



**AUSTRALIAN  
HEALTHCARE**  
QUALIFICATIONS & TRAINING

# Learner Assessment

## Task 2 - Case Study

## Task 3 - Simulated Practical

**Unit Code: CHCAGE004**

**Unit Name: Implement interventions with older people at risk**

**Qualification:**

**Participant Name:** \_\_\_\_\_

Version Control:

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# Assessment Information

<b>Unit Code &amp; Title:</b>	CHCAGE004 Implementation interventions with older people at risk
<b>Unit Descriptor:</b>	This unit describes the skills and knowledge required to work in partnership with older people and their carers to implement interventions in the context of an individualised plan to reduce risk
<b>Application of the unit:</b>	This unit applies to support workers in a residential or community context. Work performed requires a range of well-developed skills where some discretion and judgement is required. Workers will take responsibility for their own outputs under direct or indirect supervision.
<b>Elements:</b>	<ol style="list-style-type: none"> <li>1. Assist with the preparation for a risk assessment</li> <li>2. Contribute to the identification of risks</li> <li>3. Implement risk minimisation strategies</li> <li>4. Monitor risk minimisation strategies</li> </ol>
<b>Performance Knowledge:</b>	<p>Evidence must be shown of learners' ability to complete tasks outlined in elements and performance criteria of this unit, manage tasks and manage contingencies in the context of the job role. There must be evidence that the candidate has:</p> <ul style="list-style-type: none"> <li>• Assisted with the assessment of risk and the implementation and evaluation of risk minimisation strategies for at least 2 older people, 1 in a simulated environment and 1 in the workplace, in a manner that is respectful of the older person's dignity and privacy</li> </ul>
<b>Knowledge Evidence:</b>	<p>The learner must be able to demonstrate essential knowledge required to effectively complete tasks outlined in elements and performance criteria of this unit, manage tasks and manage contingencies in the context of the work role. This includes knowledge of:</p> <ul style="list-style-type: none"> <li>• The tensions which may exist between an individual's rights and the organisation's responsibility to individuals</li> <li>• Legal and ethical considerations for working in aged care: <ul style="list-style-type: none"> <li>- Duty of care</li> <li>- Human rights</li> <li>- Privacy, confidentiality and disclosure</li> <li>- Work role boundaries – responsibilities and limitations</li> </ul> </li> <li>• The major issues, trends and policies relating to the health and wellbeing of older people</li> <li>• Standardised tools for risk assessment and the management and monitoring of risks</li> <li>• Major risk areas for ageing population: <ul style="list-style-type: none"> <li>- Depression and anxiety</li> <li>- Isolation</li> <li>- Abuse (sexual, emotional, physical, financial, system)</li> <li>- Falls</li> <li>- Medication</li> <li>- Dehydration and malnutrition</li> <li>- Dysphagia</li> <li>- Continence</li> </ul> </li> <li>• Documentation requirements including the importance of accurate and appropriately detailed records</li> </ul>

**Assessment  
Conditions**

Skills must have been demonstrated in an ageing support workplace with the addition of simulations and scenarios where the full range of contexts and situations have not been provided in the workplace. These are situations relating to emergency or unplanned procedures where assessment in these circumstances would be unsafe, impractical or threatens the dignity of the older person. The following conditions must be met for this unit:

- Use of suitable facilities, equipment and resources, including relevant assessment tools

Overall, assessment must involve some real interactions with older people, colleagues, families/carers and the use of individualised plans.

# Instructions to the student

## Purpose of this assessment

This Assessment is designed to test your knowledge and skills against the criteria that is required in order for you to assist with the assessment of risk and the implementation and evaluation of risk minimisation strategies for at least 2 older people; 1 in a simulated environment and 1 in the workplace in a manner that is respectful of the older persons dignity and privacy in a manner that is respectful of the older persons dignity and privacy.

## Methods of Assessment

The assessments have been developed in consideration to assessment requirements, learning environment and the expectations by industry.

To be deemed competent in this unit of competency the following assessment requirements must be completed. You must achieve a satisfactory result for each task to be deemed competent in this unit.

**Assessment Task 1 – Written Questions –** The Written Questions provided in this assessment kit is required to be completed. Assessment Task 1 may be completed within allocated training time or during periods of self-study.

**Assessment Task 2 – Case Studies –** The Case Study/ies provide an opportunity for you to demonstrate your knowledge and skills aligned to settings that reflect your industry. Written answers to questions relating to the different case studies is required. You are required to read the case studies and answer all the questions satisfactorily. Assessment Task 2 may be completed within allocated class time or during periods of self-study.

**Assessment Task 3 – Simulated Project –** This simulated project provides an opportunity for you to demonstrate your competency in a practical setting reflective of the workplace. You are required to read and follow the project instructions. This may include; utilising and completing provided simulated support documentation, participating in role plays, using equipment and/ or providing answers to written questions. Depending on the task you may require guidance from the trainer/assessor and/or participation of other learners. Marking criteria for the simulation is included and is to be used to determine your competency. Please familiarise yourself with both the task instructions and the marking criteria to identify what the trainer/ assessor is looking for.

**Assessment Task 4 – Workplace Project –** This practical project provides an opportunity for you to demonstrate your competency in a practical real work setting. You are required to read the project instructions This may include; collecting and providing documents, providing answers/information to the items listed and/or providing answers to written questions. You are to complete the project without the guidance from the Trainer/Assessor. Where you are not able to undertake the practical project in the workplace, your Trainer /Assessor will provide you support by creating a simulated situation. Where a simulated environment has been created your Trainer/Assessor will record this as a reasonable adjustment to the assessment method.

**Assessment Task 5 – Observation/Demonstration –** This assessment task enables you to demonstrate your practical skills and knowledge in a workplace context against specified criteria and observed by either your Assessor or Workplace Supervisor. You are to read the instructions provided in this section and completed the tasks while being observed. Either your supervisor or assessor will complete an observation checklist recording either a satisfactory or unsatisfactory performance. Please familiarise yourself with both the task instructions and the observation checklist to identify what the observer is looking for.

Where your demonstration is being observed by the supervisor, your assessor will contact the supervisor to confirm the demonstration and will follow up by asking you verbal questions about the task demonstrated.

## Resources needed for assessment:

- Simulated environment that reflect real working conditions by modelling industry operating conditions and contingencies as well as using suitable facilities, equipment and resources.
- Workplace for practical placement
- Assessment Tools (or you may provide and utilise your own workplace assessment documents)
- Access to codes of practice, relevant organisation policies and procedures
- Equipment and resources
- Learner Guide
- Log book/journal & workplace assessment kit for work placement and workplace activities

## What you need to do:

- Complete the activities as described above
- Take a photo copy of your work if you would like to
- Collect all of the required evidence and provide to your trainer
- Sign the Assessment Agreement
- Submit the completed assessment kit to your assessor.

If you have any difficulties or there is anything you don't understand, talk with your Trainer/Assessor; they are here to help you. Never be too afraid to ask about anything you don't understand related to safety and do not attempt to complete tasks you are unsure about. You can raise any concerns with your trainer/assessor.

Your assessor will provide you with feedback both verbally and in writing.

## Assessment outcomes

**Satisfactory** – Evidence provided meets the requirements of the assessment method and unit of competency

**Not Satisfactory** – Evidence provided does not meet the requirements of the assessment method and unit of competency.

If you have been given a Not Satisfactory assessment outcome you will be given the chance to review with your assessor and discuss the area/s for improvement and time will be elected where you will be required to resubmit the Assessment Workbook as per the assessor's instructions. If you receive a Satisfactory outcome for the individual Assessment Mode, then this outcome will contribute to final judgement of competency for this unit.

## **Reasonable Adjustment**

Special consideration may be applied, and reasonable adjustment given to this assessment, as required. *(See further information in student handbook – Access & Equity and AHQT policies and procedures – Assessment Policy).*

Any adjustments made to standard assessment will be documented clearly in assessment kit either at the front of the booklet or in the individual competency record.

### **Document any adjustments to standard assessment**

## **Reassessment**

Where you are found not yet competent, the AHQT will provide three further opportunities to achieve competency at no cost. If you request to be re-assessed after the 3 attempts a cost of \$200 per unit will be applied and any attempt thereafter. *(see Assessment Policy for further information).*

# Assessment Agreement

An assessment agreement is required to ensure that all students are aware of the process and purpose of an assessment and the requirements that achieve competence in this unit.

<b>Student Full Name:</b>	
<b>Unit Code and Title:</b>	<b>CHCAGE004 Implement interventions with older people at risk</b>
<b>Qualification:</b>	

<b>Please tick as appropriate</b>	<b>Yes</b>	<b>No</b>	<b>Comment</b>
The purpose of the assessment has been clearly explained			
Assessment methods and outcomes required have been clearly explained and I understand what is required of me to achieve competency in this unit			
I have been made aware of the Assessment and Appeals Policy			
I have discussed any special needs to be considered during assessment with my assessor			
I understand I have three attempts to complete each task satisfactorily. After three attempts, \$200 per unit will be charged to reassess the unit of competency. If after the fourth attempt I am deemed 'Not Yet Competent', I will be required to do further training before reattempting this unit.			
I give permission for the AHQT to use my assignment for assessment moderation / validation purposes.			

I declare that I understand how assessment will take place for this unit.  
I also understand that work completed towards this assessment must be verifiably my own.

**Student's Name:** \_\_\_\_\_

**Student's Signature:** \_\_\_\_\_ **Date:** \_\_\_\_ / \_\_\_\_ / \_\_\_\_\_

**Assessor's Name:** \_\_\_\_\_

**Assessor's Signature:** \_\_\_\_\_ **Date:** \_\_\_\_ / \_\_\_\_ / \_\_\_\_\_

# Assessment Task 2 - Case Study

## Assessment description

This assessment is based on a case study for you to read and complete the relevant questions.

### Case Study 1

Ruth and her husband Lin have lived on a farm in regional Australia for the past 65 years. The closest town is Charlton which is about 50kms away from where they live. Ruth loves the farm and gets great joy out of cooking the evening meal from vegies and meat taken from their property.

Lin is away for long periods of time during the day and due to the large size of the property it is often difficult to locate him.

Ruth is 81 years old and has dementia. The dementia is increasingly impacting their lives. Her confidence is progressively diminishing and due to this her dependence on Lin has increased and her willingness to go into town or communicate with others has decreased.

Due to a virus in her right eye, she is now completely blind in this eye. Lin has engineered a few rails around the place to assist Ruth in her mobility. There are a few risk areas around the old farm house including stairs leading to the back door and the toilet being positioned outdoors.

Lin has discussed the possibility of getting support for Ruth. Ruth has expressed that she is embarrassed that her life has turned out this way and she has moments of extreme anxiety. The times where Lin discussed needing support, Ruth continually refused care options and went into a depressive state for days and wouldn't shower or communicate with Lin.

Lin has contacted the local community support programs and Rachel has been assigned to come out and complete a risk assessment.

During the initial visit Ruth was pleasant, however, she would constantly interrupt and change the subject and would alternate between sitting and standing and walking around the kitchen island bench. At one stage Ruth became confused as to why Rachel is there and acts out in an aggressive manner to Lin accusing him of having an affair. Her violent outburst only lasted for a couple of minutes. Lin had advised that her outbursts were frequent, increasing over the last few months, and were most often ended up in a violent outburst.

Ruth asked Lin who Rachel was and once he explained who she was, he suggested that she show Rachel around the property she then seemed more settled. Once back inside Ruth made Lin and Rachel a cup of tea, however half way through the tea she wandered off into the side lounge room and started to play with blocks. She acted if she was preparing to play with a small child.

Lin took this opportunity to provide Rachel with some more background information. Ruth's sleep patterns have changed. She finds it very difficult going to sleep. She is fidgety, and she has a new routine of going to bed and then getting up half an hour later walking around the kitchen and small connecting lounge and then going back to bed. She is more tired in the mornings and seems a little agitated first thing in the morning. Once up and about she goes outside and seems to get in a better mood. Lin stated that Ruth likes to potter around, and her energy levels seems consistent as it always has been. She is slower than she used to be, but she likes to keep walking around and pretending she is busy with important household chores to do. She has lost a few kilos which is quite noticeable on her small frame.

Rachel's observations highlighted Ruth's frail state and the difficulty she was having with mobility.

1. Describe two (2) things Rachel will need to consider prior to conducting an assessment with Ruth.

1.

2.

Assessor Use Only: Satisfactory response provided YES  NO

2. What current issues may be impacting Ruth and her husband Lin?

Assessor Use Only: Satisfactory response provided YES  NO

3. When conducting an assessment with Ruth, what could Rachel do that would reduce her discomfort?

Assessor Use Only: Satisfactory response provided YES  NO

4. How should Rachel communicate information to Ruth and Lin? What information will Rachel provide?

Assessor Use Only: Satisfactory response provided YES  NO

5. How would Rachel assist Ruth who has demonstrated her anxiety about what is happening to her?

Assessor Use Only: Satisfactory response provided YES  NO

6. What does Rachel need to provide to demonstrate that Ruth has given her informed consent to complete an assessment?

Assessor Use Only: Satisfactory response provided YES  NO

7. List three (3) of Rachels responsibilities in this scenario.

1.

2.

3.

Assessor Use Only: Satisfactory response provided YES  NO

**8. Describe how Rachel could encourage Ruth to participate in the assessment.**

Assessor Use Only: Satisfactory response provided

YES  NO

**9. Describe the tools and methods Rachel might use to complete the assessment.**

Assessor Use Only: Satisfactory response provided

YES  NO

**10. When completing the assessment who might Rachel consult with?**

Assessor Use Only: Satisfactory response provided

YES  NO

**11. How can Rachel assist Ruth to be empowered to assist in directing her own care?**

Assessor Use Only: Satisfactory response provided

YES  NO

**12. What lifestyle factors will affect Ruth?**

**Assessor Use Only:** Satisfactory response provided

YES  NO

**13. What assistance will Lin provide that will help the implementation of a risk minimisation plan?**

**Assessor Use Only:** Satisfactory response provided

YES  NO

**14. How might Rachel monitor the risk minimisation strategies implemented?**

**Assessor Use Only:** Satisfactory response provided

YES  NO

## Case Studies Assessment Record

CHCAGE004

Implement interventions with older people at risk

<b>Reasonable Adjustments made</b>			
<b>Assessment activity</b> Task 2 – Case Study	<b>Satisfactory</b>	<b>Not Satisfactory</b>	<b>Assessor Initials</b>
Date: ___ / ___ / _____			
<b>Assessment Guide</b>			
<b>Satisfactory</b>	The Assessor has reviewed the Assessment Workbook against the requirements of the Assessment Mode and is satisfied that all requirements have been met.		
<b>Not Satisfactory</b>	The Assessor has reviewed the Assessment Workbook against the requirements of the Assessment Mode and is not satisfied that all requirements have been met.		
<b>Re- Assessment</b>			
___ / ___ / _____			
___ / ___ / _____			
___ / ___ / _____			
___ / ___ / _____			

# Assessment Task 3 - Simulated Project

Simulated tasks are used in circumstances where you are required to demonstrate skills and knowledge in a simulated environment that replicates industry and real work situations.

Simulated tasks are facilitated through the use of a role play based on a scenario.

## Assessment Description

This assessment is an observation of a role play. It consists of a role play of the learner demonstrating skills in risk and the implementation and evaluation of risk minimisation strategies for a client in a manner that is respectful of the older persons dignity and privacy within a simulated environment.

During the observation of the role play the assessor will confirm that you can:

- Prepare for a risk assessment adequately by; encouraging participation, providing information, explaining the assessment process, communicating in a supportive and encouraging manner
- Contribute to identifying any risks; lifestyle, physical indicators, medical history, needs, issues and concerns
- Utilise the required tools
- Identify and explain options to minimise risk
- Consider and suggest risk minimisation strategies to support a client

Students are to refer to the relevant observation checklist as a guide as to what knowledge and skills must be demonstrated to satisfactorily complete this observation.

Assessors are to utilise the marking guide table below to record the knowledge and skills identified. The marking guide reflects the parts listed in the student instructions.

## Instructions to the student

The instructions below describe how to prepare for the role play if your assessor is directly observing you. To prepare for the role play you will need to:

- Arrange a suitable time for your assessor to observe you complete the role play
- Ensure that you have the necessary resources and equipment to conduct the assessment (if applicable)
- Arrange for a second person to complete the role play with – this may be a work colleague or another student
- Read through the observation checklist and familiarise yourself with the scenario
- Read through the instructions for the role play participants
- Read through the “Demonstration of skills” table to confirm what you will need to demonstrate in the role play
- Read through any other related documentation prior to completing this role play

## Scenario

Following on from the case study from above, this assessment will utilise the story of Ruth, Lin and Rachel.

## Instructions to role play participants

Where other students are able to participate; a student will take on a role of the workplace supervisor and one other student will take on the role of Ruth’s husband Lin as the carer.

Utilising a section from the ACFI assessment pack, below, you are to complete an assessment based on information obtained from the case study above.

Prior to the conducting the role play assessment as Ruth, the assessor is will ask you the following questions, please review the observation checklist provided below to gain an understanding of the skills, knowledge and abilities your assessor will be looking for throughout this simulation role play.

## Questions:

- How will you prepare for the assessment?
- What information would you collect?
- Who will you speak with and collaborate with regarding Ruth?
- Describe the legal and ethical considerations you are going to apply.

## Other Important information;

Residents ID: RD152

Facility ID: CS123

## Demonstration of skills required

Demonstration of skills	
What I will need to demonstrate	How I will demonstrate this
Ability to assist with the preparation of a risk assessment	Confirm assessment requirements with supervisor Gather documentation for assessment Discuss your role with the individual and the carer Gain support off Lin Ask for permission off Ruth to conduct the assessment Advise Ruth of her individual rights
Communication Skills	Demonstrate a respectful attitude Speak in a calm and reassuring manner Demonstrate a supportive and encouraging approach Explain information in a way that Ruth will be able to understand
Contribute to the identification of risks	Identify and consider the fa tors of Ruth and Lin’s lifestyle and how this may affect risk levels Recognise risk factors – discuss with supervisor & Lin
Correct use of assessment tools	Assist with the risk assessment by ensuring Ruth’s discomfort is minimized. Complete the assessment tool with Ruth
Identify and recommend risk minimisation strategies	Discuss with Lin possible strategies that could be implemented to support him and Ruth.

## Assessment Scales (PAS) Cognitive Impairment Scale

**I am going to name three objects.**

After I have said them, I want you to repeat them. Remember what they are, because I am going to ask you to name them again in a few minutes.

- 'apple' 'table' 'penny'
- Could you repeat the three items for me?
- Repeat objects until all three are learned. Stop after five unsuccessful attempts.

### **Question 1:**

I am going to give you a piece of paper. Would you please write your name down?

*If name is illegible, ask "Could you read it for me?", and copy name onto sheet.*

- Correct - 0
- Incorrect or refusal - 1
- Not asked (e.g. sensory or motor impairment) -?
- Mark score: \_\_\_\_\_

### **Question 2:**

Now what were the three objects I asked you to remember?

Score 0 for each object remembered, 1 if an error is made because object is not mentioned or subject refuses. Order of recall is not important.

#### **Apple - 0**

- Item not mentioned or subject refuses - 1
- Not asked (e.g. sensory or motor impairment) -?
- Mark score: \_\_\_\_\_

#### **Table - 0**

- Item not mentioned or subject refuses - 1
- Not asked (e.g. sensory or motor impairment) -?
- Mark score: \_\_\_\_\_

#### **Penny - 0**

- Item not mentioned or subject refuses - 1
- Not asked (e.g. sensory or motor impairment) -?
- Mark score: \_\_\_\_\_

**Please listen carefully to the following name and address, then repeat it:**

- *John Brown, 42 West Street, Kensington.*
- *Please go on remembering this name and address and I will ask you about it later.*

**Question 3:**

I am now going to say the names of some people who were famous, and I would like you to tell me who they were or why they were famous in the past.

Score 0 for each person correctly identified, 1 if an answer is incorrect or subject refuses.

**Charlie Chaplin (actor, comedian, film star, comic) - 0**

- *Incorrectly identified or refused - 1*
- *Not asked (e.g. sensory or motor impairment) -?*
- *Mark score: \_\_\_\_\_*

**Captain Cook (explorer, sailor, navigator, discoverer) - 0**

- *Incorrectly identified or refused - 1*
- *Not asked (e.g. sensory or motor impairment) -?*
- *Mark score: \_\_\_\_\_*

**Winston Churchill (British/ English, prime minister, WWII leader) - 0**

- *Incorrectly identified or refused - 1*
- *Not asked (e.g. sensory or motor impairment) -?*
- *Mark score: \_\_\_\_\_*

**Question 4:**

What is the name and address I asked you to remember a short time ago?

Score 0 for each component remembered, 1 if a component is not mentioned or subject refuses.

Order of recall is not important.

**John - 0**

- *Component not mentioned or subject refuses - 1*
- *Not asked (e.g. sensory or motor impairment) -?*
- *Mark score: \_\_\_\_\_*

**Brown 0**

- *Component not mentioned or subject refuses - 1*
- *Not asked (e.g. sensory or motor impairment) -?*
- *Mark score: \_\_\_\_\_*

**42 - 0**

- *Component not mentioned or subject refuses - 1*
- *Not asked (e.g. sensory or motor impairment) -?*
- *Mark score: \_\_\_\_\_*

**West Street - 0**

- Component not mentioned or subject refuses - 1
- Not asked (e.g. sensory or motor impairment) -?
- Mark score: \_\_\_\_\_

**Kensington - 0**

- Component not mentioned or subject refuses - 1
- Not asked (e.g. sensory or motor impairment) -?
- Mark Score: \_\_\_\_\_

**Question 5:**

Here is a drawing. Please make a copy of it here.

Hand subject the paper with two five-sided figures, point to the space underneath it.

- Correct - 0
- Incorrect or refusal - 1
- Not asked (e.g. sensory or motor impairment) -?
- Mark score: \_\_\_\_\_

**Question 6:**

Now, read aloud the words on this page and do what it says.

Hand subject the sheet with the words “cough hard”.

- Correct (subject coughs) - 0
- Incorrect or refusal - 1
- Not asked (e.g. sensory or motor impairment) - ?
- Mark score: \_\_\_\_\_

**That brings us to the end of the interview. Thank you very much for your time.**

**How to calculate PAS Cognitive Impairment Score**

Add questions 1 to 6, basic total = \_\_\_\_\_

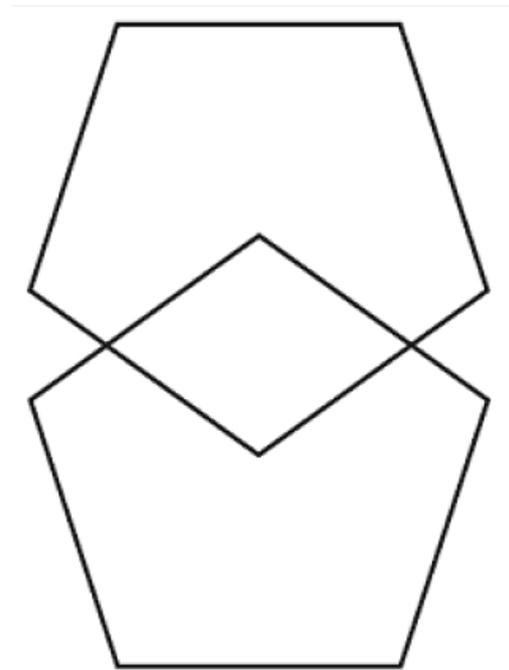
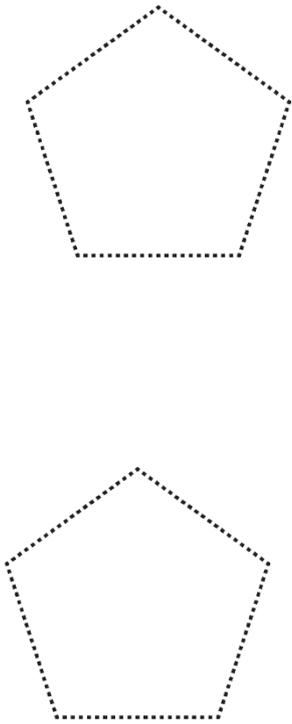
Number of boxes with '?'s ?\* = \_\_\_\_\_

**Total score**

- 0–3 (Fair Cognitive awareness)
- 4–6 (Mild cognitive impairment)
- 7-12 (Moderately incapacitated cognitively)
- 13+ (Very poor cognitive function)

**Diagram 1**

Assessor to draw two singular shapes



**Diagram 2**

Close your eyes



Cough hard

Once the role play has been completed the assessor will discuss the assessment findings with you and determine your ability to implement and evaluate a risk minimisation strategy that will support Ruth throughout the asking the below questions. As above; review the below questions and record notes to assist you throughout the assessment.

**From the discussion held, provide answers to the following questions:**

1. What were the findings of the assessment?
2. What are the risks?
3. What strategies would you suggest supporting the risks associated to Ruth?
4. Who would you communicate these findings too?
5. What documentation will you be now required to complete and what information would you record?
6. What processes and actions will you put in place to monitor the implemented risk minimizing strategies?
7. What tools and processes will you apply to evaluate the success of the strategies?

**Assessor Use Only:** Satisfactory response provided

**YES**  **NO**

## Role play observation checklist

Simulated Practical Assessment Observation Record			
Throughout the role play of assisting with the assessment of risk and the implementation and evaluation of risk minimisation strategy did the student demonstrate the ability to:	Yes	No	Comments
Prepare for the risk assessment by; <ul style="list-style-type: none"> <li>• Communicating with supervisor</li> <li>• Gathering required information</li> <li>• Gaining support of carers</li> <li>• Engage relevant health professionals</li> <li>• Seeking permission and cooperation for the older person</li> </ul>			
Display encouraging and supportive communication skills that provided comfort and established trust with the older person			
Provide the following information to the older person in a manner that was suitable; <ul style="list-style-type: none"> <li>• Particulars of the assessment process</li> <li>• Responsibilities and accountabilities of role</li> <li>• Tools and methods that would be used</li> <li>• Risk minimisation options and strategies available</li> <li>• Results of the assessment</li> <li>• How strategies will be monitored</li> <li>• Documents required to be completed</li> </ul>			
Review the older persons; lifestyle, strengths, needs, capabilities, current medical status, issues, concerns, requirements in an effective manner			
Use a variety of methods and tools throughout the assessment process			
Draw knowledge from the persons medical history, measurements and findings			
Collaborate with supervisors and relevant health professionals with the aim of identifying risks, implementing and monitoring risk minimisation strategies			

Throughout the role play of assisting with the assessment of risk and the implementation and evaluation of risk minimisation strategy did the student demonstrate the ability to:	Yes	No	Comments
Implement strategies that meet the needs of the older person whilst ensuring that discomfort and additional risks are minimised			
Collect and discuss feedback with all stakeholders and supervisors and or relevant health professionals			
Complete documentation as per company policy, maintaining accuracy and submitting in the manner and within the required timeframes designated by the organisation.			
<p>Display knowledge of the following;</p> <ul style="list-style-type: none"> <li>• Legal and ethical requirements</li> <li>• Boundaries within role</li> <li>• Trends and issues surrounding the wellbeing and health of older people</li> <li>• Risk areas</li> <li>• Documentation required to be completed</li> <li>• Responsibility of organisation</li> <li>• Individual rights</li> <li>• Tools and methods used to complete risk assessments</li> </ul>			
<p>This signature confirms that the candidate has demonstrated competence in the practical performance and theoretical understanding of the observed task.</p> <p><b>Assessors Signature:</b> _____ <b>Date:</b> ____ / ____ / _____</p>			

# Simulated Project Assessment Record

CHCAGE004

Implement interventions with older people at risk

Reasonable Adjustments made

Assessment activity

Task 3 – Simulated project

Satisfactory

Not Satisfactory

Assessor Initials

Date: \_\_\_ / \_\_\_ / \_\_\_\_\_

### Assessment Guide

**Satisfactory**

The Assessor has reviewed the Assessment Workbook against the requirements of the Assessment Mode and is satisfied that all requirements have been met.

**Not Satisfactory**

The Assessor has reviewed the Assessment Workbook against the requirements of the Assessment Mode and is not satisfied that all requirements have been met.

### Re- Assessment

\_\_\_ / \_\_\_ / \_\_\_\_\_

\_\_\_ / \_\_\_ / \_\_\_\_\_

\_\_\_ / \_\_\_ / \_\_\_\_\_

\_\_\_ / \_\_\_ / \_\_\_\_\_



<b>Unit Code &amp; Title:</b>	<b>CHCAGE004 - implement interventions with older people at risk</b>
<b>Student Name:</b>	
<b>Assessment Strategies:</b>	<p style="text-align: right;">Satisfactory    Unsatisfactory</p> <p>Assessment Task 2 - Case Study Assessment Task 3 - Simulation Project</p>
<b>Student Feedback:</b>	
<b>Assessment Result:</b>	<p>The participant is COMPETENT The participant is NOT YET COMPETENT</p>
<b>Assessor Declaration:</b>	<p>Evidence of Competency is:</p> <p>Valid      Authentic      Sufficient      Current</p> <p>All the above assessment modes have been met</p> <p>The assessment has been modified due to Reasonable Adjustment (see below)</p> <p>Gaps in performance were identified and reassessment completed (as per record of results)</p> <p>Feedback given to student:      Written (above)      Email (attached)</p>
<b>Assessor's Name:</b>	
<b>Assessor's Signature:</b>	<p style="text-align: right;">Date: ___ / ___ / _____</p>