * Changes in Hannah’s physical condition * Their effects on her wellbeing * Situations that are outside your job scope * Document observed changes in Hannah’s progress notes  1. Use the **Progress Notes** template provided along with this workbook to record your findings.   You will need a volunteer to act as your supervisor.  **YOU WILL BE ASSESSED ON YOUR**   * Practical knowledge relevant to organisational policies and procedures in reporting. * Practical skills relevant to reporting the following:   + Changes in a person’s physical condition.   + Indications that the person’s physical situation is affecting their wellbeing.   **ASSESSMENT FORMS**  Before starting this task, review the following forms provided along with this workbook:   * **Case Study Task 2.2 – Observation Form**   This form lists all the practical skills you need to demonstrate while completing this task.   * **Case Study Task 2.2 – Assessor’s Checklist**   This form lists the criteria your submission must address to complete this task satisfactorily. |

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|  | **YOUR ASSESSOR WILL**   * Provide you with the Progress Note template and discuss this 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. * 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 a copy of the completed **Progress Notes**. |

## Case Study 3 – Xiaoting

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| **SCENARIO**  Xiaoting is a 74-year old female who has been living in the Lotus Compassionate Care facility for a few months. Her family migrated to Brisbane from China when she was 9 years old. Growing up, they still celebrated significant Chinese holidays, such as Lunar New Year, and prepared traditional food. They spoke Mandarin at home and Xiaoting only spoke English outside.  Xiaoting enjoys walking to the local shops each morning to buy food and loves catching up with her friends at the local café. She is able to speak English well but you have noticed her speaking more and more in Mandarin. She feels like she can better express herself in her first language but since no one else in the facility speaks Mandarin, she gets frustrated when others cannot understand what she is trying to say.  Lately, you have noticed that Xiaoting sometimes gets in an agitated mood and no longer visits her friends in the café. Upon further probing, she discloses that her friends have called her slurs and made fun of her while she was telling her childhood memories from her hometown. This has caused her to grow wary and distrust other people.  She often says she misses celebrating Chinese holidays and cooking Chinese food but is afraid that people will make fun of her. As much as you want to help, you are not too familiar with Chinese culture nor about the food she talks about.  She sometimes visibly gets teary on certain days. When you ask her how she is feeling, her answers are usually ‘unhappy’, ‘hopeless’ or ‘lonely’. She seems emotionally distressed and may need counselling. |

### Task 3.1 – Confirming Cultural Issues and Variations in Wellbeing

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| Application  Description automatically generated with low confidence | Based on the scenario, identify the following:   1. Two variations in Xiaoting’s wellbeing 2. Two cultural issues impacting Xiaoting’s wellbeing 3. Two aspects of supporting Xiaoting’s wellbeing outside the scope of your knowledge, skills and/or job role. |

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| --- |
| 1. Changes in Xiaoting’s wellbeing |
| 1. Cultural issues impacting Xiaoting’s wellbeing |
| 1. Aspects of supporting Xiaoting’s wellbeing outside scope of knowledge, skills and/or job role |

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| 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 meet with Xiaoting and ask her if she thinks that the cultural issues you identified above are affecting her wellbeing.  You will need a volunteer to act as Xiaoting.  **YOU WILL BE ASSESSED ON YOUR**   * Practical knowledge relevant to discussing with a person the potential factors affecting their wellbeing * Practical skills relevant to discussing with a person the potential factors affecting their wellbeing   **OBSERVATION FORM**  Before starting this task, review the **Case Study Task 3.1 – Observation Form** provided along with this workbook. This form lists all the practical skills you need to demonstrate while completing this task.  **YOUR ASSESSOR WILL**   * Organise workplace resources required for you to complete this assessment * Discuss with you the practical skills listed in the Observation Form prior to the assessment * Address your queries and concerns regarding this task |

### Task 3.2 – Reporting Variations to a Person’s Wellbeing

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| Application  Description automatically generated with low confidence | **STEPS TO TAKE**   1. This part of the assessment is a **Role Play Activity**.   In this Role Play Activity, you are required to:   * Meet with the supervisor to report the identified variations to Xiaoting’s wellbeing according to organisational policies and procedures, including situations beyond the scope of your own role. * Seek appropriate support after the meeting.  1. Use the **Progress Notes** template provided along with this workbook to record your findings.   You will need a volunteer to act as your supervisor.  **YOU WILL BE ASSESSED ON YOUR**   * Practical knowledge relevant to organisational policies and procedures related to reporting variations in a person’s wellbeing * Practical knowledge relevant to seeking appropriate support for aspects outside of knowledge, skills and/or job role * Practical skills relevant to reporting issues beyond the scope of one’s role   Practical skills relevant to seeking appropriate support  **ASSESSMENT FORMS**  Before starting this task, review the following forms provided along with this workbook:   * **Case Study Task 3.2 – Observation Form**   This form lists all the practical skills you need to demonstrate while completing this task.   * **Case Study Task 3.2 – Assessor’s Checklist**   This form lists the criteria your submission must address to complete this task satisfactorily. |

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|  | **YOUR ASSESSOR WILL**   * Provide you with the Progress Note template and discuss this 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. * 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 a copy of the completed **Progress Notes.** |

## Case Study 4 – Trina

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| **SCENARIO**  You are assigned to support Trina, a 70-year-old diagnosed with early-stage Alzheimer's. Trina was very talkative during your previous interactions with her. She enjoys a number of hobbies, including watching the television and taking a walk every morning to meet with her friends. Her daughter, Sam, moved in with her to become her primary carer.  You were going to meet Trina after lunch to discuss changes in her individual care plan. On the day of your visit, you hear Sam yelling at Trina. The door suddenly opened, and you saw Sam gripping Trina’s arm and trying to drag her out of the door. Sam immediately let go when she saw you. You asked what was happening and Sam brushed it off, saying she will do errands by herself.  You notice that Trina has significantly lost weight. She confesses that she has been feeling very lonely. While talking to her, you also see bruises on her arm. She also lamented about how she couldn’t access her bank account anymore. You asked if Sam tried asking the bank for her about this. She noticeably flinched and looked scared upon hearing her name. She explained that Sam thinks Trina is no longer capable of handling her personal finances due to her condition. Sam handles her finances for her. However, you note unpaid bills piled on the kitchen counter. There is also no food in their pantry.  You tried asking what Trina does in her leisure time. She says she does not really see the point in going out anymore and has not caught up with her favourite TV shows. She has not seen her friends for over two weeks. |

### Task 4.1 – Confirming Financial Issues That Impact Wellbeing and Risk and Protective Factors in Relation to Mental Health

|  |  |
| --- | --- |
| Application  Description automatically generated with low confidence | Based on the scenario, identify the following:   1. Two financial issues 2. Two risk factors to Trina’s mental health from this activity 3. Two protective factors that you can suggest to minimise these risks |

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| 1. Financial issues |
| 1. Risk factors |
| 1. Protective factors |

|  |  |
| --- | --- |
| 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 meet with Trina and ask her if she thinks that the financial issues you identified above are affecting her wellbeing.  You will need a volunteer to act as Trina.  **YOU WILL BE ASSESSED ON YOUR**   * Practical knowledge relevant to discussing with a person the potential factors affecting their wellbeing * Practical skills relevant to discussing with a person the potential factors affecting their wellbeing   **OBSERVATION FORM**  Before starting this task, review the **Case Study Task 4.1 – Observation Form** provided along with this workbook. This form lists all the practical skills you need to demonstrate while completing this task.  **YOUR ASSESSOR WILL**   * Organise workplace resources required for you to complete this assessment * Discuss with you the practical skills listed in the Observation Form prior to the assessment * Address your queries and concerns regarding this task |

### Task 4.2 – Recognising Signs Consistent With Abuse and Neglect

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| --- | --- |
| Application  Description automatically generated with low confidence | Based on the scenario, identify:   1. Two indicators of abuse 2. Two indicators of neglect. |

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| --- |
| 1. Two Indicators of Abuse |
| 1. Two Indicators of Neglect |

### Task 4.3 – Reporting Possible Indicators of Abuse and Neglect and Seeking Support

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| --- | --- |
| Application  Description automatically generated with low confidence | **STEPS TO TAKE**   1. This part of the assessment is a **Role Play Activity**.   In this Role Play Activity, you are required to contact your supervisor to:   * Report the possible indicators of abuse and neglect * Report situations beyond the scope of your own role * Seek appropriate support  1. Lotus Compassionate Care’s Policies and Procedures also require all employees to report any indications or signs of possible abuse and neglect of individuals by completing and submitting an *Abuse Incident Report Form.*   Use the **Abuse Incident Report Form** template provided along with this workbook to record your findings. 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 1 March 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 need a volunteer to act as your supervisor. |

|  |  |
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|  | **YOU WILL BE ASSESSED ON YOUR**   * Practical knowledge of indicators of abuse and neglect * Practical knowledge relevant to the scope of your job role * Practical skills relevant to reporting possible indicators of abuse and neglect * Practical skills relevant to reporting situations beyond the scope of your own role to relevant persons * Practical skills relevant to seeking appropriate support   **ASSESSMENT FORMS**  Before starting this task, review the following forms provided along with this workbook:   * **Case Study Task 4.3 – Observation Form**   This form lists all the practical skills you need to demonstrate while completing this task.   * **Case Study Task 4.3 – Assessor’s Checklist**   This form lists the criteria your submission must address to complete this task satisfactorily.  **YOUR ASSESSOR WILL**   * Provide you with the Abuse Incident Report Form and discuss this 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 * 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 a copy of the **Abuse Incident Report Form** containing information about the incident. |

# Practical Assignment

## Overview

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| **The goal of this practical assignment is to assess your practical knowledge and skills in:**   * Identifying organisational policies and procedures   **This assessment is divided into one task:**   1. Task 1 – Identifying Organisational Policies and Procedures   **You are required to:**   * Identify organisational policies and procedures relevant to restrictive practices * Review the instructions for each task included in this Practical Assignment * Record your responses as required in the instructions for each task   **Resources required for assessment:**   * Organisational policies and procedures relevant to restrictive practices   Contact your Assessor/Training Provider to get some assistance in accessing the resources required for the assessment listed here. |

### Task 1 – Identifying Organisational Policies and Procedures

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| --- | --- |
| Application  Description automatically generated with low confidence | Before starting this task, access and review policies and procedures from your organisation relevant to restrictive practices.  Use the policies and procedures you reviewed as a reference and complete the table below by:   1. Identifying two policies relevant to restrictive practices 2. Providing the purpose for each of the policies identified 3. Outlining the corresponding procedures for enforcing each of the policies identified   Submit excerpts or copies of your organisation’s relevant policies and procedures to your assessor for their reference. |

|  |  |  |
| --- | --- | --- |
| **Policies** | **Purpose** | **Procedures** |
|  |  |  |
|  |  |  |

# Workplace Assessment

## Overview

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| **The goal of this assessment is to assess your practical knowledge and skills in:**   * Recognising a person’s social, cultural, physical and spiritual needs * Promoting and facilitating opportunities for participation * Providing information and assistance in accessing support services and resources. * Identifying and reporting hazards * Supporting health and safety   **The workplace assessment is divided into six tasks:**   1. Task 1.1 – Promoting Opportunities for Participation 2. Task 1.2 – Facilitating Opportunities for Participation 3. Task 2.1 – Identifying Strengths 4. Task 2.2 – Providing Support in Accessing Services 5. Task 3.1 – Identifying Hazards 6. Task 3.2 – Contributing to a Sense of Security Through Safe and Predictable Routines   **IMPORTANT: These tasks must be completed during a period of at least 120 hours of direct support work in at least one aged care, home and community, disability or community service organisation. As evidence of your successful completion of this, refer to the Vocational Placement Time Log Sheet provided along with this workbook.**  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). |

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| **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. * Recognise and support individual differences. * Promote independence. * Support physical wellbeing. * Support social, emotional and psychological wellbeing.   **Resources required for assessment:**  To complete this assessment, you will need access to the following:   * At least one aged care, home and community, disability or community service organisation * A workplace that will allow them access to:   + Individualised plans and any relevant equipment outlined in the plan   + Modelling of industry operating conditions including real interactions with the person and their carers   + Real interactions with the person and their families/carers.   + Three persons and their family or carer   + The persons’ existing network   + New potential network for the three persons   + Workplace supervisor   + Organisational policies and procedures, including policies and procedures for:     - Restrictive practices     - Reporting hazards   + Organisational templates/forms, including:     - Meeting Minutes template     - Hazard Identification Form template |

## Preliminary Task: Before Proceeding to Workplace Assessment Task 1 – 3

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| For Tasks 1-3, you are required to safely support at least three people to enhance independence and wellbeing.  Consult with the supervisor to be assigned at least three people to support each of these workplace assessment tasks.  For the assessor’s reference, provide the information below on the people you will support by recording the following details in the spaces provided:   * Name of your workplace/organisation * Name of your supervisor and their role * Direct support work context * The persons’ names (censored for privacy and confidentiality) * Names of family members or carers * Existing network of the nominated people * Contact details of the existing network |

|  |  |
| --- | --- |
| Workplace/organisation |  |
| Supervisor |  |
| Supervisor’s role |  |
| Direct support work context | Aged care  Home and Community  Disability  Community Service |

|  |  |  |  |
| --- | --- | --- | --- |
|  | **Person A** | **Person B** | **Person C** |
| Person’s name: (Censored for privacy and confidentiality) |  |  |  |
| Family member or carer  (Name censored for privacy and confidentiality) | Family member  Carer  Name: | Family member  Carer  Name: | Family member  Carer  Name: |
| Existing networks | Name:  Contact details: | Name:  Contact details: | Name:  Contact details: |

*Add more sections as needed.*

## Task 1 – Supporting Differences

### Task 1.1 – Promoting Opportunities for Participation

|  |  |
| --- | --- |
| Application  Description automatically generated with low confidence | **STEPS TO TAKE**   1. While being observed by your assessor, meet with each of the person and their family or carer to promote opportunities for participation that reflect the person’s preferences and the following needs in the following areas:  * Physical * Social * Cultural * Spiritual  1. Use your organisation’s template for documenting minutes or the **Meeting Minutes** template provided along with this workbook.   **YOU WILL BE ASSESSED ON YOUR**   * Practical knowledge relevant to recognising a person’s social, cultural, physical and spiritual needs * Practical skills relevant to promoting and encouraging opportunities for participation |

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|  | **OBSERVATION FORM**  Before starting this task, review the **Workplace Assessment Task 1 – Observation Form** provided along with this workbook. This form lists all the practical skills you need to demonstrate while completing this task.  **You must perform this task thrice, once for each person you are required to support as part of this Workplace Assessment.**  **YOUR ASSESSOR WILL**   * Organise workplace resources required for you to complete this assessment. * Discuss with you the practical skills listed in the Observation Form prior to the assessment. * Address your queries and concerns regarding this task.   **EVIDENCE TO BE SUBMITTED**  After completing this task, submit a copy of the completed **Meeting Minutes** to your assessor. |

### Task 1.2 – Facilitating Opportunities for Participation

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| --- | --- |
| Application  Description automatically generated with low confidence | **STEPS TO TAKE**   1. While being observed by your assessor, facilitate opportunities for participation that reflect each person’s needs and preferences. 2. To complete this task, you must facilitate participation in activities related to the following needs:  * Physical * Social * Cultural * Spiritual   These must be activities with their existing networks or with new potential networks, as discussed in Task 1.1.  **YOU WILL BE ASSESSED ON YOUR**   * Practical knowledge relevant to activities that reflect the person’s needs and preferences * Practical knowledge relevant to positive and supportive communication. * Practical skills relevant to facilitating opportunities for participation   **OBSERVATION FORM**  Before starting this task, review the **Workplace Assessment Task 1.2 – Observation Form** provided along with this workbook. This form lists all the practical skills you need to demonstrate while completing this task.  **You must perform this task thrice, once for each person you are required to support as part of this Workplace Assessment.**  **YOUR ASSESSOR WILL**   * Organise workplace resources required for you to complete this assessment. * Discuss with you the practical skills listed in the Observation Form prior to the assessment. * Address your queries and concerns regarding this task. |

## Task 2 – Promoting Independence

### Task 2.1 – Identifying Strengths

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| --- | --- |
| Application  Description automatically generated with low confidence | **STEPS TO TAKE**   1. While being observed by your assessor, meet with each person you are required to assist as part of this workplace assessment task and their family or carer to support them in identifying and acknowledging the person’s strengths. 2. Use your organisation’s template for documenting minutes or the **Meeting Minutes** template provided along with this workbook.   **YOU WILL BE ASSESSED ON YOUR**   * Practical knowledge relevant to building strength, strengthening and maintaining independence * Practical skills relevant to assisting the person in identifying their strengths and opportunities to utilise them   **OBSERVATION FORM**  Before starting this task, review the **Workplace Assessment Task 2.1 – Observation Form** provided along with this workbook. This form lists all the practical skills you need to demonstrate while completing this task.  **You must perform this task thrice, once for each person you are required to support as part of this Workplace Assessment.**  **YOUR ASSESSOR WILL**   * Organise workplace resources required for you to complete this assessment. * Discuss with you the practical skills listed in the Observation Form prior to the assessment. * Address your queries and concerns regarding this task.   **EVIDENCE TO BE SUBMITTED**  After completing this task, submit a copy of the completed **Meeting Minutes** to your assessor. |

### Task 2.2 – Providing Support in Accessing Services

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| --- | --- |
| Application  Description automatically generated with low confidence | While being observed by your assessor, meet with each person to provide information and assistance in accessing support services and resources.  **YOU WILL BE ASSESSED ON YOUR**   * Practical knowledge relevant to support services and resources * Practical skills relevant to providing information and assistance in accessing support services and resources * Practical skills relevant to allowing the person to self-manage their own delivery service   **OBSERVATION FORM**  Before starting this task, review the **Workplace Assessment Task 2.2 – Observation Form** provided along with this workbook. This form lists all the practical skills you need to demonstrate while completing this task.  **You must perform this task thrice, once for each person you are required to support as part of this Workplace Assessment.**  **YOUR ASSESSOR WILL**   * Organise workplace resources required for you to complete this assessment. * Discuss with you the practical skills listed in the Observation Form prior to the assessment. * Address your queries and concerns regarding this task. |

## Task 3 – Supporting Health and Safety

### Task 3.1 – Identifying Hazards

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| --- | --- |
| Application  Description automatically generated with low confidence | **STEPS TO TAKE**   1. Recognise and report hazards in the environment the nominated people frequent (i.e. their room, the garden, the common area) according to organisational policies and procedures. 2. Use your organisation’s template for identifying hazards, or you may use the **Hazard Identification Form** template provided along with this workbook.   **YOU WILL BE ASSESSED ON YOUR**   * Practical knowledge relevant to hazards * Practical skills relevant to recognising and reporting hazards   **ASSESSMENT FORMS**  Before starting this task, review the following forms provided along with this workbook:   * **Workplace Assessment Task 3.1 – Observation Form**   This form lists all the practical skills you need to demonstrate while completing this task.   * **Workplace Assessment Task 3.1 – Assessor’s Checklist**   This form lists the criteria your submission must address to complete this task satisfactorily.  **You must perform this task thrice, once for each person you are required to support as part of this Workplace Assessment.** |

|  |  |
| --- | --- |
|  | **YOUR ASSESSOR WILL**   * Organise workplace resources required for you to complete this assessment. * Discuss with you the practical skills listed in the Observation Form prior to the assessment. * Address your queries and concerns regarding this task.   **EVIDENCE TO BE SUBMITTED**  After completing this task, submit the following to your assessor:   * An updated copy of the **Hazard Identification Form** * Evidence of inspecting the environment for hazards   Examples of the evidence you may submit include:   * Photos * Signed logs * Other forms of documentation |

### Task 3.2 – Contributing to a Sense of Security Through Safe and Predictable Routines

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| Application  Description automatically generated with low confidence | **STEPS TO TAKE**   1. While being observed by your assessor, meet with each of the person and their family or carer to support the person’s health and safety through routines. 2. To complete this task, you must meet with the person to:  * Report the identified hazards in Task 3.1 according to organisational procedures. * Support the person in maintaining a safe and healthy environment. * Update the individualised plan with the changes in the outlined routine as discussed.   **YOU WILL BE ASSESSED ON YOUR**   * Practical knowledge relevant to daily living habits that contribute to a healthy lifestyle * Practical knowledge relevant to safe and predictable routines * Practical skills relevant to reporting hazards * Practical skills relevant to supporting and assisting the person to maintain a safe and healthy environment.   **OBSERVATION FORM**  Before starting this task, review the **Workplace Assessment Task 3.2 – Observation Form** provided along with this workbook. This form lists all the practical skills you need to demonstrate while completing this task.  **You must perform this task thrice, once for each person you are required to support as part of this Workplace Assessment.** |

|  |  |
| --- | --- |
|  | **YOUR ASSESSOR WILL**   * Organise workplace resources required for you to complete this assessment. * Discuss with you the practical skills listed in the Observation Form prior to the assessment. * Address your queries and concerns regarding this task.   **EVIDENCE TO BE SUBMITTED**  After completing this task, submit a **copy of the updated individualised plan** with the changes in the outlined routine. |

# Skills Workbook Checklist

|  |  |
| --- | --- |
| **TO THE CANDIDATE**  When you have completed this skills workbook, review your work, and ensure that: | |
|  | |
|  | You have completed the Practical Assessments in this workbook: |
|  | Case Study Task 1 |
|  | Case Study Task 2.1 |
|  | Case Study Task 2.2 |
|  | Case Study Task 3.1 |
|  | Case Study Task 3.2 |
|  | Case Study Task 4.1 |
|  | Case Study Task 4.2 |
|  | Case Study Task 4.3 |
|  | Practical Assignment Task 1 |
|  | Workplace Assessment Task 1.1 |
|  | Workplace Assessment Task 1.2 |
|  | Workplace Assessment Task 2.1 |
|  | Workplace Assessment Task 2.2 |
|  | Workplace Assessment Task 3.1 |
|  | Workplace Assessment Task 3.2 |

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| --- | --- |
|  | You have saved and submitted the following evidence: |
|  | This completed workbook |
|  | Skills Workbook Cover Sheet signed and scanned |
|  | Case Study Task 2.2 – Progress Notes |
|  | Case Study Task 3.2 – Progress Notes |
|  | Case Study Task 4.3 – Abuse Incident Form |
|  | Practical Assignment Task 1 – Copy of Organisational Policies and Procedures |
|  | Workplace Assessment Task 1.1 – Meeting Minutes |
|  | Workplace Assessment Task 2.1 – Meeting Minutes |
|  | Workplace Assessment Task 3.1 – Hazard Identification Form |
|  | Workplace Assessment Task 3.1 – Evidence of inspecting the environment |
|  | Workplace Assessment Task 3.2 – Copy of the updated 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. |

|  |  |
| --- | --- |
| **TO THE ASSESSOR**  When you have completed assessing the skills workbook, review the candidate’s submissions against the checklist below: | |
|  | |
|  | The candidate has completed the Practical Assessments in this workbook: |
|  | Case Study Task 1 |
|  | Case Study Task 2.1 |
|  | Case Study Task 2.2 |
|  | Case Study Task 3.1 |
|  | Case Study Task 3.2 |
|  | Case Study Task 4.1 |
|  | Case Study Task 4.2 |
|  | Case Study Task 4.3 |
|  | Practical Assignment Task 1 |
|  | Workplace Assessment Task 1.1 |
|  | Workplace Assessment Task 1.2 |
|  | Workplace Assessment Task 2.1 |
|  | Workplace Assessment Task 2.2 |
|  | Workplace Assessment Task 3.1 |
|  | Workplace Assessment Task 3.2 |

|  |  |
| --- | --- |
|  | The candidate has saved and submitted the following evidence: |
|  | This completed workbook |
|  | Skills Workbook Cover Sheet signed and scanned |
|  | This completed workbook |
|  | Case Study Task 2.2 – Progress Notes |
|  | Case Study Task 3.2 – Progress Notes |
|  | Case Study Task 4.3 – Abuse Incident Form |
|  | Practical Assignment Task 1 – Copy of Organisational Policies and Procedures |
|  | Workplace Assessment Task 1.1 – Meeting Minutes |
|  | Workplace Assessment Task 2.1 – Meeting Minutes |
|  | Workplace Assessment Task 3.1 – Hazard Identification Form |
|  | Workplace Assessment Task 3.1 – Evidence of inspecting the environment |
|  | Workplace Assessment Task 3.2 – Copy of the updated 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** |
| --- | --- | --- | --- | --- | --- |
| Case Study Task 1 | Observation Form | Yes | Yes  No  N/A  Click or tap to enter a date. | Yes  No  Click or tap to enter a date. |  |
| Case Study Task 2.1 | Responses in the workbook | Yes | Yes  No  N/A  Click or tap to enter a date. | Yes  No  Click or tap to enter a date. |  |
| Case Study Task 2.2 | Progress Notes | Yes | Yes  No  N/A  Click or tap to enter a date. | Yes  No  Click or tap to enter a date. |  |
| Case Study Task 2.2 | Observation Form | Yes | Yes  No  N/A  Click or tap to enter a date. | Yes  No  Click or tap to enter a date. |  |
| Case Study Task 2.2 | Assessor’s Checklist | Yes | Yes  No  N/A  Click or tap to enter a date. | Yes  No  Click or tap to enter a date. |  |
| Case Study Task 3.1 | Responses in the workbook | Yes | Yes  No  N/A  Click or tap to enter a date. | Yes  No  Click or tap to enter a date. |  |
| Case Study Task 3.1 | Observation Form | Yes | Yes  No  N/A  Click or tap to enter a date. | Yes  No  Click or tap to enter a date. |  |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Assessment Task** | **Evidence** | **Check if submitted or completed** | **The candidate was directly observed by the assessor while they complete this task** | **The supervisor confirms that the evidence submitted is the candidate’s own work/from the workplace/completed by the relevant workplace personnel.** | **Assessor remarks** |
| Case Study Task 3.2 | Progress Notes | Yes | Yes  No  N/A  Click or tap to enter a date. | Yes  No  Click or tap to enter a date. |  |
| Case Study Task 3.2 | Observation Form | Yes | Yes  No  N/A  Click or tap to enter a date. | Yes  No  Click or tap to enter a date. |  |
| Case Study Task 3.2 | Assessor’s Checklist | Yes | Yes  No  N/A  Click or tap to enter a date. | Yes  No  Click or tap to enter a date. |  |
| Case Study Task 4.1 | Responses in the workbook | Yes | Yes  No  N/A  Click or tap to enter a date. | Yes  No  Click or tap to enter a date. |  |
| Case Study Task 4.1 | Observation Form | Yes | Yes  No  N/A  Click or tap to enter a date. | Yes  No  Click or tap to enter a date. |  |
| Case Study Task 4.2 | Responses in the workbook | Yes | Yes  No  N/A  Click or tap to enter a date. | Yes  No  Click or tap to enter a date. |  |
| Case Study Task 4.3 | Abuse Incident Form | Yes | Yes  No  N/A  Click or tap to enter a date. | Yes  No  Click or tap to enter a date. |  |
| Case Study Task 4.3 | Observation Form | Yes | Yes  No  N/A  Click or tap to enter a date. | Yes  No  Click or tap to enter a date. |  |
| Case Study Task 4.3 | Assessor’s Checklist | Yes | Yes  No  N/A  Click or tap to enter a date. | Yes  No  Click or tap to enter a date. |  |

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| **Assessment Task** | **Evidence** | **Check if submitted or completed** | **The candidate was directly observed by the assessor while they complete this task** | **The supervisor confirms that the evidence submitted is the candidate’s own work/from the workplace/completed by the relevant workplace personnel.** | **Assessor remarks** |
| Practical Assignment Task 1 | Responses in the workbook | Yes | Yes  No  N/A  Click or tap to enter a date. | Yes  No  Click or tap to enter a date. |  |
| Practical Assignment Task 1 | Copy of Organisational Policies and Procedures | Yes | Yes  No  N/A  Click or tap to enter a date. | Yes  No  Click or tap to enter a date. |  |
| Task 1.1 Promoting Opportunities for Participation | Meeting Minutes | Yes | Yes  No  N/A  Click or tap to enter a date. | Yes  No  Click or tap to enter a date. |  |
| Task 1.1 Promoting Opportunities for Participation | Observation Form | Yes | Yes  No  N/A  Click or tap to enter a date. | Yes  No  Click or tap to enter a date. |  |
| Task 1.2 Facilitating Opportunities for Participation | Observation Form | Yes | Yes  No  N/A  Click or tap to enter a date. | Yes  No  Click or tap to enter a date. |  |
| Task 2.1 Identifying Strengths | Meeting Minutes | Yes | Yes  No  N/A  Click or tap to enter a date. | Yes  No  Click or tap to enter a date. |  |
| Task 2.1 Identifying Strengths | Observation Form | Yes | Yes  No  N/A  Click or tap to enter a date. | Yes  No  Click or tap to enter a date. |  |
| Task 2.2 Providing Support in Accessing Services | Observation Form | Yes | Yes  No  N/A  Click or tap to enter a date. | Yes  No  Click or tap to enter a date. |  |

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| **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** |
| Task 3.1 Identifying Hazards | Hazard Identification Form | Yes | Yes  No  N/A  Click or tap to enter a date. | Yes  No  Click or tap to enter a date. |  |
| Task 3.1 Identifying Hazards | Observation Form | Yes | Yes  No  N/A  Click or tap to enter a date. | Yes  No  Click or tap to enter a date. |  |
| Task 3.1 Identifying Hazards | Assessor’s Checklist | Yes | Yes  No  N/A  Click or tap to enter a date. | Yes  No  Click or tap to enter a date. |  |
| Task 3.1 Identifying Hazards | Evidence of inspecting the environment | Yes | Yes  No  N/A  Click or tap to enter a date. | Yes  No  Click or tap to enter a date. |  |
| Task 3.2 Contributing to a Sense of Security Through Safe and Predictable Routines | Copy of the updated Individualised Plan | Yes | Yes  No  N/A  Click or tap to enter a date. | Yes  No  Click or tap to enter a date. |  |
| Task 3.2 Contributing to a Sense of Security Through Safe and Predictable Routines | Observation Form | Yes | Yes  No  N/A  Click or tap to enter a date. | Yes  No  Click or tap to enter a date. |  |

End of Task and Evidence Checklist

# Record of Assessment (Assessor’s Use Only)

|  |  |
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| **RECORD OF ASSESSMENT** | |
| **Candidate’s Name** |  |
| **RTO Name** |  |
| **RTO Contact Number** |  |
| **RTO Email Address** |  |
| **Assessor’s Name** |  |
| **Unit of Competency** | CHCCCS040 - Support independence and wellbeing (Release 1) |

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| **Practical Assessment** | | |
| **Case Studies** | **S** | **NYS** |
| Task 1 |  |  |
| Task 2.1 |  |  |
| Task 2.2 |  |  |
| Task 3.1 |  |  |
| Task 3.2 |  |  |
| Task 4.1 |  |  |
| Task 4.2 |  |  |
| Task 4.3 |  |  |
| **Practical Assignment** | **S** | **NYS** |
| Task 1 |  |  |

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| --- | --- | --- |
| **Workplace Assessment** | **S** | **NYS** |
| Task 1.1 |  |  |
| Task 1.2 |  |  |
| Task 2.1 |  |  |
| Task 2.2 |  |  |
| Task 3.1 |  |  |
| Task 3.2 |  |  |

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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 skills 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 Skills Workbook Cover Sheet against the signature they provided to the Training Provider. |  |
| I confirm the signature provided by the candidate in the Skills 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 |  |  |
| Vocational Placement Time Log (Provided along with Vocational Placement Information Packs) |  |  |

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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** |
| CHCCCS040 - Support independence and wellbeing (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**