



CHC33021 Certificate III in Individual Support (Disability Stream)

Structured Workplace Learning and Assessment

Work Placement Plan



What is Structured Workplace Learning and Assessment?

Swinburne Open Education offer students a unique opportunity to study in an online environment to develop their skills and knowledge in their chosen field, at a time and pace that suits them.

Many of our courses require practical skills application to achieve competency. Structured Workplace Learning and Assessment (SWLA) offers students in these courses the opportunity to seek out a workplace where they can apply their learning in practical ways in order to expand on and demonstrate their skills.



This document is for the student and Workplace Supervisors records only.

This document reflects the Structured Workplace Learning and Assessment (SWLA) plan for the student and Workplace Supervisor as agreed with the Assessor.



Please consider the environment before printing this document.

Structured Workplace Learning

Work Placement Plan

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Work Placement Plan

This work placement plan sets out a schedule for the SWLA activities and phone interviews to be completed during work placement.

This document is completed by the Assessor and agreed with the student and Workplace Supervisor at the start of the SWLA process.

Section A: Student Details

Student Name	
Student Number	
Qualification Name	
Home Telephone	
Mobile	
Email	

Section B: Assessor Details

Name	
Assessor Number/ID	
Telephone	
Email	

Section C: Host Organisation Details

HOST ORGANISATION DETAILS	
Business Name	
Company ABN/ ACN	
Street Address	
Postal Address	

Work Site Address	
Phone Number	
SUPERVISOR DETAILS	
Name	
Position Title	
Phone Number	
Email	

Section D: Units of Competency (UoC)

The Course

The CHC33021 Certificate III in Individual Support (Disability) – The units covered in this stream are listed below in order

M O D U L E	UNIT CODE	UNIT TITLE	L E A R N I N G			T O T A L S W L A H O U R S
			LEARNING	ASSESSMENT	TOTAL	
BLOCK 1						
0	N/A	Introduction to community services				
1	CHCCOM005	Communicate and work in health or community services	42	18	60	
2	CHCLEG001	Work legally and ethically				

3	CHCDIV001	Work with diverse people (NB: no SWLA hours are required)			
4	CHCCCS041	Recognise healthy body system (NB: no SWLA hours are required)			
5	HLTWHS002	Follow safe work practices for direct client care			
	HLTINF006	Comply with infection prevention and control policies and procedures			
6	SWLA Block 1	Submissions			
BLOCK 2					
7	CHCCCS036	Support relationships with carer and family	42	18	60
8	*CHCCCS040	Support independence and well being			
9	CHCCCS031	Provide individualised support			
10	CHCCCS038	Facilitate the empowerment of people receiving support			
11	CHCCCS017	Provide loss and grief support			
12	CHCDIS011	Contribute to ongoing skills development using a strengths-based approach			
13	CHCDIS012	Support community participation and social inclusion			
14	CHCDIS020	Work effectively in disability support			
15	CHCDIV002	Promote Aboriginal and/or Torres Strait Islander cultural safety			
16	SWLA 2	CHCCCS036, CHCCCS040 CHCCCS031, CHCCCS038, CHCCCS017, CHCDIS011 CHCDIS012, CHCDIS020			

***Please be aware that while the CHCSS040- Support Independence and Wellbeing unit (Module 8) is associated with a 120-hour work placement, several performance elements will be addressed during both SWLA Block 1 and Block 2 placements. Some tasks overlap and may already be fulfilled in SWLA1, contributing to the 120 hours dedicated to this unit. However, the unit and course will be considered completed only after fulfilling the requirements for both SWLA1 and SWLA2.

Section E: SWLA Tools

The following documents must be completed throughout the SWLA in order to gather evidence for assessment against the unit of competency.

- Logbook
- Attendance Report
- Portfolio
- Interview Questionnaire (submitted by the Assessor)
- Other:

Section F: Activity Schedule

The following table outlines a schedule for the SWLA activities to be completed. Note: It is important to carefully read each Modules instructions as the activities may be a combination of simulated tasks (e.g. role plays/reviewing a video) or working with real individuals and their families, carers or others.

SCHEDULE	HOURS	ACTIVITIES
BLOCK 2	60hrs (Please be aware that while the CHCSS040-Support Independence and Wellbeing unit (Module 8) is associated with a 120-hour work placement, several performance elements will be addressed during both SWLA Block 1 and Block 2 placements. Some tasks overlap and may already be fulfilled in SWLA1, contributing to the 120 hours dedicated to this unit. However, the unit and course will be considered completed only after fulfilling the requirements for both	<ul style="list-style-type: none"> • recognise and respond to the support needs of the carer or family members of at least three (3) different people who are using the service • provide support to the carer or family of one person undergoing a change in care arrangements including identification of risks and use of strategies to address risks. <ul style="list-style-type: none"> ○ These simulated tasks will be conducted through developing written reports and email. • Work with three (3) clients to demonstrate your skills and knowledge to support their independence and wellbeing and support each client with at least one activity of daily living that is outlined in their Individual Support Plan. • Support individuals with personalised plans on three (3) occasions, using aids and equipment, including: <ul style="list-style-type: none"> ○ Slide sheets ○ Hoists ○ Slings/lifters ○ Showering/grooming/toileting equipment or continence aids • Supporting clients and demonstrating: <ul style="list-style-type: none"> ○ Infection control – hand hygiene process ○ bed bathing ○ dressing, undressing, and grooming. ○ eating and drinking using appropriate feeding techniques ○ shaving ○ oral hygiene: natural teeth and gums/denture removal, cleaning and insertion/recognising ill-fitting dentures/effective and alternative brushing ○ showering ○ toileting and the use of continence aids ○ assisting a person to take pre-packaged medication. ○ assisting a person who has fallen. ○ transferring a person: <ul style="list-style-type: none"> • between a bed and a chair • from seated to standing; and • in and out of a car. • Demonstrate your skills and knowledge in facilitating and empowering people receiving support through based on their needs and preferences to: <ul style="list-style-type: none"> ○ Respond to their goals and aspirations ○ Provide information to the person about the rights and check for understanding ○ Provide person-centred approaches and options ○ Confirm and respect a person’s cultural needs

	SWLA1 and SWLA2.)	<ul style="list-style-type: none"> ○ Use communication skills according to their needs to maintain a positive and respectful relationship and facilitate empowerment. ○ Encourage and empower a person to make their own choices and actions ● Provide loss and grief support for three (3) situations and report: <ul style="list-style-type: none"> ○ The reactions they showed that you recognised were a part of loss and grief ○ An overview of the social, cultural, ethnic and spiritual differences ○ Health or safety risks present, and referrals made to mitigate these risks ○ Your assessment of the individual’s suicidal risk and any referral made ● Offer support for further help in coping with grief and trauma and research support services. ● Contribute to ongoing skills development using a strength-based approach to support one (1) person living with a disability. ● Work with two (2) people living with dementia to demonstrate your skills and knowledge to support people living with dementia. ● Interact with each person living with dementia and their family members, carers or their nominated support person on two (2) separate occasions ● Work effectively in aged care with one (1) elderly person along with interactions with family members, carer , client, or others involved in their care ● Work with three (3) clients receiving palliative care including one (1) client who is also receiving end-of-life care where you will: <ul style="list-style-type: none"> ○ Provide assistance, report, and record the requirements and concerns of a person undergoing palliative care ○ Support the person’s needs and preferences in relation to their care ○ Respond to changing needs and circumstances in the person’s care ○ Provide emotional support to the person, their family or carer as required ○ Complete documentation in a timely, accurate and objective manner according to organisational policies and procedures ○ Support and carrying out activities for at least one of the persons out of three who must be receiving end-of-life care ○ Reflect on own emotional responses to death and dying and discuss with supervisor on at least one occasion. ○ Complete reports and documentation according to organisations policies and procedures
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Section G: Checkpoint Schedules

The Assessor will conduct regular checkpoint calls to discuss Student performance and progress through the Work Placement Plan. The table below identifies the initial schedule for these conversations, as well as the final interview, where the Student and Supervisor will be asked a series of questions (as set out in the Interview Questionnaire) about the Students performance during the SWLA for assessment purposes.

Additional sessions may be added throughout the process as needed by contacting the Assessor directly using their contact details in Section B.

Checkpoint Schedule

CHECK POINT	CONTACT	SCHEDULE		CHANGES (if needed)	COMPLETED (Assessor Initials)
Initial Interview	Student	<<Date>>	<<Time>>		
Initial Interview	Supervisor	<<Date>>	<<Time>>		
Check-in Interview	Student	<<Date>>	<<Time>>		
Check-in Interview	Supervisor	<<Date>>	<<Time>>		
Final Interview	Student	<<Date>>	<<Time>>		
Final Interview	Supervisor	<<Date>>	<<Time>>		