

HOW TO USE THIS RPL ASSESSOR KIT

This RPL Assessor Kit is divided into sections to allow you to easily access only those sections you require at any given time. These sections are:

SECTION A – Assessor Information

You need to read this information before conducting an assessment. It outlines the intent and processes surrounding this RPL assessment and how it differs from assessment undertaken following formal training.

SECTION B – Candidate Information and Application Forms

You give this information to the candidate. It tells them about the assessment process as well as containing simple forms for the applicant to fill out. From the information provided by the candidate on these forms, you will be able to gain a general understanding of the skills and experience the candidate may have, as well as potential referee contacts.

SECTION C – Competency Conversation

You use this section to determine and record candidate competence via a competency conversation. In other words, these questions guide your conversation with the applicant and assist in your assessment of their competence. The notes you take about this conversation are important evidence for assessment.

SECTION D – Practical Tasks and Observation Recording Sheets

You use this section to assess competencies through a practical demonstration of the candidate's skills. It contains practical tasks/scenarios on the outcomes required to determine competency and a place to record your observation. The notes you take are important evidence for assessment.

SECTION E – Third Party Verification

You give this section to the referees to confirm the candidate's skills and experience in this qualification/occupation. The referees may fill out the appropriate form and return to you to confirm your judgement. You may be able to complete this part of evidence gathering in person while at the workplace.

SECTION F – Assessment Tables

You use this table as a reference tool to see at a glance how units/elements of competency are assessed within the tool. All the elements and performance criteria within the competency units are cross-matched in this table with a corresponding assessment question/task/scenario. This allows you to validate the assessment process against the qualification.

SECTION A

Assessor Information

It is VITAL you read this information prior to commencing your RPL assessment. It provides generic information on assessment, as well as an overview of this streamlined RPL assessment process.

ADVICE FOR ASSESSORS

This RPL Assessor Kit streamlines the RPL assessment process for the Units of Competency, CHCAGE005 Provide support to people living with dementia, and CHCCCS020 Respond effectively to behaviours of concern, by taking a practical approach to RPL and increasing the use of on-site questioning and observation. This will assist in developing a “picture of the candidate’s skills and knowledge”. This picture can then be compared with industry standards enabling a determination of whether the candidate has achieved the required outcomes.

IMPORTANT ASPECTS TO REMEMBER:

A sound knowledge of assessment and the qualification is essential

It is important to have a good understanding of the competencies and qualification/s appropriate to the candidate’s goals.

Assessing a single unit of competency is rarely cost or time effective. Where possible, effort should be made to assess several units at the same time taking advantage of any commonality in content. This means looking at the whole picture of a particular job role as it happens in industry and assessing holistically. This saves valuable time in the assessment process.

Assessment involves judgement

This tool encourages the use of a “competency conversation” to maximise the candidate’s opportunities to demonstrate competence. This is NOT an oral exam. It is about using the holistic questions provided to start a conversation with the candidate which draws out their actual individual experiences and relevant skills. In other words, it is about the assessor probing the candidate through a conversation to draw out further information on the candidate’s experience which may not be forthcoming due to nerves or confusion over technical terminology.

The tool also provides observable tasks to allow candidates to demonstrate skills.

Authentication/verification is integral to RPL assessment

It is critical information gleaned from the interview and observation be confirmed with those who can vouch for the candidate’s skill over time. Supervisors would generally perform this role. Authentication may also be done through conversation but it cannot be stressed enough that it is essential assessors **take careful notes** to back up and record their judgement.

Recording assessment is critical

Keep careful records of all aspects of conversations, skills demonstration or documentation viewed that support the claim of prior learning. Remember – the record is the document that makes sense of the assessment and why a particular judgment was made. Keeping **detailed notes** about the candidate’s response is vital, as is the **rationale** for judgement.

The assessment record is a **legal document** and must be signed, dated and stored according to requirements of the State Training Authority and the *AQTF Standards for Registered Training Organisations*.

Assessor summaries and other quality assurance documentation from your own Registered Training Organisation will also be required. For examples of assessment summary documentation, please see *Assessment Guide Number 1: Training Package Assessment Materials Kit*:

<https://docplayer.net/6579327-Training-package-assessment-materials-kit.html>

To access further information on the principles assessment and dimensions of competency, you can visit *Assessment Guide Number 1: Training Package Assessment Materials Kit*.

<https://docplayer.net/6579327-Training-package-assessment-materials-kit.html>

To access further information on the Australian Qualifications Framework, you can visit:

<http://www.aqf.edu.au/>

Information specific to the implementation of the Community Services and Health Training Package can be found at vetnet.gov.au

Located here are the following guides: CHC Implementation Guide; Assessment Strategies; Learning Strategies; Knowledge Guide; Foundation Skills

Employability Skills

Assessment of a candidate's employability skills should be integrated into the assessment of their technical skills and knowledge. Where possible, employability skills have been embedded within the bank of questions and practical assessment tasks in this RPL Assessor Kit. Therefore, assessors should make and document holistic judgements about a learner's attainment of employability skills as part of the RPL assessment. For more information about the employability skills requirements for particular qualifications, refer to the training package.

To access further general information on employability skills, refer to *Employability Skills: From framework to practice*, at:

[http://www.training.com.au/documents/Employability%20Skills From%20Framework %20to%20Practices.pdf](http://www.training.com.au/documents/Employability%20Skills%20From%20Framework%20to%20Practices.pdf)

Cultural Sensitivity & Equity

Assessors must ensure equitable and culturally appropriate language and practices are used at all times. This includes language, literacy & numeracy (LLN), special needs and any other potential barriers for conducting a fair and unbiased assessment.

Safety

Safety is paramount and must not be ignored – even in seemingly low risk environments. Assessors must ensure the assessment conditions of all environments, including equipment, resources, and PPE etc. comply with all safety policies, procedures and legislation prior to commencement of assessments.

If at any time during the assessment process you consider that any person may be at risk, you must immediately abort the assessment session.

Appeals process

Should candidates disagree with the decision made by the assessor, they should raise any concerns with the assessor as a first step. If a remedy is not found, candidates may make a formal appeal in writing explaining why they disagree with the decision, and forward the appeal to their Supervisor or the Training Manager who will discuss with them the best course of action.

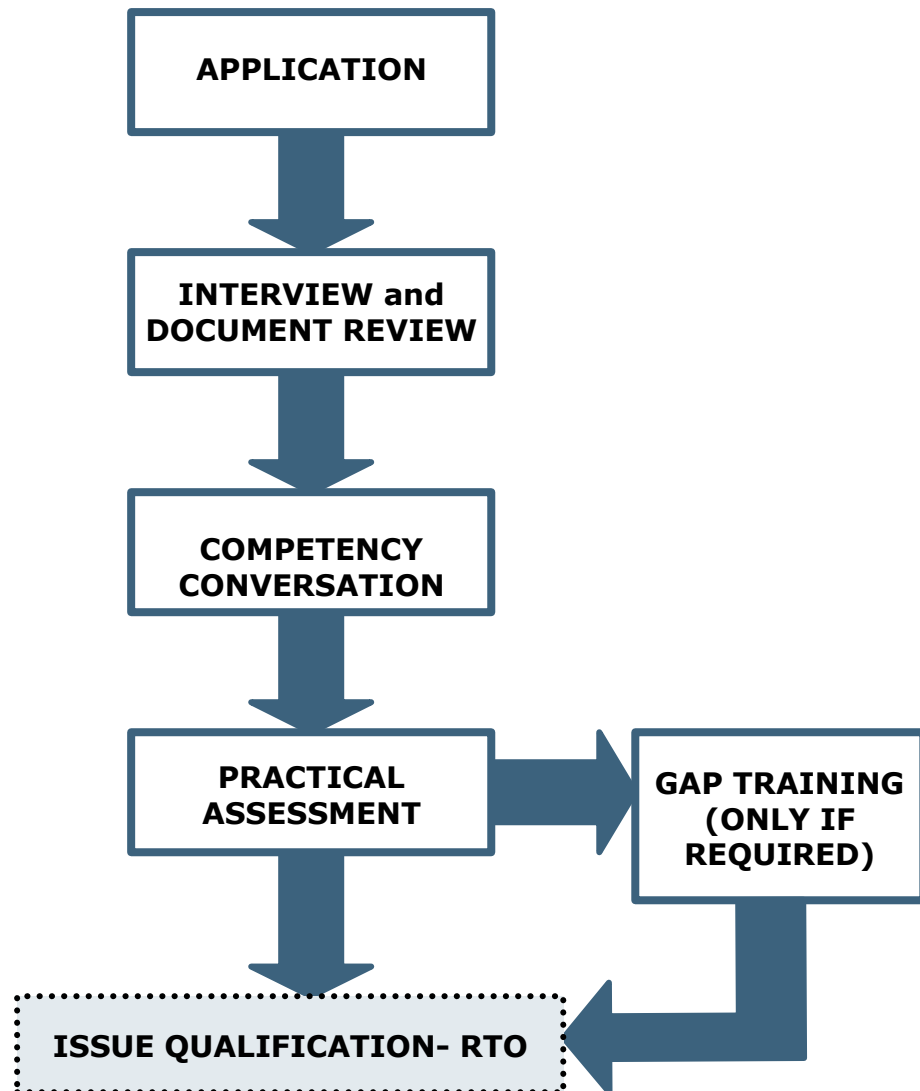
COMPETENCIES IN THIS RPL ASSESSMENT TOOL

CORE UNIT

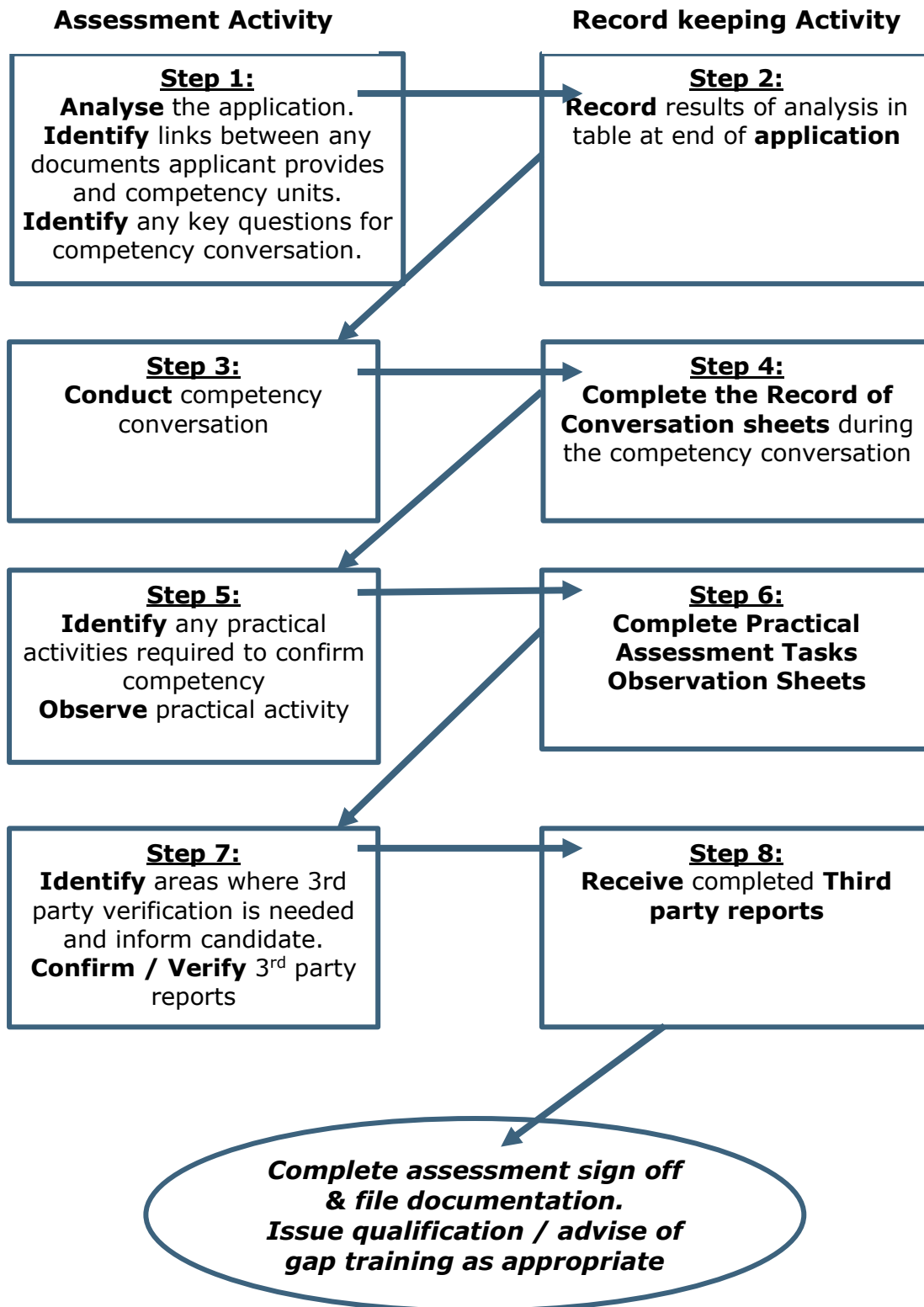
Unit Code	Unit Title	Questions	Practical
CHCAGE005	Provide support to people living with dementia		
CHCCCS020	Respond effectively to behaviours of concern		

OVERVIEW OF RECOGNITION PROCESS

This kit has been developed to streamline the application for recognition of prior learning.



RPL ASSESSMENT PROCESS FLOWCHART FOR ASSESSORS



** Remember RPL assessment is an accumulative process of collecting evidence.*

STEPS IN THE RPL PROCESS

1. Complete application

The candidate completes the application forms in **SECTION B**. It is important candidates provide as much information of their previous experience in the age care industry as is available.

Documents that may be available include but are not limited to:

- brief CV or work history
- certificates/results of assessment
- certificates/results of assessment – interstate/overseas
- certificates/results of assessment – universities
- results/statement of attendance/certificates – training courses, in-house courses, workshops, seminars, symposiums
- results/statements of attendance/ certificates – courses e.g., first aid
- diaries/task sheets/job sheets/logbooks
- site training records and competencies
- registration/membership of relevant professional associations
- hobbies/interests/special skills outside work
- references/letters from previous employers/supervisors
- industry awards
- any other documentation that may demonstrate industry experience

Candidates also need to provide contact details for one or two referees who can confirm their industry skills in context and over time.

To have skills formally recognised under the Australian Qualifications Framework, you must ensure the candidate's skills meet industry standards.

2. Interview about candidate's documentary information

Review the information provided by the candidate and arrange a time for both you and the candidate to discuss. Begin alignment of documentation and skills to the following units of competency:

- CHCAGE005 Provide support to people living with dementia, *or*
- CHCCCS020 Respond effectively to behaviours of concern

The candidate will have the opportunity to discuss and identify previous experience with you. The available documents are step one in collecting information and you will need to determine if the unit of competency, is fully covered at this stage. You use your own or your RTO's assessment recording forms to record this stage of the assessment.

There may be instances where the candidate has little, or no, documentary information of industry experience. This is **not** a barrier to gaining recognition. This will just require you to rely on the questioning, practical assessment, and referee validation phases of the RPL process.

3. Questions for the Competency Conversation

The bank of questions in **SECTION C** is the next phase in collecting evidence for the RPL process. The questions are designed to enable you to have a “competency conversation” with the candidate to further gain evidence of their past experience. **REMEMBER**, the primary focus is on the candidate’s experience.

Each question has “key points” to look for in responses. You may use the list of key points to formulate questions of your own if you wish or contextualise the question to the candidate’s particular work situation. The Record of Conversation sheets indicate relevant content that should be sought. Place a tick next to each key point as you hear this topic being discussed during the conversation. You should read the “industry requirements” of each competency before the candidate answers the questions posed. You may also target the assessment to those aspects that present the *greatest risk* in the industry. Questions are aligned with the relevant unit/s of competency in **SECTION F**.

It is not intended every question for all competencies is asked, only those competencies the initial interview about the candidate’s documentary evidence has failed to **fully** address. The question bank covers most but not all units in the kit. Units without questions are covered in the practical assessment/scenario section.

4. Practical assessment tasks

It is important that you use both Steps 3 (Questioning) and 4 (Practical Assessment) in doing this assessment. The RPL process is a streamlined RPL process which **does not** rely solely on practical assessment but uses a combination of questioning and practical to provide evidence of candidate competence.

This is the third phase in collecting evidence. A practical skills test is then conducted by you at the candidate’s workplace or another suitable venue. Appropriate permission must be sought before entering workplaces.

This is a further opportunity for candidate to demonstrate competence. It is expected the practical assessment will comprise **only those competencies** the candidate is still unable to demonstrate knowledge/experience in after documentary review and questioning have been applied. These assessments contain the practical skills and application of knowledge for the qualification. A number of holistic practical assessments are included in this kit (**SECTION D**) to assist you with tasks suitable for observation on the job.

You decide if the response to questions and practical assessment tasks fulfils the requirements of the standard and may choose to pursue the issue further for a determination to be made. The assessment is a conversation/observation, not an exam, and you are encouraged to assist candidates to focus responses toward relevant issues.

Assessing through observation and questioning, particularly on the job, will speed up and streamline the RPL assessment process.

NOTE: Where candidate's documentation and questions meet the assessment requirement, it is still strongly recommended the candidate undertake one practical assessment, so you are confident in making a judgement of "competent". The practical assessment selection should be negotiated between you and the candidate.

Recording sheets for candidate information, questioning and the practical assessments have been included in **SECTION D**. You may use other recording mechanisms provided these also keep a complete record of assessment *and justification of judgement*. Candidate responses, observations of skills demonstrated, and documents presented as evidence must be noted in enough detail so anyone external to the process (e.g., a fellow assessor, auditor, lawyer, etc.) can read the record and retrace your judgement.

5. Gap training

RPL is an assessment process designed to show areas of competence and to identify IF a candidate has gaps in skills and knowledge against a whole qualification.

Not all candidates will have skill/knowledge gaps.

If a candidate has skills gaps, a pathway to complete training in the outstanding units can be negotiated to assist the client to gain competency. Allow candidate to also provide feedback and discuss any concerns.

EVIDENCE REVIEW

Recognition of prior learning outcomes (both Granted and Not Granted) are now funded nationally and as such will be included in National AVETMISS audits. NCVET have stipulated evidence recording requirements for RPL assessments as a minimum requirement for passing an AVETMISS audit. The following "Evidence Review" proforma has been approved by NCVET as covering AVETMISS audit requirements for RPL recorded outcomes. It also gives you an opportunity to track a student's assessment progress at a glance.

It is expected that this "Evidence Review" summary sheet (or similar) would be attached to each participant's evidence compiled during the RPL assessment process.

(Place a tick in the appropriate evidence collection method column for each unit of competency. Place a line through those units not examined as part of this RPL assessment.)

Unit Code	Unit Title	Questions	Practical	Documents	3 rd Party Report	Other evidence
CHCAGE005	Provide support to people living with dementia					
CHCCCS020	Respond effectively to behaviours of concern					

Assessor's Name: _____

Assessor's Signature: _____

Date: _____

SECTION B

Candidate Information and Application Forms

This section on its own, document - EDU- F- 021 - comprises the Candidate RPL Kit. It is included here to inform the assessor of what is issued to the candidate.

Advice for Candidate

This RPL kit has been designed to help you gain recognition of your current skills and knowledge. RPL is an assessment-only pathway to recognise competence, providing acknowledgement of skills and knowledge gained through life and/or work experience, previous training, and formal education.

Gaining recognition for your knowledge and skills will help you to:

- eliminate or reduce the need to retrain in knowledge and skills you already have
- complete your dementia care qualification in a shorter time period than attending instructor led training.

How do you achieve recognition of prior learning?

If you wish to gain recognition for your knowledge and skills, you must provide appropriate evidence to demonstrate that you are currently competent in the units of competency listed on the assessment cover sheet.

Your evidence could consist of:

- qualification or formal statements of attainment
- demonstration of your skills recorded by an assessor
- completion of training record book or learning logs
- work reports
- position description
- verbal questioning
- third party reports from supervisor/manager
- theory test/exams

If you are unsure, contact your Assessor to identify suitable documents that can be used as evidence to demonstrate competence.

Your evidence will be checked by an Assessor to ensure that:

- it is valid against the current training package
- it is sufficient to show that you have the knowledge and the skills required
- the quality of your evidence meets best practice guidelines

- it is current (represents current work skills)
- it is authentic (this evidence is yours)
The Assessor may contact you if further evidence is required to support your application for RPL. This may involve a competency conversation to discuss your evidence.

Safety

Safety is paramount and must not be ignored – even in seemingly low risk environments. You must follow all safety instructions given by the Assessor and/or persons of authority, and comply with all safety policies, procedures and legislation. If at any time during the assessment process you consider that any person may be at risk, you must immediately abort the assessment session.

TIPS AND HINTS TO HELP YOU PREPARE FOR RECOGNITION

To have skills formally recognised in the national system, assessors must make sure you have the skills and knowledge to meet the industry standard. This means you must be involved in a careful and comprehensive process that covers the content of all unit/s or qualification/s you can be recognised for.

Assessment happens in a variety of ways. Being prepared can save you valuable time and hassle and make the recognition process stress-free for you.

Here are some tips and hints for you:

1. Be prepared to talk about your job roles and your work history. Bring a resume or jot down a few points about where you have worked, either paid or unpaid, and what you did there.
2. Bring your position description and any performance appraisals you have from any aged care facilities you have worked in.
3. Consider the possibilities for workplace contact. Are you in a workplace that is supporting your goals to get qualified? Would you feel comfortable to have the assessor contact your workplace or previous workplaces so your skills can be validated?
4. Think about who can confirm your skill level. Think about current or recent supervisors who have seen you work in the past 18 months and will be able to confirm your skills. The assessor will need to contact them. You may also have community contacts or even clients themselves who can vouch for your skills level.
5. Collect any certificates from in-house training or formal training you have done in the past.
6. You can speak with your training organisation about other ways you can show your skills in the aged care industry. These could be letters from employers, records of your professional development sessions, employers or clients in related industries or government agencies, acknowledgements, workplace forms (as long as they don't show client details) or other relevant documents.

STEPS IN THE RPL PROCESS

Step 1 – Provide information of your skills and experience

Complete the attached forms and provide as much information of your previous experience in the aged care industry as you can. This is your first opportunity (and not the last) to provide proof of your variety of experience in the industry. Here you can supply examples of your work history which could include:

- brief CV or work history
- position descriptions
- certificates/results of assessment (including interstate/overseas and universities)
- results/statement of attendance/certificates – internal/external/online training courses, workshops, seminars, conferences
- diaries/task sheets/job sheets/logbooks
- site training records and competencies (including orientation or induction sessions)
- registration/membership of relevant professional associations
- hobbies/interests/special skills outside work
- references/letters from previous employers/supervisors
- any other documentation that may demonstrate industry experience

Depending on the industry you have worked in, you may or may not have documentary evidence available. This should not deter you from seeking RPL as the Assessor will work with you during the RPL process.

You will also need to supply contact details of one or two work referees who can confirm your skills in the industry.

Step 2 – Conversation with Assessor

An assessor will review the information you have provided and begin to match up your skills to the units listed. The assessor will then contact you to arrange a suitable time and location for you both to discuss your application. At this point, you will have the opportunity to discuss and identify your previous experience with the assessor who will use the information & evidence to get an understanding of your industry experience.

During this conversation, the assessor will discuss whether any reasonable adjustment or special needs are required and explain the appeals process. He/she will also confirm who will be present during assessments and will confirm if you need to bring any equipment or resources to assessments.

The assessor will then conduct a competency conversation with you, where you will be required to answer aged and dementia care related questions to identify your current skills.

Step 3 – Practical demonstration of your skills

The assessor will conduct a practical skills test at your workplace (if appropriate) or at another suitable venue. This, again, is an opportunity to demonstrate your level of competence. This assessment will be focused on skills that are required in the qualification. Your assessor will identify the skills that he/she will want you to demonstrate.

Further steps

After the assessment, immediate feedback will be provided by your assessor with opportunity for you to discuss your results and any concerns. Your assessor will give you information about the skills that have been recognised and whether you have gained the full qualification. If you do have skill gaps, these may be addressed through flexible training, which will also be explained by the assessor.

Appeals process

Should you disagree with the decision made by the assessor, please discuss your concerns with the assessor. If a remedy is not found, you can make a formal appeal in writing explaining why you disagree with the decision. Your appeal should be forwarded to your Supervisor or the Training Manager who will discuss with you the best course of action.

APPLICATION – Self Assessment Questionnaire
CHCAGE005 Provide support to people living with dementia
CHCCCS020 Respond effectively to behaviours of concern

Candidate Name: _____

Date Completed: _____

Please identify your level of experience in each unit of competency.

Unit Code	Unit Title	I have performed these tasks		
		Frequently	Sometimes	Never
CORE UNITS				
CHCAGE005	Provide support to people living with dementia			
CHCCCS020	Respond effectively to behaviours of concern			

Candidate Signature: _____

Date: _____

RPL APPLICATION FORM

Applicant Details:

1. Personal Details			
Surname			
Preferred Title (Mr, Mrs, Ms, Miss)			
First Name/s			
Any other name used			
Home Address			
	State:	Post code:	
Postal Address <i>(if different from above)</i>			
	State:	Post code:	
Telephone Numbers	Home:		
	Work:		
	Mobile (P):		
	Mobile (W):		
Date of Birth			
Gender	<input type="checkbox"/> Male	<input type="checkbox"/> Female	<input type="checkbox"/> Other
Are you a permanent Resident of Australia	<input type="checkbox"/> Yes		<input type="checkbox"/> No
2. Current Employment			
Are you currently employed?	<input type="checkbox"/> Yes		<input type="checkbox"/> No
If yes, in which occupation are you currently employed?			
Who is your current employer?			
3. Further Training			
Have you undertaken any training courses related to the discipline of the unit/qualification being assessed?	<input type="checkbox"/> Yes		<input type="checkbox"/> No
If Yes			
What area/discipline were you trained in?			
Training completion Date (month/year)			
Country where you trained			
Name of course and institution (if applicable)			

4. Is there any further information you wish to give in support of your application

--

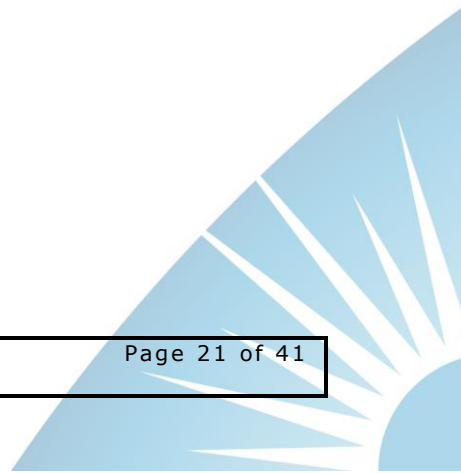
5. Professional Referees (relevant to work situation)

Referee One

Name	
Position	
Organisation	
Phone Number	
Mobile Number	
Email Address	

Referee Two

Name	
Position	
Organisation	
Phone Number	
Mobile Number	
Email Address	



APPLICANT EMPLOYMENT HISTORY FORM

Name, Address and Phone number of Employers	Period of Employment (DD/MM/YYYY)		Position Held	Full Time Part-time Casual	Description of Major Duties
	From	To			
1.					
2.					
3.					
4.					

Attach additional sheet if required

If you are including documents in your application, please provide a brief description below.

IMPORTANT: Only supply **certified copies** of certificates, **not originals.**

Document Description (e.g., resume, photos, awards etc.)	Office Use Only – Assessor to use this section to align documents to specific units of competency and identify key questions for competency conversation

Declaration

I declare that the information contained in this application is true and correct and that all documents are genuine.

Candidate Signature: _____ **Date :** _____

SECTION C

Competency Conversation

This section assists the assessor in documenting the competency conversation.

Do NOT give this section to the candidate.

Once you have assessed the candidate's documentary information and determined where more information/evidence is required, you use the Record of Conversation sheet in this section to document evidence of past experience. It is not intended that every question for all competencies be discussed during the conversation, only those competencies the initial documentary review has failed to fully address.

Several questions have 'key points' to look for in the candidate's response. You may use the list of key points to formulate questions of your own if you wish or contextualise or rephrase the suggested question to the candidate's particular work situation. The questions are not intended to be a formal 'script' for the assessor to follow, but to provide guidance in exploring the range of the candidate's skills, knowledge, and experience in performing a particular task or function.

The Record of Conversation sheets indicate relevant content that should be sought.

Remember, the notes you take about this conversation are important evidence and should be retained in the candidate's assessment record.

QUESTION BANK

Note to Assessors: Refer to “Record of Conversation” sheets

Unit of Competency	Questions
<p>CHCAGE005 Provide support to people living with dementia</p>	<ol style="list-style-type: none"> 1. Describe a difficult situation that you had with an Alzheimer’s patient and what steps you took to address the situation. 2. You recognise the signs of burnout in the family carer of one of your Alzheimer’s patients. What steps do you take to assist the family carer, and thereby support the relationship between the carer and their loved one? 3. Discuss an activity session you have conducted with a dementia patient. Explain on what basis you chose the activity, why you felt it was appropriate for the client, and describe any modifications you made to the activity to suit the client’s abilities. How did you assess the success (or otherwise) of the activity session? 4. What did you do to develop rapport and empathy towards an Alzheimer’s patient when initially you felt none? 5. Describe three (3) important skills you have used, and how you used them, when working with an Alzheimer’s patient.

Unit of Competency	Questions
<p>CHCCCS020 Respond effectively to behaviours of concern</p>	<p><u>Note:</u> this unit refers to skills associated with handling difficult incidents rather than managing ongoing behaviour difficulties.</p> <p>Discuss a difficult incident you have dealt with involving a behaviour of concern.</p> <ol style="list-style-type: none"> 1. What was the behaviour and what were your immediate concerns? 2. Describe your response: what actions did you take? 3. What do you consider the most effective skills you used in your response? How did you use these skills and what effect did they have? 4. What assistance did you seek and from whom? 5. What did you do to ensure the safety of yourself and others? 6. Discuss your role in the reporting and post-incident review process

RECORD OF CONVERSATION

CHCAGE005 Provide support to people living with dementia

CANDIDATE'S NAME: _____ **ASSESSOR'S NAME:** _____

DATE: _____

KEY POINTS The candidate's response should evidence the following	INDUSTRY REQUIREMENTS These must be evidenced in the candidate's response	Indicate if response addresses KP and IR	COMMENTS Record other key points and examples from conversation. Identify whether a practical assessment is warranted.
Question 1:	Legislation, regulations, codes of practice		
Identifies situation of concern	Organisational policies and procedures		
Empathises and shows respect for patient	Organisation's reporting processes		
Secures safety of self and others	OHS		
Tries to diffuse situation	Duty of Care		
Identifies when assistance is required	Security procedures		
Follows management and WHS protocols	Task and contingency management		
Document's incident and debriefs	Communication skills and techniques		
Question 2:	Planning and organising		
Identifies signs of burnout	Problem solving		
	Initiative and enterprise		

<p>KEY POINTS</p> <p>The candidate's response should evidence the following</p>	<p>INDUSTRY REQUIREMENTS</p> <p>These must be evidenced in the candidate's response</p>	<p>Indicate if response addresses KP and IR</p>	<p>COMMENTS</p> <p>Record other key points and examples from conversation. Identify whether a practical assessment is warranted.</p>
Empathises and shows respect for family carer	Teamwork		
Acknowledges importance of family relationships	Self- management		
Provides support and guidance	Technology		
Refers to appropriate personnel			
Documents observations, interactions, and outcomes			
Question 3:			
Chooses activities to maintain independence, dignity and health			
Activities use familiar routines and existing skills			
Activities are age and culturally appropriate reflecting the client's likes			
Modifications balance safety and comfort of person with autonomy and risk taking			
Question 4:			
Use of non-threatening body language and eye contact			

KEY POINTS The candidate's response should evidence the following	INDUSTRY REQUIREMENTS These must be evidenced in the candidate's response	Indicate if response addresses KP and IR	COMMENTS Record other key points and examples from conversation. Identify whether a practical assessment is warranted.
Listens effectively to client and identifies shared experience or circumstances			
Uses non-hurried approach			
Acknowledges feelings and emotions			
Mirrors and matches mannerisms and speech appropriately			
Uses non-threatening and 'safe topics' for initial small talk			
Question 5:			
Appropriate use of verbal and non-verbal communication skills			
Listens effectively to client			
Observational skills			
Problem solving			
Flexibility and adaptability			
Patience, empathy, compassion			

RECORD OF CONVERSATION

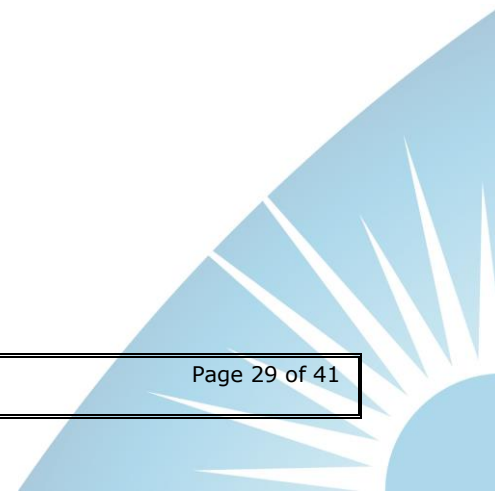
CHCCCS020 Respond effectively to behaviours of concern

CANDIDATE'S NAME: _____ **ASSESSOR'S NAME:** _____

DATE: _____

KEY POINTS The candidate's response should evidence the following	INDUSTRY REQUIREMENTS These must be evidenced in the candidate's response	Indicate if response addresses KP and IR	COMMENTS Record other key points and examples from conversation. Identify whether a practical assessment is warranted.
1. Identifies behaviour, and identifies concerns such as: • physical safety • mental/emotional safety	Legislation, regulations, codes of practice Organisational policies and procedures	□	
2. Tries to diffuse situation	Organisation's reporting processes	□	
3. Employs response/ skills such as: • Appropriate use of verbal and non-verbal communication skills • Assertive, diplomatic and prompt action • Foresees and responds quickly and effectively to contingencies • Remains calm • Thinks and responds quickly and strategically	OHS Duty of Care Security procedures Task and contingency management Communication skills and techniques Planning and organising	□	
4. Seeks assistance as required	Problem solving	□	
5. Secures safety of self and others	Initiative and enterprise	□	

KEY POINTS The candidate's response should evidence the following	INDUSTRY REQUIREMENTS These must be evidenced in the candidate's response	Indicate if response addresses KP and IR	COMMENTS Record other key points and examples from conversation. Identify whether a practical assessment is warranted.
6. Follows management and WHS protocols	Teamwork Self-management		
7. Documents incident and debriefs	Technology		



SECTION D

Practical Tasks and Observation Recording Sheets

You use this section to assist you in determining a candidate's competency in those areas where they have not yet successfully demonstrated their skills, knowledge and prior experience. Therefore, candidates are not required to complete all tasks. You select tasks after considering available evidence collected through previous phases and according to context and needs of each candidate.

PRACTICAL TASKS

Candidates are **not** required to complete **all** tasks. The Assessor is to select tasks after considering available evidence collected through previous phases and according to the context and needs of each candidate.

Unit of Competency	Practical Task **
CHCAGE005 Provide support to people living with dementia	1. In your workplace, source an individualised care plan you have compiled, and the detailed social history of a client upon which it was based. Explain to your assessor: <ul style="list-style-type: none"> • From whom was the information sourced • What 'client unique' information has been incorporated into the care plan, • and provide evidence of its application in the client's daily care • Any modifications to care plan based on person's unique social history • What have been specific benefits of this approach to this client • How have these benefits been measured and documented

Unit of Competency	Practical Task **
CHCCCS020 Respond effectively to behaviours of concern	In your workplace, source: <ul style="list-style-type: none"> • an incident report that you have completed after responding to an incident of a behaviour of concern. • a copy of the organisation's policy and procedure for the reporting of incidents Explain to your assessor: <ul style="list-style-type: none"> • how long after the event was this incident reviewed • with which staff (give designations such as RN, AIN, OT's etc) the incident was reviewed • what suggestions were made • and demonstrate how suggestions were incorporated into work practices

** Please ensure privacy legislation is adhered to and obtain consent before accessing documents with identifying details.

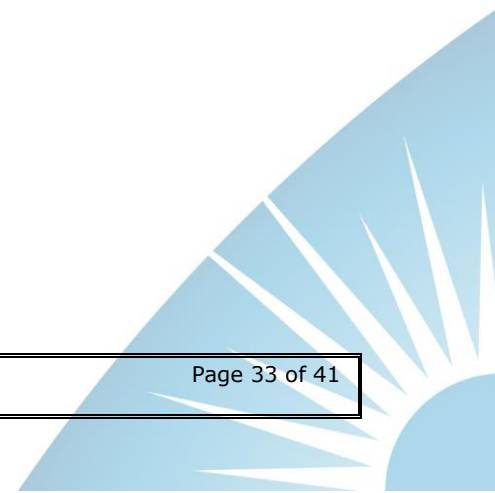
OBSERVATION RECORDING SHEET Practical Tasks

CANDIDATE'S NAME: _____ **SIGNATURE:** _____ **DATE:** _____

ASSESSOR'S NAME: _____ **SIGNATURE:** _____ **DATE:** _____

LOCATION: _____

NB: The skills listed below must be verified by a competent assessor through observed demonstration either in the candidate's workplace as part of the candidate's normal work duty OR as part of a practical assessment/demonstration set by the assessor.



CHCAGE005 Provide support to people living with dementia

Unit covered in task	Task No.	Observable behaviours in task	Industry requirements	Assessor's comments	Indicate if behaviour observed	Date assessed
CHCAGE005 Provide support to people living with dementia	1	<p>Applies person-centred care</p> <p>Uses varied sources of information including client, family, carers, and significant others</p> <p>Familiar with the specific needs and wants of the person</p> <p>Addresses person's need for stable and familiar environment</p> <p>Care practices reflect age and cultural appropriateness</p> <p>Continuity of care maintained</p> <p>Documentation completed, maintained, and stored according to organisation's policies and protocols</p> <p>Consent obtained in line with legislation</p>	<p>Communication skills and techniques</p> <p>Builds relationship with client (shows empathy)</p> <p>Seeks information from others as required</p> <p>Planning and organising</p> <p>Provide person-centred care</p> <p>Documentation and reporting</p> <p>Legislation, regulations, codes of practice</p> <p>Organisational policies and procedures</p> <p>Duty of Care</p>			

CHCCCS020 Respond effectively to behaviours of concern

Unit covered in task	Task No.	Observable behaviours in task	Industry requirements	Assessor's comments	Indicate if behaviour observed	Date assessed
CHCCCS020 Respond effectively to behaviours of concern	1	<p>Please note: <i>Actions taken must be appropriate to job role and area of responsibility</i></p> <ul style="list-style-type: none"> • Documentation completed, maintained and stored according to organisation's policies and protocols • Incidents are reviewed with appropriate staff • Suggestions are recorded and actioned • Consent obtained in line with legislation 	<p>Communication skills and techniques</p> <p>Builds relationship with client (shows empathy)</p> <p>Seeks information from others as required</p> <p>Planning and organising</p> <p>Documentation and reporting</p> <p>Legislation, regulations, codes of practice</p> <p>Organisational policies and procedures</p> <p>Duty of Care</p>			

SECTION E

Third Party Verification

Give the Referee Testimonial proforma to referees to confirm the candidate's skills and experience in this qualification / occupation. The referee(s) fill out the form and return it to you. A proforma is supplied to make this job easier, but the referee is not obliged to use the format provided.

Make sure you contact the referee(s) to validate the testimonial. (You may be able to complete this part of evidence gathering in person while at the workplace).

It is recommended that verification be obtained from one or two referees who can confirm the candidate's current industry skills in context over time.

REFEREE TESTIMONIAL

Date: ____/____/____

To whom it may concern,

RE: _____ skills in/as

(insert candidate name) (insert industry/job title)

I certify that the above-named person has:

- worked at: _____ for a period of _____ years
- regularly undertaken the following activities within the workplace since commencing employment with this organisation:

→ Initial those skills/competencies (below) that the candidate has or can successfully perform in the workplace

_____	Demonstrates ability to follow legislation, company policy, guidelines, and procedures in an effective and organised manner
_____	Communicates effectively with other staff, clients, and their families
_____	Demonstrates sound ability to work both independently and within a team for optimal care delivery to clients
_____	Demonstrates efficiency and accuracy in the performance of duties of job as per Position Description
_____	Competently uses technology provided to record and store client information in line with privacy legislation
_____	Demonstrates ability to work safely, identify hazards, control risks and follow sound occupational health and safety practices at work

If you would like any further information or would like to discuss any of the above information, I can be

contacted on _____.

Yours Sincerely,

Signature

Print Name and Position: _____

SECTION F

Assessment Tables

You use these tables as a reference tool to see at a glance which units/elements of competency are within the qualification.

Question numbers refer to those found in **SECTION C** of this kit.

Practical assessment/scenarios numbers refer to those found in **SECTION D** of this kit.

It is important to note that this section is used for validation purposes only. Any mapping should be done after questions and tasks have been selected.

CHCAGE005 Provide support to people living with dementia

Elements	Performance Criteria	Questions	Practical Tasks
1. Prepare to provide support to those affected by dementia	1.1 Apply person-centred care approaches to all interactions with the person living with dementia	1,2,3,4,5	1
	1.2 Interpret individualised plan and familiarise self with the specific needs and wants of the person living with dementia	3	1
	1.3 Identify and address person's needs for a stable and familiar environment	1,3	1
	1.4 Recognise signs consistent with financial, physical or emotional abuse or neglect of the person and report to an appropriate person	2	
2. Use appropriate communication strategies	2.1 Use verbal and non-verbal communication strategies to maximise engagement of the person with dementia	1,2,3,4,5	1
	2.2 Gain cooperation and provide reassurance as appropriate by using reality orientation	1,3,4	1
	2.3 Use a range of validation strategies to relieve distress and agitation in the person	1,4,5	1
3. Provide activities for maintenance of dignity, skills and health	3.1 Organise activities which aim to maintain independence, using familiar routines and existing skills	3	1
	3.2 Organise activities that are appropriate to the individual, reflecting their cultural likes and dislikes, in order to bring back pleasurable memories	3	1
	3.3 Ensure the safety and comfort of the person balanced with autonomy and risk taking		
	3.4 Access information about the person's reminiscences and routines with family and carers	3	1
	3.5 Provide support and guidance to family, carers and/or significant others where appropriate person	3	1

Elements	Performance Criteria	Questions	Practical Tasks
4. Implement strategies which minimise the impact of behaviours of concern	4.1 Identify behaviours of concern and potential triggers	1,4,5	1
	4.2 Contribute to team discussions on support planning and review	1	1
	4.3 Take action to minimise the likelihood of and reduce the impact of behaviours on the person and others	1,4	1
	4.4 Evaluate implemented strategies with support planning team to ensure effectiveness in minimising behaviours		1
		1,5	
5. Complete documentation	5.1 Comply with the organisation's reporting requirements, including reporting observations to supervisor	1,2,3	1
	5.2 Complete, maintain and store documentation according to organisation policy and protocols	1,2,3,4	1
6. Implement self-care strategies	6.1 Monitor own stress level in relation to working with people with dementia	1,2,4,5	
	6.2 Use appropriate self-care strategies and seek support if required	1,2,4,5	

CHCCCS020 Respond effectively to behaviours of concern

Elements	Performance Criteria	Questions	Practical Tasks
1. Identify behaviour and plan response	1.1 Identify behaviours of concern in line with work role and organisation policies and procedures	1	1
	1.2 Identify appropriate response to potential instances of behaviours of concern	1	
	1.3 Ensure planned responses to behaviours of concern maximise the availability of other appropriate staff and resources	2, 4	
	1.4 Give priority to safety of self and others in responding to behaviours of concern	5	
2. Apply response	2.1 Ensure response to instances of behaviours of concern reflect organisation policies and procedures	2, 3	
	2.2 Seek assistance as required	4	
	2.3 Deal with behaviours of concern promptly, firmly and diplomatically in accordance with organisation policy and procedure	2, 3	
	2.4 Use communication effectively to achieve the desired outcomes in responding to behaviours of concern	3	
	2.5 Select appropriate strategies to suit particular instances of behaviours of concern	2, 3	
3. Report and review incidents	3.1 Report incidents according to organisation policies and procedures	6	1
	3.2 Review incidents with appropriate staff and offer suggestions appropriate to area of responsibility	6	1
	3.3 Access and participate in available debriefing mechanisms and associated support and/or development activities		1
	3.4 Seek advice and assistance from legitimate sources as and when appropriate		1