



CHC33021 Certificate III in Individual Support (Disability Stream)

Third-Party Report

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.



Structured Workplace Learning and Assessment

Third-Party Report 1 of 2

- Module 7 CHCCCS036 Support relationships with carer and family
- Module 8 CHCCCS040 Support independence and well being
- Module 9 CHCCCS031 Provide individualised support
- Module 10 CHCCCS038 Facilitate the empowerment of people receiving support
- Module 11 CHCCCS017 Provide loss and grief support
- Module 12 CHCDIS011 Contribute to ongoing skills development using a strengths-based approach
- Module 13 CHCDIS012 Support community participation and social inclusion
- Module 14 CHCDIS020 Work effectively in disability support



This document captures confirmation by Workplace Supervisors that they have observed the students demonstrate specific skills and knowledge during the Structured Workplace Learning and Assessment (SWLA) process.



The Workplace Supervisor may choose to complete this form, or have this evidence collected and captured through the Final Interview with the Assessor.

Completion of this form is optional.



If the Workplace Supervisor chooses to complete this form, the student should submit it as a PDF document via the SWLA Assessment page for this SWLA Block.



Please consider the environment before printing this document.

Third-Party Report

Student name: <<Insert Student name>>

Student number: <<Insert Student number>>

Structured Workplace Learning and Assessment

Third-Party Report

Block 1

CHC33021 Certificate III in Individual Support

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Third-Party Report

Student name: <<Insert Student name>>

Student number: <<Insert Student number>>

Third-Party Report

This third-party report outlines the skills and knowledge that the student needs to demonstrate throughout the Structured Workplace Learning and Assessment (SWLA) process.

This form can be completed in one of two ways.

OPTION 1:

By the Workplace Supervisor as a way to confirm they have seen the student demonstrate the skills and knowledge identified in the list. This involves the following:

- Ticking the observations they witnessed.
- Adding comments at the end of the checklist as required.
- Sign and date the Third-Party Report.

OPTION 2:

By the Assessor during the Final Interview. This involves the Assessor asking for confirmation that the Workplace Supervisor has observed the skills and knowledge identified in the checklist below and signing off on the Third-Party Report on their behalf.

This form must only be completed if the Workplace Supervisor chooses Option 1 above. If this form is not submitted by the student with their Portfolio and Logbook, this will automatically be included as part of the Final Interview process by the Assessor.

Section A: Student Details

Student Name	
Student Number	
Qualification Name	
Home Telephone	
Mobile	
Email	

Section B: Assessor Details

Name	
Assessor Number/ID	
Telephone	
Email	

Third-Party Report

Student name: <<Insert Student name>>

Student number: <<Insert Student number>>

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: Third-Party Report

This Third-Party Report sets out the skills and knowledge that a student must demonstrate in front of their Workplace Supervisor during their Structured Workplace Learning and Assessment (SWLA).

Workplace Supervisors must only tick the observation listed where they have seen the student perform the task consistently in line with workplace standards and protocols.

These observations are set out based on the following modules which form Block 1 of 2:

- Module 7 CHCCCS036 Support relationships with Carer and family
- Module 8 CHCCCS040 Support independence and well being
- Module 9 CHCCCS031 Provide individualised support
- Module 10 CHCCCS038 Facilitate the empowerment of people receiving support
- Module 11 CHCCCS017 Provide loss and grief support
- Module 12 CHCDIS011 Contribute to ongoing skills development using a strengths-based approach
- Module 13 CHCDIS012 Support community participation and social inclusion
- Module 14 CHCDIS020 Work effectively in disability support

Third-Party Report

Student name: <<Insert Student name>>

Student number: <<Insert Student number>>

Module 7: CHCCCS036 – Support relationships with carer and family

For this task, you must collect your supervisor’s feedback on your performance in Activities 1 and 2. Provide the following questionnaire to your supervisor for completion. To allow you to demonstrate the tasks required in this report. You will need to have access to:

- Facilities and equipment (such as assistive technologies)
- Organisational policies and procedures
- Risk assessment tools and management strategies
- Access to individuals receiving care and their families.

To the Supervisor
 This assessment collects evidence of the student’s ability:

- Recognise and respond to the needs of a carer, family member and person, for two different situations/people.
- Provide support to the carer or family of one person who is undergoing a change in care arrangement.

To complete this assessment the student will need access to:

- Facilities and equipment (such as assistive technologies)
- Organisational policies and procedures
- Risk assessment tools and management strategies
- Access to individuals receiving care and their families.

Assessment Tasks 1 and 2 enable the student to recount real-life situations they have been directly involved in. This questionnaire aims to validate the events in the student’s submission to be true. Please complete the questionnaire by stating Yes or No to the points listed. Please also share additional comments about the student’s performance against the workplace’s expectations. An assessor may contact you to discuss the activities further.

To the assessor:
 The third-party report assessment tool provides an opportunity for a third party to verify the student participated in activities aligned with the key components of the unit. The third party is to review the checklist below and confirm the student’s participation in the above activities. Review the checklist completed by the third party and additional comments provided. Contact the supervisor for further feedback on any areas that have received a ‘No’ result or any comments suggesting that the student did not complete a part of the task, or the workplace supervisor indicates performance below expected standards of the workplace. You may also like to contact the supervisor to verify the completion where you feel warranted.

OBSERVATION CHECKLIST FOR CLIENT 1

OBSERVATION	OBSERVATION ADDRESSED (Tick if witnessed)
Throughout working with carers, family members and the person did the learner:	

1.	<p>Include carers and the family members as part of the support team, which includes the following:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Demonstrate respect for the relationship <input type="checkbox"/> Use effective communication to collect information <input type="checkbox"/> Acknowledge the skills and knowledge of the carer and family member <input type="checkbox"/> Work in collaboration <input type="checkbox"/> Involve carers and families in the development of the design and delivery of services 	<input type="checkbox"/>
2.	<p>Assess and respond to changes in the care relationship, which includes the following:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Identify and assess areas of concern that might pose as a risk to the carer, person or family members <input type="checkbox"/> Support the person and carer and family members <input type="checkbox"/> Demonstrate positivity <input type="checkbox"/> Implement supportive strategies to assist with the transition and change <input type="checkbox"/> Encourage and support carers and families to be involved in the person's life 	<input type="checkbox"/>
3.	<p>Monitor and promote carer rights, health and wellbeing, which includes the following:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Follow legislation and ethics throughout all interactions and activities <input type="checkbox"/> Identify and responded efficiently to the need for services was required <input type="checkbox"/> Show awareness of issues that may impact the carer and/or family member, and respond appropriately <input type="checkbox"/> Provide information about support services 	<input type="checkbox"/>
4.	Maintain confidentiality and privacy throughout the activities?	<input type="checkbox"/>
5.	Assisted in determining suitable assistive technologies for each of the clients in Activity 1.	<input type="checkbox"/>
<p>COMMENTS (Supervisor to add comments related to the achievement of the observation requirements above)</p>		

OBSERVATION CHECKLIST FOR CLIENT 2

OBSERVATION		OBSERVATION ADDRESSED (Tick if witnessed)
Throughout working with carers, family members and the person did the learner:		
1.	Include carers and the family members as part of the support team, which includes the following: <ul style="list-style-type: none"> <input type="checkbox"/> Demonstrate respect for the relationship <input type="checkbox"/> Use effective communication to collect information <input type="checkbox"/> Acknowledge the skills and knowledge of the carer and family member <input type="checkbox"/> Work in collaboration Involve carers and families in the development of the design and delivery of services	<input type="checkbox"/>
2.	Assess and respond to changes in the care relationship, which includes the following: <ul style="list-style-type: none"> <input type="checkbox"/> Identify and assess areas of concern that might pose as a risk to the carer, person or family members <input type="checkbox"/> Support the person and carer and family members <input type="checkbox"/> Demonstrate positivity <input type="checkbox"/> Implement supportive strategies to assist with the transition and change Encourage and support carers and families to be involved in the person's life	<input type="checkbox"/>
3.	Monitor and promote carer rights, health and wellbeing, which includes the following: <ul style="list-style-type: none"> <input type="checkbox"/> Follow legislation and ethics throughout all interactions and activities <input type="checkbox"/> Identify and responded efficiently to the need for services was required <input type="checkbox"/> Show awareness of issues that may impact the carer and/or family member, and respond appropriately Provide information about support services	<input type="checkbox"/>
4.	Maintain confidentiality and privacy throughout the activities?	<input type="checkbox"/>
5.	Assisted in determining suitable assistive technologies for each of the clients in Activity 1.	<input type="checkbox"/>
COMMENTS		
(Supervisor to add comments related to the achievement of the observation requirements above)		

OBSERVATION CHECKLIST FOR CLIENT 3

	OBSERVATION	OBSERVATION ADDRESSED (Tick if witnessed)
	Throughout working with carers, family members and the person did the learner:	
1.	Include carers and the family members as part of the support team, which includes the following: <ul style="list-style-type: none"> <input type="checkbox"/> Demonstrate respect for the relationship <input type="checkbox"/> Use effective communication to collect information <input type="checkbox"/> Acknowledge the skills and knowledge of the carer and family member <input type="checkbox"/> Work in collaboration <input type="checkbox"/> Involve carers and families in the development of the design and delivery of services 	<input type="checkbox"/>
2.	Assess and respond to changes in the care relationship, which includes the following: <ul style="list-style-type: none"> <input type="checkbox"/> Identify and assess areas of concern that might pose as a risk to the carer, person or family members <input type="checkbox"/> Support the person and carer and family members <input type="checkbox"/> Demonstrate positivity <input type="checkbox"/> Implement supportive strategies to assist with the transition and change Encourage and support carers and families to be involved in the person's life	<input type="checkbox"/>
3.	Monitor and promote carer rights, health and wellbeing, which includes the following: <ul style="list-style-type: none"> <input type="checkbox"/> Follow legislation and ethics throughout all interactions and activities <input type="checkbox"/> Identify and responded efficiently to the need for services was required <input type="checkbox"/> Show awareness of issues that may impact the carer and/or family member, and respond appropriately <input type="checkbox"/> Provide information about support services 	<input type="checkbox"/>
4.	Use strategies to address risks that align with organisational policies and procedures?	<input type="checkbox"/>
5.	Use strategies to support the person, carer, or family through the transition period that promoted the positive aspects of the change?	<input type="checkbox"/>
6.	Maintain confidentiality and privacy throughout the activities?	<input type="checkbox"/>
COMMENTS (Supervisor to add comments related to the achievement of the observation requirements above)		

OBSERVATION CHECKLIST FOR CLIENT 3

OBSERVATION	OBSERVATION ADDRESSED (Tick if witnessed)
Throughout working with carers, family members and the person did the learner:	

Module 8: CHCCCS040 – Support independence and wellbeing

OBSERVATION CHECKLIST FOR CLIENT 1		
OBSERVATION		OBSERVATION ADDRESSED (Tick if witnessed)
The student safely supported at least three (3) people to enhance independence and wellbeing and:		
1.	<p>Recognised and respected client’s social, cultural, and spiritual differences by:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Embracing differences, asking questions if unsure about cultural or spiritual values and beliefs <input type="checkbox"/> Being non-judgmental, respectful <input type="checkbox"/> Having an awareness of own culture <input type="checkbox"/> Appreciating and valuing differences <input type="checkbox"/> Be empathetic and adaptable to different views of culture and spirituality <input type="checkbox"/> Release any pre-existing assumptions or inherited prejudices and be willing to learn about others cultural and spiritual differences 	<input type="checkbox"/>
2.	<p>Recognised, respected, and accommodated client’s expressions of identity and sexuality in context of their age or stage of life by:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Maintaining a non-judgmental and respectful attitude <input type="checkbox"/> Be understanding and empathetic and work towards building positive trusting relationships between the client and carer <input type="checkbox"/> Ensure the client feels comfortable in sharing information <input type="checkbox"/> Respect a client’s rights to not want to share information <input type="checkbox"/> Provide the opportunity for loved ones to express their sexuality ensuring this doesn’t infringe on the rights of other people <input type="checkbox"/> Provision of uninterrupted privacy <input type="checkbox"/> Addressing sexuality and intimacy during the assessment and planning stage 	<input type="checkbox"/>
3.	<p>Promoted and facilitated opportunities for the client to participate in activities that reflect their physical, social, cultural, and spiritual needs.</p> <ul style="list-style-type: none"> <input type="checkbox"/> Being involved with the client in their activities <input type="checkbox"/> Accompany clients to community events or social network activities <input type="checkbox"/> Encourage them to initiate public communication, e.g., small talk when in a social setting or out in the community 	<input type="checkbox"/>
4.	<p>Promoted and encourage daily living habits that contribute to healthy lifestyle</p> <ul style="list-style-type: none"> <input type="checkbox"/> Encouraging regular physical activity <input type="checkbox"/> Encouraging healthy eating habits <input type="checkbox"/> Be a role model with the foods eaten when with the client <input type="checkbox"/> Discuss the importance of health and regular activity in normal conversation 	<input type="checkbox"/>

Third-Party Report

Student name: <<Insert Student name>>

Student number: <<Insert Student number>>

OBSERVATION CHECKLIST FOR CLIENT 1

OBSERVATION		OBSERVATION ADDRESSED (Tick if witnessed)
The student safely supported at least three (3) people to enhance independence and wellbeing and:		
5.	Supported client to identify and acknowledge their own strengths and self-care capacity <ul style="list-style-type: none"> <input type="checkbox"/> Ask questions and gain an understanding of what their strengths are <input type="checkbox"/> Focus on the clients' strengths and reinforce these when working with the client <input type="checkbox"/> Focus on activities and social settings that engage the client's strengths throughout the day 	<input type="checkbox"/>
6.	Supported and assisted the client to maintain a safe and healthy environment <ul style="list-style-type: none"> <input type="checkbox"/> Encourage a clear, clutter free environment to minimise slips, trips or falls <input type="checkbox"/> Develop a regular routine of clearing away items that may be on the floor or benches <input type="checkbox"/> Encourage the wiping/cleaning of surface areas that are regularly used 	<input type="checkbox"/>
7.	Identified a person's risk and protective factors in relation to mental health <ul style="list-style-type: none"> <input type="checkbox"/> Encourage the client to discuss their feelings or issues they may be experiencing <input type="checkbox"/> Listen, empathise and be respectful and non-judgmental <input type="checkbox"/> Ensure organisational reporting procedures are adhered to 	<input type="checkbox"/>
COMMENTS		
(Supervisor to add comments related to the achievement of the observation requirements above)		

OBSERVATION CHECKLIST FOR CLIENT 2

OBSERVATION		OBSERVATION ADDRESSED (Tick if witnessed)
The student safely supported at least three (3) people to enhance independence and wellbeing and:		
1.	<p>Recognised and respected client's social, cultural, and spiritual differences by:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Embracing differences, asking questions if unsure about cultural or spiritual values and beliefs <input type="checkbox"/> Being non-judgmental, respectful <input type="checkbox"/> Having an awareness of own culture <input type="checkbox"/> Appreciating and valuing differences <input type="checkbox"/> Be empathetic and adaptable to different views of culture and spirituality <input type="checkbox"/> Release any pre-existing assumptions or inherited prejudices and be willing to learn about others cultural and spiritual differences 	<input type="checkbox"/>
2.	<p>Recognised, respected, and accommodated client's expressions of identity and sexuality in context of their age or stage of life by:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Maintaining a non-judgmental and respectful attitude <input type="checkbox"/> Be understanding and empathetic and work towards building positive trusting relationships between the client and carer <input type="checkbox"/> Ensure the client feels comfortable in sharing information <input type="checkbox"/> Respect a client's rights to not want to share information <input type="checkbox"/> Provide the opportunity for loved ones to express their sexuality ensuring this doesn't infringe on the rights of other people <input type="checkbox"/> Provision of uninterrupted privacy <input type="checkbox"/> Addressing sexuality and intimacy during the assessment and planning stage 	<input type="checkbox"/>
3.	<p>Promoted and facilitated opportunities for the client to participate in activities that reflect their physical, social, cultural, and spiritual needs.</p> <ul style="list-style-type: none"> <input type="checkbox"/> Being involved with the client in their activities <input type="checkbox"/> Accompany clients to community events or social network activities <input type="checkbox"/> Encourage them to initiate public communication, e.g., small talk when in a social setting or out in the community 	<input type="checkbox"/>
4.	<p>Promoted and encourage daily living habits that contribute to healthy lifestyle</p> <ul style="list-style-type: none"> <input type="checkbox"/> Encouraging regular physical activity <input type="checkbox"/> Encouraging healthy eating habits <input type="checkbox"/> Be a role model with the foods eaten when with the client <input type="checkbox"/> Discuss the importance of health and regular activity in normal conversation 	<input type="checkbox"/>
5.	Supported client to identify and acknowledge their own strengths and self-care capacity	<input type="checkbox"/>

Third-Party Report

Student name: <<Insert Student name>>

Student number: <<Insert Student number>>

OBSERVATION CHECKLIST FOR CLIENT 2

OBSERVATION		OBSERVATION ADDRESSED (Tick if witnessed)
	The student safely supported at least three (3) people to enhance independence and wellbeing and:	
	<ul style="list-style-type: none"> <input type="checkbox"/> Ask questions and gain an understanding of what their strengths are <input type="checkbox"/> Focus on the clients' strengths and reinforce these when working with the client <input type="checkbox"/> Focus on activities and social settings that engage the client's strengths throughout the day 	
6.	Supported and assisted the client to maintain a safe and healthy environment <ul style="list-style-type: none"> <input type="checkbox"/> Encourage a clear, clutter free environment to minimise slips, trips or falls <input type="checkbox"/> Develop a regular routine of clearing away items that may be on the floor or benches <input type="checkbox"/> Encourage the wiping/cleaning of surface areas that are regularly used 	<input type="checkbox"/>
7.	Identified a person's risk and protective factors in relation to mental health <ul style="list-style-type: none"> <input type="checkbox"/> Encourage the client to discuss their feelings or issues they may be experiencing <input type="checkbox"/> Listen, empathise and be respectful and non-judgmental <input type="checkbox"/> Ensure organisational reporting procedures are adhered to 	<input type="checkbox"/>
COMMENTS		
(Supervisor to add comments related to the achievement of the observation requirements above)		

OBSERVATION CHECKLIST FOR CLIENT 3

OBSERVATION	OBSERVATION ADDRESSED (Tick if witnessed)
<p>The student safely supported at least three (3) people to enhance independence and wellbeing and:</p>	
<p>1. Recognised and respected client's social, cultural, and spiritual differences by:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Embracing differences, asking questions if unsure about cultural or spiritual values and beliefs <input type="checkbox"/> Being non-judgmental, respectful <input type="checkbox"/> Having an awareness of own culture <input type="checkbox"/> Appreciating and valuing differences <input type="checkbox"/> Be empathetic and adaptable to different views of culture and spirituality <input type="checkbox"/> Release any pre-existing assumptions or inherited prejudices and be willing to learn about others cultural and spiritual differences 	<input type="checkbox"/>
<p>2. Recognised, respected, and accommodated client's expressions of identity and sexuality in context of their age or stage of life by:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Maintaining a non-judgmental and respectful attitude <input type="checkbox"/> Be understanding and empathetic and work towards building positive trusting relationships between the client and carer <input type="checkbox"/> Ensure the client feels comfortable in sharing information <input type="checkbox"/> Respect a client's rights to not want to share information <input type="checkbox"/> Provide the opportunity for loved ones to express their sexuality ensuring this doesn't infringe on the rights of other people <input type="checkbox"/> Provision of uninterrupted privacy <input type="checkbox"/> Addressing sexuality and intimacy during the assessment and planning stage 	<input type="checkbox"/>
<p>3. Promoted and facilitated opportunities for the client to participate in activities that reflect their physical, social, cultural, and spiritual needs.</p> <ul style="list-style-type: none"> <input type="checkbox"/> Being involved with the client in their activities <input type="checkbox"/> Accompany clients to community events or social network activities <input type="checkbox"/> Encourage them to initiate public communication, e.g., small talk when in a social setting or out in the community 	<input type="checkbox"/>
<p>4. Promoted and encourage daily living habits that contribute to healthy lifestyle</p> <ul style="list-style-type: none"> <input type="checkbox"/> Encouraging regular physical activity <input type="checkbox"/> Encouraging healthy eating habits <input type="checkbox"/> Be a role model with the foods eaten when with the client <input type="checkbox"/> Discuss the importance of health and regular activity in normal conversation 	<input type="checkbox"/>
<p>5. Supported client to identify and acknowledge their own strengths and self-care capacity</p>	<input type="checkbox"/>

Third-Party Report

Student name: <<Insert Student name>>

Student number: <<Insert Student number>>

OBSERVATION CHECKLIST FOR CLIENT 3

OBSERVATION		OBSERVATION ADDRESSED (Tick if witnessed)
	The student safely supported at least three (3) people to enhance independence and wellbeing and:	
	<ul style="list-style-type: none"> <input type="checkbox"/> Ask questions and gain an understanding of what their strengths are <input type="checkbox"/> Focus on the clients' strengths and reinforce these when working with the client <input type="checkbox"/> Focus on activities and social settings that engage the client's strengths throughout the day 	
6.	Supported and assisted the client to maintain a safe and healthy environment <ul style="list-style-type: none"> <input type="checkbox"/> Encourage a clear, clutter free environment to minimise slips, trips or falls <input type="checkbox"/> Develop a regular routine of clearing away items that may be on the floor or benches <input type="checkbox"/> Encourage the wiping/cleaning of surface areas that are regularly used 	<input type="checkbox"/>
7.	Identified a person's risk and protective factors in relation to mental health <ul style="list-style-type: none"> <input type="checkbox"/> Encourage the client to discuss their feelings or issues they may be experiencing <input type="checkbox"/> Listen, empathise and be respectful and non-judgmental <input type="checkbox"/> Ensure organisational reporting procedures are adhered to 	<input type="checkbox"/>
COMMENTS		
(Supervisor to add comments related to the achievement of the observation requirements above)		

Task overview: Observation 1

The student will work with clients three times, supporting their Individual Support Plan. The goal is to develop practical skills when working with individuals, promoting respectful and inclusive interactions, and assessing their needs and preferences according to workplace policies and procedures:

The workplace supervisor will observe the student's work with the individuals involved during their placement at the service to the tasks provided in the below Observation Task Checklist.

A workplace supervisor must always supervise the student.

Third-Party Report

Student name: <<Insert Student name>>

Student number: <<Insert Student number>>

OBSERVATION 1: Provide individual support on 3 occasions according to Individual Support Plans

Step 1: Work with client

The student provided person centered care using effective communication skills, e.g., active listening, empathy, compassion, patience and understanding when working with clients to understand their needs, preferences and concerns.

Step 2: Assessing individual support plans to meet the client's needs and preferences

The student reviews and familiarise themselves with the Individual Support Plans to understand the person's goals, preferences and support requirements and identify the person's strengths and limitations considering all aspects of the client's well-being.

Step 3: Using aids and equipment to support the client

When supporting the person with bathing, toileting, showering, dressing, undressing, grooming, oral hygiene and transferring a person, the student understands the purpose and function of the aids and equipment being used, has had adequate training in the use of the aids and equipment and is able to communicate clear processes and instructions to the person when providing assistance and support.

Information for Workplace Supervisor

The workplace supervisor is to complete a report confirming the student's ability to demonstrate specific skills and knowledge required for this topic.

The supervisor will complete the report based on their observations of the student:

- providing individual support on three (3) occasions according to the person's Individual Support Plans
- assessing the individual's needs and preferences; and
- safely supporting the client with personal care needs using aids and equipment.

If the workplace supervisor marks any items as 'No' or 'Not able to confirm' in the report or provides comments indicating that the student's performance does not meet workplace expectations, the Assessor will further discuss their feedback. The Assessor will assess the evidence provided for other tasks to make an overall judgement. However, the student might need to redo specific activities for the Assessor to determine competency. The Assessor will have a detailed discussion with the student and provide information on how this will be done, such as through a workplace observation or a role play etc.

The student will give the workplace supervisor a copy of the attached Supervisor Observation Checklist. It will be completed based on their observations of the student's work performance. They may like to do this using the Word file or completing a hard copy of the document.

OBSERVATION 1 CHECKLIST

OBSERVATION		OBSERVATION ADDRESSED (Tick if witnessed)						SUPERVISOR'S COMMENTS
		Yes			No			
1.	Students had access to three (3) individual clients, including aids and equipment to support them to perform the following support activities on three (3) occasions in line with organisational policies and procedures.	1	2	3	1	2	3	

Third-Party Report

Student name: <<Insert Student name>>

Student number: <<Insert Student number>>

	a. Dressing, undressing, and grooming							
	b. Eating and drinking using appropriate feeding techniques							
	c. Oral hygiene							
	d. Showering							
	e. Toileting and using continence aids							
	f. using aids and equipment including devices used by the person							
	g. transferring a person between a bed and chair							
	h. transferring a person from seated to standing							
	i. Using hoister/lifter to support the transferring of clients							
	j. Using sling to support the transferring of clients							
2.	<p>Student had access to three (3) Individual Support Plans to confirm the client's requirements, preferences, and level of participation to identify the clients:</p> <ul style="list-style-type: none"> ○ needs ○ assistive technology, aids and or equipment required ○ how the client prefers to conduct daily living activities ○ the level of participation the client can conduct in their daily living activities. 							

Task overview: Observation 2

The student will work with clients three times, supporting their Individual Support Plan. The goal is to develop practical skills when working with individuals, promoting respectful and inclusive interactions, and assessing their needs and preferences according to workplace policies and procedures:

The workplace supervisor will observe the student work with the individuals involved during their placement at the service ensuring they:

- access workplace health and safety documentation to demonstrate the safe use of manual handling processes correctly and safely at all times
- access, comply, complete and store documentation according to organisations policies and procedures whilst maintaining the person's confidentiality and privacy
- comply with workplace health and safety policies and procedures when conducting and implementing risk assess complied with workplace requirements when collaborating with the client about how support services are meeting their needs when working with individuals to ensure their safety and comfort
- work within the scope of their role and sought guidance from more experienced colleagues or their workplace supervisor when required
- Reported complex situations or potential and actual risks within the scope of their role.

A workplace supervisor must supervise the student at all times.

OBSERVATION 2: Work safely

1: Access and comply with workplace policies and procedures

The student accessed and complied with workplace policies and procedures when safely working with individuals, their families, carers or others.

2: Conduct safe work practice

The student conducted safe work practices at all times when working with individuals, their family, carers or others and practiced safe manual handling skills when supporting clients with aids and equipment and transfers.

3: Worked within the scope of their role

The student worked within the scope of their role, seeking guidance and reporting situations outside the scope of the student's role.

Information for Workplace Supervisor

The workplace supervisor is to complete a report confirming the student's ability to demonstrate specific skills and knowledge required for this topic.

The supervisor will complete the report based on their observations of the student:

- Accessing, complying and completing workplace health and safety documentation to demonstrate the safe use of manual handling processes correctly and safely at all times
- Accessing, complying and completing records storage documentation according to organisations policies and procedures whilst maintaining the person's confidentiality and privacy
- comply with workplace health and safety policies and procedures when conducting and implementing risk assessments and collaborating with the client
- work within the scope of their role and sought guidance from their workplace supervisor.

Third-Party Report

Student name: <<Insert Student name>>

Student number: <<Insert Student number>>

- Reported complex situations or potential and actual risks within the scope of their role.

If the workplace supervisor marks any items as 'No' or 'Not able to confirm' in the report or provides comments indicating that the student's performance does not meet workplace expectations, the Assessor will further discuss their feedback. The Assessor will assess the evidence provided for other tasks to make an overall judgement. However, the student might need to redo specific activities for the Assessor to determine competency. The Assessor will have a detailed discussion with the student and provide information on how this will be done, such as through a workplace observation or a role play, etc.

The student will give the workplace supervisor a copy of the attached Supervisor Observation Checklist. It will be completed based on their observations of the student's work performance. They may like to do this using the Word file or completing a hard copy of the document.

OBSERVATION 2 CHECKLIST

OBSERVATION	OBSERVATION ADDRESSED (Tick if witnessed)	SUPERVISOR'S COMMENTS
1. Students had access to report complex situations of potential or actual risks within the scope of their role when working with clients. For example: <ul style="list-style-type: none"> ○ Falls or accidents ○ Changes in behavior or health ○ Medication errors ○ Equipment malfunctions ○ Environmental hazards ○ Infection control hazards 	<input type="checkbox"/>	
2. The student had access to work with a supervisor and an individual to identify any changes in aids or assistive technologies according to workplace policies and procedures. For example: <ul style="list-style-type: none"> ○ Updating Client's Individual Support Plan ○ Feedback provided to the student from a client about required changes to their aids or assistive technology 	<input type="checkbox"/>	
3. The student was able to access workplace health and safety documentation to always demonstrate the use of manual handling processes correctly and safely. For example: <ul style="list-style-type: none"> ○ Safe Manual Handling Policy ○ Manual Handling Procedures ○ Risk Assessment Forms ○ Individual Care Plans 	<input type="checkbox"/>	

	<ul style="list-style-type: none"> ○ Training Records ○ Incident/Accident Reports ○ Equipment Inspection and Maintenance Records 		
4.	<p>The student was able to access, comply, complete and store documentation according to organisations policies and procedures whilst maintaining the person’s confidentiality and privacy. For example:</p> <ul style="list-style-type: none"> ○ Client’s Individual Support Plan ○ Incident/Risk/Hazard Reports ○ Privacy Policy ○ Confidentiality Policy ○ Consent Procedures ○ Self-determination ○ Duty of care ○ Dignity of Risk ○ Client rights ○ Information Security Measures ○ Records Management ○ Confidentiality Agreements 	<input type="checkbox"/>	
5.	<p>The student complied with workplace health and safety policies and procedures when conducting and implementing risk assessments when working with individuals to ensure their safety and comfort. For example:</p> <ul style="list-style-type: none"> ○ Assessed the client’s physical environment was free of clutter, clear and clean ○ Risk assessments ○ Manual handling procedures ○ Infection control protocols ○ Emergency response plans ○ Hazardous substances management 	<input type="checkbox"/>	

Task overview: Observation 3

The student will work with clients three times, supporting their Individual Support Plan. The goal is to develop practical skills when working with individuals, promoting respectful and inclusive interactions, and assessing their needs and preferences according to workplace policies and procedures:

The workplace supervisor will observe the student work with the individuals involved during their placement at the service ensuring they:

- Respectfully consulted with the client, their family, carer or others while referring to the individual's support plan and demonstrated effective communication and active listening skills
- Confirmed the person's needs and preferences including upholding a client's right, privacy, confidentiality and dignity.
- Promoted autonomy and independence with the person and used person centered approaches.

A workplace supervisor must always supervise the student.

OBSERVATION 3: Work respectfully with clients, family members, carers and others

1: Work with clients

The student works with people, their family, carers and others respectfully, to support the client's needs.

2: Confirm client needs and preferences

The student confirmed the person's needs and preferences including upholding a client's right, privacy, confidentiality and dignity

3: Promote autonomy and independence

The student worked to provide support to a client considering their strengths, preferences to promote independence, autonomy and informed decision making.

Information for Workplace Supervisor

The workplace supervisor is to complete a report confirming the student's ability to demonstrate specific skills and knowledge required for this topic.

The supervisor will complete the report based on their observations of the student:

- Respectfully consulted with the client, their family, carer or others while referring to the individual's support plan and demonstrated effective communication and active listening skills
- Confirmed the person's needs and preferences including upholding a client's right, privacy, confidentiality and dignity.
- Promoted autonomy and independence with the person and used person centered approaches.

If the workplace supervisor marks any items as 'No' or 'Not able to confirm' in the report or provides comments indicating that the student's performance does not meet workplace expectations, the Assessor will further discuss their feedback. The Assessor will assess the evidence provided for other tasks to make an overall judgement. However, the student might need to redo specific activities for the Assessor to determine competency. The Assessor will have a detailed discussion with the student and provide information on how this will be done, such as through a workplace observation or a role play, etc.

Third-Party Report

Student name: <<Insert Student name>>

Student number: <<Insert Student number>>

The student will give the workplace supervisor a copy of the attached Supervisor Observation Checklist. It will be completed based on their observations of the student's work performance. They may like to do this using the Word file or completing a hard copy of the document.

OBSERVATION 3 CHECKLIST

OBSERVATION	OBSERVATION ADDRESSED (Tick if witnessed)	SUPERVISOR'S COMMENTS
<p>1. The student referred to a client's Individual Support Plan and to consult with a client, their family or carer who was part of the client's support team to determine any specific physical, sensory, or cultural preferences. For example:</p> <ul style="list-style-type: none"> ○ Attended consultations/meetings with colleagues, supervisor, client, family, or carer ○ Demonstrated active listening if a client needed to express their concerns, needs and preferences. ○ Respecting cultural differences, acknowledging, and valuing a client's cultural background, beliefs, and cultural practices ○ Engaging in a collaborative process with the client, their family or carer to determine their physical, cultural, or sensory needs ○ Adapted their communication style and approach to accommodate any sensory or cognitive impairments the person may have. 	<input type="checkbox"/>	
<p>2. The student demonstrated personalised support to clients with individualised plans, utilising aids, equipment, and devices specific to their needs. For example:</p> <ul style="list-style-type: none"> ○ Confirming their support requirements and preferences ○ Performing a risk assessment and engaging with other staff where required ○ Preparing equipment, aids, and appliances according to the client's Individual Support Plan ○ Providing support that upholds the rights and dignity of the 	<input type="checkbox"/>	

	<p>person and considers duty of care and dignity of risk</p> <ul style="list-style-type: none"> ○ Collaborating with the client and monitoring their requirements ○ Report and refer situations to supervisor that were outside of the student's given tasks. 		
3.	<p>The student respectfully participated in discussions with the client and the supervisor in a manner that supports the person's self-determination and respects their rights, privacy, and dignity. For example:</p> <ul style="list-style-type: none"> ○ Showing respect for the client's opinions, perspectives, and choices ○ Practices active listening ○ Encouraging the client's decision making ○ Ensuring discussions are held in private settings where the client feels comfortable ○ Fostering a non-judgmental communication and approach ○ Using clear and accessible language ○ Upholding the dignity of the client and treated them with empathy and dignity. 	□	
4.	<p>The student was able to provide support to a client considering their strengths, preferences, legal and ethical considerations according to workplace policies and procedures. For example:</p> <ul style="list-style-type: none"> ○ Accessing and familiarising themselves with workplace policies and procedures ○ Using person centred care and strength-based approaches ○ Adhering to legal and ethical guidelines, e.g., respecting client privacy and confidentiality, duty of care, work health and safety 	□	
5.	<p>The student worked with the client to support their Individual Support Plan, promoting independence and informed decision-making. For example:</p> <ul style="list-style-type: none"> ○ Offering clear and unbiased information about their options 	□	

	<ul style="list-style-type: none">○ Respecting their right to make decisions about their life, care, and support.○ Involving the client in all aspects of their care and support○ Be respectful and non-judgmental at all times.		
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Task overview: Observation 1

The student will work with clients three times, supporting their Individual Support Plan. The goal is to develop practical skills when working with individuals, promoting respectful and inclusive interactions, and assessing their needs and preferences according to workplace policies and procedures:

The workplace supervisor will observe the student's work with the individuals involved during their placement at the service to the tasks provided in the below Observation Task Checklist.

A workplace supervisor must always supervise the student.

OBSERVATION 1: Provide individual support on 3 occasions according to Individual Support Plans

Step 1: Work with client

The student provided person centered care using effective communication skills, e.g., active listening, empathy, compassion, patience and understanding when working with clients to understand their needs, preferences and concerns.

Step 2: Assessing individual support plans to meet the client's needs and preferences

The student reviews and familiarise themselves with the Individual Support Plans to understand the person's goals, preferences and support requirements and identify the person's strengths and limitations considering all aspects of the client's well-being.

Step 3: Using aids and equipment to support the client

When supporting the person with bathing, toileting, showering, dressing, undressing, grooming, oral hygiene and transferring a person, the student understands the purpose and function of the aids and equipment being used, has had adequate training in the use of the aids and equipment and is able to communicate clear processes and instructions to the person when providing assistance and support.

Information for Workplace Supervisor

The workplace supervisor is to complete a report confirming the student's ability to demonstrate specific skills and knowledge required for this topic.

The supervisor will complete the report based on their observations of the student:

- providing individual support on three (3) occasions according to the person's Individual Support Plans
- assessing the individual's needs and preferences; and
- safely supporting the client with personal care needs using aids and equipment.

If the workplace supervisor marks any items as 'No' or 'Not able to confirm' in the report or provides comments indicating that the student's performance does not meet workplace expectations, the Assessor will further discuss their feedback. The Assessor will assess the evidence provided for other tasks to make an overall judgement. However, the student might need to redo specific activities for the Assessor to determine competency. The Assessor will have a detailed discussion with the student and provide information on how this will be done, such as through a workplace observation or a role play etc.

The student will give the workplace supervisor a copy of the attached Supervisor Observation Checklist. It will be completed based on their observations of the student's work performance. They may like to do this using the Word file or completing a hard copy of the document.

OBSERVATION 1 CHECKLIST

OBSERVATION		OBSERVATION ADDRESSED (Tick if witnessed)						SUPERVISOR'S COMMENTS
		Yes			No			
		1	2	3	1	2	3	
J ;	Students had access to three (3) individual clients, including aids and equipment to support them to perform the following support activities on three (3) occasions in line with organisational policies and procedures.							
	k. Dressing, undressing, and grooming							
	l. Eating and drinking using appropriate feeding techniques							
	m. Oral hygiene							
	n. Showering							
	o. Toileting and using continence aids							
	p. using aids and equipment including devices used by the person							
	q. transferring a person between a bed and chair							
	r. transferring a person from seated to standing							
	s. Using hoister/lifter to support the transferring of clients							
t. Using sling to support the transferring of clients								
1.	Student had access to three (3) Individual Support Plans to confirm the client's requirements, preferences, and level of participation to identify the clients: <ul style="list-style-type: none"> ○ needs ○ assistive technology, aids and or equipment required ○ how the client prefers to conduct daily living activities ○ the level of participation the client can conduct in their daily living activities. 							

Task overview: Observation 2

The student will work with clients three times, supporting their Individual Support Plan. The goal is to develop practical skills when working with individuals, promoting respectful and inclusive interactions, and assessing their needs and preferences according to workplace policies and procedures:

The workplace supervisor will observe the student work with the individuals involved during their placement at the service ensuring they:

- access workplace health and safety documentation to demonstrate the safe use of manual handling processes correctly and safely at all times
- access, comply, complete and store documentation according to organisations policies and procedures whilst maintaining the person's confidentiality and privacy
- comply with workplace health and safety policies and procedures when conducting and implementing risk assess complied with workplace requirements when collaborating with the client about how support services are meeting their needs when working with individuals to ensure their safety and comfort
- work within the scope of their role and sought guidance from more experienced colleagues or their workplace supervisor when required
- Reported complex situations or potential and actual risks within the scope of their role.

A workplace supervisor must supervise the student at all times.

OBSERVATION 2: Work safely

1: Access and comply with workplace policies and procedures

The student accessed and complied with workplace policies and procedures when safely working with individuals, their families, carers or others.

2: Conduct safe work practice

The student conducted safe work practices at all times when working with individuals, their family, carers or others and practiced safe manual handling skills when supporting clients with aids and equipment and transfers.

3: Worked within the scope of their role

The student worked within the scope of their role, seeking guidance and reporting situations outside the scope of the student's role.

Information for Workplace Supervisor

The workplace supervisor is to complete a report confirming the student's ability to demonstrate specific skills and knowledge required for this topic.

The supervisor will complete the report based on their observations of the student:

- Accessing, complying and completing workplace health and safety documentation to demonstrate the safe use of manual handling processes correctly and safely at all times
- Accessing, complying and completing records storage documentation according to organisations policies and procedures whilst maintaining the person's confidentiality and privacy
- comply with workplace health and safety policies and procedures when conducting and implementing risk assessments and collaborating with the client
- work within the scope of their role and sought guidance from their workplace supervisor.

Third-Party Report

Student name: <<Insert Student name>>

Student number: <<Insert Student number>>

- Reported complex situations or potential and actual risks within the scope of their role.

If the workplace supervisor marks any items as 'No' or 'Not able to confirm' in the report or provides comments indicating that the student's performance does not meet workplace expectations, the Assessor will further discuss their feedback. The Assessor will assess the evidence provided for other tasks to make an overall judgement. However, the student might need to redo specific activities for the Assessor to determine competency. The Assessor will have a detailed discussion with the student and provide information on how this will be done, such as through a workplace observation or a role play, etc.

The student will give the workplace supervisor a copy of the attached Supervisor Observation Checklist. It will be completed based on their observations of the student's work performance. They may like to do this using the Word file or completing a hard copy of the document.

OBSERVATION 2 CHECKLIST

OBSERVATION	OBSERVATION ADDRESSED (Tick if witnessed)	SUPERVISOR'S COMMENTS
1. Students had access to report complex situations of potential or actual risks within the scope of their role when working with clients. For example: <ul style="list-style-type: none"> ○ Falls or accidents ○ Changes in behavior or health ○ Medication errors ○ Equipment malfunctions ○ Environmental hazards ○ Infection control hazards 	<input type="checkbox"/>	
2. The student had access to work with a supervisor and an individual to identify any changes in aids or assistive technologies according to workplace policies and procedures. For example: <ul style="list-style-type: none"> ○ Updating Client's Individual Support Plan ○ Feedback provided to the student from a client about required changes to their aids or assistive technology 	<input type="checkbox"/>	
3. The student was able to access workplace health and safety documentation to always demonstrate the use of manual handling processes correctly and safely. For example: <ul style="list-style-type: none"> ○ Safe Manual Handling Policy ○ Manual Handling Procedures ○ Risk Assessment Forms ○ Individual Care Plans 	<input type="checkbox"/>	

	<ul style="list-style-type: none"> ○ Training Records ○ Incident/Accident Reports ○ Equipment Inspection and Maintenance Records 		
4.	<p>The student was able to access, comply, complete and store documentation according to organisations policies and procedures whilst maintaining the person’s confidentiality and privacy. For example:</p> <ul style="list-style-type: none"> ○ Client’s Individual Support Plan ○ Incident/Risk/Hazard Reports ○ Privacy Policy ○ Confidentiality Policy ○ Consent Procedures ○ Self-determination ○ Duty of care ○ Dignity of Risk ○ Client rights ○ Information Security Measures ○ Records Management ○ Confidentiality Agreements 	<input type="checkbox"/>	
5.	<p>The student complied with workplace health and safety policies and procedures when conducting and implementing risk assessments when working with individuals to ensure their safety and comfort. For example:</p> <ul style="list-style-type: none"> ○ Assessed the client’s physical environment was free of clutter, clear and clean ○ Risk assessments ○ Manual handling procedures ○ Infection control protocols ○ Emergency response plans ○ Hazardous substances management 	<input type="checkbox"/>	

Task overview: Observation 3

The student will work with clients three times, supporting their Individual Support Plan. The goal is to develop practical skills when working with individuals, promoting respectful and inclusive interactions, and assessing their needs and preferences according to workplace policies and procedures:

The workplace supervisor will observe the student work with the individuals involved during their placement at the service ensuring they:

- Respectfully consulted with the client, their family, carer or others while referring to the individual's support plan and demonstrated effective communication and active listening skills
- Confirmed the person's needs and preferences including upholding a client's right, privacy, confidentiality and dignity.
- Promoted autonomy and independence with the person and used person centered approaches.

A workplace supervisor must always supervise the student.

OBSERVATION 3: Work respectfully with clients, family members, carers and others

1: Work with clients

The student works with people, their family, carers and others respectfully, to support the client's needs.

2: Confirm client needs and preferences

The student confirmed the person's needs and preferences including upholding a client's right, privacy, confidentiality and dignity

3: Promote autonomy and independence

The student worked to provide support to a client considering their strengths, preferences to promote independence, autonomy and informed decision making.

Information for Workplace Supervisor

The workplace supervisor is to complete a report confirming the student's ability to demonstrate specific skills and knowledge required for this topic.

The supervisor will complete the report based on their observations of the student:

- Respectfully consulted with the client, their family, carer or others while referring to the individual's support plan and demonstrated effective communication and active listening skills
- Confirmed the person's needs and preferences including upholding a client's right, privacy, confidentiality and dignity.
- Promoted autonomy and independence with the person and used person centered approaches.

If the workplace supervisor marks any items as 'No' or 'Not able to confirm' in the report or provides comments indicating that the student's performance does not meet workplace expectations, the Assessor will further discuss their feedback. The Assessor will assess the evidence provided for other tasks to make an overall judgement. However, the student might need to redo specific activities for the Assessor to determine competency. The Assessor will have a detailed discussion with the student and provide information on how this will be done, such as through a workplace observation or a role play, etc.

Third-Party Report

Student name: <<Insert Student name>>

Student number: <<Insert Student number>>

The student will give the workplace supervisor a copy of the attached Supervisor Observation Checklist. It will be completed based on their observations of the student's work performance. They may like to do this using the Word file or completing a hard copy of the document.

OBSERVATION 3 CHECKLIST

OBSERVATION	OBSERVATION ADDRESSED (Tick if witnessed)	SUPERVISOR'S COMMENTS
<p>1. The student referred to a client's Individual Support Plan and to consult with a client, their family or carer who was part of the client's support team to determine any specific physical, sensory, or cultural preferences. For example:</p> <ul style="list-style-type: none"> ○ Attended consultations/meetings with colleagues, supervisor, client, family, or carer ○ Demonstrated active listening if a client needed to express their concerns, needs and preferences. ○ Respecting cultural differences, acknowledging, and valuing a client's cultural background, beliefs, and cultural practices ○ Engaging in a collaborative process with the client, their family or carer to determine their physical, cultural, or sensory needs ○ Adapted their communication style and approach to accommodate any sensory or cognitive impairments the person may have. 	<input type="checkbox"/>	
<p>2. The student demonstrated personalised support to clients with individualised plans, utilising aids, equipment, and devices specific to their needs. For example:</p> <ul style="list-style-type: none"> ○ Confirming their support requirements and preferences ○ Performing a risk assessment and engaging with other staff where required ○ Preparing equipment, aids, and appliances according to the client's Individual Support Plan ○ Providing support that upholds the rights and dignity of the 	<input type="checkbox"/>	

	<p>person and considers duty of care and dignity of risk</p> <ul style="list-style-type: none"> ○ Collaborating with the client and monitoring their requirements ○ Report and refer situations to supervisor that were outside of the student's given tasks. 		
3.	<p>The student respectfully participated in discussions with the client and the supervisor in a manner that supports the person's self-determination and respects their rights, privacy, and dignity. For example:</p> <ul style="list-style-type: none"> ○ Showing respect for the client's opinions, perspectives, and choices ○ Practices active listening ○ Encouraging the client's decision making ○ Ensuring discussions are held in private settings where the client feels comfortable ○ Fostering a non-judgmental communication and approach ○ Using clear and accessible language ○ Upholding the dignity of the client and treated them with empathy and dignity. 	□	
4.	<p>The student was able to provide support to a client considering their strengths, preferences, legal and ethical considerations according to workplace policies and procedures. For example:</p> <ul style="list-style-type: none"> ○ Accessing and familiarising themselves with workplace policies and procedures ○ Using person centred care and strength-based approaches ○ Adhering to legal and ethical guidelines, e.g., respecting client privacy and confidentiality, duty of care, work health and safety 	□	
5.	<p>The student worked with the client to support their Individual Support Plan, promoting independence and informed decision-making. For example:</p> <ul style="list-style-type: none"> ○ Offering clear and unbiased information about their options 	□	

	<ul style="list-style-type: none"> ○ Respecting their right to make decisions about their life, care, and support. ○ Involving the client in all aspects of their care and support ○ Be respectful and non-judgmental at all times. 		
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Task overview: Observation 1

The student will work with a client, supporting their Individual Support Plan. The goal is to develop practical skills when working with individuals, promoting respectful and inclusive interactions, and assessing their needs and preferences according to workplace policies and procedures:

The workplace supervisor will observe the student's work with the individuals involved during their placement at the service to the tasks provided in the below Observation Task Checklist.

A workplace supervisor must always supervise the student.

OBSERVATION 1: Respond to the goals and aspirations of one person in the workplace:

Recognise and respond to person's needs

- The student accessed the person's individual support plan and worked with the person to facilitate person-centred options for action on relevant issues and discussed with the person, family, carer or others identified by the person. e.g., active listening, empathy, compassion, patience and understanding when working with clients to understand their needs, preferences and concerns.
- The student worked with the person to provide person-centred support in a manner that encourages and empowers the person to make their own choices and action, e.g., established a trusting relationship, assessed the person's strengths, communicated effectively, provided information and options, encouraged independence, provided resources and support, celebrated achievements.

Information for Workplace Supervisor

The workplace supervisor is to complete a report confirming the student's ability to demonstrate specific skills and knowledge required for this topic.

The supervisor will complete the report based on their observations of the student:

- providing individual support on three (3) occasions according to the person's Individual Support Plans
- assessing the individual's needs and preferences; and
- safely supporting the client with personal care needs using aids and equipment.

If the workplace supervisor marks any items as 'No' or 'Not able to confirm' in the report or provides comments indicating that the student's performance does not meet workplace expectations, the Assessor will further discuss their feedback. The Assessor will assess the evidence provided for other tasks to make an overall judgement. However, the student might need to redo specific activities for the Assessor to determine competency. The Assessor will have a detailed discussion with the student and provide information on how this will be done, such as through a workplace observation or a role play etc.

The student will give the workplace supervisor a copy of the attached Supervisor Observation Checklist. It will be completed based on their observations of the student's work performance. They may like to do this using the Word file or completing a hard copy of the document.

OBSERVATION CHECKLIST

OBSERVATION 1:	OBSERVATION ADDRESSED (Tick if witnessed)
Accessed individual support plan and carry's out below activities	
<p>1. Worked with the person to facilitate person-centred options for action on relevant issues and discuss with the person, family, carer or others identified by the person.</p> <p>The student:</p> <p>Demonstrated the ability to:</p> <ul style="list-style-type: none"> • Initiate open and honest communication with the person, their family, carers, or other identified individuals. Create a safe and inclusive space for discussion. • Identify the specific issues or concerns that need to be addressed. Focus on matters that are important to the person and align with their goals and values. • Collect relevant information about the issues at hand. This may include conducting assessments, gathering input from various stakeholders, or seeking expert advice. • Develop a range of options or courses of action that could address the identified issues. Ensure that the options are diverse, considering the individual's preferences, capabilities, and resources available. • Engage in a collaborative discussion with the person, their family, carers, or other identified individuals. Provide them with the information about the options and encourage them to share their thoughts, concerns, and perspectives. • Respect the autonomy and decision-making of the person. Allow them to express their preferences and choices regarding the options presented. Ensure that their decisions are given primary consideration. • Consider the input and viewpoints of the person's family, carers, or other identified individuals. It is essential to include their perspectives while respecting the person's autonomy. • Work together to reach a consensus on the preferred option for action. Strive for a solution that best aligns with the person's goals, values, and desires while considering the input of other stakeholders involved. • Collaboratively develop an action plan based on the chosen option. Outline the steps, responsibilities, and timelines for implementation. Ensure that the person, their family, carers, or other identified individuals are actively involved in the planning process. • Regularly review the progress of the chosen action plan and adjust as necessary. Continuously involve the person and relevant stakeholders in the monitoring and evaluation of the outcomes. 	<input type="checkbox"/>
<p>Supervisor comments</p>	

Third-Party Report

Student name: <<Insert Student name>>

Student number: <<Insert Student number>>

2.	<p>Work with the person to provide person-centred support in a manner that encourages and empowers the person to make their own choices and action.</p> <p>The student:</p> <p>Demonstrated the ability to:</p> <ul style="list-style-type: none"> • Recognise the person as the expert in their own life. Respect their right to make decisions and choices that align with their values and preferences. • Actively listen to the person, show empathy, and validate their feelings and experiences. Create a supportive environment where they feel comfortable expressing their needs and desires. • Involve the person in setting their own goals and aspirations. Work together to identify their priorities and develop a plan of action that reflects their unique needs and aspirations. • Provide relevant information and resources to help the person make informed decisions. Ensure they have access to the necessary information to understand their options and the potential consequences of their choices. • Offer guidance and support during the decision-making process. Help the person explore different possibilities, weigh pros and cons, and consider potential outcomes. • Foster the person's ability to advocate for themselves. Help them build confidence and skills to express their needs, assert their rights, and make decisions that align with their values. • Offer a range of choices and options whenever possible. Empower the person to select the option that best suits their preferences, allowing them to maintain control and ownership over their decisions. • Focus on the person's strengths and capabilities rather than limitations. Help them recognize their abilities and build upon them to take action and achieve their goals. • Continuously provide support, reassurance, and guidance throughout the process. Regularly review the person's goals and progress, making adjustments as needed to ensure their evolving needs are met. • Create an environment that values and promotes empowerment. Encourage staff, caregivers, and family members to support the person's autonomy and respect their choices and actions. 	<input type="checkbox"/>
<p>Supervisor comments</p>		

Task overview: Observation 2

Third-Party Report

Student name: <<Insert Student name>>

Student number: <<Insert Student number>>

The student will work with a client, supporting their Individual Support Plan. The goal is to develop practical skills when working with individuals, promoting respectful and inclusive interactions, and assessing their needs and preferences according to workplace policies and procedures:

The workplace supervisor will observe the student’s work with the individuals involved during their placement at the service to the tasks provided in the below Observation Task Checklist.

A workplace supervisor must always supervise the student.

OBSERVATION 2: Meeting individual needs		
When working with a person in accordance with their individual support plan, the student:		
<ul style="list-style-type: none"> Proposed at least one strategy to meet the individual health or re-ablement needs of the person, as determined through consultation with the person Provided at least one service adjusted to meet the individual needs of the person, as determined through consultation with the person Developed and adjusted approaches to address impact and facilitate empowerment 		
OBSERVATION CHECKLIST		
		OBSERVATION ADDRESSED (Tick if witnessed)
OBSERVATION 2:		
Accessed individual support plan and carry’s out below activities		
1.	<p>Proposed at least one strategy to meet the individual health or re-ablement needs of the person, as determined through consultation with the person</p> <p>The student:</p> <p style="color: red;">Demonstrated the skills to:</p> <ul style="list-style-type: none"> Engage in open dialogue with the person to understand their goals and aspirations related to their health and well-being. Involve the person in setting realistic and achievable goals related to their health and re-ablement. Ensure their goals are specific, measurable, attainable, relevant, and time-bound (SMART). Worked with the person to design a personalised approach towards their goals. Consider the person's abilities, limitations, and preferences when selecting appropriate exercises. 	<input type="checkbox"/>
Supervisor comments		
2.	<p>Provided at least one service adjusted to meet the individual needs of the person, as determined through consultation with the person</p>	<input type="checkbox"/>

	<p>The student:</p> <ul style="list-style-type: none"> • Demonstrated their skills and abilities to: • Assess the person’s needs and preferences • Engage in open communication to discuss the person’s needs • Collaborated with the person using a person-centered approach • Provide additional support and resources as needed 	
<p>Supervisor comments</p>		
<p>3.</p>	<p>Developed and adjusted approaches to address impact and facilitate empowerment</p> <p>The student:</p> <p>Demonstrated the skills to:</p> <ul style="list-style-type: none"> • Listen attentively to the individual's concerns and experiences, showing empathy and understanding. Create a safe and non-judgmental space for them to express themselves. • Identify the specific impact of the situation on the individual's well-being, autonomy, and sense of empowerment. Understand their needs, strengths, and areas where support is required. • Engage in a collaborative process to establish goals that address the impact and align with the individual's desires and values. Ensure the goals are realistic, measurable, and meaningful to the individual. • Focus on the individual's strengths and capabilities, encouraging them to draw upon their existing skills and resources. Highlight their past successes and positive attributes to enhance their sense of empowerment. • Empower the individual to assert their rights, voice their needs, and actively participate in decision-making processes. Provide information and support to enhance their self-advocacy skills. 	<p style="text-align: center;"><input type="checkbox"/></p>
<p>Supervisor comments</p>		

Task overview: Observation 3

The student will work with a client, supporting their Individual Support Plan. The goal is to develop practical skills when working with individuals, promoting respectful and inclusive interactions, and assessing their needs and preferences according to workplace policies and procedures:

The workplace supervisor will observe the student work with the individuals involved during their placement at the service ensuring they:

- recognised and responded appropriately to situations and barriers
- 'Using communication skills according to the needs of the person to maintain positive and respectful relationships and facilitate empowerment.
- recognising and responding appropriately to situations and barriers

A workplace supervisor must always supervise the student.

OBSERVATION 3: Work respectfully with person		
When working with a person in accordance with their individual support plan, the student: <ul style="list-style-type: none"> • recognised and responded appropriately to situations and barriers • used communication skills according to the needs of the person to maintain positive and respectful relationships and facilitate empowerment. 		
OBSERVATION 3 CHECKLIST		
OBSERVATION 2:		OBSERVATION ADDRESSED (Tick if witnessed)
Accessed individual support plan and carry's out below activities		
1.	Recognised and responded appropriately to situations and barriers The student: Demonstrated the skills to: <ul style="list-style-type: none"> • Be attentive to the individual's behavior, emotions, and any signs of distress or difficulty. • Engage in open and honest communication with the individual to understand their perspective, concerns, and needs. Create a safe space for them to express themselves and provide feedback. • Show empathy towards the individual's experiences and challenges. Seek to understand their unique circumstances and any barriers they may be facing. • Involve relevant stakeholders, such as caregivers, family members, or professionals, to provide additional support and expertise. 	<input type="checkbox"/>

	<ul style="list-style-type: none"> • Regularly assess the effectiveness of the responses and interventions put in place. • Monitor progress, gather feedback from the individual, and adjust as needed to ensure ongoing support and improvement. 	
Supervisor comments		
2.	<p>Used communication skills according to the needs of the person to maintain positive and respectful relationships and facilitate empowerment.</p> <p>The student:</p> <p>Demonstrated their skills and abilities to:</p> <ul style="list-style-type: none"> • Practice active listening by giving your full attention to the person, maintaining eye contact, and showing genuine interest in what they have to say. • Listen without interrupting and seek clarification when needed. • Show empathy towards the person's feelings and experiences. Try to understand their perspective and validate their emotions. • Avoid making judgments or assumptions. • Use clear and concise language to convey your thoughts and ideas. Avoid using jargon or complex terms that may confuse the person. • Adapt your communication style to meet the individual's specific needs. • Consider their cultural background, language preferences, and any cognitive or sensory impairments. • Use visual aids, gestures, or alternative communication methods as appropriate. • Seek clarification to ensure mutual understanding. • Encourage the person to ask questions or seek further information. • Involve the person in decision-making processes related to their care and support. • Use effective problem-solving skills to find mutually beneficial solutions. • Focus on maintaining a positive and collaborative relationship. 	<input type="checkbox"/>
Supervisor comments		

Module 11: CHCCCS017 Provide loss and grief support

Third party Report			
<p>For this task, you must collect your supervisor's feedback on your performance in Activities 1 and 2. Provide the following questionnaire to your supervisor for completion.</p> <p>To allow you to demonstrate the tasks required in this report. You will need to have access to:</p> <ul style="list-style-type: none">• Access to individuals requiring loss and grief support• Organisational policies and procedures• Supervisor			
<p>To the Supervisor</p> <p>This assessment collects evidence of the student's ability:</p> <ul style="list-style-type: none">• Communicate effectively when providing loss and grief support• Recognise reactions to loss and grief• Engage empathetically• Provide support and information• Identify own self care needs• Identify and respond to the need for supervision and debriefing. <p>To complete this assessment the student will need access to:</p> <ul style="list-style-type: none">• Access to individuals requiring loss and grief support• Organisational policies and procedures <p>Assessment Tasks 1 and 2 enable the student to recount real-life situations they have been directly involved in.</p> <p>This questionnaire aims to validate the events in the student's submission to be true.</p> <p>Please complete the questionnaire by stating Yes or No to the points listed. Please also share additional comments about the student's performance against the workplace's expectations. An assessor may contact you to discuss the activities further.</p>			
Supervisor Details:			
Supervisor Name:		Signature:	
Email:			
Contact Details:		Date:	
<p>Questionnaire:</p> <p>To the assessor:</p> <p>The third-party report assessment tool provides an opportunity for a third party to verify the student participated in activities aligned with the key components of the unit. The third party will review the checklist below and confirm the student's participation in the above activities.</p> <p>Review the checklist completed by the third party and additional comments provided. Contact the supervisor for further feedback on any areas that have received a 'No' result or any comments suggesting that the student did not complete a part of the task, or the workplace supervisor indicates performance below expected standards of the workplace. You may also like to contact the supervisor to verify the completion where you feel warranted.</p>			

Third-Party Report

Student name: <<Insert Student name>>

Student number: <<Insert Student number>>

Throughout working with carers, family members and the person did the learner:	Situation 1		Situation 2		Situation 3	
	Yes	No	Yes	No	Yes	No
1. Recognise reactions to loss and grief, which includes the following:	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<ul style="list-style-type: none"> Identifying and assessing risks such as health and safety or suicide 						
<ul style="list-style-type: none"> Recognising signs of loss and grief 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Engage Empathetically, which includes the following:	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<ul style="list-style-type: none"> Empathetic, professional, showed sensitivity and courteous behaviours. 						
<ul style="list-style-type: none"> Operating respectfully to the individuals social, cultural, ethnic and spiritual differences, through verbal and non-verbal techniques and providing information. 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<ul style="list-style-type: none"> Applying empathetic listening 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<ul style="list-style-type: none"> Confirming understanding through collecting feedback 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Offer support and information, which includes the following:	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<ul style="list-style-type: none"> Providing information on support services suitable for the situation 						
<ul style="list-style-type: none"> Identifying suitable links and referring the person to help further when needed 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<ul style="list-style-type: none"> Using suitable informal and formal strategies 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Maintain confidentiality in line with organisational practices.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. Maintain awareness and adopt activities to care for self, which includes the following:	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<ul style="list-style-type: none"> Monitoring own stress levels 						
<ul style="list-style-type: none"> Recognise personal risks 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<ul style="list-style-type: none"> Use a variety of strategies to minimise personal risk 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<ul style="list-style-type: none"> Reach out for supervisory support and opportunities to debrief 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. Reviewed and reflected support provided, which includes the following:	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

<ul style="list-style-type: none"> Reflecting on outcomes during and after support is provided 						
<ul style="list-style-type: none"> Highlighting where additional support would be beneficial/needed 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<ul style="list-style-type: none"> Applying continuous improvement through reflective practice and reviewing processes undertaken during the three situations. 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Additional Comments about the learner's performance during Task 1 and 2.						

Module 12: CHCDIS011- Contribute to ongoing skills development using a strengths-based approach

Task overview

The student will collaborate with:

- One (1) person with disability at various given points of time as part of the assessment.
- one (1) family or one (1) carer or nominated support person during an interaction.

The collaboration aims to discuss expectations that support respectful interactions and inclusion in a service. The student will use the preparation they developed in SWLA Portfolio: Activity 1

- Collaboration with the person with disability to involve them in activities and understand their needs and preferences.
- Collaboration with families, carer or nominated support worker to work in partnership.

The workplace supervisor will observe the student collaborate with the person with disability, family, carer or nominate support person throughout the assessment specifically on two(2) occasions during the placement at the service.

Supervisor checklist – General assessment requirements

(To be completed by the assessor when they assess the evidence provided by the student. Supervisor to indicate each criterion result as Satisfactory (S) or Not Yet Satisfactory (NYS).)

Criteria	Result (S) or (NYS)
The student works with one client with a disability	<input type="checkbox"/> S <input type="checkbox"/> NYS

Third-Party Report

Student name: <<Insert Student name>>

Student number: <<Insert Student number>>

Task 1	Client 1
1. Contribute to skills assessment.	<input type="checkbox"/> S <input type="checkbox"/> NYS
1.1 Carried out observation in a conducive environment and in a respectful manner	<input type="checkbox"/> S <input type="checkbox"/> NYS
1.2 Consulted with the supervisor and completed the observation template accurately and objectively.	<input type="checkbox"/> S <input type="checkbox"/> NYS
1.3 when completing the observation report used language that is easy to understand and avoids jargon or technical terms.	<input type="checkbox"/> S <input type="checkbox"/> NYS
1.4 identified and engaged with the family, carer, or others as specified by the person with a disability in the assessment process	<input type="checkbox"/> S <input type="checkbox"/> NYS
1.5 Observed the person in two different environments and updated the supervisor about any changes observed in the person's skills across different environments.	<input type="checkbox"/> S <input type="checkbox"/> NYS
1.6 Completed the email to the supervisor and reported any changes in the person's status that may impact their skills development.	<input type="checkbox"/> S <input type="checkbox"/> NYS
Task 2	
2.1 Reviewed the individualized plan thoroughly to understand the skills development strategies and identified two strategies as per the plan.	<input type="checkbox"/> S <input type="checkbox"/> NYS
2.2 Engaged in open and respectful communication with the person to identify their existing skills.	<input type="checkbox"/> S <input type="checkbox"/> NYS
2.3 Demonstrated proficiency in identifying the person's personal strengths and areas of potential growth. Aligned goals with the person's interests and preferences.	<input type="checkbox"/> S <input type="checkbox"/> NYS
2.4 Demonstrated a comprehensive understanding of the person's strengths and additional resources requirements e.g., potential assistive technologies or tools that assist in client's skill development.	<input type="checkbox"/> S <input type="checkbox"/> NYS
2.5. The student effectively provided Mrs X with relevant information about various activities suited to her needs and preferences and enabled the client to participate effectively in chosen activities	<input type="checkbox"/> S <input type="checkbox"/> NYS
2.6 The student successfully identified and utilized the appropriate assistive technology to support the client's skills development and ensured that the chosen assistive technology aligns with her strengths, abilities and preferences.	<input type="checkbox"/> S <input type="checkbox"/> NYS

Third-Party Report

Student name: <<Insert Student name>>

Student number: <<Insert Student number>>

2.7 The student delivered feedback in a respectful and supportive manner, focusing on areas of improvement and growth.	<input type="checkbox"/> S <input type="checkbox"/> NYS
2.8 Demonstrated the ability to identify difficulties or challenges faced during the implementation of skills development activities by engaging in a discussion and explore potential solutions or adjustments to overcome the difficulties.	<input type="checkbox"/> S <input type="checkbox"/> NYS
2.9 Demonstrated proficiency in monitoring the effectiveness of the implemented skills development strategies in consultation with the supervisor.	<input type="checkbox"/> S <input type="checkbox"/> NYS
Task 3	
3.1 Demonstrated the ability to identify real-life situations that present potential, informal, or incidental learning opportunities. Actively encouraged the person with a disability to engage with these learning opportunities.	<input type="checkbox"/> S <input type="checkbox"/> NYS
3.2 Demonstrated the use of positive approach and attitude while engaging with the person. Utilized creative and engaging strategies to maintain the person's interest and maximize their engagement.	<input type="checkbox"/> S <input type="checkbox"/> NYS
3.3 Collaborated with the person with a disability, their chosen support people, and the supervisor to determine the appropriate level of support needed and discussed strategies for adapting support.	<input type="checkbox"/> S <input type="checkbox"/> NYS
Task 4	
4.1. Completed and submitted documentation in accordance with organisations requirements e.g., behaviour observation report and review report documents.	<input type="checkbox"/> S <input type="checkbox"/> NYS
4.2 Demonstrated knowledge by completing and answering questions correctly for maintaining, organizing and storing documentation	<input type="checkbox"/> S <input type="checkbox"/> NYS
4.3 Demonstrated knowledge by completing and answering the questions correctly referring to the organization's policies and procedures related to the person's right to access their records.	<input type="checkbox"/> S <input type="checkbox"/> NYS

Module 13: CHCDIS012- Support community participation and social inclusion

Task overview: Observation 1

The student will work with a client, supporting their Individual Support Plan. The goal is to develop practical skills when working with individuals, promoting respectful and inclusive interactions, and assessing their needs and preferences according to workplace policies and procedures:

The workplace supervisor will observe the student's work with the individuals involved during their placement at the service to the tasks provided in the below Observation Task Checklist.

A workplace supervisor must always supervise the student.

OBSERVATION 1: Respond to the needs and preferences of a person when supporting them to find work

Recognise and respond to person's needs and preferences

- The student accessed the person's individual support plan and worked with the person to facilitate person-centred options for action on relevant issues and discussed with the person, family, carer or others identified by the person. e.g., active listening, empathy, compassion, patience and understanding when working with clients to understand their needs, preferences and concerns.
- The student worked with the person to provide person-centred support in a manner that encourages and empowers the person to make their own choices and action, e.g., established a trusting relationship, assessed the person's strengths, communicated effectively, provided information and options, encouraged independence, provided resources and support, celebrated achievements.

Information for Workplace Supervisor

The workplace supervisor is to complete a report confirming the student's ability to demonstrate specific skills and knowledge required for this topic.

The supervisor will complete the report based on their observations of the student:

- safely supporting the person to find work and assist the employer to facilitate the person's participation and inclusion.

If the workplace supervisor marks any items as 'No' or 'Not able to confirm' in the report or provides comments indicating that the student's performance does not meet workplace expectations, the Assessor will further discuss their feedback. The Assessor will assess the evidence provided for other tasks to make an overall judgement. However, the student might need to redo specific activities for the Assessor to determine competency. The Assessor will have a detailed discussion with the student and provide information on how this will be done, such as through a workplace observation or a role play etc.

The student will give the workplace supervisor a copy of the attached Supervisor Observation Checklist. It will be completed based on their observations of the student's work performance. They may like to do this using the Word file or completing a hard copy of the document.

OBSERVATION CHECKLIST

OBSERVATION 1:		OBSERVATION ADDRESSED (Tick if witnessed)
Accessed individual support plan and carry's out below activities		
1.	<p>Support the person to access opportunities for participation in work and assist employer to facilitate the person's participation and inclusion</p> <p>The student:</p> <p>Demonstrated the ability to:</p> <ul style="list-style-type: none"> Evaluate the person's strengths and skills to match them with suitable job roles. Assisted in creating a tailored resume highlighting their abilities. Collaborated to search for suitable job openings. Providing guidance and practice for successful interviews. Collaborated with employer and the person to facilitate inclusion and participation when adapting to the work environment 	<input type="checkbox"/>
Supervisor comments		
2.	<p>Work with the person to support their use of assistive technologies to meet their individual needs:</p> <p>The student:</p> <p>Demonstrated the ability to:</p> <ul style="list-style-type: none"> Understanding the person's abilities, preferences, and goals to identify suitable assistive technologies. Providing guidance and training on using the chosen technologies effectively. Assisting with any technical issues or challenges that may arise. Ensuring the person feels confident and independent in using the technologies. 	<input type="checkbox"/>
Supervisor comments		

Task overview: Observation 2

Third-Party Report

Student name: <<Insert Student name>>

Student number: <<Insert Student number>>

The student will work with a client, supporting their Individual Support Plan. The goal is to develop practical skills when working with individuals, promoting respectful and inclusive interactions, and assessing their needs and preferences according to workplace policies and procedures:

The workplace supervisor will observe the student’s work with the individuals involved during their placement at the service to the tasks provided in the below Observation Task Checklist.

A workplace supervisor must always supervise the student.

OBSERVATION 2: Selecting options to meet the person’s needs and preferences		
When working with a person in accordance with their individual support plan, the student:		
<ul style="list-style-type: none"> Identified and met the persons needs and preferences Identified barriers and implement strategies to overcome them in collaboration with the person Identified skills and interest when finding matching options within the community 		
OBSERVATION CHECKLIST		
	OBSERVATION 2:	OBSERVATION ADDRESSED (Tick if witnessed)
Accessed individual support plan and carry’s out below activities		
1.	Identified the person’s needs and interests The student: Demonstrated the skills to: <ul style="list-style-type: none"> Reviewed Individual Support Plan Engage in attentive conversations to understand their thoughts, feelings, and aspirations. Ask open-ended questions to encourage detailed responses. Observe their behaviors, interactions, and reactions in various situations. Encouraged the person to share their thoughts and desires openly Involve family, caregivers, or professionals who know the person well. 	<input type="checkbox"/>
Supervisor comments		
2.	Identified barriers and implement strategies to overcome them in collaboration with the person The student:	<input type="checkbox"/>

	<ul style="list-style-type: none"> • Held open conversations with the person to understand their challenges and concerns. • Together, identified specific barriers that hinder their participation or goals. • Collaboratively generated potential strategies to address each barrier. • Assessed the practicality and effectiveness of proposed solutions. • Determined which strategies to implement first based on urgency and impact. • Was flexible and willing to adjust strategies as needed over time. • Clearly defined roles and responsibilities for implementing each strategy. • Maintained ongoing dialogue to track progress and make necessary adjustments. • Ensured the person feels empowered and actively involved in decision-making. 	
Supervisor comments		
3.	Identified skills and interest when finding matching options within the community The student: Demonstrated the skills to: <ul style="list-style-type: none"> • Evaluate the person's abilities, strengths, and competencies. • Engage in conversations to understand their hobbies, passions, and preferences. • Investigated community activities, groups, or events that align with their skills and interests. • Compared available options to find the best fit for their skills and passions. • Discussed and deciding on options together, ensuring their active participation. • Tried out chosen activities to assess compatibility and enjoyment. 	<input type="checkbox"/>
Supervisor comments		

Task overview: Observation 3

The student will work with a client, supporting their Individual Support Plan. The goal is to develop practical skills when working with individuals, promoting respectful and inclusive interactions, and assessing their needs and preferences according to workplace policies and procedures:

The workplace supervisor will observe the student's work with the individuals involved during their placement at the service to the tasks provided in the below Observation Task Checklist.

A workplace supervisor must always supervise the student.

OBSERVATION 3: Monitor strategies	
When working with a person in accordance with their individual support plan, the student:	
<ul style="list-style-type: none"> • Monitored strategies and sought feedback from the person and others on the success of implemented strategies • Make adjustments as required by the person to continue to meet their needs and preferences 	
OBSERVATION 3:	OBSERVATION ADDRESSED (Tick if witnessed)
Accessed individual support plan and carry's out below activities	
1. Monitored strategies and sought feedback from the person and others on the success of implemented strategies The student: Demonstrated the skills to: <ul style="list-style-type: none"> • Periodically evaluating the effectiveness of strategies in achieving desired outcomes. • Gather relevant information, such as observations, progress reports, and feedback. • Engage in conversations to discuss experiences, challenges, and improvements. • Acknowledging achievements and progress to motivate continued efforts with the person • feedback to identify valuable lessons for future strategies. 	<input type="checkbox"/>
Supervisor comments	

2.	<p>Make adjustments as required by the person to continue to meet their needs and preferences.</p> <p>The student:</p> <p>Demonstrated their skills and abilities to:</p> <ul style="list-style-type: none"> • Consistently assess the progress and outcomes of implemented strategies. • Address challenges and obstacles by brainstorming solutions and implementing changes. • Involve the person, their support network, and relevant professionals in decision-making. • Continuously seek input from all stakeholders to ensure adjustments are well-informed. 	<input type="checkbox"/>
<p>Supervisor comments</p>		

Module 14: CHCDIS020 - Work effectively in disability support

Task overview: Observation 1

The student will work with their supervisor to discuss job role requirements and expectations.

The goal is to develop practical skills when working with individuals and stakeholders, promoting respectful and inclusive interactions ensuring they work within their job role requirements.

The workplace supervisor will observe the student’s work with the individuals involved during their placement at the service to the tasks provided in the below Observation Task Checklist.

A workplace supervisor must always supervise the student.

OBSERVATION 1: Discussed job role requirements and expectations with supervisor

When commencing new duties or responsibilities as a support worker, the student:

- Discussed their job role and expectations with the supervisor
- Sought clarification from supervisor or more experienced work colleagues when they needed help with unfamiliar tasks outside the scope of their role.

Information for Workplace Supervisor

The workplace supervisor is to verify the student's ability to demonstrate specific skills and knowledge required for this topic.

The supervisor will verify the student's skills and knowledge based on their observations of the student:

- Discussing job role requirements and expectations
- Seeking clarification when they need with unfamiliar tasks

If the workplace supervisor marks any items as 'No' or 'Not able to confirm' in the report or provides comments indicating that the student's performance does not meet workplace expectations, the Assessor will further discuss their feedback. The Assessor will assess the evidence provided for other tasks to make an overall judgement. However, the student might need to redo specific activities for the Assessor to determine competency. The Assessor will have a detailed discussion with the student and provide information on how this will be done, such as through a workplace observation or a role play etc.

The student will give the workplace supervisor a copy of the attached Supervisor Observation Checklist. It will be completed based on their observations of the student's work performance. They may like to do this using the Word file or completing a hard copy of the document.

OBSERVATION 1 CHECKLIST

		OBSERVATION ADDRESSED (Tick if witnessed)
Accessed individual support plan and carry's out below activities		
1.	<p>The student discussed job role requirements and expectations with supervisor</p> <p>The student:</p> <p>Demonstrated the ability to:</p> <ul style="list-style-type: none"> Actively reached out to their supervisor to request a meeting or discussion specifically focused on clarifying job role requirements and expectations. Prepared a set of questions related to their job role, responsibilities, and expectations to seek clarification. Actively engaged in the conversation and listened attentively to their supervisor's guidance and asked follow-up questions to ensure a thorough understanding. Summarised key points and information discussed during the meeting or discussion to retain and apply information. If there is any uncertainty, they sought confirmation from their supervisor to ensure they are on the same page regarding job role requirements. proactively reach out to their supervisor for clarification and guidance. 	<input type="checkbox"/>
Supervisor comments		
2.	<p>Sought clarification from supervisor or more experienced work colleagues when they needed help with unfamiliar tasks</p> <p>The student:</p> <p>Demonstrated the ability to:</p> <ul style="list-style-type: none"> Recognise when they encounter an unfamiliar task or situation that requires clarification or guidance. Proactively reach out to their supervisor or experienced colleagues, either in person or through appropriate communication channels. Clearly and concisely explain the task or situation and ask specific questions to seek clarification or guidance. Listen attentively to the supervisor or colleague's response, ensuring they understand the instructions or advice provided. Record important points or instructions to ensure they remember and follow the guidance accurately. If applicable, ask for examples or demonstrations to enhance their understanding of how to approach the task. 	<input type="checkbox"/>

Third-Party Report

Student name: <<Insert Student name>>

Student number: <<Insert Student number>>

	<ul style="list-style-type: none">• After attempting the task with the guidance provided, seek feedback to ensure they are on the right track and make any necessary adjustments.• Show appreciation to their supervisor or colleagues for their assistance and guidance.• Apply the knowledge and guidance they received to successfully complete the unfamiliar task.• If necessary, provide feedback to their supervisor about the outcome and any lessons learned during the process.	
Supervisor comments		

Task overview: Observation 2

The student will work with a client, supporting their Individual Support Plan. The goal is to develop practical skills when working with individuals, promoting respectful and inclusive interactions, and assessing their needs and preferences according to workplace policies and procedures:

The workplace supervisor will observe the student's work with the individuals involved during their placement at the service to the tasks provided in the below Observation Task Checklist.

A workplace supervisor must always supervise the student.

OBSERVATION 2 CHECKLIST: Work within organisational requirements and disability support context		
When working with a person and their interdisciplinary team the student carries out the following:		
<ul style="list-style-type: none"> Complies with professional conduct requirements Communicates and co-operates with interdisciplinary team members when supporting the client 		
		OBSERVATION ADDRESSED (Tick if witnessed)
Complied with professional conduct requirements		
1.	<p>The student demonstrated the skills to:</p> <ul style="list-style-type: none"> Adhere to their workplace code of conduct by demonstrating the expected standards of behavior as a support worker. Demonstrated the necessary skills and knowledge when providing services to a client, and acted in a way that is always in their best interest, e.g., being respectful, professional, courteous and using person centered approaches. Respect the rights and dignity of clients by treating clients with respect, and ensuring they are involved in decision-making about their own care and support. Maintain confidentiality and privacy by making sure to keep their clients' personal information confidential, and not to disclose information to other people without the client's consent. 	<input type="checkbox"/>
Supervisor comments		
2. Communicates and co-operates with interdisciplinary team members when supporting the client		
	The student demonstrated the skills to:	<input type="checkbox"/>

Third-Party Report

Student name: <<Insert Student name>>

Student number: <<Insert Student number>>

	<ul style="list-style-type: none">• Understand the roles and responsibilities of other team members to help to understand how they can work together to provide the best possible care for the client.• Be open to communication and feedback from other team members to be able to share information and ideas, and to be willing to learn from their experiences.• Be respectful of the opinions and expertise of other team members, and able to discuss differences in a respectful and professional manner.• Be willing to collaborate on planning and delivering services to meet the needs of the client by working with other team members to develop and implement a care plan that is tailored to the client's individual needs and preferences.	
Supervisor comments		

Task overview: Observation 3

The student will use self-care strategies and seek support if required according to organisational policies and procedures.

The workplace supervisor will observe the student implement self-care strategies where the student:

- Monitors their own stress levels when working with clients.
- Uses self-care strategies and seeks support if needed.

A workplace supervisor must always supervise the student.

OBSERVATION 3 CHECKLIST: Implements self-care strategies		
When working with clients, the student is able to implement self-care strategies by carrying out the following:		
<ul style="list-style-type: none"> • Monitors their own stress levels when working with clients. • Uses self-care strategies and seeks support if needed. 		
		OBSERVATION ADDRESSED (Tick if witnessed)
Monitors their own stress levels when working with clients		
3.	<p>The student demonstrated the skills to:</p> <ul style="list-style-type: none"> • Pay attention to their physical and emotional symptoms, being aware of common signs of stress such as headaches, muscle tension, fatigue, irritability, and difficulty concentrating. • Identify stressors and specific things that are causing stress to develop strategies for coping with them. • Check in with supervisor and themselves regularly throughout the day, and if stress is identified and they are feeling, overwhelmed, or anxious then to, take some time to relax and de-stress before continuing with their work. 	<input type="checkbox"/>
Supervisor comments		
4. Uses self-care strategies and seeks support if needed		
	<p>The student demonstrated their skills to:</p> <ul style="list-style-type: none"> • Set realistic expectations and not try to do too much at once. 	<input type="checkbox"/>

Third-Party Report

Student name: <<Insert Student name>>

Student number: <<Insert Student number>>

	<ul style="list-style-type: none">• Is able to say no to extra work or to ask for help when they need it.• Take care of their physical and emotional needs by making sure they are getting enough sleep, eating healthy foods, and exercising regularly.• Finding healthy ways to de-stress, e.g., spending time with loved ones, reading, listening to music, or engaging in other hobbies that you enjoy.• Seek help if required to manage stress such as talking to their supervisor who can help to develop coping strategies and manage stress levels.	
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Supervisor comments

Section E: Sign off

SIGN OFF	
To be completed by the Workplace Supervisor	
Workplace Supervisor Name:	
Workplace Supervisor Signature:	
Date:	

