CHC33021 Certificate III in Individual Support

Interview Questionnaire 1 of 1

Version 1.0

What is Structured Workplace Learning and Assessment?

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

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

This document is provided for the students' information only so that students may prepare for the Final Interview. The student will answer the questions captured in the Final Interview with the Assessor directly at which time the Assessor will complete this form on their behalf.

The student does not need to submit this document as part of their performance evidence.

Please consider the environment before printing this document.

Structured Workplace Learning and Assessment

Interview Questionnaire 1

CHC33021 Certificate III in Individual Support(Ageing and Disability stream)

Contents

Interview Questionnaire

This interview questionnaire outlines the interview check in process and information captured by the Assessor from the Student and the Workplace Supervisor.

This document is completed by the Assessor on behalf of the student and is used to record the Student and Supervisor interview check ins and are provided here for transparency.

Section A: Student Details

Student Name	
Student Number	
Qualification Name	
Home Telephone	
Mobile	
Email	

Section B: Assessor Details

Name	
Assessor Number/ID	
Telephone	
Email	

Section C: Host Organisation Details

HOST ORGANISATION DETAILS	
Business Name	
Company ABN/ ACN	
Street Address	
Postal Address	
Work Site Address	
Phone Number	

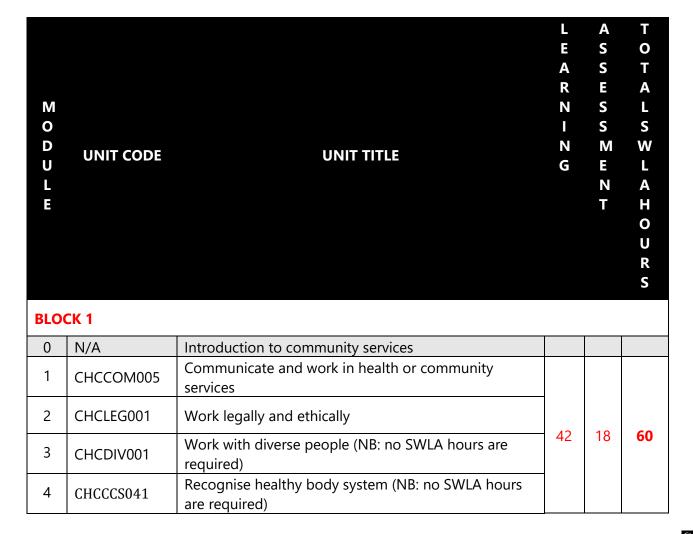| SUPERVISOR DETAILS	
Name	
Position Title	
Phone Number	
Email	

Section D: Units of Competency (UoC)

The Course

The CHC33021 Certificate III in individual support (Ageing and disability Stream) as applicable to student enrolment in the course includes the following units of competency.

The Work Placement commitment is a total of 120 hours and is aligned to the following units within the course. Work Placement is split into two (2) groups as follows:

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

MODULE	UNIT CODE	UNIT TITLE	LEARNING	ASSESSMENT	TOTAL SWLA HOURS
BLOCK 1					
0	N/A	Introduction to community services			
1	CHCCOM005	Communicate and work in health or community services			
2	CHCLEG001	Work legally and ethically	42	18	**60**
3	CHCDIV001	Work with diverse people (NB: no SWLA hours are required)			
4	CHCCCS041	Recognise healthy body system (NB: no SWLA hours are required)			

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5	HLTWHS002	Follow safe work practices for direct client care			
	HLTINF006	Comply with infection prevention and control policies and procedures			
6	SWLA Block 1	Submissions			

BLOCK 2

7	CHCAGE013	Work effectively in aged care			
8	*CHCCCS040	Support independence and well being			
9	CHCCCS031	Provide individualised support			
10	CHCCCS038	Facilitate the empowerment of people receiving support			
11	CHCAGE011	Provide support to people living with dementia	42	18	**60**
12	CHCDIS011	Contribute to ongoing skills development using a strengths-based approach			
13	CHCDIS012	Support community participation and social inclusion			
14	CHCDIS020	Work effectively in disability support			
15	CHCPAL003	Deliver care services using a palliative approach			
16	SWLA 2	CHCAGE013, CHCCCS040, CHCCCS031, CHCCCS038, CHCDIS012, CHCDIS011, CHCDIS020, CHCAGE011, CHCPAL003			

*Please note the CHCSSS040- Support independence and well being unit (Module 8) is linked to completing a 120 hrs work placement however many performance elements within the unit will be completed during the work placement for both SWLA block 1 and Block 2. Some of the tasks that are a cross over that you may have completed in the performance elements in SWLA1 will be used as evidence of completion of part of the 120hrs that have been allocated to this unit alone. However your successfully completion of this unit and of the course will be marked completed upon completion of the both SWLA1 and SWLA 2 requirements

Section E: Introduction Interview Session

The first interview session is conducted prior to the Student entering the work placement. This is an open conversation that will address the following topics:

- How the SWLA process will work
- The role of all parties, including:
  - The Assessor
  - The Student
  - The Workplace Supervisor
- The check in process and schedule with the Assessor
- Where to go if Students or Workplace Supervisors have any questions
- Confirmation of the scheduled Check-in Interview

UPLOADING THE INTERVIEW DOCUMENTATION IN LMS

Assessor Instructions:

Assessor instructions for uploading the interview document:

The interview is done at three (3) stages during the SWLA. You will be required to record notes during each of the interview stages and complete this documentation and upload it in LMS as per the instructions provided below.

Stage 1 - Introduction Interview session

1. Download this interview document and commence the initial interview session following the interview instructions provided below in the relevant section.
2. Once you have completed the interview and the documentation, save this document in share point with the student's name with whom you conducted this interview. Please note, you will need to access the same document for stage 2 and 3 of the interviews.

Stage 2- Carry out check in interview

1. open up the interview document you saved in your share point(at stage 1), click edit and carry out check in interview as per instructions provided below and save the document in share point.

Stage 3 -Third and final interview:

1. open up the document you saved in share point and complete the third and final interview as per the instructions .
2. once you have completed the documentation save it in sharepoint and change the naming convention to

YYYY-MM-DD_InterviewerName_IntervieweeName.pdf

3. Upload this document in the 'feedback files' in the LMS after the student have uploaded and submitted the SWLA portfolio for assessments.

Please ensure-   that the requirements of the interview are covered at all the three stages sufficiently also ensuring that you save the document at every stage for it be uploaded as evidence in the LMS at

stage 3. Upload this document as 'feedback files' in SWLA portfolio once students have submitted SWLA_portfolio for assessment.

Section E: Introduction Interview Session – Stage 1

The first interview session is conducted prior to the Student entering the work placement. This is an open conversation that will address the following topics:

- How the SWLA process will work, followed by a few questions provided below that the assessor will asks the student before commencing SWLA
- The role of all parties, including:
  - o The Assessor
  - o The Student
  - o The Workplace Supervisor
- The check in process and schedule with the Assessor
- Where to go if Students or Workplace Supervisors have any questions
- Confirmation of the scheduled Check-in Interview

Introduction Interview

THE STUDENT			
Student Name:		Date:	
Assessor Name:		Method of communication:	
Initial Interview Notes:			
MODULE 1,2 and 5			

1. Have you completed all the modules assessments from Module 7-15 prior to commencing the SWLA Block 2?	
2. Have you completed the below requirement. Check and Background Screening: • A valid police check to ensure no relevant criminal history. • Working with Vulnerable People Check (WWVP): In some states or territories, a WWVP check is required to work with vulnerable individuals, including the elderly. • National Police Certificate: Aged care workers may need a national police certificate if working with government-funded clients. • Employment Screening and References: Employers may conduct employment screening and request references from previous employers or supervisors. • Health and Immunization Requirements:	

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	Some roles may require specific health assessments or immunization records.	
3.	Have you familiarized yourself with your role and responsibility that you will be required to carry out during the SWLA?	
4.	Have you read and accessed the portfolio activities and requirements?	
5.	Have you accessed and read the WHS policies and procedures relevant to setting you are going to work in as part of your SWLA?	
6.	How would you handle instances where a resident develops a personal attachment to you as their caregiver?	
7.	What would you do if you encountered a situation where a care receipts/ resident's mobility needs exceed your physical capabilities?	
8.	What resources or support services are available for older adults or individuals with disabilities, and how can you assist them in accessing these resources during your work placement?	

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THE STUDENT				
Student Name:			Date:	
Assessor Name:			Method of communication:	
Introduction Interview Notes:				
Check-in Interview Scheduled				

THE WORKPLACE SUPERVISOR				
Workplace Supervisor Name:			Date:	
Assessor Name:			Method of communication:	
Introduction Interview Notes:				

Check-in Interview Scheduled	

Interview Questionnaire

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Section F: Check-in Interview Session – Stage 2

The second interview session is conducted once the student is settled in and completing their SWLA process. This is an open conversation that will address the following topics:

- How the SWLA process is working for all parties
- If any of the parties have any questions or concerns
- Confirmation of the schedule for completion of the SWLA
- Confirmation of the scheduled Final Interview

Check-in Interview

THE STUDENT			
Student Name:		Date:	
Assessor Name:		Method of communication:	
Check-in Interview Notes:			
Final Interview Scheduled			

THE WORKPLACE SUPERVISOR			
Workplace Supervisor Name:		Date:	
Assessor Name:		Method of communication:	
Check-in Interview Notes:			
Final Interview Scheduled			

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Section G: Final Interview Session – Stage 3

The final interview session is conducted once the student has completed their SWLA and all associated assessments (SWLA Portfolio). This is a mix of an open conversation and specific questions that will confirm the student experience.

The Final Interview Questions are outlined below and it is recommended that the Student and the Workplace Supervisor review these questions prior to the session so that they may consider their answers.

Final Interview

THE STUDENT			
Student Name:		Date:	
Assessor Name:		Method of communication:	
Final Interview Notes:			
MODULE 7: CHCAGE013 Work effectively in aged care			

1.	Describe how you clarify your job role requirements and manage tasks beyond the scope of your role.	Answers should include a situation where the student has clarified their job role requirements and managed tasks beyond their role. For example, the student: • read their job description and talk to their supervisor for clarity. • follows organisational policies and processes and sought support from their supervisor . • ask colleagues for help with unfamiliar tasks.
2.	Describe a time when you accessed and used digital technology to share workplace information	Answers should include a situation where a student has accessed, used and shared digital workplace information. Examples can include: • Sending emails, use online platforms, and share documents digitally.
3.	What are the steps you have undertaken when seeking consent from a person, carer, family or others identified by the person?	Answers should include steps of how the student sought consent from a person, carer, family or others identified by the person. Examples of steps to manage the situation may include: • Explaining the purpose and nature of the requested action or procedure. • Providing clear and concise information about potential risks and benefits. • Respecting the person's right to ask questions and seek further information. • Documenting the consent process, including the person's understanding and willingness to proceed.
4.	What are the steps you have undertaken when recording, maintaining and storing workplace information?	Answers should include how the student managed recorded, maintained and stored workplace information Example of steps to may include that they: • Made sure information is accurate, factual and complete • Used secure systems in line with workplace policies and procedures • Followed privacy and confidentiality requirements
5.	Describe how you monitor your own level of stress when working with people receiving support.	Answers should include how the student monitors their level of stress when working with people receiving support. Examples may include: • Check how they feel regularly. • Use stress management techniques like deep breathing. • Talk to colleagues or supervisors about challenging situations. • Look for early signs of burnout and seek help if needed.

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6.	Explain the steps you perform when completing workplace reports or checklists and briefly describe why these types of documentation need to be completed.	Answers should include how steps of how the student completed workplace documents (reports and checklists) and explained the reason for completing these documents. Examples may include: Steps for completing workplace reports or checklists: • Identify the purpose. What information is needed? Why? • Gather the relevant information. • Record the information clearly and concisely. • Review the report or checklist to ensure accuracy and completeness. • Submit the report or checklist to the appropriate person. Importance of workplace reports and checklists: • Document client progress and development. • Communicate with other professionals. • Identify and mitigate risks. • Provide evidence of compliance with regulations.

MODULE 8: CHCCCS023 Support Independence and Wellbeing

1.	Describe a situation that was outside the scope of your role, how did you identify this was the case?	Benchmark standards of student responses provided below; however, students' wordings may vary. A client asked support worker to administer medication, however, this is not within the support worker's role, therefore, they must refer this to their supervisor.
2.	Explain how you considered specific cultural, physical, and spiritual needs of those you worked with.	Benchmark standards of student responses provided below; however, students' wordings may vary. The support worker could ask the client of their cultural background and then ask respectful questions to learn more about the client's cultural, physical, spiritual needs. For example: How can I support you so that your cultural needs are being met? Are there specific dietary requirements we need to be aware of? Are there special times or days of the week/month we need to be aware of? How can we accommodate you to suit your needs?
3.	Suggest three (3) risks that were involved in the support you were providing.	Benchmark standards of student responses provided below; however, students' wordings may vary. 1. Clutter – Client may have clutter in their home/residential room where items need to be removed to minimise risk of fall/slips/trips

		2. Mental Health – Client may be feeling sad/alone/isolated/angry etc. and may need someone to talk to. 3. Sick – Client may be unwell but not want to see medical professional. Support worker would encourage the client to seek medical support or report to their supervisor.
4.	Identify any cultural or financial issues impacting your client's wellbeing	Benchmark standards of student responses provided below; however, students' wordings may vary. • Client not able to practice cultural activities due to lack of transport/resources/support • Financial – Client may be struggling to afford purchasing of more healthier food due to high cost of living.
5.	Explain how you maintained confidentiality and privacy those you were supporting.	Benchmark standards of student responses provided below; however, students' wordings may vary. Support worker adheres to privacy and confidentiality workplace policies and procedures and does not gossip about clients to other colleagues, support worker provides information to the client about their responsibilities in maintaining the client's privacy.
6.	Explain the organisations process for reporting requirements.	Benchmark standards of student responses provided below; however, students' wordings may vary. All incidents must be reported that have caused or may cause client's physical or psychological harm or discomfort. All incidents to be reported verbally and/or in writing using the organisations Incident Report Template.
7.	Explain how you avoided imposing your own values and attitudes on others.	Benchmark standards of student responses provided below; however, students' wordings may vary. A support worker should be professional, non-judgmental, and respectful and not provide personal opinions to the client and not overstep their work role boundaries.
MODULE 9: CHCCCS031 Provide Individualised Support		
1.	Describe a situation that was outside the scope of your role, how did you identify this was the case? Who were you able to seek support from with this?	For example, a situation that might be outside the scope of a support worker's role is if an individual they are supporting is experiencing a medical emergency. Support workers are not typically trained or authorised to provide medical care beyond basic first aid. In this situation, they might identify that the individual's symptoms are beyond their ability to manage, such as severe chest pain or difficulty breathing, and that the situation is urgent and requires immediate medical attention. The support worker should always follow their workplace policies and procedures, e.g., communicate the situation to their supervisor or other relevant staff members to ensure that appropriate follow-up and documentation are completed.

2.	How did you take into account the client's specific cultural, physical, and sensory needs when assessing and determining their requirements while consulting with them, their family, or carer?	When considering cultural, physical and sensory needs a support worker should: • be respectful and sensitive to the cultural backgrounds and beliefs of the individuals they are supporting. They should take the time to understand the individual's cultural practices, beliefs, and values and work with the individual to incorporate them into their support plan. • be aware of any physical limitations or disabilities that the individual may have and ensure that their support plan takes these into account • be aware of any sensory sensitivities that the individual may have and ensure that their support plan takes these into account.
3.	Suggest three (3) risks that were involved in the support you were providing individuals and how these were assessed.	Three risks may include: 1. Falls – where a client may be at risk of falling due to mobility issues. Assessing this the worker may conduct a falls risk assessment and implement preventative measures such as providing mobility aids, removing tripping hazards, and assisting with transfers. 2. Choking – e.g., if a client has difficulty swallowing or has specific dietary needs, the support worker may conduct a dysphagia assessment and implement measures such as modifying food texture or providing adaptive eating utensils. 3. Skin irritability due to limited mobility, the support worker may conduct a skin assessment and implement measures such as repositioning, providing pressure-relieving devices, and ensuring adequate nutrition and hydration.
4.	This question has two (2) parts: a. List the aids, equipment, assistive technologies and devices you were required to use during your time on placement. b. Explain how you supported the client use each item you have listed.	a. These may include: • Mobility aids such as wheelchairs, walkers, canes, and crutches may be used to assist individuals with mobility issues. • Personal protective equipment (PPE), e.g., Gloves, masks, and gowns may be required to ensure infection control and prevent the spread of germs. • Communication aids such as hearing aids, amplifiers, and communication boards may be used to assist individuals with hearing or speech impairments. • Assistive technology devices such as electronic medication reminders, automated door openers, or voice-activated technology can assist individuals with various tasks.

	b.	• Assess the person's needs to determine the appropriate aids or equipment required. • Provide education and instruction on the proper use and maintenance of the aids or equipment. • Assist with setting up and adjusting the aids or equipment for proper fit and functionality. • Encourage and empower the person to use the aids or equipment independently whenever possible. • Regularly monitor and troubleshoot the aids or equipment for any issues or concerns. • Offer emotional support and reassurance as the person adapts to using the aids or equipment. • Collaborate with colleagues, and/or healthcare professionals to ensure the aids or equipment meet the person's needs. • Continuously reassess and update the aids or equipment as needed.
5. Explain the organisations process for reporting observations to the supervisor.		Reporting processes may include: Documenting observations, reporting to a supervisor, completing formal documentation such as Incident Reports, client notes/files.
6. Explain the organisations process for storing information.		Generally, information should be stored in a way that is easily accessible to those who need to know, while also being protected from unauthorised access or disclosure. This may involve storing information in secure electronic databases or physical files that are kept in locked cabinets or rooms.

7. Explain the steps you have taken when supporting a person with their oral hygiene for the following:
   a. Natural teeth
   b. Gums
   c. Denture removal
   d. Cleaning dentures
   e. Inserting dentures
   f. Alternative brushing
   g. Recognising if dentures were ill fitting.
	a.	Process may include:
		• Prepare supplies: Gather a toothbrush, toothpaste, and a cup of water.
		• Assist with toothbrushing: Apply a pea-sized amount of toothpaste to the toothbrush. Help the person hold the toothbrush or guide their hand if needed. Encourage gentle brushing in circular motions on all surfaces of the teeth.
		• Pay attention to gumline: Remind the person to brush along the gumline to remove plaque and bacteria.
		• Rinse and spit: Provide a cup of water for rinsing and assist with spitting into a sink or a cup.
		• Assist with cleaning the toothbrush: Help the person rinse their toothbrush thoroughly after use and store it in a clean, dry area.
		• Encourage regular brushing: Remind the person to brush their teeth at least twice a day, preferably after meals.

	b.	Process may include: • Use a light touch and ensure that all areas of the gums are cleaned, including the front, back, and sides. • Remind the person to clean their gums gently at least twice a day, preferably after meals. Regular gum care helps remove plaque, reduces the risk of gum disease, and promotes overall oral health.

	c.	Process may include: • Prepare supplies: Ensure you have clean hands, a clean towel or basin, and a denture cup or container. • Communicate: Talk to the person and explain the process of denture removal. Ensure they are comfortable and ready for the procedure. • Gloves (if necessary): If wearing gloves is recommended or required, put on a pair of disposable gloves. • Encourage a comfortable position: Assist the person in finding a comfortable seated position near a sink or over a soft towel or basin to catch any water or debris. • Handle with care: Gently hold the person's dentures using a firm yet gentle grip. Avoid applying excessive force or bending the dentures. • Gradual removal: Start by gently loosening the denture from one side of the mouth and gradually work your way around. Use your fingers or a denture brush to help lift and release any suction. • Remove upper denture: For an upper denture, support the front teeth area while gradually tilting the denture forward and gently lift it out of the mouth. • Remove lower denture: For a lower denture, use a gentle rocking motion to break the seal and carefully lift it out of the mouth. • Handle with care: Place the removed dentures in a denture cup or container filled with water or a denture cleaning solution to prevent damage or drying out. • Clean and store: Once the dentures are safely removed, assist the person in rinsing their mouth with water or mouthwash. Clean and brush the dentures as per the recommended denture cleaning instructions. Store them in a safe place.
	d.	Process may include: • Prepare supplies: Gather a denture brush or soft-bristled toothbrush, denture cleaner or mild dish soap, denture cup or container, and a towel. • Rinse the dentures under running water to remove loose debris or food particles. • Apply a small amount of denture cleaner or mild dish soap to a damp brush. • Gently brush all surfaces of the dentures, including teeth, gums, and crevices. • Rinse the dentures thoroughly under running water to remove any remaining cleaning solution or residue. • Empty and rinse the denture cup or container used for cleaning. • Store the clean dentures in a denture cup or container filled with clean water or denture soaking solution. • Rinse the denture brush or toothbrush used for cleaning under running water and allow it to air dry.

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		• Always handle dentures with care to avoid dropping or damaging them and avoid using hot water or harsh chemicals.
	e.	Process may include: • Prepare the client's mouth. • Check their dentures. • Wet the dentures. • Gently position the dentures. • Align the dentures. • Apply light pressure. • Check the fit with the client. • Bite and swallow. • Adjust if necessary. • Ask client to practice speaking and eating.
	f.	Examples may include using oral swabs, mouth wash or other alternatives and: • Chose the alternative method based on the person's needs. • Prepared the necessary supplies. • Assisted the person into a comfortable position. • Opened the person's mouth gently. • Performed the chosen method as instructed. • Cleaned all areas of the mouth, including gums, tongue, cheeks, roof of the mouth, and dentures if applicable. • Provided comfort and support throughout the process. • Disposed of used materials properly. • Followed any specific instructions provided.
	g.	Example may include: Listen to their concerns and allow them to express their discomfort. Recommend temporary solutions such as denture adhesive or cushions for immediate relief. Emphasise the importance of maintaining good oral hygiene. Suggest softer food options that are easier to chew. Provide emotional support and reassurance. Report to Supervisor.
8. Explain the steps you have taken to maintain a safe and healthy		To maintain a safe and healthy environment, a support worker may conduct: • Regular cleaning and disinfecting of the client's living area

environment that is comfortable for the client?	• Ensure the area is free from hazards such as clutter, loose mats/carpet • Maintain adequate ventilation in the area, e.g., open windows, natural light.
9. How did you involve the client in discussing the adequacy of support services and confirming the need for any changes?	Example may include: • Engaging in regular communication with the client to discuss their needs and preferences • Encouraging the client to provide feedback • Using a client centred approach to develop their support plan • Providing the client with information about support services available to them • Respecting the client's right to make informed decisions.
10. How did you ensure the person had access to their necessary physical aids, equipment and other items they needed?	Examples may include: • Identifying specific physical aids, equipment, and other items that the person needs to support their independence, mobility, communication, or other needs. • Consulting with the person and/or their support network, including family members or carers, to determine their preferences and needs regarding these items. • Ensuring that the physical aids, equipment, and other items are properly maintained and in good working order. • Ensuring that the physical aids, equipment, and other items are accessible and available to the person as needed, such as by ensuring they are stored in a convenient location or carried with the person when they are out of the house. • Monitoring the person's use of physical aids, equipment, and other items to ensure they are effective and appropriate, and making adjustments as needed.

11. Briefly explain how you used the following:
  a. Slide sheets
  b. Lifters/Hoist
  c. Slings
	a. Example may include:
	  • Prepare the environment: Ensure the area is clear of obstacles and any potential hazards.
	  • Position the person: Assist the person in a comfortable position, such as lying flat on their back.
	  • Place the slide sheet: Position one slide sheet under the person's head and another under their hips or buttocks.
	  • Communicate with the person: Explain the process and make sure they understand what is happening.
	  • Coordinate with a partner: If necessary, coordinate with a partner to ensure smooth and safe movement.
	  • Use proper technique: Hold onto the slide sheets and use smooth, controlled movements to transfer or reposition the person.

		• Check for comfort and safety: Ensure the person is comfortable throughout the process, and their safety is maintained. • Remove the slide sheets: Once the person is in the desired position, carefully remove the slide sheets.
	b.	Example may include: • Prepare the environment and ensure equipment is in good working condition. • Assess the person's needs and select the appropriate sling or harness. • Position the lifter near the person, ensuring stability. • Carefully guide the person into the sling or harness, ensuring proper positioning and security. • Activate the hoist according to manufacturer's instructions to lift the person with controlled movements. • Use the hoist to safely transfer or move the person to the desired location. • Monitor the person's comfort and safety during the process, making adjustments as needed. • Slowly and gently lower the person onto the surface and remove the sling or harness. • Properly store the lifter and hoist when not in use and maintain them according to manufacturer's guidelines. • Note: It's essential to receive thorough training on the specific lifter and hoist equipment being used and follow the manufacturer's instructions for safe and proper usage.
	c.	Example may include: • Assess the person's needs and select the appropriate sling. • Position the person safely and comfortably. • Prepare the sling by untangling and laying it flat. • Position the wide end of the sling under the person's back, extending up to their shoulder blades. • Thread the leg straps under each leg and secure them to the sling. • Ensure the sling is properly adjusted and provides adequate support without causing discomfort. • Communicate with the person throughout the process, explaining movements and adjustments. • Coordinate with a partner if needed to assist with the transfer or movement. • Lift or move the person using proper lifting techniques and equipment. • Continuously monitor the person's comfort and safety during the process, making necessary adjustments as needed. • Communicate with the person to address any concerns or needs. • Carefully remove the sling from under the person once the transfer or movement is complete.

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MODULE 10: CHCCCS038 Facilitate the empowerment of people receiving support	
1. Describe a situation where you were able to support a person to access advocacy or complaint mechanisms if required.	Answers should include a situation where the student has supported a person to access advocacy or complaint mechanisms: For example, a student recognised that a client had concerns regarding the way another resident may have been treating them at the facility. The student facilitated the client's access to complaint mechanisms by providing information about their rights and explaining available options for raising concerns. The student offered ongoing emotional support and guidance throughout the process, empowering the client to effectively communicate their concerns and seek resolution and also reported the incident according to their organisations policies and procedures.
2. Describe a time when you provided a service adjustment with a person that you determined when working with them to meet their individual needs.	Answers should include a situation where a student has determined and provided a service adjustment with a client to meet their needs. Examples of adjusting a service might include: • Providing assistive technology • Updating individual support plan • Providing emotional support • Adjusting social activities for the client
3. Describe a time where you have proposed a strategy to meet a person's health or re-ablement needs that you have identified whilst speaking with them.	Answers should include a situation where a student has proposed a strategy to meet the person's health or re-ablement needs when speaking with them: Examples may include: • Modifying their living environment to prevent falls • Developing a plan to promote social interaction and connecting with others • Assisting a person to use assistive technologies • Modifying a person's dietary requirements
4. What are the steps you could undertake if a person disclosed to you that they were being treated unfairly.	Answers should include steps of how the student managed a situation where a client has disclosed that they were being treated unfairly. Examples of steps to manage the situation may include: • Assessing the situation. • Ensuring immediate safety. • Document the incidents

	• Report the incident immediately. • Follow facility protocols for reporting and addressing incidents. • Provide support and reassurance to the client. • Monitor the situation and follow up regularly.
5. What are the steps you could undertake if you noticed a person was becoming increasingly isolated and withdrawn and preferred to be on their own.	Answers should include how the student managed a situation where a client was becoming isolated and withdrawn. Example of steps to manage the situation may include: • Report the situation as per organisations incident management procedures • Observe and assess the extent of social withdrawal. • Approach the person with empathy and express concern. • Create a safe and supportive environment. • Encourage participation in social activities or events. • Offer assistance and accompany the person when needed. • Address underlying issues such as anxiety or depression. • Respect the person's boundaries and comfort levels. • Maintain regular check-ins and ongoing support.
6. How do you recognise and respond to situations and barriers appropriately?	Answers should include how the student recognised and responded to situations and barriers appropriately. Examples may include: • Being observant and attentive, e.g., notice signs that might indicate a situation • Effectively communicate and engage in active listening • Being empathetic, asking clarifying questions and encouraging open dialogue • Different situations and barriers may require different responses, so being flexible and adaptable in your approach is important. • Encourage individuals to express their needs and preferences and empower them to make informed decisions. • Support their rights and ensure that their voices are heard and respected.
MODULE 13: CHCDIS012 - Support community participation and social inclusion	
1. Describe a situation where you were able to support a person to	Answers should include a situation where the student has supported a person to accommodate their cultural and religious needs.

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	accommodate their cultural and religious needs	For example, a student recognised that this situation can involve open communication to understand their beliefs, practices, and preferences, respecting and considering their values, collaborating to incorporate accommodations into daily life, educating others about their requirements, advocating for their rights, adjusting schedules and spaces as needed, providing culturally and religiously appropriate meals, facilitating participation in events, and connecting them with relevant communities for support and engagement.
2.	Describe a time when you supported a person to access opportunities for establishing connections through shared interests.	Answers should include a situation where a student has supported a person to access opportunities for establishing connections through shared interests. For example, this may involve identifying their hobbies and passions, researching relevant community activities or groups, assisting in joining and participating, encouraging interactions, facilitating introductions, and providing ongoing guidance to help foster meaningful relationships based on common interests.
3.	Describe a situation where you have recognised barriers for a person to participate in the community and what strategies did you discuss to help the person overcome these barriers.	Answers should include a situation where a student has recognised barriers when working with the person and provided strategies to overcome these. For example, the student actively listening to the person's experiences, observing interactions and reactions, identifying physical or environmental challenges, considering communication difficulties, addressing attitudinal biases, assessing access to resources, and regularly engaging in conversations with the individual, their support network, and relevant professionals to gain insights into potential obstacles they may face.
4.	What practical steps have you implemented in practice to monitor the success of strategies to address barriers in consultation with the person and your supervisor?	Answers should include steps of how the student monitored the success of strategies to address barriers in consultation with the person and the supervisor. For example, this may involve consultation with the person and supervisor, and establishing clear success metrics, gather data and feedback regularly, compare results to initial barriers, involve the person's input, engage in collaborative decision-making, document progress and adaptations, share lessons learned, and remain flexible to make necessary adjustments to ensure the strategies effectively address the identified barriers.
MODULE 14: CCHCDIS020 Work effectively in disability support		
1.	Describe how you clarify your job role requirements and manage tasks beyond the scope of your role.	Answers should include a situation where the student has clarified their job role requirements and managed tasks beyond their role. For example, the student: • read their job description and talk to their supervisor for clarity. • follows organisational policies and processes and sought support from their supervisor . • ask colleagues for help with unfamiliar tasks.

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2.	Describe a time when you accessed and used digital technology to share workplace information	Answers should include a situation where a student has accessed, used and shared digital workplace information. Examples can include: • Sending emails, use online platforms, and share documents digitally.
3.	What are the steps you have undertaken when seeking consent from a person, carer, family or others identified by the person?	Answers should include steps of how the student sought consent from a person, carer, family or others identified by the person. Examples of steps to manage the situation may include: • Explaining the purpose and nature of the requested action or procedure. • Providing clear and concise information about potential risks and benefits. • Respecting the person's right to ask questions and seek further information. • Documenting the consent process, including the person's understanding and willingness to proceed.
4.	What are the steps you have undertaken when recording, maintaining and storing workplace information?	Answers should include how the student managed recorded, maintained and stored workplace information Example of steps to may include that they: • Made sure information is accurate, factual and complete • Used secure systems in line with workplace policies and procedures • Followed privacy and confidentiality requirements
5.	Describe how you monitor your own level of stress when working with people receiving support.	Answers should include how the student monitors their level of stress when working with people receiving support. Examples may include: • Check how they feel regularly. • Use stress management techniques like deep breathing. • Talk to colleagues or supervisors about challenging situations. • Look for early signs of burnout and seek help if needed.
6.	Explain the steps you perform when completing workplace reports or checklists and briefly describe why these types of documentation need to be completed.	Answers should include how steps of how the student completed workplace documents (reports and checklists) and explained the reason for completing these documents. Examples may include: Steps for completing workplace reports or checklists: • Identify the purpose. What information is needed? Why? • Gather the relevant information. • Record the information clearly and concisely.

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	• Review the report or checklist to ensure accuracy and completeness. • Submit the report or checklist to the appropriate person. Importance of workplace reports and checklists: • Document client progress and development. • Communicate with other professionals. • Identify and mitigate risks. • Provide evidence of compliance with regulations.
MODULE 15: CHCPAL003 - Deliver care services using a palliative approach	
1. How did you adapt your communication techniques to meet the specific needs of individuals, their families, caregivers, and other individuals identified by the person?	Answers should include a situation where the student has adapted their communication techniques to meet the specific needs of the individual, their families, carers and others identified by the individual. For example, the student: • Conducting an assessment • Tailoring communication approach based on specific preferences and requirements, e.g., simple language, non-verbal cues or written materials
2. What actions have you taken to establish a supportive environment that encourages individuals, their families, caregivers, and others to openly share information about their evolving needs and preferences?	Answers should include actions taken to establish a supportive environment that encourages the person, their families, carers and others to be able to openly share information. Examples can include: • Actively fostering trust and confidentiality to encourage open information sharing. • Establishing a welcoming and non-judgmental atmosphere to facilitate the expression of changing needs and preferences. • Initiating conversations, actively engaging, and assuring individuals, families, caregivers, and others that their input is valued to promote open communication.
3. What steps have you followed when you identify needs and issues in a client that fall	Answers should include steps of how the student identified needs and issues in a client that fell outside the scope of their role. Examples of steps to manage the situation may include:

	outside the scope of your job role?	• Following a defined protocol when identifying needs and issues that go beyond the job role. • Promptly reporting such matters to relevant healthcare professionals or supervisors. • Seeking guidance from registered nurses or collaborating with specialists as needed to ensure comprehensive care for the client.
4.	Can you describe the process you followed when required to report changes in an individual's needs and issues within their personalized care plan?	Answers should include how the student followed process to report changes in an individual's plan regarding their needs and issues. Example of steps to may include that they: • Diligently documenting relevant information related to changes in an individual's needs and issues within their care plan. • Communicating this data to the healthcare team, including registered nurses and physicians. • Updating the care plan to ensure that all involved parties are informed and aligned in their approach.
5.	Explain any observations you have made regarding the person's pain and other symptoms as outlined in their individualized plan and clarify who needed to be informed of these observations.?	Answers should include observations witnessed and took appropriate measures to inform the observations: Examples may include: • Maintaining accurate and timely records of observations related to a person's pain and symptoms. • Promptly communicating these observations to their supervisor, registered nurse or healthcare provider responsible for the individual's care. • Ensuring that appropriate measures are taken to effectively address the pain and symptoms based on the documented observations.
6.	What steps do you take to determine and implement self-care strategies to address the potential impact of your personal responses on yourself?	Answers should include how they determines and implements self-care strategies to address any personal impact of responses on themselves. Examples may include: • Engaging in regular self-reflection to determine and address the potential impact of personal responses. • Seeking support and guidance from colleagues or supervisors to maintain emotional well-being. • Participating in self-care activities like mindfulness or counseling and establishing healthy boundaries to deliver quality care to clients while safeguarding one's own well-being
7.	Describe how you clarify your job role requirements and manage tasks beyond the scope of your role.	Answers should include a situation where the student has clarified their job role requirements and managed tasks beyond their role. For example, the student: • read their job description and talk to their supervisor for clarity.

	• follows organisational policies and processes and sought support from their supervisor . • ask colleagues for help with unfamiliar tasks.

THE WORKPLACE SUPERVISOR

Where the **Workplace Supervisor has completed the Third-Party Report**, you only need to confirm that they completed it and it was a true and accurate account of the students experience in the workplace.

Where the **Workplace Supervisor has NOT completed the Third-Party Report**, the final interview needs to captured their confirmation that all elements listed on the Third-Party Report have been observed by the Workplace Supervisor during the Structured Workplace Learning and Assessment (SWLA) process.

Assessor to paste a copy of the completed Third-Party Report below once confirmed with the Workplace Supervisor.

Workplace Supervisor Name:		Date:	
Assessor Name:		Method of communication:	
Check-in Interview Notes:			

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