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**Version Control & Document History**

|  |  |  |
| --- | --- | --- |
| **Date** | **Summary of Modifications** | **Version** |
| 13 January 2023 | Version 1.0 released for publishing | 1.0 |
| 18 October 2023 | Version 1.1 Contextualisation for IIET | 1.1 |

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# Introduction

This workbook contains the Knowledge Assessment.

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

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

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

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

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

# Competency-Based Assessments

**Definition of Competency**

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

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

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

# Assessing Nationally-Recognised Training

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

**Principles of Assessment**

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

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

**Rules of Evidence**

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

1. **Valid**

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

1. **Sufficient**

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

1. **Authentic**

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

1. **Current**

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

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

# Dimensions of Competency

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

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

# Reasonable Adjustment

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

**Why make a reasonable adjustment?**

We make reasonable adjustments in VET to make sure that candidates with disabilities have the following:

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

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

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

**Assistive/Adaptive Technologies**

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

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

**IMPORTANT:**

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

# The Unit of Competency

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

This assessment addresses the following unit of competency:

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

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

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

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

# The Context of Assessment

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

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

# Assessment Methods

This workbook uses the following assessment method:

**Knowledge Assessment**

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

# Resources Required for Assessment

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

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

# Assessment Workbook Cover Sheet

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

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

|  |  |  |
| --- | --- | --- |
| **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

|  |  |
| --- | --- |
| Application  Description automatically generated with low confidence | 1. Answer the following questions about **person-centred practices** in individualised support. |
|  | |
| 1. List three principles of person-centred practices. 2. Principle 1 test | |
| 1. Complete the table below by differentiating traditional and person-centred approaches to service delivery in individualised support.  |  |  | | --- | --- | | **Traditional** | **Person-centred** | | 1. Service is based on clinical or medical advice |  | | 1. Care strategies prioritise the management of illness and medical condition |  | | |
| 1. Explain the difference between a person-centred or self-directed model and an institutionalised model of support in relation to who has more control in service delivery in each model.  |  |  | | --- | --- | | **Person-centred or self-directed model** | **Institutionalised model of support** | |  |  | | |

|  |
| --- |
| 1. Identify three benefits of using person-centred approaches in individualised support. |

|  |  |  |
| --- | --- | --- |
| Application  Description automatically generated with low confidence | 1. Answer the following questions about **strengths-based practices** in individualised support. | |
|  | |
| 1. List three principles underpinning a strengths-based practice. | |
| 1. When using a strength-based practice, a support worker must (provide three): | |
| 1. Why is it important to use strengths-based approaches in individualised support? | |

|  |  |
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| Application  Description automatically generated with low confidence | 1. Answer the following questions about **active support** in individualised support. |
|  | |
| 1. Explain what active support is. | |
| 1. The following are principles underpinning active support. Briefly explain what each principle means.  |  |  | | --- | --- | | **Principle** | **Explanation** | | 1. Belongingness |  | | 1. Opportunity |  | | 1. Respect |  | | 1. Self-control |  | | |

|  |  |
| --- | --- |
| Application  Description automatically generated with low confidence | 1. Answer the following questions about **demonstrating respectful behaviour** in individualised support. |
|  | |
| 1. Identify three principles underlying respectful behaviour. | |
| 1. List three areas of a client’s life, or components of a client’s support plan, in which a support worker must demonstrate respectful behaviour towards. | |
| 1. List three ways a support worker can demonstrate respect to their client. | |

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| --- | --- | --- | --- |
| Application  Description automatically generated with low confidence | 1. Listed below are examples of documentation and reports that support workers must complete.   Briefly explain why and how each must be completed. | | |
|  | | | |
| **Documentation and reports** | | **Why it must be completed** | **How it must be completed** |
| 1. Progress notes | |  |  |
| 1. Work health and safety incident reports | |  |  |

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| --- | --- | --- | --- |
| Application  Description automatically generated with low confidence | 1. The following people are involved in individualised support.    1. Person being supported    2. Carers and family    3. Health professionals    4. Support workers    5. Supervisors   For each of the above, identify one example of roles they may have and one example of their responsibilities.  Write your answers in the table provided. | | |
|  | | | | |
| **People involved in individualised support** | | **One example of roles they may have** | **One example of their responsibilities** | |
| 1. Person being supported | |  |  | |
| 1. Family and carers | |  |  | |
| 1. Health professionals | |  |  | |
| 1. Support workers | |  |  | |
| 1. Supervisors | |  |  | |

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| Application  Description automatically generated with low confidence | 1. Answer the following questions about the communications that happen between the following in individualised support.    * Person being supported    * Carers and family    * Health professionals    * Support workers    * Supervisors |
|  | |
| 1. Identify three things that support workers must communicate to the person being supported. | |
| 1. Identify three things that support workers must communicate to the carers and family members of the person being supported. | |
| 1. Identify three things that the person being supported, as well as their carers and family members, must communicate to health professionals. | |
| 1. Identify three things that supervisors must communicate to support workers. | |
| 1. Identify three things that support workers must communicate to their supervisors. | |
| 1. Identify three ways in which communication may be done among the person being supported, carers and family, health professionals, support workers, and supervisors. | |

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| Application  Description automatically generated with low confidence | 1. Listed below are different service delivery models of individualised support. Briefly describe the services each model provides or offers. | |
|  | | |
| **Service delivery model** | | **Services it provides or offers** |
| 1. Residential care | |  |
| 1. Respite care | |  |
| 1. Home and community care | |  |

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

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

| **Area** | **Legal requirements relevant to this area**  Include the relevant legislation in your response | **Ethical requirements relevant to this area**  Include your reference in your response. | **One example of how a service or an organisation implement these legal and ethical requirements.** | **One example of how you can work legally and ethically in accordance with these requirements.** |
| --- | --- | --- | --- | --- |
| 1. Privacy | Relevant legislation: | Reference: |  |  |
|  |  |
| 1. Confidentiality | Relevant legislation: | Reference: |  |  |
|  | Ethical requirements: |

| **Area** | **Legal requirements relevant to this area**  Include the relevant legislation in your response | **Ethical requirements relevant to this area**  Include your reference in your response. | **One example of how a service or an organisation implement these legal and ethical requirements.** | | **One example of how you can work legally and ethically in accordance with these requirements.** |
| --- | --- | --- | --- | --- | --- |
| 1. Disclosure | Relevant legislation: | Reference: |  | |  |
|  |  |
| 1. Duty of care | Relevant legislation (state/territory): | Reference: | |  |  |
|  |  | |

| **Area** | **Legal requirements relevant to this area**  Include the relevant legislation in your response | **Ethical requirements relevant to this area**  Include your reference in your response. | **One example of how a service or an organisation implement these legal and ethical requirements.** | **One example of how you can work legally and ethically in accordance with these requirements.** |
| --- | --- | --- | --- | --- |
| 1. Dignity of risk | Relevant legislation (state/territory): | Reference: |  |  |
|  |  |
| 1. Human rights | Relevant legislation: | Reference: |  |  |
|  |  |

| **Area** | **Legal requirements relevant to this area**  Include the relevant legislation in your response | **Ethical requirements relevant to this area**  Include your reference in your response. | **One example of how a service or an organisation implement these legal and ethical requirements.** | **One example of how you can work legally and ethically in accordance with these requirements.** |
| --- | --- | --- | --- | --- |
| 1. Discrimination | Relevant legislation: | Reference: |  |  |
|  |  |
| 1. Mandatory reporting | Relevant legislation (state/territory): | Reference: |  |  |
|  |  |

| **Area** | **Legal requirements relevant to this area**  Include the relevant legislation in your response | **Ethical requirements relevant to this area**  Include your reference in your response. | **One example of how a service or an organisation implement these legal and ethical requirements.** | **One example of how you can work legally and ethically in accordance with these requirements.** |
| --- | --- | --- | --- | --- |
| 1. Medication | Relevant legislation: | Reference: |  |  |
|  |  |
| 1. Work role boundaries, responsibilities and limitations*)* | Relevant legislation: | Reference: |  |  |
|  |  |

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| Application  Description automatically generated with low confidence | 1. Identify three work role boundaries, three responsibilities, and three limitations of individual support workers. |
|  | |
| **Three work role boundaries of individual support workers** | |
|  | |
|  | |
|  | |
| **Three responsibilities of individual support workers** | |
|  | |
|  | |
|  | |
| **Three work role limitations of individual support workers** | |
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| Application  Description automatically generated with low confidence | 1. Answer the following questions about restrictive practices in individualised support. |
|  | |
| 1. What are restrictive practices? | |
| 1. Identify five forms of restrictive practices. | |
| 1. Identify the three legislative instruments that set out the conditions under which regulated restrictive practices can be used. | |
| 1. List five examples of conditions under which regulated restrictive practices can be used according to the three legislative instruments you identified above. | |

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| 1. The *National Framework for Reducing and Eliminating the Use of Restrictive Practices in the Disability Service Sector* identified six core strategies for reducing and eliminating restrictive practices. List these six core strategies below. |
| 1. Complete the statement below:   Where an NDIS participant’s behaviours of concern place themselves or others at risk of harm, and subsequently a regulated restrictive practice is required,       must be developed and lodged with the      . |
| 1. When restrictive practices are used as part of a person’s behaviour support plan, the plan must contain three positive strategies. List these strategies below. |
| 1. Explain the ethical considerations relating to the use of restrictive practices. |
| 1. Explain the documentation requirements stated in Sections 14 and 15 of the *NDIS Restrictive Practices and Behaviour Support Rules 2018.* |
| 1. List two conditions that must be met before and during the use of any restrictive practice according to the Quality of Care Principles. |

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| Application  Description automatically generated with low confidence | 1. Identify five factors that affect aged care clients and people with a disability requiring individualised support. |
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| Application  Description automatically generated with low confidence | 1. Answer the following questions about procedures for assisting a person in taking medication pre-packaged by a pharmacist. |
|  | |
| 1. Complete the following sentence:   The right medicine must be administered to the       in the       at the       via the      . | |
| 1. List three identifiers that you may use to confirm the person’s identity before assisting them in taking their medication. | |
| 1. Where can you find the information on when and how often medication must be taken by the person? | |

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| --- |
| 1. List three consequences when medication is taken through the wrong route. |
| 1. What does the **right to refuse** mean in assisting a person in taking pre-packaged medication? |
| 1. When a person refuses medication, the refusal must be:   List three criteria. |
| 1. List three steps that may be undertaken where refusal of the medication is likely to have serious consequences for the health and wellbeing of the person.  4. . |
| 1. What is the importance of the person’s **right to be educated** when assisting them in taking medication? |

|  |
| --- |
| 1. List three steps that you can undertake to support the person’s right to be educated. |
| 1. Complete the sentence below:   When inspecting the client’s pre-packaged medication, you must make sure that: |
| 1. What must be done when medication is found to be past the expiry date? |
| 1. Identify the four services that you may contact other than the person’s health professional when reporting adverse reactions to medication. Include in your response their contact number. |

|  |
| --- |
| 1. List the five important details you must include when reporting and documenting adverse reactions in an incident report. |
| 1. List the four steps that you must follow if the client is unable to take medication. |
| 1. List the three key details that you must document if the person refuses to take their medication. |

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| Application  Description automatically generated with low confidence | 1. Identify three examples of practices that you can implement to support the **skill development** of individual support clients. |
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| Application  Description automatically generated with low confidence | 1. The following are examples of practices that support the skills maintenance of individual support clients. Briefly explain what each practice does. | |
|  | | |
| **Practices that support skills maintenance** | | **What each practice does** |
| 1. Reinforcing techniques | |  |
| 1. Skills component mastery | |  |
| 1. Prompting and fading | |  |

|  |  |
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| Application  Description automatically generated with low confidence | 1. Answer the following questions about unmet needs and ways of responding to them. |
|  | |
| 1. Provide one example of behaviours that may be an indicator of unmet needs in each of the following:  |  |  | | --- | --- | | **Unmet need** | **Behaviour** | | 1. Need for safety |  | | 1. Need for food or water |  | | 1. Need to understand what is happening |  | | |
| 1. List three ways that can help you recognise signs of additional or unmet needs in your clients. | |
| 1. The following are ways you can respond to unmet needs. Briefly explain each.  |  |  | | --- | --- | | **Ways of responding to unmet needs** | **Explanation** | | 1. Verbal report |  | | 1. Written report |  | | 1. Referral |  | | |

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| Application  Description automatically generated with low confidence | 1. Listed below are different life domains where assistive technologies may be used.   Complete the table below by:   * + Providing a brief explanation of how assistive technologies can help individuals support clients in each life domain listed.   + Identifying one corresponding example of assistive technology for each. | | |
|  | | | |
| **Life domain** | | **How assistive technologies can help individual support clients in this life domain** | **One example of assistive technology that can be used in this life domain.** | |
| 1. Self-care | |  |  | |
| 1. Continence | |  |  | |
| 1. Hygiene | |  |  | |
| 1. Communication | |  |  | |
| 1. Mobility | |  |  | |
| 1. Transferring | |  |  | |

|  |  |  |
| --- | --- | --- |
| **Life domain** | **How assistive technologies can help individual support clients in this life domain** | **One example of assistive technology that can be used in this life domain.** |
| 1. Cognition |  |  |
| 1. Memory loss |  |  |
| 1. Vision |  |  |
| 1. Hearing |  |  |
| 1. Daily living activities |  |  |
| 1. Recreation |  |  |
| 1. Leisure |  |  |
| 1. Education |  |  |
| 1. Employment |  |  |

|  |  |  |
| --- | --- | --- |
| **Life domain** | **How assistive technologies can help individual support clients in this life domain** | **One example of assistive technology that can be used in this life domain.** |
| 1. Home |  |  |
| 1. Care residence |  |  |
| 1. Outdoors |  |  |
| 1. Eating |  |  |
| 1. Drinking |  |  |
| 1. Pressure area management |  |  |
| 1. Carer support |  |  |

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| Application  Description automatically generated with low confidence | 1. Answer the following questions about the role of assistive technologies in individual support. |
|  | |
| 1. How can assistive technologies help **maintain and promote a person’s independence** in individual support? | |
| 1. How do assistive technologies support the **inclusion** of individual support clients? | |
| 1. How do assistive technologies support the **participation** of individual support clients? | |

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| Application  Description automatically generated with low confidence | 1. List five things that must be taken into consideration when managing risks for individual support clients. |
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| --- | --- | --- | --- |
| Application  Description automatically generated with low confidence | 1. Listed below are examples of risks typical in individual support settings.   Provide one strategy you can implement to minimise each risk listed. | | |
|  | | | |
| **Risk** | | **Strategy to minimise risk**  (Only one is required for each risk) |
| 1. Abuse and neglect | |  |
| 1. Social rights infringement | |  |
| 1. Fall risks | |  |

# Assessment Workbook Checklist

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

|  |
| --- |
| **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. |

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

|  |
| --- |
| **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)

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

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

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

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

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

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

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

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

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

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

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

**End of Document**