CHCCCS031

Provide individualised support

Unit/Assessment Mapping (Extract)

Unit mapping

Elements and performance criteria

		KQ	P	PA
E 1	**Determine personal support requirements**			
PC 1.1	Refer to individualised plan to confirm support services to be provided with the person receiving support, their family, carer or others identified by the person	Q 1.1	P 1	PA
PC 1.2	Consult with the person, their family, carer or others identified by the person to determine any specific physical, sensory or cultural needs or preferences	Q 1.2	P 1	PA
PC 1.3	Discuss and confirm the person's preferences for personal support and their own level of participation in meeting their support needs in a positive manner that develops and maintains trust	Q 1.3 Q 1.4	P 1	PA
PC 1.4	Work with the person to determine actions and activities that support the individualised plan and promote the person's independence and right to informed decision-making	Q 1.5 Q 1.6	P 1	PA
PC 1.5	Confirm and assemble required equipment, processes and aids, and prepare for support activities according to the person's individualised plan, their preferences and organisational policies and procedures	Q 1.7 Q 1.8	P 1	PA
PC 1.6	Recognise requirements outside of scope of own job role and seek support from supervisor	Q 1.9	P 1	PA
E 2	**Provide support services**			
PC 2.1	Provide support according to the individualised plan, the person's preferences and strengths, legal and ethical considerations and organisational policies and procedures	Q 2.1 Q 2.2 Q 2.3	P 1	PA
PC 2.2	Support the person's use of assistive technologies in meeting their individual needs	Q 2.4 Q 2.5 Q 2.6	P 1	PA
PC 2.3	Provide assistance to the person to take pre-packaged medication, in accordance with written direction from a health professional and according to legislative requirements and organisational policies and procedures	Q 2.7 Q 2.8	P 1	PA
PC 2.4	Respect and include the family, carer and others identified by the person as part of the support team	Q 2.9	P 1	PA
PC 2.5	Provide support according to duty of care and dignity of risk considerations, maintaining the privacy of the person according to organisational policies and procedures	Q 2.10 Q 2.11 Q 2.12	P 1	PA
PC 2.6	Provide assistance to maintain a safe and healthy environment that is comfortable for the person, according to organisational policies and procedures for infection control	Q 2.13 Q 2.14 Q 2.15	P 1	PA
PC 2.7	Seek assistance from supervisor when it is not possible to provide required support	Q 2.16	P 1	PA

KQ: Knowledge questions P: Project PA: Practical assessment		KQ	P	PA
E 3	**Monitor support activities**			
PC 3.1	Monitor own work to ensure the required standard of support is maintained	Q 3.1	P 1	PA
PC 3.2	Recognise and respond to situations of potential or actual risk within scope of own job role and report to supervisor	Q 3.2 Q 3.3	P 1	PA
PC 3.3	Involve the person in discussions about how support services are meeting their needs, confirming any requirements for change	Q 3.4	P 1	PA
PC 3.4	Recognise signs of additional or unmet needs of the person and report and refer in accordance with organisational policies and procedures	Q 3.5	P 1	PA
PC 3.5	Consult with the person to ascertain gaps in assistive technology needs and report according to organisational policies and procedures	Q 3.6	P 1	PA
PC 3.6	Participate in discussion with the person and supervisor in a manner that supports the person's self-determination and respects their rights, privacy and dignity	Q 3.7	P 1	PA
E 4	**Complete reporting and documentation**			
PC 4.1	Maintain confidentiality and privacy of the person according to organisational policies and procedures	Q 4.1 Q 4.2	P 1	PA
PC 4.2	Comply with organisational reporting requirements, including reporting observations to supervisor	Q 4.3	P 1	PA
PC 4.3	Complete, maintain and store documentation and reports according to organisational policies and procedures	Q 4.4	P 1	PA

KQ: Knowledge questions			
P: Project			
PA: Practical assessment	**KQ**	**P**	**PA**

Knowledge evidence

KE 1	Rationale and processes underpinning individualised support planning and delivery: • basic principles of person-centred practice, strengths-based practice and active support • principles of respectful behaviour • documentation and reporting requirements	Q 1.1 Q 1.2 Q 1.3 Q 1.4 Q 1.5 Q 1.6 Q 2.1 Q 2.2 Q 2.3 Q 2.9 Q 2.10 Q 2.11 Q 2.12 Q 3.4 Q 3.7 Q 4.1 Q 4.2 Q 4.3 Q 4.4		
KE 2	Roles and responsibilities of different people and the communication between them: • person being supported • family and carer • health professionals • support workers • supervisors	Q 1.1 Q 1.2 Q 1.3 Q 1.4 Q 1.9 Q 2.9 Q 2.16 Q 4.3		
KE 3	Service delivery models in the relevant sector	Q 1.3 Q 1.4 Q 2.9 Q 3.7		
KE 4	Legal and ethical requirements and how these are applied in an organisation and individual practice: • privacy, confidentiality and disclosure • duty of care • dignity of risk • human rights • discrimination • mandatory reporting • medication • work role boundaries, responsibilities and limitations	Q 1.5 Q 1.6 Q 1.9 Q 2.1 Q 2.2 Q 2.3 Q 2.7 Q 2.8 Q 2.9 Q 3.7 Q 4.1 Q 4.2 Q 5.1		

KQ: Knowledge questions P: Project PA: Practical assessment		KQ	P	PA

KE 5	Processes and procedures for providing support in the following areas according to an individualised plan:
	▪ bed bathing
	▪ dressing, undressing and grooming
	▪ eating and drinking using appropriate mealtime techniques and equipment
	▪ mobility
	▪ oral hygiene and assisting with oral care:
	   − how to look after natural teeth and gums
	   − denture removal, cleaning and insertion
	   − recognising ill-fitting dentures
	   − effective brushing and alternatives to brushing
	▪ shaving
	▪ showering
	▪ toileting and the use of continence aids
	▪ using aids and equipment including devices used by the person
	▪ ensuring the person has physical access to necessary aids, equipment and other items required for support
		Q 5.2		

KE 6	Procedures for hazardous manual handling scenarios: ▪ using slide sheets, hoists, slings and lifters ▪ transferring a person between bed and chair ▪ transferring a person from seated to standing ▪ transferring a person in and out of car ▪ falls recovery	Q 5.3		
KE 7	Restrictive practices: ▪ what constitutes a restrictive practice ▪ legislative and regulatory requirements ▪ organisational policies and procedures relating to restricted practices ▪ positive strategies ▪ ethical considerations ▪ documentation requirements	Q 5.4		
KE 8	Organisational policies and procedures for: ▪ infection control ▪ assembly of equipment, aids and appliances ▪ privacy and confidentiality of personal information ▪ monitoring support activities and confirming requirements for change ▪ referrals ▪ documenting and reporting	Q 1.7 Q 1.8 Q 2.4 Q 2.5 Q 2.6 Q 2.13 Q 2.14 Q 2.15 Q 3.1 Q 3.5 Q 4.1 Q 4.2 Q 4.3 Q 4.4		

KQ: Knowledge questions P: Project PA: Practical assessment	KQ	P	PA
KE 9	Factors that affect people requiring support	Q 1.3 Q 1.4 Q 1.5 Q 1.6 Q 2.7 Q 2.8 Q 3.7		

KE 10	Procedures for assisting a person to take medication pre-packaged by a pharmacist:
	  ▪ right person
	  ▪ right time
	  ▪ right route
	  ▪ right to refuse
	  ▪ right to be educated
	  ▪ package is not tampered with
	  ▪ medication is within expiry date
	  ▪ escalation if a person is unable to take medication
	  ▪ reporting and documenting:
	     – adverse reactions to medication
	     – refusal of medication
		Q 2.7
		Q 2.8		

KE 11	Practices that support skill maintenance and development	Q 1.5 Q 1.6 Q 2.7 Q 2.8 Q 3.1		
KE 12	Indicators of unmet needs and ways of responding	Q 3.4 Q 3.5		

KE 13	Scope and breadth of assistive technologies used across the life domains, including but not limited to:
	  ▪ self-care
	  ▪ continence and hygiene
	  ▪ communication
	  ▪ mobility and transferring
	  ▪ cognition and memory loss
	  ▪ vision and hearing
	  ▪ daily living activities
	  ▪ recreation and leisure
	  ▪ education and employment
	  ▪ home and other environments
	  ▪ eating and drinking
	  ▪ pressure area management
	  ▪ carer support
		Q 1.7
		Q 1.8
		Q 2.4
		Q 2.5
		Q 2.6
		Q 5.3		

KE 14	Role of assistive technologies in supporting a person's life activities: maintaining and promoting independence enabling inclusion and participation	Q 2.4 Q 2.5 Q 2.6		

KQ: Knowledge questions			
P: Project	**KQ**	**P**	**PA**
PA: Practical assessment			
KE 15 Risk management considerations and ways to respond to identified risks	Q 2.13 Q 2.14 Q 2.15 Q 3.2 Q 3.3 Q 3.4		

Performance evidence

PE 1	Provide personal support to people with individualised plans, using aids and equipment including devices used by the person, to undertake each of the following in the workplace on three occasions, with simulation to occur prior to being assessed in the workplace, as described in the assessment conditions: ▪ dressing, undressing and grooming ▪ eating and drinking using required mealtime assistance techniques and equipment, ensuring client has physical access ▪ oral hygiene ▪ showering ▪ toileting and the use of continence aids ▪ using slide sheets, hoists, slings and lifters ▪ transferring a person between bed and chair ▪ transferring a person from seated to standing			PA
PE 1	Provide personal support to people with individualised plans, using aids and equipment including devices used by the person, to undertake each of the following in a simulated workplace on two occasions: ▪ bed bathing ▪ shaving ▪ transferring a person in and out of car ▪ falls recovery and ▪ assisting a person to take pre-packaged medication			PA
PE 3	When performing the above tasks: ▪ confirm support requirements and preferences with the person, their family, carer or others identified by the person ▪ perform risk assessment and engage additional assistance as required ▪ prepare required equipment, aids and appliances according to the individualised plan ▪ provide support in a manner that upholds the rights and dignity of the person and considers duty of care and dignity of risk ▪ monitor support in collaboration with the person, confirming any requirements for change and reporting or referring according to organisational policies and procedures ▪ complete required documentation and reporting according to organisational policies and procedures			PA

Trainer/assessor instructions and requirements

These training and assessment materials are a commercially produced resource designed to underpin training and assessment delivery strategies.

Catapult Smallprint resources

Catapult Smallprint resources are current, according to information provided by the official National Register of Information on Training Packages, training.gov.au (TGA).

Catapult Smallprint offer:
- a learning resource—theory component
- an assessment workbook—a suite of assessment tools

The assessment tools are mapped against:
- elements and performance criteria
- performance evidence
- knowledge evidence

Information for Registered Training Organisation only

RTOs must conduct their own validation and mapping to verify that the assessment tools and instruments used:
- enable the collection of evidence that complies with the Principles of Assessment and the Rules of Evidence
- can be used by different trainer/assessors to achieve consistent results
- can be applied in a range of assessment situations
- align with the RTO's Training and Assessment Strategy (TAS)

If any gaps are identified the RTO must develop their own evidence gathering methods, assessment tools or activities.

If used correctly the assessment tools should provide a comprehensive assessment.

Catapult Smallprint do not promote that the use of their resources will ensure compliance with all VET Regulations. It is the responsibility of the RTO to meet those requirements and develop their own Training and Assessment Strategy (TAS).

Learning resource

The learning content is divided into topics which address the learning elements and performance criteria for each unit.

At the end of each topic the learner is provided with:
- a set of true or false questions
- a set of multiple choice questions

These questions are self-marking and do not form part of the assessment. They provide an opportunity for learners to test their understanding of the topics.

The learning resource is designed for self-paced learning but is also suitable for face to face or workshop delivery.

The trainer/assessor should provide supplementary information including interpretation of the contents of this resource. They should initiate discussion about the subject matter and encourage learners to contribute their own experiences and their interpretations of the material.

Learners should be encouraged to undertake additional research.

This might include:
- reading
- reflection
- drawing on their own knowledge and experience

It is not necessary to work through the resource in the order in which it is written. This is at the discretion of the trainer/assessor.

Assessment workbook

The trainer/assessor must explain to learners:
- what competency-based training is
- how competency-based assessment works and how they will be assessed
- what constitutes competency
- the assessment conditions applicable to this unit
- the resources required for assessment
- the Rules of Evidence
- the training organisation's complaints and appeals procedures
- the role of the trainer/assessor
- how the skills recognition (RPL) checklist can be used
- when the completion record will be signed

The tools that can be used to assess learners' competencies include the:
- knowledge questions
- project
- practical assessment

Assessment agreement

The trainer/assessor must explain:

- how and when assessment will occur
- the tools and instruments that will be used to collect evidence
- the assessment conditions that apply to this unit
- how adjustments can be made for special needs
- the learner's rights if they want to dispute an assessment result
- that all work submitted by the learner must be their own
- that plagiarism is not acceptable
- why the assessment agreement must be signed

The learner and the trainer/assessor need to sign the assessment agreement.

Foundation skills checklist

The trainer/assessor should identify the foundation skills levels of learners to determine whether additional support needs to be provided.

The foundation skills checklist in this resource is a general listing of the base foundation skills that are required to successfully complete any unit of competency

Foundation skills are:

- LLN Skills
  - reading
  - writing
  - oral communication
  - numeracy
- Employability skills
  - navigating the world of work
  - interacting with others
  - getting the work done

Training packages identify foundation skill requirements in a variety of ways:

- in some packages foundation skills are explicit in the performance criteria of the unit of competency
- in others specific foundation skills are identified for individual units of competency
- in others all foundation skills are identified separately

The trainer/assessor should source and use foundation skills assessment methodologies that suit the learner cohort.

Skills recognition

The trainer/assessor needs to determine how they wish to use this section.

Evidence of existing skills can be provided for all or parts of the unit. This could mean that some of the knowledge questions or practical tasks do not need to be completed.

Evidence of existing skills and knowledge can be obtained by sighting, for example:

- previous training results or qualifications
- workplace documents
- testimonials of skills obtained through unpaid work
- references from employers

Trainer/assessors must discuss the evidence requirements with the learner.

Any evidence submitted must comply with the Principles of Assessment and Rules of Evidence.

On completion of an RPL assessment the trainer/assessor should record their comments and mark the applicant's submission as Satisfactory/Not Satisfactory.

Knowledge questions

The knowledge questions address the learner's understanding of the information covered in:

- the elements and performance criteria for this unit
- the knowledge evidence for this unit

The questions address each performance criteria and are designed to elicit evidence of underpinning knowledge.

Where essential knowledge requirements have not been referred to in performance criteria, additional questions are provided.

The trainer/assessor will determine which questions need to be answered to ensure a satisfactory outcome.

The trainer/assessor must provide clear instructions to the learner regarding:

- the manner in which responses should be presented, for example: hand written in the space provided, in a word-processed document, verbally, on-line
- whether additional questions need to be answered

If verbal responses are provided the trainer/assessor must document the learner's responses verbatim.

When questions are answered the trainer/assessor should provide feedback to the learner. If responses are unsatisfactory the learner should be given the opportunity to provide additional information or to re-submit.

Answers should be marked as Satisfactory/Not Satisfactory.

Project

Projects are an assessment tool that can address either practical or knowledge-based skills. Learners might be asked to complete the project in addition to the other assessment activities. In some instances, it can be used as an alternative to the knowledge questions or the practical assessment tasks.

The assessor will decide how the project will be used and must advise learners about whether they need to complete it.

Practical assessment

Trainer/assessors must inform learners of:

- the assessment conditions
- the required performance standards
- how, when and where assessment will take place
- any assistance they will receive
- the resources that will be supplied
- how their performance will be recorded
- what to do if they disagree with the assessment results

The practical assessment requires that learners demonstrate the skills they have developed as a result of their training. They must perform the nominated skills and their performance must be observed by the assessor or a suitably qualified and experienced third party. The third party cannot conduct the assessment but can provide supplementary evidence for the assessor to use. Assessor comments must be recorded, and performance results marked as Satisfactory, or Not Satisfactory as they will contribute to the final judgment of competence.

Practical assessments might be conducted in a workplace, as simulations, or as a series of relevant role plays. If assessment cannot be conducted in a workplace the assessor must ensure that the simulations and role plays replicate a workplace as nearly as possible. The assessor is responsible for ensuring that learners have access to the resources needed to complete the assessment.

Completion record

The results of each form of assessment, plus any extra requirements nominated by the assessor, should be recorded in the assessment workbook.

The trainer/assessor must ensure that the:
- assessment conditions for this unit were met
- learner answered the knowledge questions at the required standard for the unit level
- learner performed all the practical tasks to the required standard for the unit level
- learner was provided with detailed feedback
- any additional assessment requirements were completed

The completion record should be signed by the learner and trainer/assessor.