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# Introduction

Assessment is a difficult process. We understand this and have developed a range of assessment kits such as this to facilitate a seamless process for both the assessor and the candidate being assessed.

There are a number of characteristics of assessment, ranging from subjective assessment (which is based on opinions and feelings) to objective assessment (which is based clearly on defined processes and specific standards). Nearly all assessments involve a mixture of both types of assessment because it is almost impossible to eliminate the subjectivity people may carry into the process of assessing. The goal in developing and implementing these assessment kits is to work towards the objective end as far as possible and to reduce the degree of opinions and feelings present.

# Competency-Based Assessments

**Definition of Competency**

Assessment in this context can be defined as the fair, valid, reliable, and flexible gathering and recording of evidence to support the judgement on whether competency has been achieved. Skills and knowledge (developed in a structured learning situation, at work, or in some other context) are assessed against national standards of competence required by the industry rather than compared with the skills and knowledge of other candidates.

**The features of a competency-based assessment system are:**

* It is focused on what candidates can do and whether it meets the criteria specified by the industry as competency standards.
* Assessment should mirror the environment the candidate will encounter in the workplace.
* Assessment criteria should be clearly stated to the candidate at the beginning of the learning process.
* Assessment should be holistic. That is, it aims to assess as many elements and/or units of competency as is feasible at one time.
* In competency assessment, a candidate receives one of only two outcomes – ‘competent’ or ‘not yet competent.’
* The basis of assessment is in applying knowledge for some purpose. In a competency system, knowledge for the sake of knowledge is seen to be ineffectual unless it assists a person in performing a task to the level required in the workplace.
* The emphasis in assessment is on assessable outcomes that are clearly stated for the trainer and candidate. Assessable outcomes are tied to the relevant industry competency standards where these exist. Where such competencies do not exist, the outcomes are based upon those identified in a training needs analysis.

# Assessing Nationally-Recognised Training

Developing and conducting assessment in an Australian Vocational Education and Training (VET) context is founded on the Principles of Assessment and the Rules of Evidence:

**Principles of Assessment**

1. **Assessment must be valid**
   * Assessment must include the full range of skills and knowledge needed to demonstrate competency.
   * Assessment must include the combination of knowledge and skills with their practical application.
   * Assessment, where possible, must include judgements based on evidence drawn from a number of occasions and across a number of contexts.
2. **Assessment must be reliable**
   * Assessment must be reliable and must be regularly reviewed to ensure that assessors are making decisions in a consistent manner.
   * Assessors must be trained in national competency standards for assessors to ensure reliability.
3. **Assessment must be flexible**
   * Assessment, where possible, must cover both the on- and off-the-job components of training within a course.
   * Assessment must provide for the recognition of knowledge, skills, and attitudes regardless of how they have been acquired.
   * Assessment must be made accessible to candidates through a variety of delivery modes, so they can proceed through modularised training packages to gain competencies.
   * Assessment must be mutually developed and agreed upon between the assessor and the assessed.
   * Assessment must be able to be challenged. Appropriate mechanisms must be made for reassessment as a result of challenge.
4. **Assessment must be fair**
   * The assessment process must consider the individual needs of the candidate.
   * Assessment must provide for reasonable adjustments, where appropriate, to consider the individual candidate’s needs.

*(Source: Standards for RTOs 2015, Clauses 1.8 – 1.12)*

**Rules of Evidence**

When collecting evidence, certain rules apply to that evidence. All evidence must be valid, sufficient, authentic, and current:

1. **Valid**

Evidence gathered should meet the requirements of the unit of competency. This evidence should match, or at least reflect, the type of performance that is to be assessed, whether it covers knowledge, skills, or attitudes.

1. **Sufficient**

This rule relates to the amount of evidence gathered. Enough evidence must be gathered to satisfy the requirements that the candidate be competent in all aspects of the unit of competency.

1. **Authentic**

When evidence is gathered, the assessor must be satisfied that the evidence is the candidate’s own work.

1. **Current**

This relates to the recency of the evidence and whether the evidence relates to current abilities.

*(Source: Training in Australia by M Tovey, D Lawlor)*

# Dimensions of Competency

The national concept of competency includes all aspects of work performance and not only narrow task skills. The four dimensions of competency are:

1. Task skills
2. Task management skills
3. Contingency management skills
4. Job or role environment skills

# 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 candidate 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 candidates with disabilities have the following:

* The same learning opportunities as candidates 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 candidate 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 adjustments made for collecting candidate 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 candidate’s competency in writing, allowing the candidate 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.**

# The Unit of Competency

The units of competency specify the standards of performance required in the workplace.

This assessment addresses the following unit of competency:

**CHCCCS031 - Provide individualised support (Release 1)**

1. Determine personal support requirements.
2. Provide support services.
3. Monitor support activities.
4. Complete reporting and documentation.

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

<https://training.gov.au/training/details/CHCCCS031>

# The Context of Assessment

To complete the assessments in this workbook, students need to have access to their learning materials and the Internet.

The Knowledge Assessment may be completed wholly at the candidate’s home or chosen place of study.

# Contextualising the Assessment Tools

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

Compliant Learning Resources highly recommends that your RTO contextualise the assessment tools before using them.

You must contextualise the assessment tools to suit the following:

* 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, Compliant Learning Resources 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.

**Contextualising the generic workplace assessment**

The workplace assessment included in this workbook was designed to be administered in a real workplace. Should your RTO wish to administer the assessment in a simulated environment, the RTO will need to redevelop the existing workplace assessment in this workbook so the candidate can complete it in the simulated environment.

Below are some examples of how the RTO may simulate the workplace assessment:

* Develop role-play activities with clear instructions and guidelines to replace existing tasks involving consultation, meetings, discussions, and oral communication.
* Provide the candidate with access to work personnel who will participate in assessment activities, e.g., project stakeholders, clients/customers, or team members.
* Provide the candidate with access to simulated workplace documents and information, such as but not limited to policies and procedures, organisational vision and mission statements, business plans, operational plans, etc.

**A comprehensive guide to contextualising your assessment tools for your RTO can be accessed through this link:**

<https://compliantlearningresources.com.au/blog/simple-guide-to-contextualising-rto-training-resources-and-assessment-tools/>

# Assessment Methods

This workbook uses the following assessment method:

**Knowledge Assessment**

A set of general and workplace questions testing the candidate’s general knowledge and understanding of the general theory behind the unit.

# Resources Required for Assessment

**The candidate will need access to the following:**

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

# Assessor Instructions

This is a compulsory assessment to be completed by all candidates. This assessment tests the candidate’s knowledge and understanding of the general theory and concepts underpinning the unit of competency.

Reasonable adjustment applies here, and while the majority of candidates 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 Assessor Guide provides instructions to the assessor on how to assess the candidate’s responses and performance and criteria for assessing the candidate’s responses and performance. Benchmark answers and benchmark performance are also detailed for each assessment task, setting out which key responses and skills must be included and performed, 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 candidate to list three examples, then their response must include three of the items listed in the model answer.

**IMPORTANT:**

**Candidates must achieve a satisfactory result in ALL assessment tasks to be deemed COMPETENT for the unit/s relevant to this workbook.**

# Candidate Instructions

This workbook contains the Knowledge Assessment.

The **Knowledge Assessment** is a set of general and workplace questions testing your knowledge and understanding of the general theory behind the unit.

**You must answer all Knowledge Assessment Questions using your own words.** However, you may refer to your Learner Guide and other relevant resources and learning materials to complete this assessment.

Some questions cover processes you will likely encounter in a workplace setting. Ideally, you should be able to answer these questions based on the processes that are currently in place in your workplace. However, if you do not currently have access to a workplace, then answer the questions based on processes that should be implemented in a typical workplace setting.

**When completing the assessments included in this workbook:**

1. Read the instructions provided in each task carefully before attempting to complete the task. The instructions will guide you on how to answer the question or complete the task satisfactorily.
2. Follow the steps provided in each task.
   * If the question instructs you to describe, provide a description as your response. If the question instructs you to list, provide a list as your response.
   * Where there is a number of required responses, provide the required number of responses. For example, if you are asked to list three responses, provide three responses.
3. Ensure that all your submissions for this assessment indicate your first and last name and that these submissions have been named according to the file naming convention prescribed in each task.

# Assessment Workbook Cover Sheet

**To the candidate:** Print this cover sheet and complete it by filling in all the required information and signing in the space provided. Your signature must be handwritten. Scan the completed cover sheet and submit it along with your evidence submissions. Use the filename: **CHCCCS031 – Part A Cover Sheet**

**Marking guide for the assessor:** The candidate must fill in all the required details of this cover sheet. The completed cover sheet must be printed, completed, contain a handwritten signature, and scanned.

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| Workbook | CHCCCS031 – Part A |
| Title | Provide individualised support (Release 1) |
| First and Last Name |  |
| Phone |  |
| Email |  |

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| --- | --- | --- |
| **Please read the Candidate Declaration below, and if you agree to the terms of the declaration, sign and indicate the date in the spaces provided.**  **By submitting this work, I declare that:**   * I have been advised of the assessment requirements, have been made aware of my rights and responsibilities as an assessment candidate, and choose to be assessed at this time. * I am aware that there is a limit to the number of submissions that I can make for each assessment, and I am submitting all documents required to complete this Assessment Workbook. * I have organised and named the files I am submitting according to the instructions provided. I am aware that my assessor will not assess work that cannot be identified and may request the work be resubmitted according to the correct process. * This work is my own and contains no material written by another person except where due reference is made. I am aware that a false declaration may lead to the withdrawal of qualification or statement of attainment. * I am aware that there is a policy of checking the validity of qualifications that I submit as evidence, as well as the qualifications/evidence of parties who verify my performance or observable skills. I give my consent to contact these parties for verification purposes. | | |
| **Name:** | **Signature:** | **Date signed:** |

# Knowledge Assessment

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| Application  Description automatically generated with low confidence | 1. Answer the following questions about **person-centred practices** in individualised support. |
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| *Mapping: CHCCCS031 KE1.1 (p)*  *Learner guide reference: CHCCCS031 Learner Guide, Chapter 1, Section 1.3*  **Marking guide**  The candidate must answer the following questions about person-centred practices in individualised support.  Marking guides and benchmark answers are provided below for the assessor’s reference. | |
| 1. List three principles of person-centred practices.     The candidate must list three principles of person-centred practices. For a satisfactory performance, although wording may vary slightly, the candidate’s responses must be any three of the following (in no particular order):   1. Supports the person, at the ‘centre of the service,’ to be involved in making decisions about their life 2. Takes into account each person’s life experience, age, gender, culture, heritage, language, beliefs, and identify 3. Requires flexible services and support to suit the person’s wishes and priorities 4. Is strengths-based, where people are acknowledged as the experts in their life with a focus on what they can do first and any help they need a second 5. Includes the person’s support network as partners.   Other responses are acceptable, provided that they are:   * Generally accepted principles of person-centred practices. * In the context of individualised support | |

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| 1. Complete the table below by differentiating traditional and person-centred approaches to service delivery in individualised support.   The candidate must complete the table below by differentiating traditional and person-centred approaches to service delivery in individualised support.  For a satisfactory performance, although wording may vary slightly, the candidate’s responses must be consistent with the benchmark answers below.   |  |  | | --- | --- | | **Traditional** | **Person-centred** | | 1. Service is based on clinical or medical advice | Service is based on the individual’s personal goals and preferences | | 1. Care strategies prioritise the management of illness and medical condition | Support and care strategies focus on improving the overall quality of life of the person | |
| 1. Explain the difference between a person-centred or self-directed model and an institutionalised model of support in relation to who has more control in service delivery in each model.   The candidate must explain the difference between a person-centred or self-directed model and an institutionalised model of support in relation to who has more control in service delivery in each model.  For a satisfactory performance, although wording may vary slightly, the candidate’s response must be consistent with the benchmark answer below (at a minimum, the underlined phrases must appear in the candidate’s response):   |  |  | | --- | --- | | **Person-centred or self-directed model** | **Institutionalised model of support** | | A person-centred model of support provides individuals more control over their lives, including how the specialist care system supports them. | Institutionalised model of support gives more control to the care facility in directing the support provided to the individual. | |

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| 1. Identify three benefits of using person-centred approaches in individualised support.     The candidate must identify three benefits of using person-centred approaches in individualised.  For a satisfactory performance, the candidate’s responses must be any three of the following (in no particular order).   * People with a disability will generally have an easier time trusting support workers who provide person-centred care. * People with a disability will be more compliant with routines, activities, and programs that are designed based on their needs and wants. * Support workers will not have a difficult time coming up with support strategies or complicated care procedures. * Support workers will not need to spend a lot of time and effort in managing the individuals’ behaviour and convincing them to participate in certain activities.   Other responses are acceptable, provided that they are:   * Widely accepted benefits of person-centred approaches * Relevant to individualised support * Relevant to person-centred approaches. |

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| Application  Description automatically generated with low confidence | 1. Answer the following questions about **strengths-based practices** in individualised support. | |
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| *Mapping: CHCCCS031 KE1.1 (p)*  *Learner guide reference: CHCCCS031 Learner Guide, Chapter 1, Section 1.2.3*  **Marking guide**  The candidate must answer the following questions about strengths-based practices in individualised support.  Marking guides and benchmark answers are provided below for the assessor’s reference. | |
| 1. List three principles underpinning a strengths-based practice.     The candidate must identify three principles underpinning a strengths-based practice.  For a satisfactory performance, although wording may vary slightly, the candidate’s responses must be the three below (in no particular order):   * All care strategies must focus and draw on the individual’s strengths and capabilities. * All individuals have a responsibility to maintain and improve their well-being. * All individuals have the capacity to learn, improve, and change.   Other responses are acceptable, provided that they are:   * Generally accepted principles of strengths-based practices. * In the context of individualised support | |

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| 1. When using a strength-based practice, a support worker must (provide three):     The candidate must provide three ways a support worker must implement a strengths-based practice.  For a satisfactory performance, although wording may vary slightly, the candidate’s responses must be the three below (in no particular order):   * Assess the strengths and capabilities of their clients and use them in developing and implementing responses * Maximise the use of resources available to their clients to improve their condition * Induce hope in their clients by affirming their improvement and showing an appreciation for their capability * Allow their clients to choose what they want to do or how they want to work on their problems.   Other responses are acceptable, provided that:   * They reflect current industry and workplace practices for strengths-based approaches * They are in the context of individualised support |

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| 1. Why is it important to use strengths-based approaches in individualised support?     The candidate must explain why it is important to use strengths-based approaches in individualised support.  For a satisfactory performance, although wording may vary slightly, the candidate’s responses must be consistent with either the benchmark answers below:   * Strengths-based approaches enable the person to see themselves at their best and see their own value. In doing so, they are able to move that value forward and utilise their strengths instead of focusing on their illnesses, disability, or conditions. * These approaches help in identifying constraints or limitations present in the person’s environment and look for ways to address or remove these constraints or limitations to enable the person to achieve their goals.   Other responses are acceptable, provided that:   * They reflect current industry and workplace practices for strengths-based approaches * They are in the context of individualised support |

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| Application  Description automatically generated with low confidence | 1. Answer the following questions about **active support** in individualised support. |
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| *Mapping: CHCCCS031 KE1.1 (p)*  *Learner guide reference: CHCCCS031 Learner Guide, Chapter 1, Section 1.4.2*  **Marking guide**  The candidate must answer the following questions about active support in individualised support.  Marking guides and benchmark answers are provided below for the assessor’s reference. | |
| 1. Explain what active support is.     The candidate must explain what active support is.  For a satisfactory performance, although wording may vary slightly, the candidate’s explanation must be consistent with either of the benchmark answers below:   * Active support means ensuring that people with even the most significant disabilities have ongoing, daily support to be engaged in a variety of life activities and opportunities of their choice. * Active support is the practice of providing the appropriate amount of support that can empower the person. * Active support encourages the person to do things for themself, when possible, rather than having someone else do it on their behalf.   Other responses are acceptable, provided that they are:   * Generally accepted definitions of active support * In the context of individualised support | |

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| 1. The following are principles underpinning active support. Briefly explain what each principle means.   The candidate must briefly explain what each principle underpinning active support means.  For a satisfactory performance, although wording may vary slightly, the candidate’s explanation must be consistent with the benchmark answers below:   |  |  | | --- | --- | | **Principle** | **Explanation** | | 1. Belongingness | Belongingness refers to supporting your clients to be part of the community. It also refers to supporting them to have positive relationships with others. | | 1. Opportunity | Opportunity refers to supporting your clients to have novel experiences. It also refers to supporting them to have many avenues of self-directed learning. | | 1. Respect | Respect refers to supporting your clients in a manner that recognises and upholds their individuality. | | 1. Self-control | Self-control refers to supporting your clients in a manner that recognises and upholds their capability. This capability refers to regulating their actions, emotions, and behaviour. | |

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| Application  Description automatically generated with low confidence | 1. Answer the following questions about **demonstrating respectful behaviour** in individualised support. |
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| *Mapping: CHCCCS031 KE1.2*  *Learner guide reference: CHCCCS031 Learner Guide, Chapter 2, Section 2.4.1*  **Marking guide**  The candidate must answer the following questions about demonstrating respectful behaviour in individualised support.  Marking guides and benchmark answers are provided below for the assessor’s reference. | |
| 1. Identify three principles underlying respectful behaviour.     The candidate must identify three principles underlying respectful behaviour.  For a satisfactory performance, although wording may vary slightly, the candidate’s responses must be three of the following (in no particular order).   * Integrity * Fairness * Collaboration * Professionalism   Other responses are acceptable, provided that they are:   * Generally accepted principles of respectful behaviour * In the context of individualised support | |

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| 1. List three areas of a client’s life, or components of a client’s support plan, in which a support worker must demonstrate respectful behaviour towards.     The candidate must list three areas of a client’s life, or components of a client’s support plan, in which a support worker must demonstrate respectful behaviour towards.  For a satisfactory performance, although wording may vary slightly, the candidate’s responses must be three of the following (in no particular order).   * Goals * Needs * Preferences * Physical, social, emotional, psychological health and well-being * Cultural beliefs and practices * Diversity * Privacy and confidentiality * Relationships (family members, carers, friends, etc.) * Rights and dignity   Other responses are acceptable, provided that they are in the context of individualised support. |

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| 1. List three ways a support worker can demonstrate respect to their client.     The candidate must list three ways a support worker can demonstrate respect to their client.  For a satisfactory performance, although wording may vary slightly, the candidate’s responses must be any three of the following (in no particular order):   * Consider the relationship of the client with their carer, family, and others identified by the client. * Acknowledge that the carer, family, and others identified by the client play a vital role in supporting the client. * Acknowledge the different views of the carer, family, and others identified by the client. * Recognise the challenges faced by the carer, family, and others identified by the client. |

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| Application  Description automatically generated with low confidence | 1. Listed below are examples of documentation and reports that support workers must complete.   Briefly explain why and how each must be completed. |
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| *Mapping: CHCCCS031 KE1.3 (p)*  *Learner guide reference: CHCCCS031 Learner Guide, Chapter 4, Section 4.3*  **Marking guide**  The candidate must explain why and how each of the following documentation and reports must be completed.  *Why it must be completed*  For a satisfactory performance, although wording may vary slightly, the candidate’s responses must be consistent with the explanations provided below.  *How it must be completed*  For a satisfactory performance, although wording may vary slightly, the candidate’s responses must be consistent with the explanations provided below.  The candidate may provide other explanations for how it must be completed, especially since requirements and processes vary across organisations. However, for a satisfactory performance, their response must:   * Be relevant to individualised support. * Reflect current industry and workplace best practices for documentation and reporting in individualised support. | |

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| **Documentation and reports** | **Why it must be completed** | **How it must be completed** |
| 1. Progress notes | Progress notes are part of the person’s record where healthcare workers and support personnel record the person’s progress and achievements and other observations. These need to be documented and reported as they serve as a communication tool for different staff supporting the person. They also act as proof of service delivery and constitute a legal record. | Progress notes need to include dates and names who have completed them. They must also be specific and written concisely, objectively, and in an active voice.  [Source](https://shiftcare.com/blog/complete-guide-progress-notes) |
| 1. Work health and safety incident reports | WHS incident reports also act as legal records. Incidents and near misses need to be documented as this information is critical to ensuring they don’t happen again. If it is a reportable incident, the state/territory WHS regulator will require these reports to be submitted. | It must include the date and time of the incident, who is reporting the incident, injuries or illnesses, as well as what happened before, during, and after. They must also be specific and written concisely and objectively. |

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| Application  Description automatically generated with low confidence | 1. The following people are involved in individualised support.    1. Person being supported    2. Carers and family    3. Health professionals    4. Support workers    5. Supervisors   For each of the above, identify one example of roles they may have and one example of their responsibilities.  Write your answers in the table provided. |
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| *Mapping: CHCCCS031 KE2.1 (p), KE2.2 (p), KE2.3 (p), KE2.4 (p), KE2.5 (p)*  *Learner guide reference:*   * *CHCCCS031 Learner Guide, Chapter 1, Subchapter 1.1* * *CHCCCS031 Learner Guide, Chapter 1, Subchapter 1.6, Section 1.6.2*   **Marking guide**  The candidate must identify one example of roles the following may have and one example of their responsibilities.   1. Person being supported 2. Carers and family 3. Health professionals 4. Support workers 5. Supervisors   Responses may vary for roles. For a satisfactory performance, the candidate’s responses must be:   * In the context of individualised support * Generally accepted roles of the following people in individualised support services   Responses may vary for responsibilities. For a satisfactory performance, the candidate’s responses must be:   * In the context of individualised support * Generally accepted responsibilities of the following people in individualised support services * Consistent with the role they have identified   Sample answers are provided below for the assessor’s reference. | | |

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| **People involved in individualised support** | **One example of roles they may have** | **One example of their responsibilities** |
| 1. Person being supported | * Client * Patient * Care recipient | * To respect the rights and needs of other people within the residential care service and to respect the needs of the residential care service community as a whole. * To respect the rights of staff to work in an environment free from harassment. * To care for their own health and well-being, as far as they are capable. |
| 1. Family and carers | * Friends * Family members (wife, husband, father, mother, son, daughter, etc.) * Relatives * Substitute decision-makers | * Provide support for ADLs and community access. |

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| **People involved in individualised support** | **One example of roles they may have** | **One example of their responsibilities** |
| 1. Health professionals | * Nurse * Doctor * Physiotherapist * Psychologists * Therapists | * Ensure the care and support provided to the client are in line with the client’s healthcare needs. * Doctors attend to the client’s medical conditions. * Nurses assist doctors in carrying out medical orders. * Physiotherapists help clients to keep moving and to function as well as they can |
| 1. Support workers | * Individual support worker * Support worker * Caregiver * Aged care worker * Care worker | * Provide physical care and emotional support to people who require assistance with daily tasks. * Work within the scope of responsibilities, and report concerns. |
| 1. Supervisors | * Registered nurse * Residential care manager * Team leaders | * Oversee the people providing healthcare to the clients. * To make sure a client receives high-quality care, the supervisor may also work closely with the client’s physicians and family. |

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| Application  Description automatically generated with low confidence | 1. Answer the following questions about the communications that happen between the following in individualised support.    * Person being supported    * Carers and family    * Health professionals    * Support workers    * Supervisors |
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| *Mapping: CHCCCS031 KE1.3 (p), KE2.1 (p), KE2.2 (p), KE2.3 (p), KE2.4 (p), KE2.5 (p)*  *Learner guide reference:*   * *CHCCCS031 Learner Guide, Chapter 1, Subchapter 1.1* * *CHCCCS031 Learner Guide, Chapter 2, Subchapter 2.4, Section 2.4.2*   **Marking guide**  The candidate must answer the following questions about the communications that happen between the following in individualised support:   * Person being supported * Carers/family * Health professionals * Support workers * Supervisors   Marking guides and benchmark answers are provided below for the assessor’s reference. | |
| 1. Identify three things that support workers must communicate to the person being supported. | |

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| The candidate must identify three things that support workers must communicate to the person being supported.  For a satisfactory performance, the candidate’s responses must include three of the following (in no particular order):   * The person’s rights * Information about the service delivery * Information about support activities * The support worker’s role and responsibilities * The service provider’s responsibilities/obligations towards the person   Other responses are acceptable, provided that they:   * Are in the context of individualised support * Are within the scope of the support workers’ roles and responsibilities (e.g., any psychological, medical, or financial advice are some things that the support worker must never provide to the person) * Reflect current industry and workplace best practices for individualised support |
| 1. Identify three things that support workers must communicate to the carers and family members of the person being supported.   The candidate must identify three things that support workers must communicate to the carers and family members of the person being supported.  For a satisfactory performance, the candidate’s responses must include three of the following (in no particular order):   * The rights of the carers and family members * Information about the service delivery * Information about support activities * The support worker’s role and responsibilities * The service provider’s responsibilities/obligations towards the person |

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| Other responses are acceptable, provided that they:   * Are in the context of individualised support * Are within the scope of the support workers’ roles and responsibilities * Reflect current industry and workplace best practices for individualised support * Are in the context of individualised support * Are within the scope of the support workers’ roles and responsibilities (e.g., any psychological, medical, or financial advice are some things that the support worker must not provide to the person) * Reflect current industry and workplace best practices |
| 1. Identify three things that the person being supported, as well as their carers and family members, must communicate to health professionals.   The candidate must identify three things that the person being supported, as well as their carers and family members, must communicate to health professionals.  For a satisfactory performance, the candidate’s responses must include three of the following (in no particular order):   * Medical concerns or issues * Requests such as an increase in dosage for pain management medication * Changes to the person’s health and well-being * Signs and symptoms observed and experienced   Other responses are acceptable, provided that they:   * Are in the context of individualised support * Reflect current industry and workplace best practices |

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| 1. Identify three things that supervisors must communicate to support workers.   The candidate must identify three things that the supervisor must communicate to support workers.  For a satisfactory performance, the candidate’s responses must include three of the following (in no particular order):   * Organisational policies and procedures * Instructions and guidance for implementing the person’s individualised support plan * Health and safety reminders * Service standards   Other responses are acceptable, provided that they:   * Are in the context of individualised support * Reflect current industry and workplace best practices |

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| 1. Identify three things that support workers must communicate to their supervisors.   The candidate must identify three things that support workers must communicate to their supervisors.  For a satisfactory performance, the candidate’s responses must include three of the following (in no particular order):   * Changes to the person’s health and well-being * Incidents or near misses * Issues and other concerns not covered in the individualised support * Feedback from the person being supported on support activities * Signs or indicators of abuse or neglect   Other responses are acceptable, provided that they:   * Are in the context of individualised support * Reflect current industry and workplace best practices for communication in individualised support |

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| 1. Identify three ways in which communication may be done among the person being supported, carers and family, health professionals, support workers, and supervisors.   The candidate must identify three ways in which communication may be done among the person being supported, carers and family, health professionals, support workers, and supervisors.  For a satisfactory performance, the candidate’s responses must include the three of the following (in no particular order):   * Continuing interaction with clients * Verbal conversations, either in person or via telephone * Written notes by post or electronic media   Other responses are acceptable, provided that they:   * Are in the context of individualised support * Reflect current industry and workplace best practices for communication in individualised support |

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| Application  Description automatically generated with low confidence | 1. Listed below are different service delivery models of individualised support. Briefly describe the services each model provides or offers. | |
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| *Mapping: CHCCCS031 KE3.0*  *Learner guide reference: CHCCCS031 Learner Guide, Chapter 3, Subchapter 3.1*  **Marking guide**  The candidate must describe the services each service delivery model provides or offers.  For a satisfactory performance, although wording may vary slightly, their responses must be consistent with the benchmark explanations provided below. | | |
| **Service delivery model** | | **Services it provides or offers** |
| 1. Residential care | | Residential care offers ongoing care in a residential care facility tailored to an individual’s needs. |
| 1. Respite care | | Respite care offers temporary, short-term care in a residential care facility to support both clients and their carers to live at home for as long as possible. |
| 1. Home and community care | | Home and community care provide care and support services to assist individuals in continuing to live independently at home. |

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| **INSTRUCTIONS TO THE ASSESSOR**  Knowledge Assessment Question 9 aims to assess the candidate’s knowledge of the following:   * Legal and ethical requirements and how these are applied in an organisation and individual practice, including:   + Privacy, confidentiality and disclosure   + Duty of care   + Dignity of risk   + Human rights   + Discrimination   + Mandatory reporting   + Medication   + Work role boundaries, responsibilities, and limitations   The requirements listed above vary across different contexts of direct support work – aged care, home and community care, disability, community service, etc.  For example, mandatory reporting in aged care will mostly relate to reporting suspected cases of abuse and neglect of older people, when working with children with disability, mandatory reporting will mostly relate to reporting suspected cases of abuse and neglect of children. Furthermore, some of the requirements listed above will vary across states and territories.  Question 9 is currently not designed to address a specific context of direct support work and legislation from a specific state/territory.  While this question is currently not designed to address a specific context of direct support work or a specific state/territory, model answers have been provided in some items. This is to demonstrate to the assessor the breadth and depth required in the candidate’s responses for a satisfactory performance.  Before commencing the assessment, the assessor must modify and contextualise this knowledge question.  **To contextualise Knowledge Assessment Questions 9:**   * Adapt/revise the instructions, marking guides, as well as benchmark and model answers provided in the question so that they align with the following:   + The relevant context of direct support – aged care, home and community care, disability, community service, etc.   + Legislation that applies to the candidate’s or the Training Organisation’s state/territory. |

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| **IMPORTANT:**  **Any contextualisation required must be completed before distributing the assessment workbooks and associated assessment tools to the students.**  **When contextualising the tasks for your RTO and your candidate, ensure the assessment tasks and benchmark performance still address the relevant unit requirements and assessment requirements in compliance with Standards for RTOs 2015 Clause 1.8-1 Principles of assessment and Clause 1.8-2 Rules of evidence.** |

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| Application  Description automatically generated with low confidence | 1. Listed below are areas relevant to individual support. Complete the table below by: 2. Specifying the context of direct support work you are currently training in (e.g., aged care, disability, etc.) 3. Specifying your state/territory. 4. Identifying the legislation relevant to the area listed. Where applicable, refer to the legislation currently enforced in your state/territory. 5. Briefly summarising the legal requirements that you must comply with in each area. 6. Identifying the code of ethics or code of conduct relevant to the area listed. Where applicable, refer to the ethical requirements relevant to the context of direct support work you selected. 7. Briefly summarising the ethical requirements that you must comply with in each area. 8. Providing one example of how a service or an organisation can implement these legal and ethical requirements. 9. Providing one example of how you can work in accordance with these legal and ethical requirements. |

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| **Context of direct support work** | Aged care  Home and community  Disability | Community service  Others: |
| **State/territory** |  | |

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| *Mapping: Provided in each item below.*  *Learner guide reference:*   * *CHCCCS031 Learner Guide, Chapter 1, Subchapter 1.2, Section 1.2.1* * *CHCCCS031 Learner Guide, Chapter 1, Subchapter 1.6, Section 1.6.1* * *CHCCCS031 Learner Guide, Chapter 2, Subchapter 2.3, Section 2.3.3* * *CHCCCS031 Learner Guide, Chapter 2, Subchapter 2.3, Section 2.3.4* * *CHCCCS031 Learner Guide, Chapter 4, Subchapter 4.1* * *CHCCCS031 Learner Guide, Chapter 4, Subchapter 4.2*   **Marking guide**  The candidate must complete the table below by:   1. Specifying the context of direct support work they are currently training in (e.g., aged care, disability, etc.) 2. Specifying their state/territory. 3. Identifying the legislation relevant to the area listed. Where applicable, the candidate must refer to the legislation currently enforced in their state/territory.   The candidate’s responses will vary. However, for a satisfactory performance, their response must be:   * Relevant to the area listed. * A current Australian legislation or an act that impacts service delivery in individual support, aged care, home and community, disability, or community service. * Legislation or act currently enforced in the candidate’s state/territory.   To check this, the assessor must review the legislation/act in their response and confirm whether this is currently enforced in the state/territory they have specified above. |

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| 1. Briefly summarising the legal requirements that they must comply with in each area.   The candidate’s responses will depend on the legislation they identified. For a satisfactory performance, their response must be:   * Consistent with the legislation they identified. * Relevant to the area listed. * Based on current Australian legislation or act * Based on legislation/act relevant to individual support, aged care, home and community, disability, or community service. * Based on legislation or act currently enforced in the candidate’s state/territory.   To check this, the assessor must review the legislation/act in their response and confirm whether this is currently enforced in the state/territory they have specified below.   1. Identifying the code of ethics or code of conduct relevant to the area listed. Where applicable, the candidate must refer to the ethical requirements relevant to the context of direct support work they selected.   The candidate’s responses will vary. However, for a satisfactory performance, their response must be:   * Relevant to the context of direct support they selected - aged care, home and community, disability, or community service. * Contain ethical requirements or code of ethics or code of professional conduct relating to the context of direct support they selected - aged care, home and community, disability, or community service. * Currently implemented or followed in their state/territory, where applicable.  1. Briefly summarising the ethical requirements that they must comply with in each area.   The candidate’s responses depend on the code of ethics or code of conduct they identified. However, for a satisfactory performance, their response must be:   * Relevant to the context of direct support they selected - aged care, home and community, disability, or community service. * Based on the ethical requirements or code of ethics or code of professional conduct they referenced. |

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| 1. Providing one example of how a service or an organisation can implement these legal and ethical requirements.   Their responses will vary. For a satisfactory performance, their responses must:   * Be consistent with the legal and ethical requirements they summarised. * Be relevant to the context of direct support they selected - aged care, home and community, disability, or community service. * Reflect current industry and workplace best practices in aged care, home and community, disability, or community service.   Examples of satisfactory performance are provided below for the assessor’s reference.   1. Providing one example of how they can work in accordance with these legal and ethical requirements.   Their responses will vary. For a satisfactory performance, their responses must:   * Be consistent with the legal and ethical requirements they summarised. * Be relevant to the context of direct support they selected - aged care, home and community, disability, or community service. * Reflect current industry and workplace best practices in aged care, home and community, disability, or community service. * Be within the scope of the role and responsibility of an individual support worker or care worker.   Examples of satisfactory performance are provided below for the assessor’s reference. |

| **Area** | **Legal requirements relevant to this area**  Include the relevant legislation in your response | **Ethical requirements relevant to this area**  Include your reference in your response. | **One example of how a service or an organisation implement these legal and ethical requirements.** | **One example of how you can work legally and ethically in accordance with these requirements.** |
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| 1. Privacy   *Mapping: CHCCCS031 KE4.1 (p)* | Relevant legislation:    The Privacy Act 1988 | Reference:    e.g., National Code of Conduct for Healthcare Workers (Queensland) | Only one is required:   * Provision of private and personal spaces for dressing, undressing, showering, and toileting. * Provision of policies and procedures for maintaining the person’s privacy, as well as the privacy of their families and carers. | Only one is required:   * Ensuring the person has a private space for dressing, undressing, showering, and toileting. * Ensuring conversations about the client’s personal support care and other personal and sensitive information are done in a safe and private space. * Avoiding talking about the person or their family and carers with other staff who are not involved in service delivery |
| Support workers must abide by the 13 Australian Privacy Principles and the Privacy Act 1988 to protect the privacy of individual support clients, their family, and carers. | A healthcare worker must comply with the relevant privacy laws that apply to clients’ health information, including the Privacy Act 1988 (Cth) and the Information Privacy Act 2009 (Qld) |

| **Area** | **Legal requirements relevant to this area**  Include the relevant legislation in your response | **Ethical requirements relevant to this area**  Include your reference in your response. | **One example of how a service or an organisation implement these legal and ethical requirements.** | **One example of how you can work legally and ethically in accordance with these requirements.** |
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| 1. Confidentiality   *Mapping: CHCCCS031 KE4.1 (p)* | Relevant legislation:    The Privacy Act 1988 | Reference:    e.g., National Code of Conduct for Healthcare Workers (Queensland) | Only one is required:   * Provision of policies and procedures for maintaining confidentiality on client information and records. * Provision of secured storage for client information and records (e.g., password protecting, authorisation protocols, etc.) | Only one is required:   * Following organisational policies and procedures for handling client records. * Ensuring that client records are not left in public areas or spaces, e.g., reception area, etc. |
| The use, storage, and handling of personal information, including the individual support clients, their families and carers, must be done in accordance with the 13 Australian Privacy Principles. | Ethical requirements:    A healthcare worker must comply with the relevant privacy laws that apply to clients’ health information, including the Privacy Act 1988 (Cth) and the Information Privacy Act 2009 (Qld) |

| **Area** | **Legal requirements relevant to this area**  Include the relevant legislation in your response | **Ethical requirements relevant to this area**  Include your reference in your response. | **One example of how a service or an organisation implement these legal and ethical requirements.** | **One example of how you can work legally and ethically in accordance with these requirements.** |
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| 1. Disclosure   *Mapping: CHCCCS031 KE4.1 (p)* | Relevant legislation:    The Privacy Act 1988 | Reference:  e.g., National Code of Conduct for Healthcare Workers (Queensland) | A healthcare worker must comply with the relevant privacy laws that apply to clients’ health information, including the Privacy Act 1988 (Cth) and the Information Privacy Act 2009 (Qld) | Only one is required:   * Following organisational policies and procedures for disclosure of client information and records. * Asking for the client’s consent before disclosing any information to other service providers. |
| The organisation cannot use or disclose a client’s personal information except if they have provided consent to disclose this information if this information is needed by an enforcement body (e.g., the police) for enforcement-related purposes, or a secondary purpose is required under Australian law, court, or tribunal order. [SOURCE](https://www.oaic.gov.au/privacy/your-privacy-rights/your-personal-information/use-and-disclosure-of-personal-information) | A healthcare worker must comply with the relevant privacy laws that apply to clients’ health information, including the Privacy Act 1988 (Cth) and the Information Privacy Act 2009 (Qld) |

| **Area** | **Legal requirements relevant to this area**  Include the relevant legislation in your response | **Ethical requirements relevant to this area**  Include your reference in your response. | **One example of how a service or an organisation implement these legal and ethical requirements.** | **One example of how you can work legally and ethically in accordance with these requirements.** |
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| 1. Duty of care   *Mapping: CHCCCS031 KE4.2* | Relevant legislation (state/territory):    (Differs by state/territory, for example, WHS Act 2011 (Qld); WHS Act 2011 (NSW) etc.) | Reference:    e.g., National Code of Conduct for Healthcare Workers (Queensland) | Only one is required:   * Provision of organisational policies and procedures for work health and safety risk management. * Provision of resources to minimise or eliminate health and safety risks associated with hazards in the workplace. | Only one is required:   * Reporting hazards in the workplace. * Eliminating or minimising WHS risks within the scope of their own role and responsibilities. * Not coming into work if sick or experiencing illnesses, e.g., flu and colds. |
| Workers have a duty of care under the WHS legislation. This involves taking reasonable care for their own health and safety and that of others who may be affected by their acts or omissions. | A healthcare worker must provide health services in a safe and ethical manner. |

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| **Area** | **Legal requirements relevant to this area**  Include the relevant legislation in your response | **Ethical requirements relevant to this area**  Include your reference in your response. | **One example of how a service or an organisation implement these legal and ethical requirements.** | **One example of how you can work legally and ethically in accordance with these requirements.** |
|  |  | Other responses are acceptable, e.g.:   * A healthcare worker must maintain the necessary competence in their field of practice * A healthcare worker must not provide healthcare of a type that is outside their experience or training or provide services that they are not qualified to provide |  |  |

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| **Area** | **Legal requirements relevant to this area**  Include the relevant legislation in your response | **Ethical requirements relevant to this area**  Include your reference in your response. | **One example of how a service or an organisation implement these legal and ethical requirements.** | **One example of how you can work legally and ethically in accordance with these requirements.** |
| 1. Dignity of risk   *Mapping: CHCCCS031 KE4.3* | Relevant legislation (state/territory):    Aged Care Quality Standards (Quality Standards) (Aged Care); [NDIS Practice Standards](https://www.ndiscommission.gov.au/sites/default/files/documents/2018-07/NDIS%20Practice%20Standards.pdf) | Reference:    e.g., National Code of Conduct for Healthcare Workers (Queensland) | Only one is required:   * Provision of policies and procedures for service delivery planning where the person is directly involved and consulted. * Ensuring individual support plans are created in consultation with the person | Only one is required:   * Regularly asking the client for their feedback on service delivery. * Respecting and upholding the client’s choices and decisions while providing support in a safe manner |
| (Aged care) Consumers have the right to make their own decisions about their care and services, as well as their right to take risks. | A healthcare worker must accept the right of their clients to make informed choices in relation to their healthcare – this includes ensuring they are aware of all the benefits as well as the risks of the choices at hand. |

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| **Area** | **Legal requirements relevant to this area**  Include the relevant legislation in your response | **Ethical requirements relevant to this area**  Include your reference in your response. | **One example of how a service or an organisation implement these legal and ethical requirements.** | **One example of how you can work legally and ethically in accordance with these requirements.** |
|  | Aged care providers must be able to provide that they are providing care and services in a way that facilitates consumer choice, including choices to take a risk. [SOURCE](https://www.kinnylegal.com/blog/2019/4/2/dignity-of-risk-under-the-new-aged-care-quality-standards)  (Disability) Providers must support the client’s dignity of risk in decision-making. When needed, the client must be supported to make informed choices about the benefits and risks of their service options. [SOURCE](https://www.ndiscommission.gov.au/sites/default/files/documents/2018-07/NDIS%20Practice%20Standards.pdf) |  |  |  |

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| **Area** | **Legal requirements relevant to this area**  Include the relevant legislation in your response | **Ethical requirements relevant to this area**  Include your reference in your response. | **One example of how a service or an organisation implement these legal and ethical requirements.** | **One example of how you can work legally and ethically in accordance with these requirements.** |
| 1. Human rights   *Mapping: CHCCCS031 KE4.4* | Relevant legislation:    Universal Declaration of Human Rights | Reference:    e.g., National Code of Conduct for Healthcare Workers (Queensland) | Only one is required:   * Provision of policies and procedures for service delivery that upholds and respects the clients’ rights and dignity. | Only one is required:   * Demonstrating respect for all clients, their families and carers regardless of their age, sex, culture, religion, etc. |
| Under the Universal Declaration of Human Rights, everyone, including individual support clients, regardless of their age, ethnicity, location, language, religion, or any status, is born free and equal in dignity and rights, including the right to life, liberty, and security. | A healthcare worker must take appropriate and timely measures to minimise harm to clients when an adverse event occurs in the course of providing treatment or care. |

| **Area** | **Legal requirements relevant to this area**  Include the relevant legislation in your response | **Ethical requirements relevant to this area**  Include your reference in your response. | **One example of how a service or an organisation implement these legal and ethical requirements.** | **One example of how you can work legally and ethically in accordance with these requirements.** |
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|  |  |  | * Provision of proper screening, onboarding and training of employees who will be supporting clients. * Provision of accessible feedback and complaints mechanisms and taking action on complaints from clients. | * Ensuring clients, families and carers are informed about the service’s feedback and complaints mechanisms * Demonstrating kindness, respect, and politeness in all interactions with clients, families, carers, and others. |

| **Area** | **Legal requirements relevant to this area**  Include the relevant legislation in your response | **Ethical requirements relevant to this area**  Include your reference in your response. | **One example of how a service or an organisation implement these legal and ethical requirements.** | **One example of how you can work legally and ethically in accordance with these requirements.** |
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| 1. Discrimination   *Mapping: CHCCCS031 KE4.5* | Relevant legislation:    Anti-Discrimination Laws (Age, Disability, Sex, Race) | Reference:    e.g., National Code of Conduct for Healthcare Workers (Queensland) | Only one is required:   * Provision of policies and procedures against discrimination in any form. * Taking appropriate action against discrimination-related complaints and concerns from clients, employees, and others. | Only one is required:   * Demonstrating respect for all clients, their families and carers regardless of their age, sex, culture, religion, etc. * Respecting and upholding the client’s cultural sensitivities with regard to service delivery. * Educating oneself about other people’s cultures and races. |
| It is unlawful to discriminate on the basis of a person’s age, disability, race, sex, intersex status, gender identity and sexual orientation in certain areas of public life, including education and employment and other services. | A healthcare worker must provide health services in a manner that is culturally sensitive to the needs of their clients. |

| **Area** | **Legal requirements relevant to this area**  Include the relevant legislation in your response | **Ethical requirements relevant to this area**  Include your reference in your response. | **One example of how a service or an organisation implement these legal and ethical requirements.** | **One example of how you can work legally and ethically in accordance with these requirements.** |
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| 1. Mandatory reporting   *Mapping: CHCCCS031 KE4.6* | Relevant legislation (state/territory):    (Differs by state/territory, for example, Child Protection Act 1999 (Qld); Children and Young Persons (Care and Protection) Act 1998 (NSW); Aged Care Act 1997 | Reference:    e.g., National Code of Conduct for Healthcare Workers (Queensland) | Only one is required:   * Provision of policies and procedures for mandatory reporting. * Taking appropriate and immediate action against any suspected cases of abuse and neglect. * Training and onboarding employees about mandatory reporting requirements | Only one is required:   * Following the organisation’s policies and procedures for mandatory reporting. * Reporting to the supervisor any indicators of abuse and neglect. |

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| **Area** | **Legal requirements relevant to this area**  Include the relevant legislation in your response | **Ethical requirements relevant to this area**  Include your reference in your response. | **One example of how a service or an organisation implement these legal and ethical requirements.** | **One example of how you can work legally and ethically in accordance with these requirements.** |
|  | Any suspected cases of abuse and neglect relating to children as well as adults living in residential service must be reported to the authorities. | A healthcare worker must provide health services in a safe and ethical manner.  A healthcare worker must communicate and cooperate with colleagues and other health service providers and agencies in the best interests of their clients. |  |  |

| **Area** | **Legal requirements relevant to this area**  Include the relevant legislation in your response | **Ethical requirements relevant to this area**  Include your reference in your response. | **One example of how a service or an organisation implement these legal and ethical requirements.** | **One example of how you can work legally and ethically in accordance with these requirements.** |
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| 1. Medication   *Mapping: CHCCCS031 KE4.7* | Relevant legislation:    Aged Care Act 1997; Drugs, Poisons and Controlled Substances Act 1981 (Vic); Health Practitioner Regulation National Law Act 2009; NDIS Guidelines 2018 etc. | Reference:    e.g., National Code of Conduct for Healthcare Workers (Queensland) | Only one is required:   * Proper screening, onboarding, and training of staff who will administer medication to clients. * Provision of policies and procedures in relation to medication, including but not limited to supplies, storage, and administration. | Only one is required:   * Reporting to the supervisor any mediation-related changes to the client’s health and wellbeing * Referring the client to the designated personnel regarding any medication-related concerns, e.g., requests to increase dosage for pain medication, etc. |
| Registered nurses are qualified and legally authorised to administer medicines under the Health Practitioner Regulation National Law Act 2009 and relevant state/territory legislation and regulation. | A healthcare worker must have a sound understanding of any possible adverse interactions between the therapies and treatments being provided or prescribed and any other medications or treatments. |

| **Area** | **Legal requirements relevant to this area**  Include the relevant legislation in your response | **Ethical requirements relevant to this area**  Include your reference in your response. | **One example of how a service or an organisation implement these legal and ethical requirements.** | **One example of how you can work legally and ethically in accordance with these requirements.** |
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|  |  | Whether prescribed or not, they are or should be aware that a client is taking or receiving and advise the client of these interactions. |  |  |

| **Area** | **Legal requirements relevant to this area**  Include the relevant legislation in your response | **Ethical requirements relevant to this area**  Include your reference in your response. | **One example of how a service or an organisation implement these legal and ethical requirements.** | **One example of how you can work legally and ethically in accordance with these requirements.** |
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| 1. Work role boundaries, responsibilities and limitations   *Mapping: CHCCCS031 KE4.8 (p)* | Relevant legislation:    Aged Care Act 1997; Aged Care Quality Standards; [Quality of Care Principles 2014](https://www.legislation.gov.au/Details/F2021C00887) | Reference:    e.g., National Code of Conduct for Healthcare Workers (Queensland) | Only one is required:   * Proper screening, onboarding, and training of staff * Establishing proper organisational structure and communication lines | Only one is required:   * Working within the scope of one’s role and responsibilities. * Reporting any changes to the client’s health and wellbeing so that the client’s individualised support plan may be modified/revised. |
| * Aged care services in Australia must comply with Quality Standards. | * A healthcare worker must not claim or represent that they are qualified, able or willing to cure cancer or other terminal illnesses |

| **Area** | **Legal requirements relevant to this area**  Include the relevant legislation in your response | **Ethical requirements relevant to this area**  Include your reference in your response. | **One example of how a service or an organisation implement these legal and ethical requirements.** | **One example of how you can work legally and ethically in accordance with these requirements.** |
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|  | * Aged care quality standards include consumer dignity and choice, ongoing assessment, personal care, services and support etc. | * A healthcare worker must not engage in behaviour of a sexual or close personal nature with a client. * A healthcare worker must not engage in a sexual or other inappropriate close personal, physical or emotional relationship with a client. |  |  |

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| Application  Description automatically generated with low confidence | 1. Identify three work role boundaries, three responsibilities, and three limitations of individual support workers. |
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| *Mapping: CHCCCS031 KE4.8 (p)*  *Learner guide reference: CHCCCS031 Learner Guide, Chapter 1, Subchapter 1.6, Section 1.6.1*  **Marking guide**  The candidate must identify three work role boundaries, three responsibilities, and three limitations of individual support workers.  Work role boundaries  For a satisfactory performance, the candidate’s responses must include any three of the following in no particular order:   * Engage in sexual or other inappropriate close personal, physical or emotional relationships with a client. * Be involved with the client’s private family matters/concerns. * Accept gifts and favours from clients, their families, or carers. * Share matters about one’s personal life with clients, families, or carers. * Communicate with clients, families, or carers outside work hours or about non-work-related matters.   Responsibilities  For a satisfactory performance, the candidate’s responses must include any three of the following in no particular order:   * Follow the client’s individualised support plan. * Work within service standards, policies, and procedures. * Report indicators of abuse and neglect of children/older persons. * Report changes to the client’s health and wellbeing. * Complete required documentation and reporting, e.g., progress notes. * Maintain the client’s privacy and confidentiality. | |

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| Work role limitations  For a satisfactory performance, the candidate’s responses must include any three of the following in no particular order:   * Diagnose illnesses and conditions. * Provide psychological, emotional, and spiritual counselling. * Any support practices not covered in the client’s individualised plan. * Increase the dosage of pain medication for clients.   The candidate may provide work role boundaries, responsibilities, and limitations other than those listed above. This is still acceptable provided that their responses:   * Are consistent with the roles and responsibilities of individual support workers, care workers, etc. * Align with current industry and workplace practices in individualised support.   Note that boundaries relate to behaviours or actions towards clients, families, and carers that individual support workers must refrain from doing. While limitations are workplace tasks or activities that individual support workers are not qualified or trained to perform. |
| **Three work role boundaries of individual support workers** |
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| **Three responsibilities of individual support workers** |
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| **Three work role limitations of individual support workers** |
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| Application  Description automatically generated with low confidence | 1. Answer the following questions about restrictive practices in individualised support. |
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| *Mapping: Provided in each question below.*  *Learner guide reference: CHCCCS031 Learner Guide, Chapter 2, Subchapter 2.5, Section 2.5.2*  **Marking guide**  The candidate must answer the following questions about restrictive practices in individualised support.  Marking guides and benchmark answers are provided below for the assessor’s reference. | |
| 1. What are restrictive practices?     *Mapping: CHCCCS031 KE7.1 (p)*  The candidate must explain what restrictive practices are.  For a satisfactory performance, although wording may vary slightly, the candidate’s explanation must be consistent with the definition from [the Australian Government, National Framework for Reducing and Eliminating the Use of Restrictive Practices in the Disability Service Sector:](https://www.alrc.gov.au/publication/equality-capacity-and-disability-in-commonwealth-laws-dp-81/8-restrictive-practices/restrictive-practices-in-australia/#:~:text=8.4%20Restrictive%20practices%20involve%20the,social%20or%20physical)%20and%20seclusion.)  Restrictive practices involve the use of interventions and practices that have the effect of restricting the rights or freedom of movement of a person with a disability. | |
| 1. Identify five forms of restrictive practices. | |

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| *Mapping: CHCCCS031 KE7.1 (p)*  The candidate must identify five forms of restrictive practices.  For a satisfactory performance, although wording may vary slightly, the candidate’s responses must be the five below (in no particular order) ([SOURCE](https://www.ndiscommission.gov.au/regulated-restrictive-practices)):   * Chemical restraint * Mechanical restraint * Environmental restraint * Physical restraint * Seclusion |
| 1. Identify the three legislative instruments that set out the conditions under which regulated restrictive practices can be used.   *Mapping: CHCCCS031 KE7.2 (p)*  The candidate must identify the three legislative instruments that set out the conditions under which regulated restrictive practices can be used.  For a satisfactory performance, although wording may vary slightly, the candidate’s responses must be the three below (in no particular order) ([SOURCE](https://www.ndiscommission.gov.au/sites/default/files/documents/2021-03/regulated-restrictive-practice-guide-rrp-20200.pdf)):   * National Disability Insurance Scheme (Restrictive Practices and Behaviour Support) Rules 2018 * National Disability Insurance Scheme (Provider Registration and Practice Standards) Rules 2018 * National Disability Insurance Scheme (Incident Management and Reportable Incidents) Rules 2018 |

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| 1. List five examples of conditions under which regulated restrictive practices can be used according to the three legislative instruments you identified above.   *Mapping: CHCCCS031 KE7.2 (p)*  The candidate must list five examples of conditions under which regulated restrictive practices can be used according to the three legislative instruments they identified above.  For a satisfactory performance, although wording may vary slightly, the candidate’s responses must include any five of the following (in no particular order) ([SOURCE](https://www.ndiscommission.gov.au/sites/default/files/documents/2021-03/regulated-restrictive-practice-guide-rrp-20200.pdf)):   * Be clearly identified in the behaviour support plan * If the State or Territory in which the regulated restrictive practice is to be used has an authorisation process (however described) in relation to that practice, be authorised in accordance with that process * Be used only as a last resort in response to the risk of harm to the person with a disability or others and after the provider has explored and applied evidence-based, person-centred and proactive strategies * Be the least restrictive response possible in the circumstances to ensure the safety of the person or others * Reduce the risk of harm to the person with a disability or others * Be in proportion to the potential negative consequence or risk of harm * Be used for the shortest possible time to ensure the safety of the person with a disability or others. |

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| 1. The *National Framework for Reducing and Eliminating the Use of Restrictive Practices in the Disability Service Sector* identified six core strategies for reducing and eliminating restrictive practices. List these six core strategies below.   *Mapping: CHCCCS031 KE7.2 (p), KE7.4 (p)*  The candidate must list the six core strategies identified by the *National Framework for Reducing and Eliminating the Use of Restrictive Practices in the Disability Service Sector* for reducing and eliminating restrictive practices.  For a satisfactory performance, although wording may vary slightly, the candidate’s responses must be all of the following (in no particular order) ([SOURCE](https://www.ndiscommission.gov.au/sites/default/files/documents/2021-03/regulated-restrictive-practice-guide-rrp-20200.pdf)):   * Person-centred focus * Leadership towards organisational change * Use of data to inform practice * Workforce development * Use of restraint and seclusion reduction tools (including evidence-based assessment, prevention approaches, emergency management plans, environmental changes and meaningful activities integrated into the individual’s support plan) * Debriefing and practice review. |
| 1. Complete the statement below:   Where an NDIS participant’s behaviours of concern place themselves or others at risk of harm, and subsequently a regulated restrictive practice is required,       must be developed and lodged with the      .  *Mapping: CHCCCS031 KE7.2 (p), KE7.6 (p)*  The candidate must complete the statement above. For a satisfactory performance, although wording may vary slightly, the candidate’s responses must be (respectively):   * Behaviour support plan * NDIS Commission |

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| 1. When restrictive practices are used as part of a person’s behaviour support plan, the plan must contain three positive strategies. List these strategies below.   *Mapping: CHCCCS031 KE7.2 (p), KE7.4 (p)*  The candidate must list three positive strategies that a behaviour support plan must include when restrictive practices are used as part of the plan.  For a satisfactory performance, although wording may vary slightly, the candidate’s responses must be all of the following (in no particular order) ([SOURCE](https://www.ndiscommission.gov.au/regulated-restrictive-practices)):   * Strategies that are outcomes-focused, person-centred and proactive * Strategies that address the participant’s individual needs and the functions of the behaviour of concern * Strategies to reduce or eliminate the use of restrictive practices over time |
| 1. Explain the ethical considerations relating to the use of restrictive practices.     *Mapping: CHCCCS031 KE7.5*  The candidate must explain the ethical considerations relating to the use of restrictive practices.  For a satisfactory performance, although wording may vary slightly, the candidate’s responses must be consistent with the benchmark answer provided below:  When considering the use of restrictive practices, support workers must always uphold their moral rights in accordance with relevant legislation. They must also comply with their profession’s ethical guidelines at all times. |

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| 1. Explain the documentation requirements stated in Sections 14 and 15 of the *NDIS Restrictive Practices and Behaviour Support Rules 2018.*     *Mapping: CHCCCS031 KE7.2 (p), KE7.6 (p)*  The candidate must explain the documentation requirements stated in Sections 14 and 15 of the NDIS Restrictive Practices and Behaviour Support Rules 2018.  For a satisfactory performance, although wording may vary slightly, the candidate’s responses must be consistent with the benchmark answer provided below:  (At a minimum, the underlined phrases must appear in the candidate’s response)  NDIS providers implementing regulated restrictive practices need to keep records on their use of restrictive practices and report use to the NDIS Commission. |
| 1. List two conditions that must be met before and during the use of any restrictive practice according to the Quality of Care Principles.    The candidate must list two conditions that must be met before and during the use of any restrictive practice according to the Quality of Care Principles.  For a satisfactory performance, although wording may vary slightly, the candidate’s responses must be any two of the following (in no particular order):   * Providers are required to document the alternatives to restrictive practices that have been considered and used, and why they have not been successful. * Where any restrictive practices are used, the consumer must be regularly monitored for signs of distress or harm, side effects and adverse events, changes in wellbeing, as well as independent functions or ability to undertake activities of daily living. * The use of the restrictive practice must be regularly reviewed by the provider with a view to removing it as soon as possible or practicable. * Providers are required to develop and implement a behaviour support plan for every consumer who exhibits behaviours of concern, or changed behaviours, or who has restrictive practices considered, applied or used as part of their care. |

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| Application  Description automatically generated with low confidence | 1. Identify five factors that affect aged care clients and people with a disability requiring individualised support. |
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| *Mapping: CHCCCS031 KE9.0*  *Learner guide reference: CHCCCS031 Learner Guide, Chapter 1, Subchapter 1.2, Section 1.2.1*  **Marking guide**  The candidate must identify five factors that affect aged care clients and people with a disability requiring support.  For a satisfactory performance, although wording may vary slightly, the candidate’s responses must be any five of the following (in no particular order):   1. Attitudinal barriers 2. Physical health conditions 3. Social, emotional, and mental health conditions 4. Access to resources and support (family, carers, financial capacity, etc.) 5. Multi-faceted needs (e.g., mental health issues arising from unemployment or substance abuse) 6. Culture, language, and religion that impact service delivery or access to support/resources 7. Risks associated with the person’s age, disability, physical, social, emotional, and psychological health and well-being (e.g., abuse, falls, fire hazards in one’s home)   Other responses are acceptable, provided that they are:   * Factors relevant to people requiring support in residential aged care, disability, respite, home and community care settings * Relevant to individual support | |
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| Application  Description automatically generated with low confidence | 1. Answer the following questions about procedures for assisting a person in taking medication pre-packaged by a pharmacist. |
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| *Mapping: Provided per sub-question below.*  *Learner guide reference:*   * *CHCCCS031 Learner Guide, Chapter 2, Subchapter 2.3, Section 2.3.2* * *CHCCCS031 Learner Guide, Chapter 2, Subchapter 2.3, Section 2.3.3* * *CHCCCS031 Learner Guide, Chapter 2, Subchapter 2.3, Section 2.3.4*   **Marking guide**  The candidate must answer the following questions about procedures for assisting a person in taking medication pre-packaged by a pharmacist.  Marking guides and benchmark answers are provided below for the assessor’s reference. | |
| 1. Complete the following sentence:   The right medicine must be administered to the       in the       at the       via the      .  *Mapping: CHCCCS031 KE10.1 (p), KE10.2 (p), KE10.3 (p)*  The candidate must complete the sentence above. For a satisfactory performance, the candidate’s response must be:  The right medicine must be administered to the right person in the right dose at the right time via the right route. | |

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| 1. List three identifiers that you may use to confirm the person’s identity before assisting them in taking their medication.     *Mapping: CHCCCS031 KE10.1 (p)*  The candidate must list three identifiers that they may use to confirm the person’s identity before assisting them in taking their medication.  For a satisfactory performance, the candidate’s response must be the three below (in no particular order):   * The person’s name * Date of birth * Medical Record Number (MRN) |
| 1. Where can you find the information on when and how often medication must be taken by the person?     *Mapping: CHCCCS031 KE10.2 (p)*  The candidate must indicate where they can find the information on when and how often medication must be taken by the person.  For a satisfactory performance, the candidate’s response must be:  In the written direction of the client’s health professional. |

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| 1. List three consequences when medication is taken through the wrong route.     *Mapping: CHCCCS031 KE10.3 (p)*  The candidate must list three consequences when medication is taken through the wrong route.  For a satisfactory performance, the candidate’s response must be the three below (in no particular order):   * Toxic or have harmful effects on the client * Have no effect on the client * Cause discomfort |
| 1. What does the **right to refuse** mean in assisting a person in taking pre-packaged medication?     *Mapping: CHCCCS031 KE10.4 (p)*  The candidate must explain what the ‘right to refuse’ means in assisting a person in taking pre-packaged medication. For a satisfactory performance, although wording may vary, the candidate’s response must be:  It is the right of an adult person with the capacity to refuse any medical treatment, including medication, regardless of whether their decision will lead to the death or death of their unborn baby and whether the reason for the decision may seem irrational, unknown, or even non-existent. |

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| 1. When a person refuses medication, the refusal must be:   List three criteria.        *Mapping: CHCCCS031 KE10.4 (p)*  The candidate must list the three criteria that the person’s refusal must meet when they refuse medication.  For a satisfactory performance, although wording may vary slightly, the candidate’s responses must be the three below (in no particular order):  The refusal must be:   * Freely given * Specific * Informed |
| 1. List three steps that may be undertaken where refusal of the medication is likely to have serious consequences for the health and wellbeing of the person.     *Mapping: CHCCCS031 KE10.4 (p)*  The candidate must list three steps that may be undertaken where refusal of the medication is likely to have serious consequences for the health and wellbeing of the person.  For a satisfactory performance, although wording may vary slightly, the candidate’s responses must be the three below (in no particular order):   * Consideration should be given to assessing the person’s capacity to refuse medication. * Efforts should be made to ascertain the reasons for the refusal and whether these can be addressed by providing alternative treatment or by other means. * Sensitive cultural and religious issues should be accommodated where possible. |

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| 1. What is the importance of the person’s **right to be educated** when assisting them in taking medication?     *Mapping: CHCCCS031 KE10.5 (p)*  The candidate must explain the importance of the person’s right to be educated when assisting them in taking medication.  For a satisfactory performance, although wording may vary, the candidate’s response must be:  The person’s right to be educated aligns with person-centred practices and their right to be informed about services and treatment they are receiving. Knowing about the medication they are taking, its ingredients and potential side effects, and understanding why they are taking this medication and how this will help them are all critical so that they can make informed decisions about their treatment. |
| 1. List three steps that you can undertake to support the person’s right to be educated.   *Mapping: CHCCCS031 KE10.5 (p)*  The candidate must list three steps that they can undertake to support the person’s right to be educated.  For a satisfactory performance, the candidate’s responses must be the following (in no particular order):   * Carefully reviewing the person’s medication, including its right dosage, timing, route, expiration dates, and other special instructions provided by the person’s health professional. * Answering the person’s questions about the medication, where applicable, and providing factual and accurate information. * Directing the person’s queries to the health professional if you are unsure.   The candidate may provide other responses. This is still acceptable provided that their responses:   * Reflect current industry and workplace practices for assisting people in taking their medicine. * Within the scope of the roles and responsibilities of individual support workers/care workers. |

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| 1. Complete the sentence below:   When inspecting the client’s pre-packaged medication, you must make sure that:      *Mapping: CHCCCS031 KE10.6, KE10.7 (p)*  The candidate must complete the sentence above.  For a satisfactory performance, the candidate’s responses must be:  When inspecting the client’s pre-packaged medication, you must make sure that:  (The following may be listed in any order).   * The package of the medication was not tampered with * The medication is within the expiry date |
| 1. What must be done when medication is found to be past the expiry date?     *Mapping: CHCCCS031 KE10.7 (p)*  The candidate must explain what must be done when medication is found to be past the expiry date.  For a satisfactory performance, although wording may vary, the candidate’s response must be:  Follow the organisation’s policies and procedures for disposing of expired medication. |

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| 1. Identify the four services that you may contact other than the person’s health professional when reporting adverse reactions to medication. Include in your response their contact number.      *Mapping: CHCCCS031 KE10.9.1 (p)*  The candidate must identify the four services that you may contact other than the person’s health professional when reporting adverse reactions to medication.  For a satisfactory performance, although wording may vary, the candidate’s response must be the following (in no particular order):  Contact numbers must be included:   * Medicines helpline – 1300 MEDICINE (1300 633 424) * Health Direct Australia – 1800 022 222 * Poisons Information Centre – 13 11 26 * Triple Zero - 000 |

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| 1. List the five important details you must include when reporting and documenting adverse reactions in an incident report.       *Mapping: CHCCCS031 KE10.9.1 (p)*  The candidate must list the five important details they must include when reporting and documenting adverse reactions in an incident report.  For a satisfactory performance, the candidate’s response must include all of the following (in no particular order):   * The time and date of the reaction * Client name and information * The description of the adverse reaction * The strategies implemented at the time of the incident * The outcome or response of the client and others to the strategy |

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| 1. List the four steps that you must follow if the client is unable to take medication.      *Mapping: CHCCCS031 KE10.8, KE10.9.2 (p)*  The candidate must list the four steps that they must follow if the client is unable to take medication.  For a satisfactory performance, although wording may vary, the candidate’s response must be the four of the following (in this particular order):  At a minimum, the underlined phrases and words must appear in the candidate’s response.   * Ask the client why they do not want to take the medication. * Calmly explain the consequences of not taking their pre-packaged medication. * If the medication is still refused, document the situation. * Escalate the situation by reporting to the client’s healthcare professional and your supervisors. |
| 1. List the three key details that you must document if the person refuses to take their medication.     *Mapping: CHCCCS031 KE10.9.2 (p)*  The candidate must list the three key details that they must document if the person refuses to take their medication.  For a satisfactory performance, although wording may vary, the candidate’s response must be the three below (in no particular order)   * + The reason for the refusal   + The action taken   + What was done with the refused medication |

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| Application  Description automatically generated with low confidence | 1. Identify three examples of practices that you can implement to support the **skill development** of individual support clients. |
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| *Mapping: CHCCCS031 KE11.0 (p)*  *Learner guide reference: CHCCCS031 Learner Guide, Chapter 2, Subchapter 2.1, Section 2.1.8*  **Marking guide**  The candidate must identify three examples of practices that they can implement to support the skill development of individual support clients.  For a satisfactory performance, although wording may vary slightly, the candidate’s responses must be any three of the following (in no particular order):   * Assessing the person’s physical capabilities, strengths, what they want to learn/achieve, and what skills will support their independence. * Focusing on developing one skill at a time while removing distractions or hazards in the environment. * Supporting clients to set S-M-A-R-T goals (specific, measurable, attainable, realistic, time-based) in relation to skills they want to develop. * Aligning goal setting with the client’s individualised support plan. * Teaching by telling by providing instructions using the person’s preferred mode of communication (e.g., Auslan, posters, pictures, etc.) * Teaching by modelling by demonstrating the skill slowly and getting the person to observe you first and letting them copy what you are doing.   Other responses are acceptable, provided that they:   * Are relevant to individualised support. * Reflect current industry and workplace best practices for supporting the skill development of individual support clients. * Are within the scope of the role and responsibilities of an individual support worker. | |
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| Application  Description automatically generated with low confidence | 1. The following are examples of practices that support the skills maintenance of individual support clients. Briefly explain what each practice does. | |
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| *Mapping: CHCCCS031 KE11.0 (p)*  *Learner guide reference: CHCCCS031 Learner Guide, Chapter 2, Subchapter 2.1, Section 2.1.8*  **Marking guide**  The candidate must briefly explain what each practice does.  For a satisfactory performance, although wording may vary slightly, the candidate’s responses must be consistent with the benchmark answers provided below.  At a minimum, the underlined sentences must appear in the candidate’s responses. | | |
| **Practices that support skills maintenance** | | **What each practice does** |
| 1. Reinforcing techniques | | Reinforcing techniques are an application of the Behaviourist Theory of Learning. They are used to increase the likelihood of doing the desired behaviour. They work by presenting positive reinforcements or rewards following the desired behaviour. |
| 1. Skills component mastery | | This strategy aims to ‘master’ or achieves a level of performance for a particular skill component, usually before moving on to another skill component. |
| 1. Prompting and fading | | Prompting is the way of ‘prompting’ or inducing the person to perform a particular behaviour by presenting a prompt. While fading is gradually reducing the prompt. Together, they can be used effectively to help people retain skills they have developed. |

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| Application  Description automatically generated with low confidence | 1. Answer the following questions about unmet needs and ways of responding to them. |
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| *Mapping: CHCCCS031 KE12.0*  *Learner guide reference:*   * *CHCCCS031 Learner Guide, Chapter 3, Subchapter 3.4* * *CHCCCS031 Learner Guide, Chapter 3, Subchapter 3.4, Section 3.4.1*   **Marking guide**  The candidate must answer the following questions about unmet needs and ways of responding to them.  Marking guides and benchmark answers are provided below for the assessor’s reference. | |
| 1. Provide one example of behaviours that may be an indicator of unmet needs in each of the following:   The candidate must provide one example of behaviours that may be an indicator of unmet needs in each of the following.   |  |  | | --- | --- | | **Unmet need** | **Behaviour** | | 1. Need for safety | For a satisfactory performance, the candidate’s response must be one of the following:   * Aggression * Avoidance | | 1. Need for food or water | For a satisfactory performance, the candidate’s response must be   * Hoarding | | |

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| |  |  | | --- | --- | | **Unmet need** | **Behaviour** | | 1. Need to understand what is happening | For a satisfactory performance, the candidate’s response must be one of the following:   * Wandering * Resisting care |   Note that the candidate may provide other behaviours. This is still acceptable, provided that these behaviours are known indicators of unmet needs listed above. |
| 1. List three ways that can help you recognise signs of additional or unmet needs in your clients.     The candidate must list three ways that can help them recognise signs of additional or unmet needs in their clients.  For a satisfactory performance, the candidate’s responses must be the following:   * Keeping track of their physical needs * Checking on their mental health * Analysing their behaviour   The candidate may provide other responses. This is still acceptable, provided that they:   * Are relevant to individual support. * Reflect current industry and workplace practices for recognising unmet needs. * Are within the scope of the roles and responsibilities of an individual support worker. |

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| 1. The following are ways you can respond to unmet needs. Briefly explain each.   The candidate must briefly explain the following ways of responding to unmet needs:  For a satisfactory performance, the candidate’s responses must be consistent with the benchmark answers provided.  (At a minimum, the underlined sentence must appear in the candidate’s response)   |  |  | | --- | --- | | **Ways of responding to unmet needs** | **Explanation** | | 1. Verbal report | This involves relaying or reporting information about the client’s unmet needs to the supervisor verbally/orally.  Ideally, this must be followed up with a written report. | | 1. Written report | This involves documenting/recording details of the client’s unmet needs, e.g., through progress notes or incident reports. | | 1. Referral | A process of connecting to other staff and support services outside of their area of expertise to help meet the client’s additional or unmet needs. | |

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| Application  Description automatically generated with low confidence | 1. Listed below are different life domains where assistive technologies may be used.   Complete the table below by:   * + Providing a brief explanation of how assistive technologies can help individuals support clients in each life domain listed.   + Identifying one corresponding example of assistive technology for each. |
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| *Mapping: Provided per item below.*  *Learner guide reference: CHCCCS031 Learner Guide, Chapter 2, Subchapter 2.2, Section 2.2.1*  **Marking guide**  The candidate must complete the table below by:   * Providing a brief explanation of how assistive technologies help individual support clients for each life domain.   For a satisfactory performance, although wording may vary slightly, their response must be consistent with the benchmark answers provided below   * Identifying one corresponding example of assistive technology for each.   The candidate’s responses will vary. However, for a satisfactory performance, their response must be   * + Relevant to the life domain listed   + A typical example of assistive technology   i.e., Technology that adds functionality to tools and allows people to perform tasks that they otherwise would not have been able to do.  Examples of satisfactory responses are provided below to guide the assessor in assessing the candidate’s responses. | |

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| **Life domain** | **How assistive technologies can help individual support clients in this life domain** | **One example of assistive technology that can be used in this life domain.**  Only one is required for each life domain |
| 1. Self-care   *Mapping: CHCCCS031 KE13.1* | Technology for self-care activities usually includes bathing, dressing, and washing hair. These can help people who may have difficulty moving and reaching around. | * Adapted clothing * Dressing stick * Shower grab rails * Bath hoist * Washing aids with long handles |
| 1. Continence   *Mapping: CHCCCS031 KE13.2 (p)* | Technology for people with incontinence can support occasional leakage, total loss of bladder or bowel and those which may be caused by control stress, urge, overflow, and functional incontinence. | * Urinary and faecal collector bag * Urinals * Bedpans * Bed and chair protector * Pads and pants |
| 1. Hygiene   *Mapping: CHCCCS031 KE13.2 (p)* | Technology for hygiene includes equipment to assist with bathing and toileting. These include products that you use in the bathroom, as well as design features that you may decide to incorporate into the design of the bathroom or toilet. | * Change tables * Showering aids * Fitted baths |

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| **Life domain** | **How assistive technologies can help individual support clients in this life domain** | **One example of assistive technology that can be used in this life domain.**  Only one is required for each life domain |
| 1. Communication   *Mapping: CHCCCS031 KE13.3* | Assistive technology provides support to people with difficulties in communication arising from problems with speaking, listening or reading written materials. | * Tablets * Styluses * Visual cue cards * Emergency call systems for homes, residential settings or hospitals. |
| 1. Mobility   *Mapping: CHCCCS031 KE13.4 (p)* | Assistive technology for mobility provides support to people with difficulties moving around. | * Wheelchairs * Walkers |
| 1. Transferring   *Mapping: CHCCCS031 KE13.4 (p)* | Assistive technology for transferring provides support for transferring and moving people with reduced risk. | * Transfer boards * Gait belts * Standing hoist * Full sling hoist |
| 1. Cognition   *Mapping: CHCCCS031 KE13.5 (p)* | The technology used to support cognition and help people with cognitive disorders such as Alzheimer’s disease. | * Cueing aids * Learning Software |

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| **Life domain** | **How assistive technologies can help individual support clients in this life domain** | **One example of assistive technology that can be used in this life domain.**  Only one is required for each life domain |
| 1. Memory loss   *Mapping: CHCCCS031 KE13.5 (p)* | The technology used to support people who have unusual forgetfulness and problems remembering events or memories | * Memory aids * E-calendars * Timers |
| 1. Vision   *Mapping: CHCCCS031 KE13.6 (p)* | Technology for people who need support with their vision may include people with total loss of sight or low vision. | * Screen magnifiers * Braille watches |
| 1. Hearing   *Mapping: CHCCCS031 KE13.6 (p)* | Technology for people who need support with hearing. This can include technology used to support communication with hearing-impaired individuals. | * Hearing aids * Sound amplifiers * Microphones |
| 1. Daily living activities   *Mapping: CHCCCS031 KE13.7* | Assistive technology for daily living activities can include a wide range of technology that support people on a daily basis with routine activities. | * Stocking aid * Buttonhook * Multi-purpose openers |
| 1. Recreation   *Mapping: CHCCCS031 KE13.8 (p)* | Assistive technology for recreation includes those used to support people’s participation in recreational activities. | * Adapted gardening tools * Adapted board games * Adapted sporting equipment |

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| **Life domain** | **How assistive technologies can help individual support clients in this life domain** | **One example of assistive technology that can be used in this life domain.**  Only one is required for each life domain |
| 1. Leisure   *Mapping: CHCCCS031 KE13.8 (p)* | Assistive technology for leisure includes those used to support people’s rest and enjoyment. | * Adapted seat cushions * High back chairs * Wheelchair accessible tent |
| 1. Education   *Mapping: CHCCCS031 KE13.9 (p)* | The technology used to support people with education can include those that help with learning disabilities. | * Computer programs * Learning applications * Graphic organisers |
| 1. Employment   *Mapping: CHCCCS031 KE13.9 (p)* | The technology used to support people with employment can include those that help people with work. This may vary based on the nature of employment and the individual need of the person. | * Reading pens * Speech recognition software * Exoskeletal arms |
| 1. Home   *Mapping: CHCCCS031 KE13.10 (p)* | Assistive technology is used to support people in their homes. This may include those used by carers and people with disabilities | * Smart electronic devices (Amazon Echo, Alexa, etc.) * Smart speakers and screens |

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| **Life domain** | **How assistive technologies can help individual support clients in this life domain** | **One example of assistive technology that can be used in this life domain.**  Only one is required for each life domain |
| 1. Care residence   *Mapping: CHCCCS031 KE13.10 (p)* | Assistive technology is used to support people in care residences. This can include those adapted to the facilities, carers, and people with disability. | * Smart electronic devices (Amazon Echo, Alexa, etc.) * Smart speakers and screens |
| 1. Outdoors   *Mapping: CHCCCS031 KE13.10 (p)* | Assistive technology used to support people in being outdoors. This can include those used to assist people in doing activities outdoors and adapting to the outdoor environment. | * Ramps * Adapted entryways |
| 1. Eating   *Mapping: CHCCCS031 KE13.11 (p)* | Assistive technology used to support people with eating. This can include technology used to assist with feeding. | * Robotic eating equipment * Low-tech eating devices such as adaptive utensils and plates |
| 1. Drinking   *Mapping: CHCCCS031 KE13.11 (p)* | Assistive technology used to support people with drinking. | * Double handled mugs * Standard disposable straws |

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| **Life domain** | **How assistive technologies can help individual support clients in this life domain** | **One example of assistive technology that can be used in this life domain.**  Only one is required for each life domain |
| 1. Pressure area management   *Mapping: CHCCCS031 KE13.12* | Assistive technology is used to manage and relieve pressure on an area. This may include pressure prevention devices used to reduce injury caused by pressure or friction. | * Repositioning pads * Sensor socks * Specialised pressure relief wheelchair cushions * Pressure relieving mattresses |
| 1. Carer support   *Mapping: CHCCCS031 KE13.12* | Assistive technology is used to assist carers with their roles in providing support. | * Two-button pagers * Transfer slings * Specialised vehicles |

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| Application  Description automatically generated with low confidence | 1. Answer the following questions about the role of assistive technologies in individual support. |
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| *Mapping: CHCCCS031 KE14.1, KE14.2*  *Learner guide reference: CHCCCS031 Learner Guide, Chapter 2, Subchapter 2.2*  **Marking guide**  The candidate must answer the following questions about the role of assistive technologies in individual support.  Marking guides and benchmark answers are provided below for the assessor’s reference. | |
| 1. How can assistive technologies help **maintain and promote a person’s independence** in individual support?     The candidate must explain how assistive technologies help maintain and promote a person’s independence in individual support.  For a satisfactory performance, although wording may vary slightly, their response must be consistent with the benchmark answer below.  Assistive technologies help people maintain and promote their independence by enabling them to continue doing their everyday tasks, e.g., activities for daily living, independently or with minimal assistance from others.  The candidate may also provide an example along with their explanation, e.g., a person having difficulties eating may use adaptive eating utensils so that they don’t need to rely on other people to help them eat. However, this is not required for the assessment. | |

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| 1. How do assistive technologies support the **inclusion** of individual support clients?     The candidate must explain how assistive technologies support the inclusion of individual support clients.  For a satisfactory performance, although wording may vary slightly, their response must be consistent with the benchmark answer below.  Assistive technologies support the inclusion of individual support clients by providing them with means so that they can be included in an environment or setting where they are normally restricted or limited. Being included here may involve being able to freely and easily communicate and interact with others, access resources or services, etc.  The candidate may also provide an example along with their explanation, e.g., a person who has hearing difficulties may find it challenging to listen to a speech, or orientation may use speech-to-text programs (or STT software) so that they can read what is being spoken. However, this is not required for the assessment. |
| 1. How do assistive technologies support the **participation** of individual support clients?     The candidate must explain how assistive technologies support the participation of individual support clients.  For a satisfactory performance, although wording may vary slightly, their response must be consistent with the benchmark answer below.  Assistive technologies support the participation of individual support clients by providing them with means so that they can participate in processes, e.g., service planning, decision-making processes, feedback and complaints systems, etc., where they are normally restricted or limited.  The candidate may also provide an example along with their explanation, e.g., a person who has hearing difficulties may use a hearing aid so that they can listen to meetings about the services they are receiving; a person with speech impairment may use assistive technology so they can still communicate and provide their feedback about services. However, this is not required for the assessment. |

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| Application  Description automatically generated with low confidence | 1. List five things that must be taken into consideration when managing risks for individual support clients. |

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| *Mapping: CHCCCS031 KE15.0 (p)*  *Learner guide reference: CHCCCS031 Learner Guide, Chapter 3, Subchapter 3.2, Section 3.2.2*  **Marking guide**  The candidate must list five things that must be taken into consideration when managing risks for individual support clients.  For a satisfactory performance, although wording may vary slightly, the candidate’s responses must be any five of the following (in no particular order):   * Self-neglect * Behaviours of concern * Impaired judgement and problem-solving abilities * Impaired cognitive functioning * A sudden or unexpected change in health status, including sensory loss * Uneven floor surfaces * Physical obstructions (e.g., furniture and equipment) * Poor home maintenance * Poor or inappropriate lighting * Inadequate heating and cooling devices * Privacy and confidentiality due to inadequate security * Social rights infringements   The candidate may provide other responses. They are still acceptable, provided that:   * They are relevant to the context of individual support and the person receiving support. * They pose a potential risk to the person’s physical, psychological, emotional, and social health, safety, and well-being. |

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| Application  Description automatically generated with low confidence | 1. Listed below are examples of risks typical in individual support settings.   Provide one strategy you can implement to minimise each risk listed. |
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| *Mapping: CHCCCS031 KE15.0*  *Learner guide reference: CHCCCS031 Learner Guide, Chapter 3, Subchapter 3.2, Section 3.2.3*  **Marking guide**  The candidate must provide one strategy they can implement to minimise each risk listed.  The candidate’s responses will vary. However, for a satisfactory performance, their responses must:   * Be relevant to individual support * Reflect current industry and workplace best practices * Be consistent with the roles and responsibilities of a support worker or care worker. For example, diagnosing clients or prescribing medication is not within the scope of the support worker’s role and responsibilities.   Examples of satisfactory responses are provided below for the assessor’s reference: | |

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| **Risk** | **Strategy to minimise risk** (Only one is required for each risk) |
| 1. Abuse and neglect | * Watch out for indicators of abuse/neglect (e.g., unexplained bruises, missing jewellery or cash, etc.) * Follow organisational policies and procedures for reporting and documenting suspected abuse and or neglect. |
| 1. Social rights infringement | * Support clients in accessing and using feedback and complaints systems. * Support clients in understanding and exercising their own rights. |
| 1. Fall risks | * Conduct falls risk assessment according to organisational policies and procedures. * Support the person and their carer in managing hazards that increase the risk of falling. * Provision of anti-slip mats; or support the person to use handrails (as per the individualised support plan) * Follow transfer and mobility plans set out by allied health professionals and assist clients to use recommended equipment e.g., four wheeled walkers |

# Assessment Workbook Checklist

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| **TO THE CANDIDATE**  When you have completed this assessment workbook, review your work, and ensure that: | |
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|  | You have completed the Knowledge Assessment Questions in this workbook: |
|  | You have saved and submitted the following evidence: |
|  | This completed workbook |
|  | Assessment Workbook Cover Sheet signed and scanned |

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| **IMPORTANT:**  **You must achieve a satisfactory result in ALL assessment tasks to be deemed COMPETENT for the unit/s relevant to this workbook.**  To be deemed satisfactory in the assessments contained in this workbook, you must successfully complete all the requirements listed above according to the prescribed benchmarks provided to the assessor. |

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| **TO THE ASSESSOR**  When you have completed assessing the assessment workbook, review the candidate’s submissions against the checklist below: | |
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|  | The candidate has completed the Practical Assessments in this workbook: |
|  | The candidate has saved and submitted the following evidence: |
|  | This completed workbook |
|  | Assessment Workbook Cover Sheet signed and scanned |

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| **IMPORTANT:**  **The candidate must achieve a satisfactory result in ALL assessment tasks to be deemed COMPETENT for the unit/s relevant to this workbook.**  To be deemed satisfactory in the assessments contained in this workbook, the candidate must successfully complete all the requirements listed above according to the prescribed benchmarks. |

# Record of Assessment (Assessor’s Use Only)

**To the Assessor:** Complete this Record of Assessment to document the assessment outcomes of the candidate. To complete the form:

* Provide all the required details in the Assessment Details Section
* For each unit of competency:
  + Tick S (Satisfactory) if the candidate has completed the assessment item according to the marking guide and prescribed benchmark answers.
  + Tick NYS (Not Yet Satisfactory) if the candidate has not completed the assessment item according to the marking guide and prescribed benchmark answers.
* Review and confirm that all evidence submissions from the candidate meet the Rules of Evidence. Tick S if satisfactory; otherwise, tick NYS if not yet satisfactory.
* Check all signatures provided by the candidate in their evidence submissions. Confirm if these match the signature the candidate provided to the Training Provider.
* Record all third-party personnel you contacted and provide the other required information.
* In the ‘Overall Result for this Workbook’ section of the form, tick S if the candidate has met all requirements in this form and all assessment items have been completed to a satisfactory level. Otherwise, tick NYS.
* Provide other comments and feedback on the candidate’s performance, as necessary.
* Complete the Assessor’s Declaration by filling in your details, the date signed, and affixing your signature.

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| **RECORD OF ASSESSMENT** | |
| **Candidate’s Name** |  |
| **RTO Name** |  |
| **RTO Contact Number** |  |
| **RTO Email Address** |  |
| **Assessor’s Name** |  |
| **Unit of Competency** | CHCCCS031 - Provide individualised support (Release 1) |

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| **Knowledge Assessment** | **S** | **NYS** |
| Question 1 |  |  |
| Question 2 |  |  |
| Question 3 |  |  |
| Question 4 |  |  |
| Question 5 |  |  |
| Question 6 |  |  |
| Question 7 |  |  |
| Question 8 |  |  |
| Question 9 |  |  |
| Question 10 |  |  |
| Question 11 |  |  |
| Question 12 |  |  |
| Question 13 |  |  |

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| **Knowledge Assessment** | **S** | **NYS** |
| Question 14 |  |  |
| Question 15 |  |  |
| Question 16 |  |  |
| Question 17 |  |  |
| Question 18 |  |  |
| Question 19 |  |  |
| Question 20 |  |  |

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| **Rules of Evidence** | **S** | **NYS** |
| All knowledge and skills evidence submissions are valid |  |  |
| All knowledge and skills evidence submissions are authentic |  |  |
| All knowledge and skills evidence submissions are sufficient |  |  |
| All knowledge and skills evidence submissions are current |  |  |

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| **Signature Authentication Checklist**  This checklist will guide you in authenticating the signatures provided by the candidate in their assessment workbook and evidence submissions.  Read each checklist item and tick the box only if you confirm that the item is a true and accurate reflection of the signature authentication you have conducted. | |
| **Checklist** | **Completed** |
| I have checked the signature provided by the candidate in the Assessment Workbook Cover Sheet against the signature they provided to the Training Provider. |  |
| I confirm the signature provided by the candidate in the Assessment Workbook Cover Sheet matches the signature they provided to the Training Provider. |  |
| I confirm ALL signatures provided by the candidate in their evidence submissions match with the signature they provided to the Training Provider. |  |

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| **Third-Party Verification Log**  **Instructions for the Assessor:**  You are required to contact all third-party personnel involved in the candidate’s assessment to verify the candidate’s performance and evidence submissions and to confirm with them whether the candidate’s evidence submissions are true and accurate.  Complete this Third-Party Verification Log to document your completion of this process. When completing this log, provide all of the following required information for each third-party personnel:   * Name of third-party personnel contacted * Role in the candidate’s assessment (e.g., workplace supervisor, observer, or candidate) * Contact details (phone number or email address) * Date contacted   You must also confirm that third-party personnel have verified the candidate’s evidence submissions are true and accurate. |

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| **Name of Third-party Contacted** | **Role in the Candidate’s Assessment** | **Contact Details (Phone number or email address)** | **Date contacted** | **Third-Party verifies evidence submissions of the candidate are true and accurate?** |
|  |  |  |  | Yes  No  Assessor’s Notes |
|  |  |  |  | Yes  No  Assessor’s Notes |
|  |  |  |  | Yes  No  Assessor’s Notes |
|  |  |  |  | Yes  No  Assessor’s Notes |

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| **Overall Result for the Relevant Workbook/s** | **Satisfactory** | **Not yet satisfactory** |
| Assessment Workbook – Part A (Knowledge Assessment) |  |  |
| Assessment Workbook – Part B (Simulated Assessment) |  |  |
| Skills Workbook |  |  |

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| **Overall Result for this Unit of Competency**  **IMPORTANT: To be deemed competent in the following unit of competency, the candidate must be marked Satisfactory in all the relevant workbook/s listed above.** | **Competent** | **Not yet competent** |
| CHCCCS031 - Provide individualised support (Release 1) |  |  |

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| **Assessor’s comments/feedback** |
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| **Assessor Declaration**  I declare that the results recorded in this *Record of Assessment* are true and accurate. | |
| Assessor’s name | Assessor’s signature |
| Date signed |

End of Record of Assessment (For the Assessor’s Use Only)

**End of Document**