

**CHCCCS006**

**Facilitate individual  
service planning and  
delivery**



**LEARNING  
ACTIVITY  
BOOKLET  
(Trainer Copy)**

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# Overview

## **CHCCCS006 – Facilitate individual service planning and delivery (Release 2)**

This unit describes the skills and knowledge required to provide individualised services in ways that support independence, as well as physical and emotional wellbeing.

This unit applies to workers in a range of community services contexts who provide frontline support services within the context of an established individualised plan.

The skills in this unit must be applied in accordance with Commonwealth and State/Territory legislation, Australian/New Zealand standards and industry codes of practice.

**A complete copy of the above unit of competency can be downloaded from the TGA website:**

<https://training.gov.au/Training/Details/CHCCCS006>

# Trainer Instructions

This Learning Activity Booklet contains formative activities that learners will complete in the classroom or a similar environment.

These formative activities include knowledge questions to test learners' underpinning generic knowledge and practical activities to test their skills relevant to the unit/s of competency.

These formative assessments are used by trainers to complement both the learning and training processes, and to evaluate how learners are progressing throughout these processes.

## **IMPORTANT:**

**The completion of the formative assessments and learning activities included in this workbook DOES NOT lead to a Qualification or a Statement of Attainment (SOA).**

Reasonable adjustment applies here, and while the majority of learners will complete this assessment as a written assessment, verbal assessment may be an option for those who need it. The assessor must use the marking guide as the principal marking tool unless a reasonable adjustment is demonstrated.

The Learning Activity Booklet (Trainer Copy) provides model answers to all the questions, setting out which key responses must be included as well as indicating where flexibility is acceptable.

The number of responses required is specified in each assessment task to avoid ambiguity. In these cases, the model answer will provide a list of possible answers. For instance, if a question requires the learner to list three examples, then their response must include three of the items listed in the model answer.

# Learner Instructions

This Learning Activity Booklet contains formative activities that learners will complete in the classroom or a similar environment.

These formative activities include knowledge questions to test your underpinning generic knowledge and practical activities to test your skills relevant to the unit/s of competency.

These formative assessments are used by your trainer to complement both the learning and training processes, and to evaluate how you are progressing throughout these processes.

You may reference your Learner Guide and other learning materials to complete the activities included in this workbook.

## IMPORTANT:

**The completion of the formative assessments and learning activities included in this workbook DOES NOT lead to a Qualification or a Statement of Attainment (SOA).**

## Learner Information

Learner name	
Phone	
Email	

## Trainer Information

Trainer name	
RTO name	
RTO phone	
RTO email	

# Resources Required

Resources needed to complete activities included in this workbook include:

- Computer with Internet, email access, and a working web browser
- Installed software: MS Word, Adobe Acrobat Reader
- Learner guide

# Work Health and Safety

Both the trainers and learners have duty of care in ensuring that the learning environment is free from hazards that may pose risks to their health and safety.

According to WHS legislation, trainers and learners must take reasonable care while undertaking the activities included in this workbook in the learning environment.

# Reasonable Adjustment

‘Reasonable adjustment’ in VET is the term applied to modifying the learning environment or making changes to the training delivered to assist a learner with a disability. A reasonable adjustment can be as simple as changing classrooms to be closer to amenities or installing a particular type of software on a computer for a person with vision impairment.

## Why make a reasonable adjustment?

We make reasonable adjustments in VET to make sure that learners with disabilities have:

- The same learning opportunities as learners without disabilities, and
- The same opportunity to perform and complete assessments as those without disabilities.

## Reasonable adjustment applied to participation in teaching, learning, and assessment activities can include:

- Customising resources and assessment activities within the training package or accredited course
- Modifying the presentation medium
- Learner support
- Use of assistive/adaptive technologies
- Making information accessible both before enrolment and during the course
- Monitoring the adjustments to ensure learner needs continue to be met

## Assistive/Adaptive Technologies

Assistive/adaptive technology means ‘software or hardware that has been specifically designed to assist people with disabilities in carrying out daily activities’ (World Wide Web Consortium - W3C). It includes screen readers, magnifiers, voice recognition software, alternative keyboards, devices for grasping, visual alert systems, and digital note-takers.

*(Adapted Reasonable Adjustment in teaching, learning and assessment for learners with a disability - November 2010 - Prepared by - Queensland VET Development Centre)*

## IMPORTANT:

**Reasonable adjustment made for collecting learner assessment evidence must not impact the standard expected by the workplace, as expressed by the relevant unit/s of competency. For example, if the assessment were gathering evidence of the learner’s competency in writing, allowing the learner to complete the assessment verbally would not be a valid assessment method. The method of assessment used by any reasonable adjustment must still meet the competency requirements.**



# Contextualisation

Contextualisation is the process of modifying assessment tools to make learning more meaningful for your students and their employers.

Harvard Management Institute Pty Ltd. highly recommends that your RTO contextualise the assessment tools before using them.

You must contextualise the assessment tools to suit:

- Your student's needs
- Your RTO's training and assessment processes
- The work and industry context in which you operate

## Contextualising for your state/territory

The contents of this assessment tool are not written for a specific state/territory unless stated otherwise. Where the assessment tool refers to legislation and other industry requirements, which may vary across states/territories, model answers are based on one state/territory.

Should your RTO intend to use this assessment tool for learners from your state/territory, Harvard Management Institute Pty Ltd. recommends you to:

- Access and review the legislation and industry requirements applicable in your state/territory.
- Update assessments and benchmark answers to reflect the legislation and industry requirements applicable in your state/territory.

When you are contextualising assessment tools, you must ensure that you retain the integrity of the assessment and the outcomes of the unit of competency.

# Formative Activities

## I. Establish and Maintain Relationships

### Activity 1.1

#### SCENARIO

You are a support worker tasked to explain some service delivery information to a client. For this activity, you will have to read the following aloud for the client.

#### ▪ On Fire Emergencies

Lotus Compassionate Care is committed to ensuring that clients, visitors and staff are kept safe in the event of a fire and/or an emergency situation.

1. A fire risk assessment, building and fire systems inspection is conducted every year or when required.
2. A staff member is allocated as the Fire Warden.
3. Staff must attend fire safety every twelve months and practice fire evacuation procedures.
4. Emergency contacts numbers must be clearly located near the phone.
5. For staff providing 24-hour support for clients living in their home regular fire drills must be conducted.
6. Fire safety plans are located throughout the Lotus Compassionate Care buildings and in the client's home.

For this activity, you must assume that you only know the information written above and nothing more.

## Role Play Activity

You will role play the scenario with a volunteer as the client, while demonstrating the practical skills listed in the checklist on the next page. The scenario must be a complete conversation with the client, from meeting up to parting ways. The following must also happen during the conversation:

1. The client will ask you to re-read items 3 and 5. After re-reading, they are supposed to have fully understood everything.
2. The client will ask the following question: What should I do if there is a fire in the facility?
3. The client will ask the following question: What will you do at your home if there is a fire?

Perform this activity while being observed by your trainer. If your trainer is not available to directly observe you, you may video record the role play activity and submit the recording to your trainer.

### Your role

For this activity, you will take the role of the support worker.

### The volunteer's role

For this activity, the volunteer will take the role of the client.

*Mapping: CHCCCS006 PC1.1 (p), PC1.4 (p)*

*Learner guide reference:*

- *CHCCCS006 Learner Guide, Chapter 1, Subchapter 1.1, Section 1.1.2*
- *CHCCCS006 Learner Guide, Chapter 1, Subchapter 1.4, Section 1.4.1*

### Marking guide

The learner must role play the scenario provided above while demonstrating the practical skills listed on the checklist and while being observed by the trainer. The trainer must use the checklist on the next page to evaluate the learner's performance during the activity.

**Role Play Checklist** (For trainer's use only)

During the role play activity:	YES	NO
1. The learner reads the required paragraph aloud and clearly.	<input type="checkbox"/>	<input type="checkbox"/>
2. The learner maintains trust and goodwill by asking the person politely if they understood the information after reading it initially.	<input type="checkbox"/>	<input type="checkbox"/>
3. The learner re-reads the indicated parts aloud and clearly.	<input type="checkbox"/>	<input type="checkbox"/>
4. The learner maintains trust and goodwill by asking the person politely if they understood the re-read information.	<input type="checkbox"/>	<input type="checkbox"/>
5. The learner tells the person respectfully that they do not know the answer for a question beyond the learner's knowledge.	<input type="checkbox"/>	<input type="checkbox"/>
6. The learner maintains of trust and goodwill by politely telling the person that the client's question is not part of the service.	<input type="checkbox"/>	<input type="checkbox"/>
Trainer's overall feedback on the learner's performance during the role play activity:		

## Activity 1.2

### Matching Type

Identify the Key Terms being described in each statement on the next page.

Key Terms
Privacy
Disclosure
Confidentiality
Personal Information
Sensitive Information

*Mapping: CHCCCS006 PC1.2 (p), KE5.2 (p)*

*Learner guide reference: CHCCCS006 Learner Guide, Chapter 1, Subchapter 1.2, Section 1.2.1*

Description	
Personal Information	i. According to the Office of the Australian Information Commissioner, it is valuable data to identify a person.
Privacy	ii. It is a human right that guarantees every person complete control over all their information. It gives every person the choice of who can interact with them and what others can know about them.
Disclosure	iii. It is sharing information with others and losing effective control over the shared information. It is also allowing others outside of your organisation access to personal information.
Confidentiality	iv. It is your obligation to someone else's data. In brief, it is the responsibility to maintain the privacy of shared information.
Sensitive Information	v. According to the Office of the Australian Information Commissioner, it is data describing a person's background, preferences, lifestyle, associations and beliefs.

## II. Prepare for Planning

### Activity 2.1

#### SCENARIO

You are assigned to conduct an activities competency assessment for Adeline. She is a 65-year-old potential client who may need some form of service your organisation can provide. Consider the following information that you got from her during an interview:

Adeline cooks her favourite dish from time to time. She can also eat without any help from others. She also has a habit of brushing her teeth on her own right after a meal.

Adeline has had trouble bathing herself for the past three years. She mentioned that it has been difficult for her to bend over and wash her knees and everything below. The problem extends to when she has to wear and remove a pair of pants. Because of the problem, she prefers wearing a house dress most of the time.

Adeline has no problems using the toilet. She can stand up and sit down without any help. She also has no trouble sensing and controlling her urge to urinate or defecate.

Adeline walks fine with an imposing gait. She, however, has problems dealing with stairs. She finds it challenging to go up a floor. Adeline mentioned that it has also been difficult for her to get out of bed. Her lower back is always sore when she wakes up.

Adeline takes no medication. She, however, mentioned that she takes food supplements. The supplements come in capsules, and she religiously takes one at 7 AM every day.

On the next page is an Activities Competency Assessment. Complete the assessment by identifying the level of competency for each indicated activity.

*Mapping: CHCCCS006 PC2.3 (p)*

*Learner guide reference: CHCCCS006 Learner Guide, Chapter 2, Subchapter 2.3, Section 2.3.1*

#### **Marking guide**

The learner must complete the assessment by identifying the level of competency for each of the indicated activity.

For a satisfactory performance their response must be consistent with the benchmark answers on the next page.

## ACTIVITIES COMPETENCY ASSESSMENT

### Competency Scoring

1 – requires no assistance, supervision, or direction;  
0 – requires some assistance, supervision, or direction

Activities	Short Description	Competency Score
<b>eating</b>	can feed oneself, but necessarily prepare or cook food	1
<b>bathing</b>	can wash one's body from head to toe	0
<b>oral health</b>	can brush one's teeth	1
<b>dressing</b>	can wear and remove any clothing article	0
<b>toileting</b>	can use a toilet ( and a urinal, for males)	1
<b>maintaining continence</b>	can control one's urination and defecation	1
<b>transferring</b>	can move in or out of bed and chair	0
<b>walking</b>	can stand up straight and take steps at a regular pace	1
<b>climbing stairs</b>	can move up or down standard stairs (18 steps, with slope at an angle no more than 45°)	0
<b>managing medication</b>	can take the correct amount of medication via the correct route	1
<i>Total</i>		/10 6/10



## Activity 2.2

### Matching Type

Listed below are those who may be included in the planning process.

- a. Person's assessor
- b. Health professionals
- c. Other service providers
- d. Service delivery workers
- e. Carers and other support workers

Match each to their roles and responsibilities below, by writing the letter that corresponds to your answer in the space provided.

*Mapping: CHCCCS006 PC2.4 (p), KE1.1 (p), KE1.2 (p), KE1.3 (p), KE1.4 (p), KE1.5 (p)*

*Learner guide reference: CHCCCS006 Learner Guide, Chapter 2, Subchapter 2.4, Section 2.4.1*

Roles and responsibilities	
e	i. They assist the person by following their individualised plans. They are assigned practical tasks related to the actual service delivered.
a	ii. They are the first to evaluate the person's needs. As evaluators, they can identify what services the person may need.
d	iii. They provide the actual service needed by the person. As experts of their service, they ensure that the service for the person is valid and effective.
b	iv. They focus on the medical needs of the persons. These include doctors, nurses, pharmacists and more, depending on the person's condition.
c	v. They do not directly address the person's needs. Instead, they contribute other tasks or information that will help with the person's service.

### III. Plan Service Delivery

#### Activity 3.1

##### True or False

Review the statements below related to the person's perspective and strengths. Indicate whether each statement is True or False.

Tick the box that corresponds to your answer.

*Mapping: CHCCCS006 PC3.1 (p)*

*Learner guide reference: CHCCCS006 Learner Guide, Chapter 3, Subchapter 3.1*

<input checked="" type="checkbox"/> TRUE <input type="checkbox"/> FALSE	i. To be courteous means that you avoid the use of rude manners and language. As a support worker, you must practise courtesy in any situation.
<input type="checkbox"/> TRUE <input checked="" type="checkbox"/> FALSE	ii. To show non-judgemental support is to embrace personal biases. As a support worker, you must fulfil your role while passing personal comments or reservations to the person
<input checked="" type="checkbox"/> TRUE <input type="checkbox"/> FALSE	iii. One strengths-based principle suggests that a person has the responsibility to maintain and improve their wellbeing.
<input type="checkbox"/> TRUE <input checked="" type="checkbox"/> FALSE	iv. One strengths-based principle suggests that a person must have the willingness to learn, improve, and change.
<input type="checkbox"/> TRUE <input checked="" type="checkbox"/> FALSE	v. One strengths-based principle suggests that everyone has the same set of qualities.

## Activity 3.2

### SCENARIO

David is a 60-year-old living alone in his home. He has had a tough life for the past few years. You are a service worker tasked to conduct a simple hazard identification on David and his residence. You came to David's residence to interview him and inspect his house.

You got the following information after interviewing David:

- David's arms and clothes were dirty from tending to his garden. There are visible cuts and scrapes in his hands as well. He mentioned that it is often the case because he works in his garden most of the time.
- David volunteers at the local community centre on the weekends. He says he loves helping people out.
- David gets a visit from his old pals every once and a while. He says that his friends do this to check on him from time to time.
- David mentions that he loves to eat salted chips. He says their family has a history of hypertension, but he is yet to be diagnosed with one.

You got the following information after looking around David's house:

- David has a well-managed garden in his backyard. He loves to grow vegetables that he can consume afterwards.
- David's comfort room has had a leaky faucet for a while now. This leaves the floor wet most of the time.
- David has a stash of newspapers near his fireplace. He says he prefers to read his news instead of watching the television.
- David has multiple fire extinguishers around his house. He says that after nearly starting a house fire a couple of years ago, he was just being careful.

Complete the hazard identification form below by identifying all hazards and their associated hazard events using the information provided in the scenario.

*Mapping: CHCCCS006 PC3.5 (p)*

*Learner guide reference: CHCCCS006 Learner Guide, Chapter 3, Subchapter 3.5*

### Marking guide

The learner must complete the hazard identification form below by identifying all hazards and their associated hazard events using the information provided in the scenario.

For a satisfactory performance, although the wording may slightly vary, their response must be consistent with the benchmark answers below.

HAZARD IDENTIFICATION FORM	
Hazard	Associated Hazard Event
dirty arms, cuts and scrapes	infection
high salt intake	hypertension or high blood pressure
wet comfort room floor	slipping
stash of newspapers near his fireplace	house fire

## IV. Review Service Delivery Implementation

### Activity 4.1

#### Matching Type

Identify the aspects of quality of service addressed in each statement below.

Aspects of Quality of Service
Empathy
Tangibility
Confidence
Consistency
Responsiveness

*Mapping: CHCCCS006 PC4.1 (p)*

*Learner guide reference: CHCCCS006 Learner Guide, Chapter 4, Subchapter 4.1*

Description	
Confidence	i. Reliable organisations deliver services of high quality.
Responsiveness	ii. High-quality service also entails quick resolution of requests, feedback and complaints.
Tangibility	iii. Services that are visible, heard, and felt are what clients and partners favour.
Empathy	iv. Clients and partners want organisations to understand their feelings.
Consistency	v. Organisations are expected to deliver the same good service.

## Activity 4.2

### SCENARIO

Callum Smith is a client in the aged care facility you work in. You and Callum have shared a good friendship in the last few months. Today, you conversed with him down the hallway.

Callum casually mentioned how three days ago, he slipped on the male's restroom along the west wing of the facility. He said that his back was hurting until yesterday but is fine now. He mentioned that it may be the leaky plumbing of the sink that is to blame.

You are concerned of Callum's health, so you asked permission to report the incident. He agreed while dismissing any health problem he may have acquired. You also checked the restroom he mentioned, and the sink was indeed leaking when used.

On the next page is a client incident report and a property damage report. Complete both forms using the information provided in the scenario.

*Mapping: CHCCCS006 PC4.2 (p)*

*Learner guide reference: CHCCCS006 Learner Guide, Chapter 4, Subchapter 4.2*

### Marking guide

The learner must complete the client incident report and the property report using the information provided in the scenario.

For a satisfactory performance, although the wording may slightly vary, their response must be consistent with the benchmark answers on the next page.

## CLIENT INCIDENT REPORT

*When describing the incident, make sure to provide all information you have gathered and all observations you have made. Don't forget to consider the setting, the people, the activities, the events, etc. Doing so allows the responding personnel to assess the situation better*

<b>Client Name</b>	Callum Smith
<b>M/F</b>	M
<b>Date</b>	(Current date)
<b>Incident</b>	<ul style="list-style-type: none"> <li>Callum slipped on a wet floor last [provide the date three days ago].</li> <li>The incident occurred in the male's restroom along the west wing of the facility</li> <li>Callum did not tell anyone of the incident until now, when he mentioned it to me.</li> <li>Callum mentioned that his back was hurting until yesterday.</li> </ul>
<b>Name and Signature of Reporter</b>	(Name of the learner. Signatures should be included in the document if it is printed.)

## PROPERTY DAMAGE REPORT

<b>Reporting Individual</b>	(Name of Learner)
<b>Date</b>	(Current date)
<b>Description</b>	Sink plumbing is leaking when used
<b>Location</b>	Male's restroom along the west wing
<b>Signature</b>	(Name of the learner. Signatures should be included in the document if it is printed.)

## V. Review Service Delivery Implementation

### Activity 5.1

#### True or False

Review the statements below related to preparing reports and other documentation. Indicate whether each statement is True or False.

Tick the box that corresponds to your answer.

*Mapping: CHCCCS006 PC5.2 (p)*

*Learner guide reference: CHCCCS006 Learner Guide, Chapter 5, Subchapter 5.2*

<input checked="" type="checkbox"/> TRUE <input type="checkbox"/> FALSE	i. An accurate document entry answers the question or instruction correctly. It also ensures that you follow the relevant accreditation and quality standards.
<input type="checkbox"/> TRUE <input checked="" type="checkbox"/> FALSE	ii. An objective document has biases and confusion. This makes all items clear and concise.
<input checked="" type="checkbox"/> TRUE <input type="checkbox"/> FALSE	iii. An appropriately detailed document includes all relevant information.
<input checked="" type="checkbox"/> TRUE <input type="checkbox"/> FALSE	iv. To prepare good documentation, you must use simple and clear words. You must also avoid technical, scientific, or legal jargon.
<input type="checkbox"/> TRUE <input checked="" type="checkbox"/> FALSE	v. To prepare good documentation, you must keep the whole document long. You must also use long sentences and long paragraphs.



## Activity 5.2

Explain how each step of the Plan-Do-Check-Act model can be used to improve the organisation's policies and procedures.

*Mapping: CHCCCS006 PC5.4 (p)*

*Learner guide reference: CHCCCS006 Learner Guide, Chapter 5, Subchapter 5.4*

### Marking guide

The learner must explain how the Plan-Do-Check-Act model can be extended to improve the organisation's policies and procedures.

For a satisfactory performance, although the wording may slightly vary, their response must be consistent with the benchmark answers below.

#### Plan

Identify problems in the organisation. These problems can come from reviews, complaints, feedback and more. Then, create a plan that addresses the issues identified.

#### Check

Implement the plan to address the problems identified or reported. Make sure to follow the plan in its entirety.

#### Do

Check if the plan addresses all the problems or issues from earlier. If there are shortcomings, take note of them.

## Act

If the plan addresses all the problems, incorporate them into the organisation's policies and procedures. Otherwise, revise the plan and continue the cycle until you come up with the best plan.

End of Document