

Unit mapping

KQ: Knowledge questions

KQ

PA

PA: Practical assessment – Task (T), Workplace Skills (WS)

Elements and performance criteria

E 1 Undertake planning to address person’s identified needs and goals

PC 1.1	Collaborate with the person to confirm needs and goals as a basis for planning	Q 1.2	T1a-c
PC 1.2	Investigate range of options available to address the person’s identified needs and achieve their goals, incorporating legal and ethical considerations	Q 1.3	T2a T2k
PC 1.3	Support the person to make informed decisions regarding their plan that reflect understanding of their current situation, likely future situation and ensuing needs	Q 1.4	T1a T1b T2d
PC 1.4	Recognise and respect the person’s right to self-determination within legal parameters	Q 1.5	T2m T2n
PC 1.5	Identify risks and barriers to plan implementation and develop strategies to address them	Q 1.6 Q 1.7	T2e-h
PC 1.6	Develop a plan that builds on the person’s strengths and abilities and incorporates their identified goals, needs and preferences	Q 1.8	T2o
PC 1.7	Collaborate with the person to structure a range of services in a manner that builds on and strengthens natural supports	Q 1.11	T2b T2c
PC 1.8	Devise alternative strategies to meet the person’s identified needs when specific services are not available	Q 1.12	T3a
PC 1.9	Provide the person with cost details and work with them to ensure their plan is sustainable in relation to costs, access and availability	Q 1.13 Q 1.14	T2i T2j
PC 1.10	Document plan in the person’s own words, clearly identifying all tasks and who is responsible for performing them	Q 1.15	T1d

E 2 Collaborate with others to communicate the plan

PC 2.1	Work in collaboration with other professionals and organisations to provide services to maximise the person’s potential for achieving their goals and meeting their needs	Q 2.1	T4a
PC 2.2	Explain roles, rights and responsibilities of person and service providers and ensure they are clearly documented in the plan	Q 2.2a	T4b
PC 2.3	Maximise involvement of the person and other people identified by the person in planning processes and decision making	Q 2.4	T4c
PC 2.4	Consult and coordinate with other service providers to plan for complex situations	Q 2.5	T4a T4b T4e
PC 2.5	Establish and maintain communication processes to ensure effective implementation of the plan	Q 2.6	T4e
PC 2.6	Share information between organisations and support maintenance of information by all parties involved, according to organisational policies and procedures for privacy and confidentiality	Q 2.7	T4d

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PC 3.1	Collaborate with person to ensure planning process is culturally sensitive and appropriate	Q 3.1	T2l
PC 3.2	Work in conjunction with other organisations and communities by involving representatives in the planning processes, according to the person's needs	Q 3.3a Q 3.3b	T4a T4b T4d T4e
PC 3.3	Facilitate access to planning for people in complex situations and with different levels of need	Q 3.4	T4a T4c

E 4 Monitor implementation of plan

PC 4.1	Regularly monitor the planned services, support and resources against person's identified goals to ensure effective implementation of plan	Q 4.1	T4f T5a
PC 4.2	Identify any gaps in planned services and make adjustments to address them	Q 4.2 Q 4.3	T5b T5d
PC 4.3	Maintain collaborative relationships with the person, their carer, natural supports and other service providers	Q 4.4	T2a-c T2e T2f T2m T5b T5c T5e
PC 4.4	Work with the person to adjust the plan as necessary following reassessment of risks and needs	Q 4.5	T1d T2o T4f T5f
PC 4.5	Document and report any variations to the plan in line with organisational policies and procedures	Q 4.6	T3b T4f T5f

Knowledge evidence		
KE 1	Models and practices for goal directed planning and current research in area of practice	Q 5.1 Q 5.2
KE 2	Range of services, networks, resources, and holistic solutions available to people with complex needs	Q 1.3
KE 3	Components of service delivery system	Q 1.1
KE 4	Impact of trauma on the planning process	Q 3.2
KE 5	Gaps in the service system	Q 4.2 Q 4.3
KE 6	Characteristics and needs of identified cohort	Q 1.3
KE 7	Culturally and linguistically diverse (CALD) and Aboriginal and/or Torres Strait Islander people and their role in culturally safe planning	Q 3.1
KE 8	Significance of the service setting, including working in the person’s home	Q 1.9
KE 9	Organisational policies and procedures relating to:	
	▪ planning	Q 1.8 Q 4.5
	▪ documentation	Q 1.15 Q 4.6
	▪ reporting	Q 4.7
	▪ privacy and confidentiality of information	Q 2.7
	▪ provision of interpreter services	Q 3.1
KE 10	Legal and ethical considerations relevant to developing plans and how these are applied in organisations and individual practice:	
	▪ professional standards	Q 2.2a
	▪ codes of ethics	Q 2.2b
	▪ duty of care	Q 1.5 Q 2.2c
	▪ dignity of risk	Q 1.4
	▪ informed consent	Q 1.3

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KE 11 Principles of:

- | | |
|-------------------|-------|
| ▪ beneficence | Q 2.3 |
| ▪ non-maleficence | Q 2.3 |
| ▪ social justice | Q 2.3 |
| ▪ autonomy | Q 2.3 |
| ▪ advocacy | Q 2.3 |

KE 12 Natural supports:

- | | |
|--------------|------------------|
| ▪ family | Q 1.10
Q 1.11 |
| ▪ friends | Q 1.10
Q 1.11 |
| ▪ neighbours | Q 1.10
Q 1.11 |

Performance evidence

PE 1 Collaborate with at least three different people to facilitate a goal directed plan for each person for the provision of services and resources that maximises and enhances their strengths, independence and quality of life, including:

- | | |
|---|---------------------------------|
| ▪ developing the plan | T1
T2
T3 |
| ▪ documenting the plan | T1d
T2o
T3b
T4f
T5f |
| ▪ monitoring the plan | T3b
T4e
T5a-c
T5e |
| ▪ adjusting the plan to address risks and needs | T4f
T5f |

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Foundation skills

FS 1	Writing skills to: <ul style="list-style-type: none">complete familiar forms	T1d T3b T4f T5f
FS 2	Reading skills to: <ul style="list-style-type: none">interpret a variety of text to determine and confirm task requirements	T1a T1b T2d T4f T5a