Dementia and Aged Care Services (DACS)

CHCAGE005: Providing support to people living with dementia

CHCCCS020: Respond effectively to behaviours of concern

STUDENT HANDBOOK

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ALZHEIMER'S ASSOCIATION OF QUEENSLAND

Thank you for choosing to study with Dementia and Aged Care Services (DACS), part of Alzheimer's Association of Queensland Inc. (AAQ).

Please take the time to review this handbook and keep it in a safe place in case you need to refer to it during your studies.

If you have any questions or comments during your course, please feel free to contact us.

AAQ delivers the following accredited units:

> ➤ CHCAGE005 Provide Support to People Living with Dementia (Nationally)

> ➤ CHCCCS020 Respond Effectively to Behaviours of Concern (QLD only)

History

AAQ formerly known as ADARDA (Alzheimer's Disease and Related Disorders Association) was formed on 23 November 1983 in Brisbane by an interest group of 130 people representing dementia carers and service providers. AAQ was formed to recognise and support the needs of people with dementia and their carers. Today, it is a state-wide organisation assisting people with dementia and their carers throughout Queensland.

Philosophy

The AAQ is committed to enhancing the wellbeing and quality of life of people with dementia and their carers, ensuring services provided by AAQ support the prevention of dehumanisation and infantilisation and deter premature and inappropriate placement of people with dementia.

All services follow and advocate the principles and philosophy of Social Role Valorisation (SRV). SRV is a theory that is concerned with the way people with disabilities have been devalued by others in society. SRV specifically looks at assisting a person with a disability or dementia to attain and maintain valued social roles within their home, work and community for their own quality of life and self-esteem, and to ensure that they remain as an integrated and accepted member of their community.

Mission Statement

AAQ aims to be an effective advocate on behalf of people with dementia and their carers to achieve an enriched quality of life.

Privacy Notice

Under the *Data Provision Requirements 2012*, AAQ is required to collect personal information about you and to disclose that personal information to the National Centre for Vocational Education Research Ltd (NCVER).

Your personal information (including the personal information contained on your enrolment form), may be used or disclosed by AAQ for statistical, administrative,

regulatory and research purposes. AAQ may disclose your personal information for these purposes to:

- Commonwealth and State or Territory government departments and authorised agencies; and
- NCVER.

Personal information that has been disclosed to NCVER may be used or disclosed by NCVER for the following purposes:

- populating authenticated VET transcripts;
- facilitating statistics and research relating to education, including surveys and data linkage;
- pre-populating RTO student enrolment forms;
- understanding how the VET market operates, for policy, workforce planning and consumer information; and
- administering VET, including program administration, regulation, monitoring and evaluation.

You may receive a student survey which may be administered by a government department or NCVER employee, agent or third party contractor or other authorised agencies. Please note you may opt out of the survey at the time of being contacted.

NCVER will collect, hold, use and disclose your personal information in accordance with the *Privacy Act 1988* (Cth), the National VET Data Policy and all NCVER policies and protocols (including those published on NCVER's website at www.ncver.edu.au).

For more information about NCVER's Privacy Policy go to   https://www.ncver.edu.au/privacy.

Unique Student Identifier (USI)

From 1 January 2015, AAQ can be prevented from issuing you with a nationally recognised VET qualification or statement of attainment when you complete your course if you do not have a Unique Student Identifier (USI). In addition, we are required to include your USI in the data we submit to NCVER. If you have not yet obtained a USI you can apply for it directly at https://www.usi.gov.au/students/create-your-usi/ on a computer or mobile device.

You may already have a USI if you have done any nationally recognised training, which could include training at work, completing a first aid course or RSA (Responsible Service of Alcohol) course, getting a white card, or studying at a TAFE or training organisation. It is important that you try to find out whether you already have a USI before attempting to create a new one. You should not have more than one USI. To check if you already

have a USI, use the 'Forgotten USI' link on the USI website at
https://www.usi.gov.au/faqs/i-have-forgotten-my-usi/.

Code of Practice

AAQ is committed to the maintenance of high standards in the provision of vocational education and training and other client services.

Legislative Requirements

AAQ will meet all legislative requirements of State and Federal Governments. The legislation adhered to includes (but is not limited to) the following:

State:

- Anti-Discrimination Act 1991 (Qld)
- Industrial Relations Act 2016 (Qld)
- Work Health and Safety Act 2011 (Qld)
- Guardianship and Administration Act 2000 (Qld)
- Health Act 1937 (Qld)
- Mental Health Act 2016 (Qld)

Federal:

- Aged Care Act 1997 (Cth)
- Copyright Act 1968 (Cth)
- Privacy Act 1988 (Cth)
- National Vocational Education and Training Regulator Act 2011 (Cth)

Copies of all legislation pertaining to training are available for perusal, on request.

Quality Management Focus

AAQ is committed to providing a quality service and a focus on continuous improvement. We value feedback from Learners, staff and employers for incorporation into future programs.

A feedback form is enclosed with your Assessment materials. This is to be returned upon submission of assessment booklets.

Client Service

AAQ has sound management practices to ensure effective client service. In particular we have client service standards to ensure timely issue of Learner assessment results.

Our quality focus is documented in the following procedures:

- Access and Equity
- Recognition of Prior Learning
- National Recognition

- Refund
- Complaints
- Workplace Health and Safety
- Academic Appeals
- Learner Support
- Language, Literacy and Numeracy

Access and Equity

AAQ is committed to meeting the needs of individuals and the community as a whole. With this in mind, AAQ will ensure the fair allocation of resources and the right to equality of opportunity without discrimination.

AAQ only provides Nationally Recognised training through distance education units, allowing people with disabilities to have access to complete these units. AAQ endorses the national equity strategy by incorporating the principles of equity into all programs and align with the *Anti-Discrimination Act 1991* (Qld).

Recognition of Prior Learning

AAQ encourages applications for the Recognition of Prior Learning (RPL). RPL is a form of assessment that enables Learners to be given credit for what they already know and can do - in other words, their competencies. If a Learner believes they have achieved competency in a particular learning outcome, they may apply for RPL.

For those wishing to apply for RPL, an RPL kit guiding the Learners through the process is available on request from AAQ.

National Recognition

AAQ will recognise Australian Qualifications Framework (AQF) qualifications and Statements of Attainment issued by any other Registered Training Organisations as required.

Refund Process

No refund will be provided for any distance education units.

Complaint Process

AAQ strives to deal with issues as they emerge in order to avoid further disruption or the need for a formal complaint. If Learners have a complaint with any aspect of their training, they are encouraged to speak immediately to the trainer and assessor in order to resolve the issue. A complaint may also arise if you believe that inappropriate behaviour such as harassment, bullying or discrimination has adversely affected your rights. AAQ is committed to upholding Queensland government legislation such as the *Anti-Discrimination Act 1991* and the *Work Health & Safety Act 2011.*

If the Learner is not satisfied the issue has been resolved, they are advised to put their complaint in writing. Once a formal complaint is lodged, the manager of the service will investigate the matter and notify the Chief Executive Officer at that time. The manager will consult with all parties. The complainant will receive written acknowledgment of receipt of the complaint within 24 hours.

Where AAQ considers more than 60 calendar days are required to process and finalise the complaint it will:

i.   Inform the complainant in writing, including reasons why more than 60 calendar days are required; and

ii. Regularly update the complainant on the progress of the matter.

If the complaint remains unresolved, the manager shall refer the complaint to the Chief Executive Officer, who will consult with all parties involved. If the complaint is still unresolved, the Chief Executive Officer may engage the services of a professional mediator.

Where a complaint is upheld, the recommendations of the professional mediator will be implemented promptly to prevent further complaints of a similar nature.

At all stages of the complaint process, the complainant has the right to consult and be accompanied or represented by an advocate of their choice. The complainant will be informed in writing of the outcome of the investigation of their complaint. If the complaint is still unresolved, the CEO may engage the services of a professional mediator. If the complainant is unhappy with the decision by the professional mediator they can access ASQA's website (http://www.asqa.gov.au) and complete the ASQA complaints procedure that is accessible from the home page.

General feedback can also be provided through the quality indicator surveys or AAQ surveys. All records of complaints will be kept on your Learner file. If the decision of the complaint supports, you then the RTO will immediately implement the decision and advise you of the outcome.

At the completion of the process potential causes of complaints and their outcomes are identified to eliminate or mitigate the likelihood of reoccurrence.

Records of all complaint correspondence and reports and their outcomes are securely maintained.

Workplace Health & Safety

Learners on work placement have both rights and responsibilities under the *Work Health & Safety Act 2011.* Learners have the right to undertake clinical placement in a safe working environment. Learners also have the responsibility to work in accordance with health and safety, equal opportunity and other workplace requirements.

Academic Appeals Process

AAQ recognises that disputes may arise in regard to assessment results and therefore provides a procedure where these issues may be addressed and resolved.

Assessment dispute process

1. Assessment report is sent to the Learner to view and appeal.

2. Learner has 3 opportunities to submit work prior to being marked incomplete.

3. Assessment is retained by AAQ for 10 weeks pending an appeal.

4. The Learner who perceives an issue with the assessment, submits in writing, within 14 days of receiving notification, their issues to the assessor for discussion. The Learner will receive written acknowledgment of the receipt of their appeal within 24 hours.

5. Where AAQ considers more than 60 calendar days are required to process and finalise the appeal it will

   - Inform the Learner in writing, including reasons why more than 60 calendar days are required; and

   - Regularly update the Learner on the progress of the matter.

6. A meeting between the Learners, an advocate or independent person of their choice (if desired) and the assessor and/or education manager, will be scheduled, at which the Learner will be able to present their case.

7. After discussion, if the issue is resolved the process is complete. If the issue is not resolved, the following step is put in place.

8. The assessor refers the issue to another independent assessor(s) and if resolved, the process is complete.

9. The Learner will be informed of the outcome of the appeal in writing within 3 working days of appeal process completion.

10. If the appellant feels the issue is still unresolved, the appellant initiates the complaint procedure (refer to AAQ-P-22.0 Non Staff Grievances) at the relevant stage. If the appeal is still unresolved the Learner can access ASQA's website at http://www.asqa.gov.au/complaints/making-a-complaint.html and complete the ASQA complaints procedure.

11. All appeals are recorded and reviewed through the continuous improvement process to identify and eliminate or mitigate the likelihood of reoccurrence.

12. If you are concerned about the RTO as a training provider then you may approach the Regulatory Authority. This authority has the power to suspend or cancel the RTO's institutional registration or any course registration if a breach of the requirements of registration provision is proved.

Learner Support

AAQ is committed to furthering relevant education to all workers providing care to people with dementia. Participants undertaking courses at AAQ are able to access a full range of guidance services. Please contact the association by phone or email.

Language, Literacy and Numeracy (LLN)

Should it be ascertained that a Learner requires assistance with their literacy and/or numeracy, they will be guided to the nearest TAFE or equivalent literacy and numeracy support program for assistance. Should a Learner of a non-English speaking background (NESB) so prefer, AAQ will conduct a verbal assessment as a form of reasonable adjustment

as long as the outcomes of the unit of competency are not compromised through this approach.

It is a legislative requirement that an LLN test be completed by the learner **before** issuance and commencement of learning and assessment material.

External Review

AAQ has agreed to participate in external monitoring and audit processes required by the regulatory authority. This covers random audits, audits following complaint, and audit for the purpose of re-registration.

Management Administration

AAQ has procedures which maintain high professional standards in marketing and promotion, and delivery of vocational education and training services which safeguard the interests and welfare of Learners. Its management strategies ensure sound financial and administration practices.

AAQ will maintain a learning environment that is conducive to the success of Learners. AAQ has the capacity to deliver the courses, use appropriate methods and materials and ensure adequate facilities are provided. AAQ does not guarantee a Learner will successfully complete a training product on its scope of registration or obtain a particular employment outcome where this is outside of the control of AAQ.

Learner records are managed to ensure confidentiality and security of all Learner information is maintained. All Learner records are stored and archived in accordance with the requirements of the VET Quality Framework standards.

AAQ has a Privacy Procedure which outlines that all information collected is private and confidential and is aligned with the *Privacy Act 1988.*

Marketing and Advertising

AAQ markets its vocational education and training products with integrity, accuracy, and professionalism, avoiding vague and ambiguous statements. In the provision of information, no false or misleading comparisons are drawn with any other provider or course. The Nationally Recognised Training (NRT) logo is employed only in accordance with its conditions of use and is only used for accredited courses, nationally recognised qualifications or units of competency.

Training and Assessment Standards

AAQ has personnel with appropriate qualifications and experience to deliver the training and facilitate the assessment relevant to the training offered.

Assessment will meet the requirements the relevant VET Quality Framework Standards. Adequate facilities, equipment and training materials will be utilized to ensure the learning environment is conducive to the success of the Learners.

Assessment Method

Learning outcomes may be assessed through:

- Case studies
- Journals
- Short answer/multiple choice
- Worksheets
- Simulation/skill plays
- Practical observations

Reasonable adjustment of assessment processes may be carried out using any of the assessment methods above, while ensuring that the requirements of the unit of competency are met.

Accessing Records and Results

AAQ acknowledges that all Learners have the right to access their records and results.

Learners wishing to access their records or results are requested to do so in writing, together with proof of identity and a residential return address.

Training

Fees

Costs for learning and assessment materials are available on request. Fees must be paid in full before learning and assessment materials are issued.

Course Duration

AAQ Students – Unit assessments are to be completed within 1 month from date of registration.

External Students – Unit assessments are to be completed within 3 months from date of registration.

Foundation Skills

Foundation Skills are embedded in training and assessment. Information on the Foundation Skills relevant to your qualification can be obtained by visiting this website and keying in the national code for the qualification: http://training.gov.au

Prerequisites for Training Programs

All Learners will need to be able to read, comprehend and discuss familiar English and write simple statements.

Learner Responsibility for Nationally Recognised Training

- Make the time commitment to undertake and complete the training.
- Access student support if and when necessary.
- Complete competency based assessment for each of the required units.
- Be assessed on-the-job through assessment tasks provided in self-paced workbooks and journals.
- Be working in an aged care setting prior to commencing the units.

Assessment

Assessment varies from competency to competency and will take place as written and workplace assessment. The trainers and assessors will give clear guidance for all assessments and the method of assessment to be used. During the course you will have the opportunity to both practice the skills and, if necessary, repeat an assessment.

One or more of the following methods of assessment may be used: Case studies, Journals, Short answer/multiple choice, Worksheets, Simulation/skill plays, Practical observations.

Learner Progress

The date of issue and completion of each module is recorded in your personal file. These Learner records are reviewed after each completion date of a module, to note progress. If there has been limited progress or contact noted, follow up will be made asking the Learner to indicate progress or difficulties. Extensions may be granted, or an offer of tutoring given to assist Learners to maintain progress and successful completion of work modules.

Learner Conduct

AAQ ensures equity and fairness for all Learners and wants to ensure that no Learners gain unfair advantage by plagiarising, colluding or cheating at any time during their learning and assessment.

Conduct Requirements:

1. AAQ requires Learners to submit work that is their own, and considers that plagiarism, collusion and cheating constitute academic misconduct for which penalties may be applied.
2. Trainers and assessors:
   a. are responsible for explaining referencing, and for identifying and reporting plagiarism, cheating and collusion.
   b. must not engage in any activity whereby they knowingly collude with a Learner for the purposes of plagiarism and/or cheating on a set assessment task or during an examination or test.
   c. must report suspected plagiarism to the Education Manager AAQ.
3. The Learner must:

   a. avoid plagiarism by clearly referencing the use of words or ideas or other materials of other people in an acceptable format

b. not present work done in collusion with another person or persons as solely their own work.

4. Copies of formal documentation regarding plagiarism, collusion and cheating investigations, findings, outcomes and letters of communication between AAQ and the Learner will be kept for a period of 7 years or at the discretion of the CEO.

If suspected

1. A Trainer and Assessor who suspects plagiarism should report this to the Education Manager of AAQ.

2. The Education Manager must decide whether the plagiarism amounts to cheating, with the intention of gaining an unfair advantage. The Learner will be given opportunity to respond.

3. The Education Manager decides there was no plagiarism and cheating and that it is a case of unsatisfactory assessment, the work will then be marked appropriately.

4. If after giving the student an opportunity to respond, the Education Manager decides that the Learner has acted with an intention to obtain an unfair advantage, they will either:

   a. disallow a Competency for that Unit of Competence; or

   b. inform the Learner that the marks have been disallowed and advise the Learner that he/she has a right to appeal as per AAQ's Complaints and Appeals procedure; and

   c. place a copy of the letter on the Learner's personal file.

Library Resources

The AAQ Library has a range of dementia and aged care specific books, DVDs, journals and other resources. To become a registered user, complete the Library registration form at www.alzheimersonline.org/library/index.php or contact (07) 3422 3000.

ADDITIONAL COURSES

AAQ is a Registered Training Organisation, offering a range of education and training products and services to meet the varying needs of all those involved in the care of people with dementia, from family carers through to professional service providers.

Our courses are **fee for service**.

On-Demand Seminars and Workshops

AAQ offers an 'on-demand' training service. When an aged care facility or organization indicates they would like to undertake certain training AAQ will work with them to arrange this. All aspects of on-demand training are negotiable and are not structured in the same way as our scheduled training programs. For individual training sessions, the topic or combination of topics, venue and catering, minimum participant number and costs will be negotiated between AAQ and the requesting organization.

Topics may be selected from our scheduled training programs. Please contact AAQ for details.

OTHER USEFUL INFORMATION

Learner Registration

All Learners who are enrolling in Nationally Recognised Training are required to complete and submit an Education Registration Form prior to registering for the unit(s) of competency.

Certificates

All participants enrolling in and achieving competence in Nationally Recognised Training will receive a relevant Statement of Attainment, listing the units of competency achieved.

AAQ will issue a replacement Statement of Attainment (if original is lost or destroyed). A $10.00 processing fee applies and is payable prior to issuing the replacement certificate. A formal written request must be made for a replacement Statement of Attainment.

OTHER SERVICES OF THE ALZHEIMER'S ASSOCIATION QUEENSLAND

- 24 hour Advice line
- Resource centre
- Library
- 4 residential facilities
- Private Allied Health and nursing services
- Respite services, including: centre based, in home, mobile, emergency overnight care
- Support groups
- Research support
- Consultancy service, which provides individualised solutions for issues with care delivery

For an *extensive and detailed list of services* offered visit our interactive website at: **www.alzheimersonline.org**

Study Skills & Time Management

It is important to prepare yourself to succeed in your studies. Time management is a key element for successful studying. To make the best use of your time, you need to have an effective and efficient strategy. Planning will help to maximise the use of your time.

Planning ahead

Step 1 – Prepare a calendar at the beginning of the module

- Write down work and family responsibilities
- List dates for completion of assignments

Step 2 – Prepare a weekly schedule

- Write down your weekly schedule
- Set aside time each week to work on your assignments

The most difficult part of distance education is staying motivated. Learners need to take the initiative to complete their courses completely on their own without the physical presence of trainer and assessors or other Learners.

Staying motivated

1. Connect with other Learners – there may be other work colleagues that are studying. Create your own support group to keep on track.
2. Discuss what you are learning –the opportunity to make positive changes in your work environment will help you to stay motivated.
3. Chart your progress and reward yourself.
4. Make time for leisure by setting aside some time each week to do something that you enjoy.

How to Answer Exam Questions

The purpose of this guide is to show you how to Read, Understand and Answer questions in assessments.

The most common reason why some students do poorly on exams is that they 'don't answer the question'. Most often this is due to students misinterpreting the **command words** in the questions. Every exam question has one or more command words.

The command words tell you what the examiner is asking you to do and give you guidance on how you should answer the question. For example, if the question has two (2) command words, then you are being asked to do two specific things. If you only respond to one (1) command word, then you won't get full marks, as you have not fully answered the question.

Below is a list of common command words along with the approach that you should take when answering exam questions that use these words. Having a good understanding of how to answer questions based on the command word will certainly help you to avoid falling into the trap of not answering the question.

Command Word	What it Means

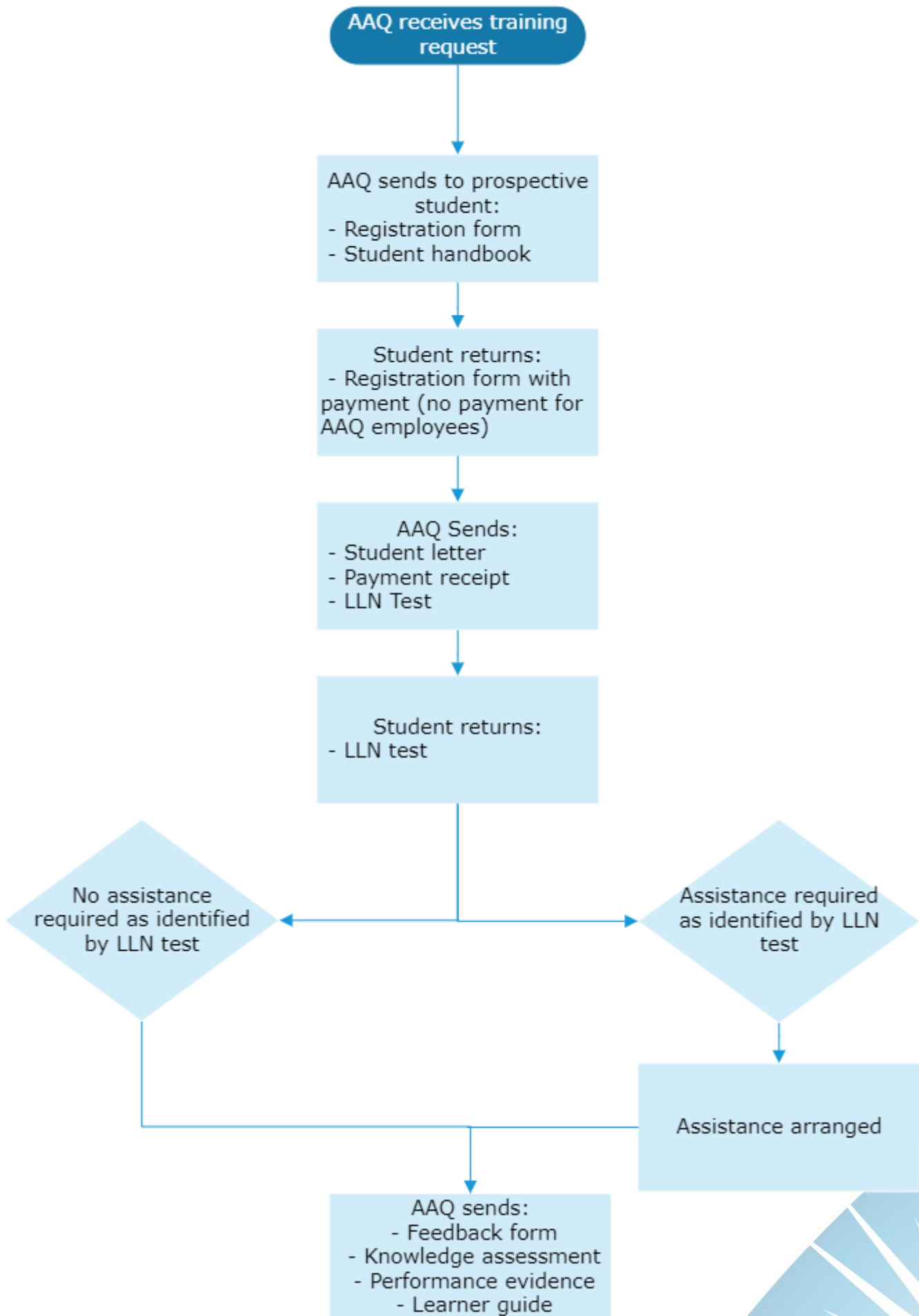| List	This asks you to remember items and write them in the form of a list without going into detail. *For example,*
	Question - List 3 colours.
	Answer –
	1. Red
	2. Yellow
	3. Green
State	Express what is being asked in a clear, simple and 'to the point' way. You don't need to explain or clarify, unless you think what you have written is not clear.
Describe	You need to tell what it is. Give information that paints a complete picture. It is the next step on from 'list or state'. *For example,*
	Question – Describe a bus.
	Answer – A bus is a vehicle with the capacity to carry a large number of people at the same time.
Explain *what, when, how…* *why do you think…*	When asked to explain, students sometimes give a description instead of explaining. When you're asked to explain something, use a paragraph: write a sentence that makes your point, and then write another to explain why the first sentence is so, or the consequences of the first sentence. If your point still is not clear, write a third sentence that makes it clearer. Use examples to help your explanations.
	For example,
	Why do you think a bus is used instead of cars?
	Answer: A bus can carry a large number of people at one time which has a number of benefits, including reducing the number of cars on the road. Another benefit is ……….etc.
Define *what is…*	You need to give the specific meaning of words, terms etc. It may be the definition from a textbook, dictionary, or you could use your own words.
Outline	Give the main features or general idea.
Distinguish	You can only distinguish between things, so there needs to be two or more things given in the question. The key is only to write about

	the features of each of the things that make them <u>different</u> from each other. *For example,*
	Question – Distinguish between an apple and an orange.
	Answer – An apple can come in a variety of colours, and their skin texture is smooth. An orange is coloured orange inside and outside, and has a rougher skin texture.
Identify	This requires a selective use of your knowledge; you need to indicate who or what (someone or something) is.
Apply	This asks you to put something to practical use by showing how the theory works in practice. It requires more information than stating the theory by itself.
Analyse	This is asking you to examine something in detail; break it down into smaller parts and give detailed explanations of those parts with examples if appropriate.
Interpret	You need to explain your view of facts and ideas and how they relate to one another. 'Interpret' is often the second stage of 'analyse'.
Compare and Contrast	Explaining how things are similar and how they are different (similarities and differences).
	For example, *compare and contrast a pig and a dog – they both have four legs (similarity) but one barks and the other grunts (difference).*
Summarise	Briefly state the important ideas of what you are talking about.
Discuss	In order to discuss something, there needs to be an 'argument' i.e. you need two or more differing or opposing viewpoints. Also, any discussion should, if possible, end with a conclusion. Think about advantages, disadvantages, and conclusion, or reasons why, reasons why not and conclusion.
	It is also possible to 'discuss' *one* viewpoint. For example, you may be asked to 'discuss the advantages of…'. If this is the question, you only need to go through the *advantages*, saying whether they apply in this situation, or whether each advantage is a major advantage or a minor one.
Examine	Inspect carefully or look at in detail; investigate.
Evaluate	This requires you to judge or determine the significance, worth or quality of something. For example, if you evaluate 'a plan of action'

	you have put in place, you are assessing whether it has been successful or not.
Recommend	Advise what to do. This is normally the last requirement in a question because you first need to identify, explain and evaluate before you can recommend or suggest a way forward.

Not all of these will be in your assessment booklets, but these are the most common terms used in tests.

Enrolment Procedure – All Students


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                    ┌─────────────────────┐
                    │  AAQ receives       │
                    │  training request   │
                    └─────────────────────┘
                              │
                              ▼
                    ┌─────────────────────────┐
                    │  AAQ sends to           │
                    │  prospective student:   │
                    │  - Registration form    │
                    │  - Student handbook     │
                    └─────────────────────────┘
                              │
                              ▼
                    ┌──────────────────────────────┐
                    │  Student returns:            │
                    │  - Registration form with    │
                    │  payment (no payment for     │
                    │  AAQ employees)              │
                    └──────────────────────────────┘
                              │
                              ▼
                    ┌─────────────────────┐
                    │  AAQ Sends:         │
                    │  - Student letter   │
                    │  - Payment receipt  │
                    │  - LLN Test         │
                    └─────────────────────┘
                              │
                              ▼
                    ┌─────────────────────┐
                    │  Student returns:   │
                    │  - LLN test         │
                    └─────────────────────┘
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- No assistance required as identified by LLN test
- Assistance required as identified by LLN test
- Assistance arranged

AAQ sends:
- Feedback form
- Knowledge assessment
- Performance evidence
- Learner guide

ASSESSMENT COMPLETION CHECKLIST

❏ I have used blue or black PEN to complete all forms and documents

❏ Completed AQ Student Evaluation Survey & AQTF Learner Questionnaire

For **CHCAGE005**

2. I have written my *name and contact details* on the front page of:

- ❏   The Knowledge Assessment booklet
- ❏   The Performance Evidence booklet

3. I have *signed* the declaration form:

- ❏   On page 2 of the Knowledge Assessment booklet

4. In the Performance Evidence booklet:

- ❏   Is each activity *signed* off by your supervisor?
- ❏   Have YOU <u>and</u> your WORKPLACE ASSESSOR/SUPERVISOR *signed* the last page of the booklet?

For **CHCCCS020**

1. I have written my *name and contact details* on the front page of:

❏ The Assessment booklet

2. I have *signed* the declaration form:

❏ On page 3 of the Assessment booklet

3. The Workplace Assessment form:

❏ Has your *name* on it

❏ Has *date and result* recorded in all indicated spaces

❏ Is *signed* by YOU <u>and</u> your WORKPLACE ASSESSOR /SUPERVISOR

CHCAGE005 has two (2) assessment booklets –

- Knowledge Assessment
- Performance Evidence

CHCCCS020 has one (1) assessment book with 2 sections –

- Section 1 is the Written Assessment
- Section 2 is the Workplace Assessment

All completed Assessments Booklets must be <u>dated and signed</u> where indicated <u>before</u> they will be marked