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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 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 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 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:

**CHCCCS040 - Support independence and wellbeing (Release 1)**

1. Recognise and support individual differences
2. Promote independence
3. Support physical wellbeing
4. Support social, emotional and psychological wellbeing

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

<https://training.gov.au/Training/Details/CHCCCS040>

# 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:

* 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:**

* 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.

**The evidence you submit must be your own work except where due reference is made and where you are required to submit supplementary workplace documents such as policies and procedures.**

**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.

# Accessing External Links

Throughout this workbook, you will sometimes be required to access certain websites. Links to these websites are formatted in Blue Underlined Text.

To access these, hold the **Ctrl key and click the link for Windows users**, or simply **click on these blue links for** **Mac users**.

# 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: **CHCCCS040 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 | CHCCCS040 |
| Title | Support independence and wellbeing (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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| **Preliminary Task**  Question 20 of this Knowledge Assessment requires you to refer to the legislation, standards and codes of your state/territory.  For your assessor’s reference, indicate below which state/territory you are currently based or located in by ticking the box that corresponds to your answer.  When answering Question 20, you must refer to the legislation, standards and codes of the state/territory you ticked below. | | | |
|  | | | |
| This task has no mapping. This is a preliminary step for the candidate to complete in connection to Knowledge Assessment Question 20.  **Marking guide**  The candidate must indicate below the state/territory they are currently based in by ticking the box () that corresponds to their response (as shown below).  Knowledge Assessment Question 20 requires the candidate to refer to the legislation, standards and codes of the state/territory they ticked below.  When assessing the candidate’s responses in Question 20, the assessor must review the candidate’s responses against the legislation, standards and codes of the state/territory they ticked below.  The assessor must also ensure that they are accessing the version of the legislation, standards and codes that is currently implemented in the candidate’s state/territory, i.e. they are not referring to outdated or superseded information.  For a satisfactory performance in these questions, the candidate’s responses must match the legislation, standards and codes from the state/territory they ticked below.  Specific marking guide and benchmark and model answers to Knowledge Assessment Question 19 provided in each question. | | | |
| The state/territory where you are currently based or located in: | | | |
|  | Australian Capital Territory |  | South Australia |
|  | New South Wales |  | Tasmania |
|  | Northern Territory |  | Victoria |
|  | Queensland |  | Western Australia |

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| Application  Description automatically generated with low confidence | 1. List two examples for each of the following types of basic human needs in the table provided below. | |
|  | | |
| *Mapping: CHCCCS040 KE1.1, KE1.2, KE1.3, KE1.4, KE1.5*  *Learner guide reference: CHCCCS040 Learner Guide, Chapter 1, Subchapter 1.3*  **Marking guide**  The candidate must list two examples for each of the following types of basic human needs.  Responses will vary. For a satisfactory performance the candidate’s response must be consistent with the type of basic human needs provided.  Model answers are provided below for the assessor’s reference. | | |
| **Types** | | **Two examples** |
| 1. Physical | | Only two are required:   * Food/nutrition * Water/drink * Shelter * Sleep * Hygiene * Safety * Warmth |
| 1. Psychological | | Only two are required:   * Need to feel safe and secure * Need to feel love and belonging * Need for developing one’s self-esteem, confidence and self-image |

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| **Types** | **Two examples** |
| 1. Spiritual | Only two are required:   * To express one’s spirituality in an open and non-judgemental environment * To maintain important religious/spiritual practices and beliefs |
| 1. Cultural | Only two are required:   * To express one’s cultural identity in an open and non-judgemental environment * To maintain important cultural practices, beliefs and customs * Dietary requirements * Appearance/clothing |
| 1. Sexual | Need for sexual intimacy      Maintain healthy sexual relationships |

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| Application  Description automatically generated with low confidence | 1. Answer the following questions about the concept of self-actualisation. |
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| *Mapping: CHCCCS040 KE2.0*  *Learner guide reference:*   * *CHCCCS040 Learner Guide, Chapter 2, Introduction* * *CHCCCS040 Learner Guide, Chapter 2, Subchapter 2.5*   **Marking guide**  The candidate must answer the following questions about the concept of self-actualisation.  Additional marking guide and benchmark answers are provided below to guide the assessor in assessing the candidate’s responses. | |
| 1. What is the concept of self-actualisation?     For a satisfactory performance, although the wording may slightly vary, the candidate’s responses must be consistent with the benchmark answer provided below.  Self-actualisation is the inherent desire in human beings for self-fulfilment and the motivation to realise one’s own potential and possibilities. | |
| 1. Identify two ways you can support an individual to become self-actualised.    For a satisfactory performance, although the wording may slightly vary, the candidate’s responses must include two of the following model answers:   * Involve the individual in creating and managing their self-care plan * Provide opportunities for the individual to utilise their strengths and skills (e.g. let them choose their outfit and dress themselves as much as possible) * Motivate and encourage the individual to ensure they utilise their full skill set (e.g. participating in activities such as gardening, group outings etc.) * Communicating the tools and resources available to support them and their needs * Assuring them that you are there to help at any time if they need any support   Other responses are acceptable, provided that they are ways to support an individual in acknowledging and utilising their strengths, skills and self-care capacity. | |

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| Application  Description automatically generated with low confidence | 1. Describe the human development that happens in each stage of life. | |
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| *Mapping: CHCCCS040 KE3.0*  *Learner guide reference: CHCCCS040 Learner Guide, Chapter 1, Subchapter 1.3*  **Marking guide**  The candidate must describe the human development that happens in each stage of life.  For a satisfactory performance, although the wording may slightly vary, their response must be consistent with the benchmark answers below. | | |
| **Stage of human development** | | **Description** |
| 1. Infancy | | The child is completely dependent on others during the first stage of life |
| 1. Early childhood | | The child’s growing self-control is expressed through climbing, touching, exploring etc. They develop a general desire to do things for themselves. |
| 1. School-age | | In school, the child begins to learn skills valued by society, and success or failure can have a lasting effect on their feelings of adequacy. |

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| **Stage of human development** | **Description** |
| 1. Adolescence | Mental and physical maturation brings with it new feelings, a new body and new attitudes. |
| 1. Adulthood | The person strives to create or nurture things that will outlast them, generally through parenting or contributing positive changes that benefit other people. |
| 1. Maturity | The person reflects back on the life they have lived and either acquire a sense of fulfilment from a life well-lived or a sense of regret over a life misspent. |

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| Application  Description automatically generated with low confidence | 1. Define the following aspects of a person’s wellbeing. |
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| *Mapping: CHCCCS040 KE4.1, KE4.2, KE4.3, KE4.4, KE4.5, KE4.6, KE4.7*  *Learner guide reference:*   * *CHCCCS040 Learner Guide, Chapter 3, Chapter Opener* * *CHCCCS040 Learner Guide, Chapter 4, Chapter Opener*   **Marking guide**  The candidate must define the following aspects of a person’s wellbeing.  For a satisfactory performance, although the wording may slightly vary, their response must be consistent with the benchmark answers below. | |

| **Aspect of wellbeing** | **Definition** |
| --- | --- |
| 1. Physical | Being physically healthy and having a healthy body that enables a person to deal with the challenges of everyday life, fight off illnesses and function well. |
| 1. Psychological | The absence of mental illness, functioning at an emotional and behavioural level that is healthy and stable. |
| 1. Social | The ability to have meaningful and satisfying interpersonal relationships with others. It also relates to the ability to adapt comfortably to different social situations and act appropriately in a variety of settings. |
| 1. Spiritual | Being able to realise and freely express faith, values, beliefs, principles and morals. |
| 1. Cultural | Being able to participate in cultural activities and the freedom to retain, interpret and express their arts, history, heritage and traditions. |
| 1. Financial | Being able to meet current and ongoing financial obligations, feeling secure in their financial future and can make choices to enjoy life. |
| 1. Career or occupation | A state of wholeness that results from bringing into balance life, work, people and money. |

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| Application  Description automatically generated with low confidence | 1. Answer the following questions about individual differences. |
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| *Mapping: CHCCCS040 KE5.0*  *Learner guide reference:*   * *CHCCCS040 Learner Guide, Chapter 1, Subchapter 1.1* * *CHCCCS040 Learner Guide, Chapter 1, Subchapter 1.1, Section 1.1.2*   **Marking guide**  The candidate must answer the following questions about individual differences.  Additional marking guide and benchmark answers are provided below to guide the assessor in assessing the candidate’s responses. | |
| 1. List three traits that contribute to an individual’s unique differences.     Responses will vary. For a satisfactory performance, the candidate’s response must include three of the following model answers.   * Capabilities * Experiences * Background * Spirituality/religion * Culture * Sexuality * Social interactions and activities   Other responses are still acceptable, provided that they are things that can vary between different individuals. | |

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| 1. How are individual differences interrelated?     For a satisfactory performance, although wording may vary slightly, the candidate’s response must be consistent with the benchmark answer below.  Traits such as a person’s culture can affect other traits, such as the way a person communicates or expresses their sexuality. It is impossible to target one trait without affecting other personal traits. |
| 1. How do individual differences impact how support is provided to the individual?     For a satisfactory performance, although the wording may slightly vary, the candidate’s response must be consistent with the benchmark answer below.  Individual support must be adjusted to account for individual differences. Support workers must address their client’s beliefs, values and expectations. Doing this ensures that clients are comfortable and provided with a non-judgmental environment. |

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| Application  Description automatically generated with low confidence | 1. Identify two requirements that contribute to a person’s health and wellbeing for each area listed in the table below. | |
|  | | |
| *Mapping: CHCCCS040 KE6.1, KE6.2, KE6.3, KE6.4, KE6.5, KE6.6*  *Learner guide reference: CHCCCS040 Learner Guide, Chapter 3, Subchapter 3.1*  **Marking guide**  The candidate must identify two requirements that contribute to a person’s health and wellbeing for each area listed in the table.  Additional marking guides are provided below for the assessor’s reference. | | |
| **Area** | | **Requirements** |
| 1. Mental health | | Responses will vary. For a satisfactory performance, the candidate’s response must be requirements that:   * Contribute to a person’s mental health and wellbeing * Applies to community service workers who provide frontline support services through an individualised plan   Model answers are provided below for the assessor’s reference (only two are required):   * Follow the individual’s care plan * Use safe and predictable routines * Demonstrate respect and sensitivity in all interactions with the person * Support their independence and social activities |

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| **Area** | **Requirements** |
| 1. Nutrition | Responses will vary. For a satisfactory performance, the candidate’s response must be requirements that:   * Contribute to a person’s mental health and wellbeing * Applies to community service workers who provide frontline support services through an individualised plan   Model answers are provided below for the assessor’s reference (only two are required):   * Follow the individual’s care plan relating to nutrition * Encourage the person to make healthy food choices * Assist with the preparation of meals |
| 1. Hydration | Responses will vary. For a satisfactory performance, the candidate’s response must be requirements that:   * Contribute to a person’s mental health and wellbeing * Applies to community service workers who provide frontline support services through an individualised plan   Model answers are provided below for the assessor’s reference (only two are required):   * Regularly offer fluids * Monitor fluid intake in line with the individual’s care plan |

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| **Area** | **Requirements** |
| 1. Exercise | Responses will vary. For a satisfactory performance, the candidate’s response must be requirements that:   * Contribute to a person’s mental health and wellbeing * Applies to community service workers who provide frontline support services through an individualised plan   Model answers are provided below for the assessor’s reference (only two are required):   * Encourage regular physical movement * Make physical activities a part of their daily routine |
| 1. Hygiene | Responses will vary. For a satisfactory performance, the candidate’s response must be requirements that:   * Contribute to a person’s mental health and wellbeing * Applies to community service workers who provide frontline support services through an individualised plan   Model answers are provided below for the assessor’s reference (only two are required):   * Recognise poor hygiene practices and assist/support an individual with their personal care when needed * Ensure self-care tools and products are easily accessible for the individual * Regularly wash clothes, bedding and towels |

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| **Area** | **Requirements** |
| 1. Lifestyle | Responses will vary. For a satisfactory performance, the candidate’s response must be requirements that:   * Contribute to a person’s mental health and wellbeing * Applies to community service workers who provide frontline support services through an individualised plan   Model answers are provided below for the assessor’s reference (only two are required):   * Support quality sleep and rest through routine * Facilitate social activities, e.g. organising transport * Support individuals in engaging in their likes and hobbies, e.g. reading, crafts |
| 1. Oral health | Responses will vary. For a satisfactory performance, the candidate’s response must be requirements that:   * Contribute to a person’s mental health and wellbeing * Applies to community service workers who provide frontline support services through an individualised plan   Model answers are provided below for the assessor’s reference (only two are required):   * Maintain a regular routine of brushing teeth * Organise and facilitate visits to the dentist for check-ups |

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| Application  Description automatically generated with low confidence | 1. Complete the following table by:    1. Defining each given mental health issue.    2. Identifying two risk factors associated with each issue.    3. Identifying two protective factors associated with each issue. |
|  | |
| *Mapping: CHCCCS040 KE7.0*  *Learner guide reference: CHCCCS040 Learner Guide, Chapter 4, Subchapter 4.7*  **Marking guide**  The candidate must:   * + 1. Defining each given mental health issues.   For a satisfactory performance, although the wording may slightly vary, the candidate’s response must be consistent with the model answers provided below.   * + 1. Identifying two risk factors associated with each issue.   Responses will vary. For a satisfactory performance, the candidate’s response must be factors that can increase the likelihood and speed of developing mental health issues.   * + 1. Identifying two protective factors associated with each issue.   Responses will vary. For a satisfactory performance, the candidate’s response must be factors that can prevent or decrease the likelihood of developing mental health issues.  Model answers are provided below for the assessor’s reference. | |

| **Issue** | **Definition** | **Risk factor** | **Protective factor** |
| --- | --- | --- | --- |
| 1. Depression | Depression is a common and serious medical illness that causes feelings of sadness and/or a loss of interest in activities you once enjoyed. | Only two are required:   * Loneliness * Isolation * Fears * Reduced sense of purpose * Recent negative life events * Relationships | Only two are required   * Regular physical, mental and social activity * Connections with others * Quality sleep * Healthy diet * Interactions with family and friends * Active participation in community events |

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| **Issue** | **Definition** | **Risk factor** | **Protective factor** |
| 1. Substance abuse | Substance use disorder is a disease that affects a person's brain and behaviour and leads to an inability to control the use of a legal or illegal drug or medication. | Only two are required:   * Having depression and other pre-existing mental health issues * Living arrangements * Stress or hypertension * Family history of drug addiction * Peer pressure * Lack of family involvement * Early use of substances | Only two are required:   * Healthy diet * Relaxation activities * Regular medical check-ups * Exercise * Connections and interactions with others * Quality sleep |

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| Application  Description automatically generated with low confidence | 1. Answer the following questions about restrictive practices. |
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| *Mapping: CHCCCS040 KE8.1, KE8.2, KE8.4, KE8.5, KE8.6*  *Learner guide reference: CHCCCS040 Learner Guide Introduction*  **Marking guide**  The candidate must answer the following questions about individual differences.  Additional marking guide and benchmark answers are provided below to guide the assessor in assessing the candidate’s responses. | |
| 1. Describe what constitutes a restrictive practice.     The candidate must describe what constitutes a restrictive practice.  For a satisfactory performance, although wording may slightly vary, the candidate’s response must be consistent with the benchmark answer below. At a minimum, the underlined phrase must appear in the candidate’s response.  A restrictive practice is any process or intervention that limits rights or freedom. | |

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| 1. Complete the table by:    1. Providing the legislation relevant to restrictive practices in the industries listed below.    2. Providing a legal requirement based on the given legislation.    3. article or section number where the legal requirement may be found.    4. Explaining how the legal consideration impacts provision of support.   The candidate must complete the table below by:   * 1. Providing the legislation relevant to restrictive practices in the industries listed below   For a satisfactory performance, their response must be:   * Legislation related to restrictive practices * Consistent with the industry given   1. Providing a legal requirement based on the given legislation   Responses will vary. However, for a satisfactory performance, the candidate must identify one legal requirement sourced from the given legislation that is relevant to them as a support worker.   * 1. Providing the article or section number where the legal requirement may be found   Responses will vary depending on the given legislation, however, for a satisfactory performance, the candidate’s responses must be consistent with the content of the given legislation. The assessor must refer to this when assessing the candidate’s responses.   * 1. Explaining how the legal consideration impacts provision of support   Responses will vary depending on the legal consideration that the candidate identified, however, for a satisfactory performance, the candidate must demonstrate sufficient knowledge on how they can provide support related to restrictive practices while meeting the legal consideration.  Model answers are provided below for the assessor’s reference. |

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| |  |  |  |  | | --- | --- | --- | --- | | **Industry** | **Restrictive Practices Legislation** | **Legal requirement** | **How this impacts provision of support** | | 1. Aged Care | Aged Care Act 1997 | To the extent possible, alternative strategies are used before a restrictive practice in relation to a care recipient is used.  Article or section number:    Division 54, Section 10 (1) (b) | Restrictive practice should be used as the last resort after other strategies have been exhausted. | | 1. Disability Support | National Disability Insurance Scheme (Restrictive Practices and Behaviour Support) Rules 2018 | In developing and reviewing a behaviour support plan for a person with disability, the specialist behaviour support provider must take all reasonable steps to reduce and eliminate the need for the use of regulated restrictive practices in relation to the person with disability.  Article or section number:    Division 2, Section 20 (3) (a) | The behaviour support plan should consider other support strategies so that restrictive practices will be less needed to implement restrictive practices. | |

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| 1. Identify the five forms of restrictive practices regulated by law.       The candidate must identify the five forms of restrictive practices regulated by law.  For a satisfactory performance, the candidate’s responses must be the five below (in no particular order):   * Chemical restraint * Mechanical restraint * Environmental restraint * Physical restraint * Seclusion |

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| 1. What are the seven conditions of registration that service providers must meet when using regulated restrictive practices according to NDIS.         The candidate must identify the five forms of restrictive practices.  For a satisfactory performance, although the wording may slightly vary, their response the candidate’s responses must be the seven below (in no particular order):   * + A restrictive practice is only possible in a behaviour support plan. An NDIS behaviour support practitioner must have developed the plan.   + When using a restrictive practice, it must be the least restrictive response possible in the circumstances   + When using a restrictive practice, it must reduce the risk of harm to the person or others   + When using a restrictive practice, it must last for the shortest possible time to ensure the safety of the person or others.   + Where required, the implementing provider must have authorisation. The authorisation comes from the State or Territory.   + The implementing provider must follow monthly reporting requirements. |

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| 1. List three positive strategies that can be used in place of restrictive practices.     The candidate must three positive strategies that can be used in place of restrictive practices.  For a satisfactory performance, although the wording may slightly vary, the candidate’s responses, the candidate’s response must include three of the following:   * Individualised planning * Environmental changes * Strengths-based approach * Early assessment and intervention   Other responses are acceptable provided that they are generally accepted positive strategies that can be used instead of restrictive practices |
| 1. Identify the two things to take into account for a careful clinical and ethical consideration.    The candidate must identify the two things to take into account for a careful clinical and ethical consideration.  For a satisfactory performance, the candidate’s responses must be the five below (in no particular order): ([SOURCE](https://www.ndiscommission.gov.au/sites/default/files/documents/2020-11/regulated-restrictive-practice-guide-rrp-2020.pdf))   * Person’s human rights * Right to self-determination |

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| 1. Identify the two ethical considerations relevant to restrictive practices.    The candidate must identify the two ethical considerations relevant to restrictive practices.  For a satisfactory performance, although the wording may slightly vary, the candidate’s response must include two of the following:   * Restrictive practices must only be used as a last resort, where the physical and mental integrity of the patient is in serious and imminent danger * The use of restrictive practices must be discontinued if there is a decreasing trend in a patient’s negative behaviour. * The use of restrictive practices must be based on a consideration of both the carer’s duty of care and the patient’s dignity of risk * Before considering how to deal with difficult symptoms and challenging behaviour, it should be determined for whom such symptoms and behaviour are disturbing * The restraint of a patient who is unable to consent should be permitted only after discussion within a multidisciplinary care team and with the relatives, carers and advocates   Other responses are acceptable provided that they are considerations consistent with typical ethical principles or values upheld in the community services and health industry. |

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| 1. List all the documentation requirements needed when using restrictive practices according to the [Aged Care Act 1997](https://www.legislation.gov.au/Details/F2021C00887).   The candidate must all the documentation requirements needed when using restrictive practices according to the Aged Care Act 1997.  For a satisfactory performance, the candidate’s response must include all of the following:   * + - The care recipient’s behaviours that were relevant to the need for the use of the restrictive practice;     - The alternative strategies that were considered or used (if any) before the use of the restrictive practice;     - The reasons the use of the restrictive practice was necessary;     - The care to be provided to the care recipient in relation to the care recipient’s behaviour;     - If the restrictive practices substitute decision‑maker for the restrictive practice was informed about the use of the restrictive practice under paragraph (a)—a record of the restrictive practices substitute decision‑maker being so informed |
| 1. Summarise the documentation requirements stated in Sections 14 and 15 of the *NDIS Restrictive Practices and Behaviour Support Rules 2018.*     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 slightly vary, 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. |

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| Application  Description automatically generated with low confidence | 1. Identify two physical indicators and two behavioural indicators of neglect or abuse for each form of abuse listed in the table. |
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| *Mapping: CHCCCS040 KE9.1, KE9.2, KE9.3, KE9.4*  *Learner guide reference: CHCCCS040 Learner Guide, Chapter 4, Subchapter 4.8, Section 4.8.1*  **Marking guide**  The candidate must identify two physical indicators and two behavioural indicators of neglect or abuse for each item listed below.  **Physical indicators of abuse**  Responses will vary. For a satisfactory performance, the candidate’s responses must be physical signs or manifestations that suggest a person is being abused or neglected.  Model answers are provided below for the assessor’s reference.  **Behavioural indicators of abuse**  Responses will vary. For a satisfactory performance, the candidate’s responses must be specific non-normal behaviours that suggest a person is being abused.  Model answers are provided below for the assessor’s reference. | |

| **Forms of abuse** | **Physical indicators** | **Behavioural indicators** |
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| 1. Physical abuse | Only two are required:   * Injuries or bruising on the face, head and/or neck * Drowsiness, vomiting, fits (associated with head injuries) * Unexplained or poorly explained accidents or injuries such as broken bones, sprains, punctures * bruising and marks * Unexplained fractures, dislocations, sprains * Pain or restricted movement * Unexplained bruises, bite marks, cuts, burns, scratches | Only two are required:   * Explanation inconsistent with the injury; explanation varies * Avoidance or fearfulness of a particular person * Sleep disturbance, e.g. nightmares, bedwetting * Changes in behaviour, e.g. out of character aggression, withdrawal, excessive compliance * Over or under-use of sedation * Fear or anxiety |

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| **Forms of abuse** | **Physical indicators** | **Behavioural indicators** |
| 1. Physical neglect | Only two are required:   * Hunger, thirst or a lot of weight loss * Poor hygiene * Poor hair texture * Inappropriate or inadequate clothing for the weather conditions * Inappropriate or inadequate shelter or accommodation * Health problems have worsened due to their medications being mismanaged * Health or dietary practices that endanger health or development * Unexplained conditions such as hypothermia, dehydration or pressure sores | Only two are required:   * Requesting, begging, scavenging or stealing food * Constant fatigue, listlessness or falling asleep * Direct or indirect disclosure * Extreme longing for company * Social isolation * Anxiety about being alone or abandoned * Displaying inappropriate or excessive self-comforting behaviours |

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| **Forms of abuse** | **Physical indicators** | **Behavioural indicators** |
| 1. Sexual abuse | Only two are required:   * Direct or indirect disclosure * Sexual acts being described by the person * Trauma including bleeding around genitals, chest, rectum or mouth * Difficulty in walking or sitting * Internal injuries (tears or bruising), pain or itching to genitalia, anus or perineal region * Torn, stained or blood-stained underwear or bedclothes * Unexplained sexually transmitted infections (STIs) * Unexplained accumulation of money or gifts * Recent incontinence | Only two are required:   * Repeat use of words, e.g. ‘bad’, ‘dirty’ * Self-destructive behaviour, self-mutilation * Sudden changes to behaviour or general nature, e.g., depression, agitation, crying, anger, violence, absconding, or seeking comfort and security beyond the usual amount * Making inappropriate advances towards others * Sleep disturbances, refusing to go to bed, going to bed fully clothed * Eating disorders * Refusing to shower or constant showering * Changes in social patterns, refusing to attend usual places (work, respite) * Anxiety when near suspected abuser or when they can foresee contact with the suspected abuser |

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| **Forms of abuse** | **Physical indicators** | **Behavioural indicators** |
| 1. Psychological or Emotional abuse | Only two are required:   * Speech disorders * Weight loss or gain * Bed-wetting or bed soiling with no medical cause * Prolonged vomiting or diarrhea * Frequent complaints of headaches, nausea or abdominal pains | Only two are required:   * Feelings of worthlessness about life and self; extremely low self-esteem, self-abuse, or self-destructive behaviour * Extreme attention-seeking behaviour and other behavioural disorders (e.g. disruptiveness, aggressiveness, bullying) * Excessive compliance * Depression, withdrawal, crying * Low mood * Confusion * Loneliness * Feeling of helplessness * Fear |

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| **Forms of abuse** | **Physical indicators** | **Behavioural indicators** |
| 1. Financial abuse | Only two are required:   * Restricted access to or no control over personal funds or bank accounts * No records or incomplete records kept of expenditure and purchases * Missing money, valuables or property * Forced changes to wills or other legal documents * Inability to find the money for basics such as food, clothing, transport costs and bills * Large withdrawals or big changes in banking habits or activities * Property transfers when the person is no longer able to manage their own financial affairs | Only two are required:   * Stealing from others * Borrowing money * Begging * Fear, stress and anxiety |

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| Application  Description automatically generated with low confidence | 1. Identify the reporting requirements for suspected abuse situations in your workplace. |
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| *Mapping: CHCCCS040 KE10.0*  *Learner guide reference: CHCCCS040 Learner Guide, Chapter 4, Subchapter 4.8, Section 4.8.2*  **Marking guide**  The candidate must identify the reporting requirements for suspected abuse situations in their workplace.  For a satisfactory performance, although the wording may slightly vary, their response must be consistent with the benchmark answer below. The underlined words/phrases must appear in the candidate’s response. | |
| It is a legal requirement to report suspected cases of abuse or neglect. Organisations have the legal obligation to report allegations or incidents of assault. In the event that abuse or neglect of an individual by another person has taken place, whether it is a staff member, family member or stranger, there is a duty of care to report this to management and/or authorities.  Workplace specific protocols that may be in place include:   * Documenting the suspected abuse or neglect in an Incident Report * Documenting the suspected abuse or neglect in an Injury Form if required * Documenting the suspected abuse or neglect in a communication book or email * Verbally reporting the suspected abuse or neglect to management or senior staff on duty * Following up the matter with management or authorities as needed. | |

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| Application  Description automatically generated with low confidence | 1. Briefly define the following service models. | |
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| *Mapping: CHCCCS040 KE10.0 (p)*  *Learner guide reference: CHCCCS040 Learner Guide, Chapter 2, Subchapter 2.3*  **Marking guide**  The candidate must provide a brief definition of the service delivery models listed in the table below.  For a satisfactory performance, although the wording may slightly vary, their response must be consistent with the benchmark answers below. | | |
| **Service delivery model** | | **Definition** |
| 1. Palliative care | | Palliative care is a service that aims to optimise quality of life and minimise suffering for people with serious complex illnesses. |
| 1. Residential care | | Residential care is a service model that offers ongoing care in a residential care facility tailored to an individual’s needs. |
| 1. Home and community care | | Home and community care provides care and support services to assist individuals in continuing living independently at home. |

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| Application  Description automatically generated with low confidence | 1. List the eight Aged Care Quality standards. |
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| Mapping: CHCCCS040 KE.11.0 (p)  *Learner guide reference: CHCCCS040 Learner Guide, Chapter 2, Subchapter 2.3*  **Marking guide**  The candidate must list the eight Aged Care Quality standards.  For a satisfactory performance, their response must include all eight of the following standards. No particular order is required. | |
| Consumer dignity and choice | |
| Ongoing assessment and planning | |
| Personal care and clinic care | |
| Services and supports for daily living | |
| Organisation’s service environment | |
| Feedback and complaints | |
| Human resources | |
| Organisational governance | |

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| Application  Description automatically generated with low confidence | 1. Briefly explain how the six National Standards provided below are applied or upheld by disability service providers. | |
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| *Mapping: CHCCCS040 KE11.0 (p)*  *Learner guide reference: CHCCCS040 Learner Guide, Chapter 2, Subchapter 2.3*  **Marking guide**  The candidate must briefly explain how the six National Standards provided below are applied or upheld by disability service providers.  For a satisfactory performance, although the wording may slightly vary, their response must be consistent with the benchmark answer below. | | |
| **Standard** | | **Explanation** |
| 1. Rights | | The service promotes individual rights to freedom of expression, self-determination and decision-making, and actively prevents abuse, harm, neglect and violence. |
| 1. Participation and inclusion | | The service works with individuals and their families, friends and carers to promote opportunities for meaningful participation and active inclusion in society. |
| 1. Individual outcomes | | Services and supports are assessed, planned, delivered and reviewed to build on individual strengths and enable individuals to reach their goals. |
| 1. Feedback and complaints | | Regular feedback is sought and used to inform individual and organisation-wide service reviews and improvement. |

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| **Standard** | **Explanation** |
| 1. Service access | The service manages access, commencement and leaving a service in a transparent, fair, equal and responsive way. |
| 1. Service management | The service has effective and accountable service management and leadership to maximise outcomes for individuals. |

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| Application  Description automatically generated with low confidence | 1. Briefly define the following funding models relevant to individual support. | |
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| *Mapping: CHCCCS040 KE12.0*  *Learner guide reference: CHCCCS040 Learner Guide, Chapter 2, Subchapter 2.3, Section 2.3.2*  **Marking guide**  The candidate must briefly define the funding models relevant to individual support.  For a satisfactory performance, although the wording may slightly vary, their response must be consistent with the benchmark answers below. | | |
| **Funding Model** | | **Definition** |
| 1. National Disability insurance Scheme (NDIS) | | The service provides financial and individualised support to people with permanent and significant disability, their families and carers. It is jointly funded and governed by the national and state/territory governments. |
| 1. Commonwealth Home Support Programme (CHSP) | | The Commonwealth home support programme helps older Australians in accessing entry-level support services to live independently and safely at home. |

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| Application  Description automatically generated with low confidence | 1. List five issues that can impact the health and wellbeing of an individual. |
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| Mapping: CHCCCS040 KE.13.0  Learner guide reference: CHCCCS040 Learner Guide, Chapter 3, Subchapter 3.1  **Marking guide**  The candidate must list five issues that can impact the health and wellbeing of an individual.  Responses will vary. For a satisfactory performance, the candidate’s response must be issues that cab directly cause the deterioration of a person’s health or wellbeing.  Model answers are provided below for the assessor’s reference. | |
| Physical illness and/or injury | |
| Mental health issues, e.g. depression, anxiety, dementia | |
| Poor quality diet | |
| Poor lifestyle choices, e.g. little or no exercise, drinking, smoking, drug use etc. | |
| Isolated or withdrawn from social interactions and activities | |

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| Application  Description automatically generated with low confidence | 1. Answer the following questions about community values and stereotypes. |
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| *Mapping: CHCCCS040 KE14.0*  *Learner guide reference: CHCCCS040 Learner Guide, Chapter 1, Subchapter 1.2*  **Marking guide**  The candidate must answer the following questions about community values and stereotypes.  Additional marking guide and benchmark answers are provided below to guide the assessor in assessing the candidate’s responses. | |
| 1. How can incorporating the values of a person’s community impact the care and support they receive?     For a satisfactory performance, although the wording may slightly vary, their response must be consistent with the benchmark answer below.  The values of a community can provide comfort, familiarity and full expression of a person’s identity. Incorporating these values into the care of an individual provides an environment for them to express their identity and preferences comfortably and without judgement. | |
| 1. How can understanding the attitudes of a person’s community impact the care and support they receive?     For a satisfactory performance, although the wording may slightly vary, their response must be consistent with the benchmark answer below.  Having a greater understanding of community attitudes can improve interactions and minimise misunderstandings in communications and interactions between the support worker and the client. | |

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| 1. Describe the possible impact of the following myth about childcare centres: *‘Childcare centres can negatively affect the relationship between parent and child’*.     For a satisfactory performance, although the wording may slightly vary, their response must be consistent with the benchmark answer below.  This myth can cause anxiety in parents dropping their children at a childcare centre. It can cause worry and feelings of concern that they are leaving their child in the care of someone else to the detriment of their relationship with their child. |
| 1. Describe the possible impact of the following myth about older people: *‘Older people can’t learn or change’.*     For a satisfactory performance, although the wording may slightly vary, their response must be consistent with the benchmark answer below.  This myth can put a lot of limits on older people, many of whom are keen to learn, evolve and develop in their later years. Limiting the exposure and access to new and interesting ideas and experiences can cause a rapid decline in an older person’s cognitive abilities and engagement with the world. |
| 1. Describe the possible impact of the following stereotype about people with a disability: *‘People with disabilities always need help’*.     For a satisfactory performance, although the wording may slightly vary, their response must be consistent with the benchmark answer below.  This stereotype puts people who are living with a disability all in the same category that they cannot care for themselves and always need the support of another person in order to get through day-to-day life. While this may come from a place of wanting to help, the impact for a person who has a disability that they manage effectively can cause them to be disempowered and have their capabilities invalidated. |
| 1. Describe the possible impact of the following stereotype about older people: *‘Older people can’t contribute to the workplace and workforce’*.     For a satisfactory performance, although the wording may slightly vary, their response must be consistent with the benchmark answer below.  This stereotype can cause older Australians to feel a sense of shame, anger or sadness, and directly impact how older Australians view themselves and their self-worth. |

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| Application  Description automatically generated with low confidence | 1. List down two issues surrounding sexuality and two issues surrounding sexual expression. |
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| *Mapping: CHCCCS040 KE15.0*  *Learner guide reference: CHCCCS040 Learner Guide, Chapter 1, Subchapter 1.4*  **Marking guide**  The candidate must identify two issues surrounding sexuality and two issues surrounding sexual expression.  **Issues Surrounding Sexuality**  Responses will vary. For a satisfactory performance, the candidate’s responses must be issues that affect a person’s personal view or attitude towards sex and physical intimacy.  Model answers are provided below for the assessor’s reference.  **Issues Surrounding Sexual Expression**  Responses will vary. For a satisfactory performance, the candidate’s response must be issues that affect a person’s behaviour and way of showing their sexual identity or intimacy.  Model answers are provided below for the assessor’s reference. | |
| 1. Issues affecting sexuality   Body image after undergoing surgery      Unhealthy sexual obsessions | |
| 1. Issues affecting sexual expression   Lack of privacy in nursing and residential homes      Traumatic experiences causing anxiety during intimate physical contact | |

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| Application  Description automatically generated with low confidence | 1. Identify and define two indicators of emotional concern and two indicators of emotional issues that can impact a person’s wellbeing. | |
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| *Mapping: CHCCCS040 KE16.0*  *Learner guide reference: CHCCCS040 Learner Guide, Chapter 4, Subchapter 4.5*  **Marking guide**  The candidate must identify and define two indicators of emotional concern and two indicators of emotional issues that can impact a person’s wellbeing.  Additional marking guide, benchmark answers, and model answers are provided below to guide the assessor in assessing the candidate’s responses. | | |
| **Indicators of emotional concern** | | **Definition** |
| Responses will vary. For a satisfactory performance, the candidate’s response must be emotional concerns relating to attitudes or behaviours that cause a person to worry about themselves or others.  Model answers are provided for the assessor’s reference. | | Reponses will vary, but for a satisfactory performance, the candidate’s response must include the definition of each emotional concern.  Model answers are provided for the assessor’s reference. |
| Mood swings | | Mood swings where a person goes from extremes (happy to sad) or changes moods quickly with no obvious reason for why. |
| Sleeping more/less | | When a person changes their usual behaviours, such as sleeping more or less, it can indicate that there is something impacting them on an emotional level. |

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| **Indicators of emotional issue** | **Definition** |
| Responses will vary. For a satisfactory performance, the candidate’s response must be emotional issues that can occur when people experience strong feelings that may negatively impact their wellbeing.  Model answers are provided for the assessor’s reference. | Reponses will vary, but for a satisfactory performance, the candidate’s response must include the definition of each emotional issue.  Model answers are provided for the assessor’s reference. |
| Weight loss/gain | Stress, anxiety and depression can all have an impact of a person’s weight, especially if they are eating more or less food in response to the emotional issue. |
| Self-inflicted injuries | Self-harm is an extreme action that a person takes when they act out on the emotional pain they feel inside. |

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| Application  Description automatically generated with low confidence | 1. Complete the tables below by listing down and defining: 2. Two examples of support strategies. 3. Two examples of support resources 4. Two examples of support networks |
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| *Mapping: CHCCCS040 KE17.0*  *Learner guide reference:*   * *CHCCCS040 Learner Guide, Chapter 2, Subchapter 2.3* * *CHCCCS040 Learner Guide, Chapter 2, Subchapter 2.3, Section 2.3.1* * *CHCCCS040 Learner Guide, Chapter 4, Subchapter 4.3*   **Marking guide**  The candidate must complete the table below by listing down and defining:   1. Two examples of support strategies. 2. Two examples of support resources 3. Two examples of support networks   Additional marking guide, benchmark answers, and model answers are provided below to guide the assessor in assessing the candidate’s responses. | |

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| **Support strategy** | **Definition** |
| Responses will vary, but for a satisfactory performance, the candidate’s response must be strategies that:   * Support the care and wellbeing of a person * Relate to a plan of action * Targets a set outcome in support of a person   Model answers are provided for the assessor’s reference. | Reponses will vary, but for a satisfactory performance, the candidate’s response must include the definition of each of the listed support strategies.  Model answers are provided for the assessor’s reference. |
| Self-managed service delivery | Meeting regularly with a person you provide care for encourages discussion about the type and level of care they are receiving, giving them a chance to ask questions and be involved in the decision-making processes that directly impact them. |
| Industry consultation | Consulting with any personnel or industry professional who has a say in the support and care of a person ensures you are gathering all the necessary information to create a holistic picture and understanding of the care a person receives. |

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| **Support resource** | **Definition** |
| Responses will vary, but for a satisfactory performance, the candidate’s response must be resources that:   * Support the care and wellbeing of a person * Can be financial, physical tools, skills or knowledge for assisting a person   Model answers are provided for the assessor’s reference. | Reponses will vary, but for a satisfactory performance, the candidate’s response must include the definition of each of the listed support resources.  Model answers are provided for the assessor’s reference. |
| Alcohol and Drug Foundation | Alcohol and other drug information service providing evidence-based information on drugs and drug prevention, fact sheets, pamphlets, research reports, videos, posters etc. |
| Aged Care Online | An online directory of residential aged care, home and community care and associated services across Australia. |

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| **Support network** | **Definition** |
| Responses will vary, but for a satisfactory performance, the candidate’s response must be networks that:   * Support the care and wellbeing of a person * Are a group or system of people or things that are interconnected with the purpose of supporting people and their needs   Model answers are provided for the assessor’s reference. | Reponses will vary, but for a satisfactory performance, the candidate’s response must include the definition of each support network.  Model answers are provided for the assessor’s reference. |
| Relationships Australia | A leading provider of relationship support services for individuals, families and communities. |
| Indigenous Psychological Services (IPS) | The only provider of psychology services for Indigenous people in Australia. |

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| Application  Description automatically generated with low confidence | 1. Complete the tables below by: 2. Briefly defining each work consideration given below. 3. Identifying one legal or ethical requirement for each work consideration. 4. Identifying the names of the legislations, codes or standards containing each requirement identified. 5. Identifying the name of the section of each legislation, code or standard where each requirement is located. 6. Providing links to each code, legislation or standard. 7. Explaining how each requirement is applied in an organisation. 8. Explaining how each requirement is applied in individual practice. |
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| *Mapping: CHCCCS040 KE18.1, KE18.2, KE18.3, KE18.4, KE18.5, KE18.6, KE18.7*  *Learner guide reference:*   * *CHCCCS040 Learner Guide, Introduction* * *CHCCCS040 Learner Guide, Chapter 1, Subchapter 1.2* * *CHCCCS040 Learner Guide, Chapter 2, Subchapter 2.3* * *CHCCCS040 Learner Guide, Chapter 2, Subchapter 4.8, Section 4.8.2*   **Marking guide**  The candidate must complete the tables below by:   1. Briefly defining each work consideration given below.   For a satisfactory performance, the candidate’s response must be consistent with the model answers provided below.   1. Identifying one legal or ethical requirement for each work consideration.   Responses will vary. For a satisfactory performance, the candidate’s response must be:   * A legal or ethical requirement currently being enforced * Consistent with the work consideration given below | |

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| 1. Identifying the names of the legislations, codes or standards containing each requirement identified.   Responses will vary. For a satisfactory performance, the candidate’s response must be a legislation, code or standard that:   * Contains the legal or ethical requirement provided * Is being enforced in the candidate’s state/territory * Is relevant to each work consideration given below  1. Identifying the name of the section of each legislation, code or standard where each requirement is located.   Responses will vary. For a satisfactory performance, the candidate’s response must be:   * The name of the section containing the legal or ethical requirement identified * Relevant to each work consideration below  1. Providing links to each code, legislation or standard.   Responses will vary. For a satisfactory performance, the candidate’s response must be:   * A working internet link * A link that redirects to the legislation, code or standard identified  1. Explaining how each requirement is applied in an organisation.   Responses will vary. For a satisfactory performance, the candidate’s response must be:   * Explanations of how the requirement is upheld or implemented in an organisational level * Consistent with typical protocols of an organisation the provides support services within the context of an individualised plan * Consistent with the requirement identified  1. Explaining how each requirement is applied in individual practice.   Responses will vary. For a satisfactory performance, the candidate’s response must be:   * Explanations of how each requirement is upheld or implemented in an individual service level * Consistent with typical protocols followed by a worker who provides frontline support services within the context of an established individualised plan * Consistent with the requirement identified   Additional model answers are provided below for the assessor’s reference. |

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| **Duty of Care** | |
| **Definition:** | Ensuring a person is safe, well and will not cause harm to themselves or others. |
| **Legal or ethical requirement** | Maintaining a safe and hazard-free environment |
| **Source: (legislation, code, standard, etc.)** | Aged Care Quality Standards |
| **Section:** | Standard 4. Services and supports for daily living. Requirement (3)(g) |
| **Link:** | https://www.agedcarequality.gov.au/providers/standards/standard-4 |
| **How the requirement is applied in an organisation:** | The organisation is responsible for making sure that third parties who may be sub-contracted, have the equipment they need to meet this requirement. For example, a sub-contracted transport service must have a safe and suitable wheelchair ramp to access the vehicle if they provide services and supports to consumers who use a wheelchair. |
| **How the requirement is applied in individual practice:** | The individual can describe how the organisation has trained them to safely use the equipment. They can also describe any responsibilities they share with the consumer for safety, cleanliness and maintenance. |

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| **Dignity of Risk** | |
| **Definition:** | The ability of a person to make decisions for their own growth and development, even if that involves a level of risk. |
| **Legal or ethical requirement** | Recognising that making decisions about life, and having those decisions respected, is an essential right of each consumer. This includes giving a person is given the opportunity to participate in activities with manageable risk. |
| **Source: (legislation, code, standard, etc.)** | Aged Care Quality Standards |
| **Section:** | Standard 1. Consumer dignity and choice. Requirement (3)(c) |
| **Link:** | https://www.agedcarequality.gov.au/providers/standards/standard-1 |
| **How the requirement is applied in an organisation:** | Organisations have evidence of how they support consumer choice and independence, and how agreements are reached if they aren’t able to meet a consumer’s choice. |
| **How the requirement is applied in individual practice:** | The individual can describe the problem-solving steps they take to reach an outcome for a consumer when they aren’t able to meet the consumer’s choice or when a consumer’s choice poses a level of risk that has a negative impact on the person’s health and wellbeing. |

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| **Human Rights** | |
| **Definition:** | The rights of every person to make choices about their own lives and live free from fear, harm or discrimination. |
| **Legal or ethical requirement** | Opportunity for a person to practice their faith and spiritual beliefs. |
| **Source: (legislation, code, standard, etc.)** | United Nations – Universal Declaration of Human Rights |
| **Section:** | Article 18 |
| **Link:** | https://www.un.org/en/about-us/universal-declaration-of-human-rights |
| **How the requirement is applied in an organisation:** | Evidence that shows how the organisation uses cultural and other expertise to help the workforce interact with consumers and promote emotional, spiritual and psychological well-being. |
| **How the requirement is applied in individual practice:** | Individuals can celebrate days that are meaningful to their culture or religion. |

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| **Discrimination** | |
| **Definition:** | The unfair treatment of a person based on their age, race, gender, sexuality, disability etc. |
| **Legal or ethical requirement** | The concepts of standard 1 recognise the importance of a consumer’s sense of self and being able to express their whole selves without discrimination. |
| **Source: (legislation, code, standard, etc.)** | Anti-Discrimination Act 1977 |
| **Section:** | Division 3 – Section 19 |
| **Link:** | https://legislation.nsw.gov.au/view/html/inforce/current/act-1977-048 |
| **How the requirement is applied in an organisation:** | The organisation has evidence that they tell consumers about their rights, including their right to have their dignity maintained, be treated with respect and how it supports the identity, culture and diversity of consumers when delivering care and services. |
| **How the requirement is applied in individual practice:** | The care received by individual workers has the person feel accepted and valued whatever their needs, ability, gender, age, religion, spirituality, mental health status, ethnicity, background or sexual orientation. |

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| **Mandatory Reporting** | |
| **Definition:** | A legal requirement to report an item or issue to the relevant authorities. |
| **Legal or ethical requirement** | Reporting suspected cases of abuse or neglect to the relevant authorities. |
| **Source: (legislation, code, standard, etc.)** | Aged Care Quality Standards |
| **Section:** | Standard 8. Organisational governance. Requirement (3)(d) |
| **Link:** | https://www.agedcarequality.gov.au/providers/standards/standard-8 |
| **How the requirement is applied in an organisation:** | The organisation is expected to have systems to provide appropriate protections and safeguards around the delivery of care and services, to respond effectively to incidents of abuse, to report this according to the law, and to raise awareness in the organisation to lower the risk of elder abuse. |
| **How the requirement is applied in individual practice:** | The individual can recognise different types of abuse or neglect and the ways they can report concerns and use the organisation’s incident management system to record and respond to incidents. |

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| **Privacy** | |
| **Definition:** | When personal space and information are respected and only shared with the consent of the individual. |
| **Legal or ethical requirement** | Consumer’s personal information is collected and shared in a way that complies with relevant privacy legislation. |
| **Source: (legislation, code, standard, etc.)** | Privacy Act 1988 |
| **Section:** | Part 3 – 13 - 1 |
| **Link:** | https://www.legislation.gov.au/Details/C2021C00452 |
| **How the requirement is applied in an organisation:** | Organisation must asks for consent to release or share information using methods suitable for each consumer and in accordance with privacy legislation. |
| **How the requirement is applied in individual practice:** | The individual can describe the different situations where they shared documents or communicated information about the consumer’s services and supports and how they complied with relevant privacy obligations. |

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| **Confidentiality** | |
| **Definition:** | When information is kept private or secret unless the information owner provides explicit consent for it to be shared or used. |
| **Legal or ethical requirement** | The organisation must not disclose any information without permission from the person about whom the information relates. |
| **Source: (legislation, code, standard, etc.)** | Privacy and Personal Information Protection Act 1988 |
| **Section:** | Division 1 (17) |
| **Link:** | https://legislation.nsw.gov.au/view/whole/html/inforce/current/act-1998-133#sec.14 |
| **How the requirement is applied in an organisation:** | The organisation must keep client information private, unless it is directly related to why the information was gathered, or reasonably is assumed to minimise threat of life or harm to the person. |
| **How the requirement is applied in individual practice:** | The individual must ensure that confidentiality is maintained in line with the organisations policy and processes. |

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| **Disclosure** | |
| **Definition:** | Sharing information that was previously unknown or secret. |
| **Legal or ethical requirement** | Not forcing a person to share information or have it shared on their behalf, if it is not legally required for them to do so. |
| **Source: (legislation, code, standard, etc.)** | Privacy and Personal Information Act 1988 |
| **Section:** | Division 1 (18) |
| **Link:** | https://legislation.nsw.gov.au/view/whole/html/inforce/current/act-1998-133#sec.14 |
| **How the requirement is applied in an organisation:** | Organisations are expected to demonstrate open disclosure. This is in line with up-to-date practices of open communication and transparent processes. It includes acknowledging and apologising when the organisation has made mistakes. |
| **How the requirement is applied in individual practice:** | If something has gone wrong, members of the workforce can describe how the organisation took an open disclosure approach to communicating with consumers, their representatives and others |

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| **Work Role Boundaries - Responsibilities** | |
| **Definition:** | The responsibilities of the worker when they are in the workplace. |
| **Legal or ethical requirement** | A level 2 aged care employee must be capable of prioritising work within established routines, methods and procedures. |
| **Source: (legislation, code, standard, etc.)** | Aged Care Award |
| **Section:** | B.2 Aged care employee—level 2 |
| **Link:** | https://awardviewer.fwo.gov.au/award/show/MA000018 |
| **How the requirement is applied in an organisation:** | The organisation provides routines, methods and procedures that employees must follow and conform to. The organisation also provides information on consequences and possible disciplinary actions that can result from not following these routines, methods and procedures. |
| **How the requirement is applied in individual practice:** | The individual worker follows the organisation’s protocols, policies and procedures. They keep within the work roles and responsibilities assigned to them. They do not perform work outside what they are assigned to do. |

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| **Work Role Boundaries - Limitations** | |
| **Definition:** | The limitations of a worker’s responsibility are where they don’t have the right or authority to make changes or execute decisions in certain environments. |
| **Legal or ethical requirement** | A level 2 Aged care employee works under limited supervision, either individually or as a team. |
| **Source: (legislation, code, standard, etc.)** | Aged Care Award |
| **Section:** | B.2 Aged care employee – level 2 |
| **Link:** | https://awardviewer.fwo.gov.au/award/show/MA000018 |
| **How the requirement is applied in an organisation:** | The organisation provides routines, methods and procedures that employees must follow and conform to, including the processes for seeking permission for certain items that require approval from management before taking action. |
| **How the requirement is applied in individual practice:** | The individual keeps within the work roles and responsibilities assigned to them and do not perform work outside what they are assigned to do. |

# 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 all the Knowledge Assessments Questions. |
|  | 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 all the Knowledge Assessments Questions. |
|  | 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, 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** | CHCCCS040 - Support independence and wellbeing (Release 1) |

| **Knowledge Assessment** | **S** | **NYS** |
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| 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 |  |  |
| Skills Workbook |  |  |
| Vocational Placement Time Log (Provided along with Vocational Placement Information Packs) |  |  |

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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** |
| CHCCCS040 - Support independence and wellbeing (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**