



CHCCCS040

Support independence and wellbeing

Assessment 1 of 2

Written assessment



Assessment Details

This section is for SUT VE Quality and Compliance review and feedback and must be deleted in the student version of the assessment.

SECTION 1		
UNIT OF COMPETENCY DETAILS		
Code	Title	
CHCCCD040	Support independence and wellbeing	
COURSE AND MODULE DETAILS		
<i>Assessments may be published in more than one course. Add lines for additional courses as needed.</i>		
Course Code [UPed]	Module Number [Order]	Module Code [UPed]
SOE3IS11A	8	M00286A
ASSESSMENT TYPE		
Assessment Method:	Written Assessment	Choose an item. Choose an item.
Select all that apply.		

SECTION 2
STUDENT INSTRUCTIONS
<i>The following instructions detail the requirements of the assessment and are captured in the LMS assessment page. This includes a description of the student instructions, associated files and submission instructions.</i>
Student instructions
This is assessment 1 of 2 for CHCCCS040 Support independence and well-being, in addition to the portfolio, third-party report and interview questionnaire completed in the SWLA process.
This assessment requires you to answer 19 questions to test your knowledge and understanding required of this unit.
To be assessed as competent, you must complete all tasks in the spaces required.
You are required to download your assessment by clicking on the assessment document icon below (see Let's begin) and upload your completed assessment for submission.
Supporting documents
To answer some of the questions, you will need to access the following documents:
N/A
Files for submission
Submit the assessment document with all tasks completed in the spaces provided.
Submit the following files:
<ul style="list-style-type: none">Assessment document
Submission instructions

Student name: <<Insert student name here>>
Student number: <<Insert student number here>>

PDF File Submissions

Please save all Word documents as PDF files before submitting.

IMPORTANT: Word documents will **not** be accepted.

Most modern web browsers can open and display a PDF file. If you have an older operating system, however, you may need a PDF reader installed on your device such as the Acrobat Reader, available from Adobe.

Windows: Word 2013 and newer

Choose **File > Export > Create PDF/XPS**.

Windows: Word 2010

Click the **File** tab

Click **Save As**

To see the Save As dialog box in Word 2013 and Word 2016, you have to choose a location and folder

In the **File Name** box, enter a name for the file, if you haven't already

In the **Save as type** list, click **PDF (*.pdf)**.

If you want the file to open in the selected format after saving, select the **Open file after publishing** check box.

If the document requires high print quality, click **Standard** (publishing online and printing).

If the file size is more important than print quality, click **Minimum size** (publishing online).

Click **Options** to set the page to be printed, to choose whether markup should be printed, and to select output options. Click **OK** when finished.

Click **Save**.

macOS: Office for Mac

To save your file as a PDF in Office for Mac follow these easy steps:

Click the **File**

Click **Save As**

Click **File Format** towards the bottom of the window

Select **PDF** from the list of available file formats

Give your file a name, if it doesn't already have one, then click **Export**

For more detailed instructions refer to [Microsoft Support](#).

SECTION 3

ASSESSMENT TASK CRITERIA AND OUTCOME

This assessment will be graded as Satisfactory (S) or Unsatisfactory (US).

To achieve Satisfactory; valid, sufficient, authentic, and current evidence of meeting the criteria must be submitted.

Refer to the mapping spreadsheet for details for this unit.

SECTION 4

ASSESSMENT DETAILS

Please refer to SECTION 2 to confirm how the assessment tools will be built and the methods that will be used to collect evidence i.e., Student's will type answers directly into LMS or will upload of files of completed assessment tasks.

The STUDENT INSTRUCTIONS above will be added directly into the LMS.

All associated files will be accessed via the LMS, as will any Assessor Guides, Matrix, Templates etc.

Students and Assessors have restricted permissions in the LMS. Assessor Guides, including model answers, will be available to Assessors ONLY.

Student name: <<Insert student name here>>

Student number: <<Insert student number here>>

The following pages contain the draft assessment which will be built into the LMS once reviewed. This includes:

- Instructions to students
- Questions /tasks
- Templates /tables where applicable
- Links to supporting files /websites
- Instructions to assessors
- Sample answers /examples of benchmark answers

SECTION 5

STAKEHOLDERS AND SIGN OFF

List all that apply for each of the stakeholder roles below.

UPed Learning Designer/Author name	EduWorks
SOE Quality and Compliance Manager name	
SUT VE Quality Compliance name	
Date approved	

Student name: <<Insert student name here>>
 Student number: <<Insert student number here>>



Assessment Instructions

Task overview

This assessment task is divided into 18 questions. Read each question carefully before typing your response in the space provided.



Assessment Information

Submission

You are entitled to three (3) attempts to complete this assessment satisfactorily. Incomplete assessments will not be marked and will count as one of your three attempts.

All questions must be responded to correctly to be assessed as satisfactory for this assessment.

Answers must be typed into the space provided and submitted electronically via the LMS. Hand-written assessments will not be accepted unless previously arranged with your assessor.

Reasonable adjustment

Students may request a reasonable adjustment for assessment tasks.

Reasonable adjustment usually involves varying:

- the processes for conducting the assessment (e.g. allowing additional time)
- the evidence gathering techniques (e.g. oral rather than written questioning, use of a scribe, modifications to equipment)

However, the evidence collected must allow the student to demonstrate all requirements of the unit.

Refer to the Student Handbook or contact your Trainer for further information.



Please consider the environment before printing this assessment.

Student name: <<Insert student name here>>
Student number: <<Insert student number here>>

Question 1

Complete the below questions regarding basic human needs.

(a) What are basic human needs?

(b) List seven (7) basic human needs.

(Word count: Approximately 30 - 40 words in total)

Assessor instructions: Students must show their understanding of basic human needs and identify the seven (7) basic human needs listed below.

a.	Basic human needs are specific everyday needs that are a part of our biology and what it means to be human.	
b.	Basic human needs include:	
	1	Spiritual needs
	2	Sexual needs
	3	Social needs
	4	Physical needs
	5	Emotional/psychological needs
	6	Intellectual needs
7	Cultural needs	

Question 2

What is self-actualisation and provide an example.

(Word count: Approximately 40- 60 words per question)

Assessor instructions: Student responses must be in similar thought with the following exemplar.

Self-actualisation is about a person's ability to become the best version of themselves. It is based on internally leveraging an individual's unique creative, social and intellectual potential rather than validation from external sources.

For example, a writer who has never made any form of profit on their literature may still find this deeply fulfilling.

Student name: <<Insert student name here>>
Student number: <<Insert student number here>>

Question 3

Various changes occur in human development across the lifespan. Identify two changes for each category.

[Word count: Approximately 200 words in total]

Assessor instructions: Benchmark standards of student responses provided below, however students' wordings may vary.

Lifespan stage	Physical	Emotional
Infancy	1. The senses—sight, hearing, smell—develop and sharpen	1. To be free from pain, hunger and other discomfort as much as possible
	2. The baby will learn to move their limbs, pick up objects, crawl (6- 11 months) and walk (9-16 months)	2. To feel safe
Childhood	1. They learn to control their movement and coordination.	1. To feel safe.
	2. Their gross and fine motor skills improve as they learn to climb, run and use objects.	2. Love and affection.
Adolescence	1. Physical changes of growth and puberty are a major part of adolescence	1. Love and support to accept and manage hormonal and physical changes
	2. The adolescent is often reaching their full potential in muscle strength and flexibility	2. Freedom to feel a sense of independence, balanced with safety and security
Early and middle adulthood	1. In these years, most people have finished growing and achieve their peak physical fitness level.	1. To feel loved
	2. Pregnancy and childbirth can cause physical changes to the female body	2. To feel respected
Adulthood/ Late adulthood	1. We begin to show more significant declines in strength, fitness and health	1. To have a sense of purpose
	2. Memory loss can become more common.	2. To feel supported and respected

Question 4

Describe what emotional well-being means and your understanding of the seven (7) factors that affect emotional well-being.

Student name: <<Insert student name here>>

Student number: <<Insert student number here>>

[Word count: Approximately 250 – 260 words in total]

Assessor instructions: Benchmark standards of student responses provided below, however students' wordings may vary.

Emotional well-being description:	
Emotional well-being is to have an understanding about our emotions and feelings and how we can manage these through different types of life situations.	
Physical	Having control of our choices about our bodies regarding our health can make us feel more at ease. Health issues and diseases can often reduce our independence and quality of life as we age.
Psychological	Psychological well-being is when we feel good about ourselves, have a sense of purpose, and connect with others, usually through social and community groups and networks in which we participate.
Social	Feeling confident with who we are as a person and how we react around others can help us develop confidence, validation, and appreciation.
Spiritual	Spiritual well-being is when we feel at peace with ourselves and who we are. Some people search for higher meanings, and others are satisfied with their current spiritual beliefs.
Cultural	Cultural well-being is understanding who we are and feeling confident in practicing cultural customs, beliefs, and language and enhancing a sense of belonging.
Financial	Financial well-being is when we have a steady source of income and, as older people, can typically carry less debt. This can often lead to feeling a sense of security and minimising financial stress for older people.
Career/Occupation	Having an occupation, career, or providing voluntary services can offer a sense of purpose and achievement. Older workers bring a wealth of knowledge, critical thinking, and experience to their roles and can provide a sense of deep job satisfaction and quality of life.

Question 5

Identify three (3) individual differences you may encounter as a support worker and explain how these can impact the support you provide to clients.

[Word count: Approximately 50-62 words in total]

Assessor instructions: student must identify any three (3) of the seven (7) listed individual differences and how they have an impact when supporting clients.

<p>Student responses will vary but must align with the following exemplar:</p> <ol style="list-style-type: none">1. Our upbringing2. Peer groups and acceptance3. Cultural, social and financial backgrounds4. Life experiences and opportunities5. Education6. Disability and physical differences7. The stage of life a person is currently at. <p>As a support worker, individual differences have an impact when engaging and connecting with clients to build trust and relationships. It is necessary to respect individual differences and always treat others with dignity and respect in a professional and non-judgemental manner.</p>
--

Student name: <<Insert student name here>>
Student number: <<Insert student number here>>



Question 6

Complete the following table and identify two [2] basic requirements needed for a person to maintain good health in the mentioned areas.

(Word count: Approximately 80 - 150 words in total)

Assessor instructions: Benchmark standards of student responses provided below, however students' wordings may vary.

Mental health	Mental health is an essential factor in terms of a person's overall well-being. Basic requirements can be maintained through joining social groups, exercising, expressing spirituality, and using creative outlets such as painting, writing, singing or crafts.
Nutrition and hydration	Maintaining a good healthy diet is essential as is drinking at least 6-8 cups of water or other liquids per day.
Exercise	Exercise helps nearly every part of the human body (and our mind!) to function better by maintaining a healthy weight, strengthen bone and reduce fractures and osteoporosis.
Hygiene	Healthy hygiene practices are essential to a person's overall well-being, self-esteem and appearance. Having good hygiene routines in place minimises risks of infections, disease and pressure sores.
Lifestyle	Getting enough sleep, avoiding too much alcohol and having good social networks can contribute to maintain a healthy and active lifestyle.
Oral health	Good oral health practice is important to a person's self-esteem and appearance and prevents dental infections and diseases.

Question 7

List three [3] mental health issues and include two [2] risk and protective factors that a person may experience with the issues you have identified.

(Word count: Approximately 30 - 50 words in total)

Assessor instructions: student must be able to identify three [3] mental health issues, and two [2] risk and protective factors that relate [examples listed in table]. Some of which may overlap with each other, as per the below exemplar.

	Mental health issue	Risk	Protective factors
1.	Depression	<ul style="list-style-type: none"> • Not wanting to socialise • Excessive worrying • Crying, sad, upset • Irritable • Loss of appetite • Showing little reaction to things around them 	<ul style="list-style-type: none"> • Social support and inclusion • Physical health and healthy behaviours • Physical activity levels • Strong cultural identify and pride • Social support and inclusion
2.	Anxiety		
3.	Grief and loss		

Student name: <<Insert student name here>>
 Student number: <<Insert student number here>>

		<ul style="list-style-type: none"> • Agitated 	<ul style="list-style-type: none"> • Healthy personal attributes and the ability to cope with stress, face adversity and problem solving skills.
--	--	--	---

Question 8

[a] Complete the table to identify two (2) indicators of neglect and abuse

[b] Describe your understanding of the reporting requirements necessary for each.

[Word count: Approximately 231 words in total]

Assessor instructions: Benchmark standards of student responses provided below, however students' wordings may vary.

Potential Abuse	[a] Indicators of abuse	[b] Reporting requirements
Psychological	Inappropriate removal of a resident's decision-making powers Intimidation, humiliation and harassment Withholding of affection	<ul style="list-style-type: none"> • Report to Nurse/Supervisor • Follow Reporting policies and procedures • Criminal acts or death must be immediately reported to the police. • Incidents, complaints and allegations must be recorded using workplace policies such as writing an Incident Report • Where the matter relates to an individual, group or service – it should go through a complaint's resolution process and/or in conjunction with police before other authorities. • Allegations or suspicions of physical or sexual abuse direct to the Department of Social Services (DSS)- Aged Care Complaints Scheme • Approved providers or other authorised personnel receiving allegations or suspecting this • Any type of assault must be reported as soon as reasonably practicable, within 24 hours.
Physical	Unexplained injuries, bruises, cuts or broken bones Fear or anxiety, particularly when certain people are near the person.	Residential Aged Care providers under the federal Aged Care Act 1997 have to report unlawful sexual conduct, assaults, and unreasonable use of force (reportable assaults) to the police and the Department of Health within 24 hours of their occurrence
Sexual	Unexplained sexually transmitted disease or infections Changes in sleep patterns, sleep disturbance, recurring nightmares.	Residential Aged Care providers under the federal Aged Care Act 1997 have to report unlawful sexual conduct, assaults, and unreasonable use of force (reportable assaults) to the police and the Department of Health within 24 hours of their occurrence

Student name: <<Insert student name here>>
 Student number: <<Insert student number here>>



Financial	Having less or no money to spend Items and money going missing. Excessive worrying over money	Not a legal requirement to mandatory report, however services available are: <ul style="list-style-type: none"> • 1800 ELDERHelp line on 1800 353 374. • Victoria Police • Senior Rights Victoria
------------------	---	--

Question 9

Explain the following service delivery models.

[Word count: Approximately 80 - 85 words in total]

Assessor instructions: Benchmark standards of student responses provided below, however students' wordings may vary.

Integrated Primary Care	Models of integrated care are based on decisions about what services are needed, who is best to provide those services, and how patient access is facilitated.
Empowering Model	The empowering model gives the capacity of individuals or groups to make choices and to transform those choices into desired actions and outcomes.
Social Model	The social model seeks to change society in order to accommodate people living with impairment. It supports the view that people with disability have a right to be fully participating citizens on an equal basis with others.

Question 10

Identify one standard each for Aged Care and Disability.

[Word count: Approximately 10 words in total]

Assessor instructions: student must be able to identify at least one of the listed standards for each section within the table.

Aged Care Quality Standards	Standard 1. Consumer dignity and choice Standard 2. Ongoing assessment and planning with consumers Standard 3. Personal care and clinical care Standard 4. Services and supports for daily living Standard 5. Organisation's service environment Standard 6. Feedback and complaints Standard 7. Human resources Standard 8. Organisational governance https://www.agedcarequality.gov.au/providers/standards
National Standards for Disability	Rights Participation and Inclusion

Student name: <<Insert student name here>>
Student number: <<Insert student number here>>



	<p>Individual Outcomes</p> <p>Feedback and Complaints</p> <p>Service Access</p> <p>Service Management.</p> <p>https://www.dss.gov.au/our-responsibilities/disability-and-carers/standards-and-quality-assurance/national-standards-for-disability-services</p>
--	---

Question 11

Identify two [2] types of funding models that are available in your state or territory?

[Word count: Approximately 10 words in total]

Assessor instructions: student must be able to identify at least two [2] types of funding models listed in the below exemplar.

<p>Some funding models can include:</p> <ol style="list-style-type: none"> 1. Government funding [Local, State or Federal funding] 2. Program Funding 3. Philanthropic trusts and foundations 4. Corporations and businesses donors 5. Individual donors

Question 12

Describe two [2] positive impacts of health and well-being for people in aged care, home care or disability.

[Word count: Approximately 50 - 80 words in total]

Assessor instructions: student must be able to describe at least two positive impacts of health and well-being similar to the following exemplar.

1.	Good hygiene can help a person feel better about themselves and can reduce infection and disease.
----	---

Student name: <<Insert student name here>>
 Student number: <<Insert student number here>>



2.	<p>Good mental health can keep a person's mind active in a healthy manner through keeping busy by doing tasks and activities that they enjoy such as arts, crafts and participation in social groups.</p> <p>Positive impacts of health and well-being may include:</p> <ul style="list-style-type: none"> • Adequate fluids can help relieve fatigue and flush toxins from the body. • Exercise can reduce blood pressure and keep the body strong. It can also help lift a person's mood.
----	---

Question 13

How can myths and stereotypes impose on community attitudes and values, and, what impacts can these have on a client?

[Word count: Approximately 80 - 110 words in total]

Assessor instructions: Benchmark standards of student responses provided below, however students' wordings may vary.

<p>Student responses will vary and may include:</p> <ul style="list-style-type: none"> • Stigma, myths and stereotypical community values and attitudes can pose a significant risk on a person's mental health and well-being. <p>For example:</p> <ul style="list-style-type: none"> • Devaluation of a person with disability or older groups can make a person feel less important or valuable than others. • Discrimination can happen if a person with disability or older groups are treated differently because of a factor that is irrelevant, e.g. race, sex, disability, ethnicity, age, gender. • Ageism can happen if a person with disability or older groups are being put down because of their age. It can devalue people who have different abilities but are stigmatised or stereotyped. For example, a person who uses a wheelchair cannot make their own choices.

Question 14

List two [2] expressions of sexuality and then explain the impacts of suppressing a person's sexual expression?

[Word count: Approximately 20 - 25 words in total]

Student name: <<Insert student name here>>
Student number: <<Insert student number here>>



Assessor instructions: Benchmark standards of student responses provided below, however students' wordings may vary.

Student responses will vary and may include:

Sexual expression

- Physical appearance
- Touch
- Love and affection
- Need for privacy

Suppression of sexual expression

- Anger
- Social withdrawal/Isolation
- Frustration
- Irate

Question 15

Provide an example of emotional abuse with two [2] indicators of abuse and how you may notice a client suffering from emotional abuse.

[Word count: Approximately 50 - 80 words in total]

Assessor instructions: student must be able to provide a description of emotional abuse, with two [2] abuse indicators and how they might notice a client suffering from emotional abuse. The student response must align with the below exemplar.

Potential Abuse	Indicators of abuse	Potential suffering of abuse type
Emotional	<ul style="list-style-type: none"> • Threatening or bullying verbal/non-verbal behaviour from another worker, carer or friend or family member. • intimidation, humiliation and harassment – e.g. threats, calling a resident names, treating a resident like a child, shouting at a resident 	<ul style="list-style-type: none"> • A worker observes someone behaving towards a resident in a way that makes them feel uncomfortable. • A resident tells you that they are being abused.

Student name: <<Insert student name here>>
 Student number: <<Insert student number here>>



- | | | |
|--|---|--|
| | <ul style="list-style-type: none">• Refusing a resident access to family members or close friends | |
|--|---|--|

Question 16

Read the scenario and answer the questions that follow:

Jack is a 56 year old. He uses a wheelchair and has reduced mobility. He lives at home with his wife (Jenny), and together they attend two social group outings per week. Up until recently Jenny has been Jack's full-time carer. Jenny has had physical health problems and can't continue to provide personal care needs to Jack, e.g. showering, shaving and dressing him. She is also unable to drive for the next three [3] months until her physical health issues settle.

Research two [2] supports, resources and networks each, that would you recommend in supporting Jack's needs?

[Word count: Approximately 40-60 words in total]

Assessor instructions: Benchmark standards of student responses provided below, however students' wordings may vary.

Supports

Disability support groups such as:

- Able Australia supporting people living with multiple disabilities
- Belonging Matters supporting people with disability to live a fulfilling life
- NDIS Service Providers to assess and support the needs of people with disability

Resources

- Disability Gateway website
- Local Area Co-ordinators (LACs) can support people to link in with NDIS

Student name: <<Insert student name here>>
Student number: <<Insert student number here>>

Networks

The Australian Network on Disability brings leading organisations together to support people with disability.

Additional resources and information can be found in the following link:

<https://www.betterhealth.vic.gov.au/health/servicesandsupport/disability-groups-and-networks>

Question 17

Why must service providers in aged care, disability, and home and community care comply with legal and ethical requirements?

[Word count: Approximately 550 words in total]

Assessor instructions: student answers must be in line with the sample answers provided however the wording may vary.

- Legal and ethical requirements are a set of rules and principles that must be followed to conduct tasks in a lawful and ethical manner. These are set out in laws, legislation, standards, regulations, and workplace policies and procedures as a guide for all workers and service users.

Question 18

Describe the following legal and ethical requirements and how they are applied to the role of a support worker.

[Word count: Approximately 550 words in total]

Assessor instructions: student answers must be in line with the sample answers provided however the wording may vary.

Legal and ethical requirements	How they apply as a support worker
Duty of care	Duty of care refers to your responsibility to your client's safety and well-being, and the safety and well-being of others. This is part of your work role. While you must allow dignity of risk in some situations where the person can understand the consequences of their own decisions or life choices, you also have a duty of care to protect the person from undue harm, without infringing on their human rights.

Student name: <<Insert student name here>>
Student number: <<Insert student number here>>

Dignity of risk	Dignity of risk means the person has the right to take some risks in their everyday life, even if others do not approve, and even if it is not the best or safest thing for the person. Dignity of risk allows the person to make choices, even if we do not agree that they are the right ones. As a support worker, we must respect the rights of a client and ensure they have been provided with the information and consequences of their decisions, their ability to understand the consequences and that the choice that they are making does not have the potential to harm any other person.
Human rights	Human rights are fundamental to the way we interact with other people and the value we see in their ability to survive and thrive in our society. When we are working within the care and disability sectors it is very important to be mindful of workplace policies, procedures, legislation and regulations that we need to adhere to when we are supporting clients.
Discrimination	Discrimination happens when a person or group of people actively treat a person differently because of a factor that is irrelevant. Always be mindful of following workplace policies and procedures and treat all people with respect and dignity.
Mandatory reporting	Mandatory reporting is the legal requirement of people in certain job roles to report child abuse to authorities such as police and government departments. Mandatory reporting laws vary from state to state, and can depend on the setting you work in. You must notify your supervisor or nurse should you suspect any signs of abuse.
Privacy, confidentiality and disclosure	Approved service providers have responsibilities to their clients, particularly when it comes to client information, confidentiality and disclosure as this protects the client's information under the Privacy Act 1988. You have a responsibility to disclose or report certain information to your manager under specific circumstances, e.g. if a person tells you they are being abuse, are at risk of harm, are considering self-harm or have attempted self-harm. Always consult your supervisor, nurse and workplace policies and procedures.
Work role boundaries – responsibilities and limitations	It is essential to ensure you have clear professional boundaries in place. These are rules and limits that are enforced to prevent the line between a worker and client becoming blurry. Having clear professional boundaries also ensure a safe work environment is maintained. Your work role responsibilities and professional boundaries are identified in workplace documents such as your Position Description, or workplace policies and procedures and are set by legal and ethical frameworks to establish a safe work environment for yourself and the client.
Restrictive Practices	It is critical to understand legislative guidelines, policies, procedures and processes in the workplace relating to restrictive practices to make sure you are doing the right thing. Ethically, it is important that the fundamental human rights of a person is assured before any assessment is carried out when they are exhibiting challenging behaviours.

Question 19

Answer the following questions about Restrictive Practices.

[Word count: Approximately 255 words in total]

Assessor instructions: student answers must be in line with the sample answers provided however the wording may vary.

Student name: <<Insert student name here>>
Student number: <<Insert student number here>>



a)	<p>What constitutes restrictive practice?</p> <p>A restrictive practice is any practice or intervention that has the effect of restricting the rights or freedom of movement of an aged care or disability consumer. Service Providers can use restrictive practices to stop a person from harming themselves or others, however, there are very specific rules that determine when restrictive practices can be used. For example, the Victorian Senior Practitioner is responsible for ensuring that the rights of persons who are subject to restrictive practices and compulsory treatment are protected, and that appropriate standards in relation to restrictive practices and compulsory treatment are complied with.</p>
b)	<p>Access the following link here and go to Appendix A.</p> <p>Identify and list the documentation requirements that must be detailed in a Behaviour Support Plan.</p> <p>Under the NDIS Rules 2018, all regulated restrictive practices must be thoroughly detailed in a Behaviour Support Plan. This document includes information about triggering behaviours and what causes them and how to reduce or stop the behaviours from happening. It is recommended that regulated restrictive practices be detailed in a behaviour support plan.</p> <ul style="list-style-type: none"> • Description of the restrictive practice • Rationale • Frequency? • Procedure • Reviews • Data recording and monitoring • The plan to reduce and eliminate the restrictive practice • Training
c)	<p>List two [2] organisation policies and procedures relating to restrictive practices</p> <ol style="list-style-type: none"> 1. Behaviour Support Plan Policy and Procedure 2. Authorisation of Regulated Restrictive Practices Policy and Procedure
d)	<p>List two [2] legislative and two [2] regulatory requirements relating to restrictive practice</p> <p>Legislative</p> <ol style="list-style-type: none"> 1. NDIS Act 2013 2. Aged Care Act 1997 <p>Regulatory</p> <ol style="list-style-type: none"> 1. NDIS Restrictive Practices and Behaviour Rules 2018

Student name: <<Insert student name here>>
Student number: <<Insert student number here>>

	2. NDIS Incident Management and Reportable Incident Rules 2018
e)	<p>List the 5 types of restrictive practices under legislation.</p> <p>Under the legislation, there are five types of restrictive practices:</p> <ul style="list-style-type: none"> • Chemical restraint • Environmental restraint • Mechanical restraint • Physical restraint • Seclusion <p>These definitions are aligned with those applied under the National Disability Insurance Scheme.</p>
f)	<p>List two (2) positive strategies relating to restrictive practices</p> <ol style="list-style-type: none"> 1. Respecting a person 2. Upholding a person's human rights

Student name: <<Insert student name here>>
Student number: <<Insert student number here>>

Assessment checklist:

Students must have completed all questions within this assessment before submitting. This includes:

1	19 questions to be completed in the spaces provided.	<input type="checkbox"/>
---	--	--------------------------



Congratulations you have reached the end of Assessment 1!

© Copyright 2022 RTO Advice Group Pty. Ltd.

All rights reserved. This publication is copyright to RTO Advice Group, Melbourne, Victoria. No part of this publication or its supporting documents may be reproduced or transmitted in any form or by any means, electronic or mechanical, including photocopying, recording or by any information storage and retrieval system, without prior written permission from the publisher.

© UP Education Australia Pty Ltd 2022

Except as permitted by the copyright law applicable to you, you may not reproduce or communicate any of the content on this website, including files downloadable from this website, without the permission of the copyright owner.

Student name: <<Insert student name here>>
Student number: <<Insert student number here>>

