



CHCCCS031

Provide individualised support

Assessment 1 of 2

Written assessment



Student name: <<Insert student name here>>
Student number: <<Insert student number here>>



Assessment Details

This section is for SUT VE Quality and Compliance review and feedback and must be deleted in the student version of the assessment.

SECTION 1		
UNIT OF COMPETENCY DETAILS		
Code	Title	
CHCCCS031	Provide individualised support	
COURSE AND MODULE DETAILS		
<i>Assessments may be published in more than one course. Add lines for additional courses as needed.</i>		
Course Code (UPed)	Module Number (Order)	Module Code (UPed)
SOE3IS11A	8	M00286A
ASSESSMENT TYPE		
Assessment Method: <i>Select all that apply.</i>	Written Assessment	Choose an item. Choose an item.

SECTION 2
STUDENT INSTRUCTIONS
<i>The following instructions detail the requirements of the assessment and are captured in the LMS assessment page. This includes a description of the student instructions, associated files, and submission instructions.</i>
Student instructions
This is assessment 1 of 1 for CHCCCS031 - Provide individualised support, in addition to the portfolio, third-party report and interview questionnaire completed in the SWLA process.
This assessment requires you to answer 11 questions to test your knowledge and understanding required of this unit.
To be assessed as competent, you must complete all tasks in the spaces required.
You are required to download your assessment by clicking on the assessment document icon below (see Let's begin) and upload your completed assessment for submission.
Supporting documents
To answer some of the questions, you will need to access the following documents: N/A
Files for submission
Submit the assessment document with all tasks completed in the spaces provided.
Submit the following files: <ul style="list-style-type: none">Assessment document

Student name: <<Insert student name here>>
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Submission instructions

PDF File Submissions

Please save all Word documents as PDF files before submitting.

IMPORTANT: Word documents will **not** be accepted.

Most modern web browsers can open and display a PDF file. If you have an older operating system, however, you may need a PDF reader installed on your device such as the Acrobat Reader, available from Adobe.

Windows: Word 2013 and newer

Choose **File > Export > Create PDF/XPS**.

Windows: Word 2010

Click the **File** tab

Click **Save As**

To see the Save As dialog box in Word 2013 and Word 2016, you have to choose a location and folder

In the **File Name** box, enter a name for the file, if you haven't already

In the **Save as type** list, click **PDF (*.pdf)**.

If you want the file to open in the selected format after saving, select the Open file after publishing check box.

If the document requires high print quality, click Standard (publishing online and printing).

If the file size is more important than print quality, click Minimum size (publishing online).

Click **Options** to set the page to be printed, to choose whether markup should be printed, and to select output options. Click **OK** when finished.

Click **Save**.

macOS: Office for Mac

To save your file as a PDF in Office for Mac follow these easy steps:

Click the **File**

Click **Save As**

Click **File Format** towards the bottom of the window

Select **PDF** from the list of available file formats

Give your file a name, if it doesn't already have one, then click **Export**

For more detailed instructions refer to [Microsoft Support](#).

SECTION 3

ASSESSMENT TASK CRITERIA AND OUTCOME

This assessment will be graded as Satisfactory (S) or Unsatisfactory (US).

To achieve Satisfactory; valid, sufficient, authentic, and current evidence of meeting the criteria must be submitted.

Refer to the mapping spreadsheet for details for this unit.

SECTION 4

ASSESSMENT DETAILS

Please refer to SECTION 2 to confirm how the assessment tools will be built and the methods that will be used to collect evidence i.e., Student's will type answers directly into LMS or will upload of files of completed assessment tasks.

The STUDENT INSTRUCTIONS above will be added directly into the LMS.

Student name: <<Insert student name here>>

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All associated files will be accessed via the LMS, as will any Assessor Guides, Matrix, Templates etc.

Students and Assessors have restricted permissions in the LMS. Assessor Guides, including model answers, will be available to Assessors ONLY.

The following pages contain the draft assessment which will be built into the LMS once reviewed. This includes:

- Instructions to students
- Questions /tasks
- Templates /tables where applicable
- Links to supporting files /websites
- Instructions to assessors
- Sample answers /examples of benchmark answers

SECTION 5

STAKEHOLDERS AND SIGN OFF

List all that apply for each of the stakeholder roles below.

UPed Learning Designer/Author name	EduWorks
SOE Quality and Compliance Manager name	
SUT VE Quality Compliance name	
Date approved	

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Assessment Instructions

Task overview

This assessment task is divided into 11 questions. Read each question carefully before typing your response in the space provided.



Assessment Information

Submission

You are entitled to three (3) attempts to complete this assessment satisfactorily. Incomplete assessments will not be marked and will count as one of your three attempts.

All questions must be responded to correctly to be assessed as satisfactory for this assessment.

Answers must be typed into the space provided and submitted electronically via the LMS. Hand-written assessments will not be accepted unless previously arranged with your assessor.

Reasonable adjustment

Students may request a reasonable adjustment for assessment tasks.

Reasonable adjustment usually involves varying:

- the processes for conducting the assessment (e.g. allowing additional time)
- the evidence gathering techniques (e.g. oral rather than written questioning, use of a scribe, modifications to equipment)

However, the evidence collected must allow the student to demonstrate all requirements of the unit.

Refer to the Student Handbook or contact your Trainer for further information.



Please consider the environment before printing this assessment.

Student name: <<Insert student name here>>
Student number: <<Insert student number here>>



Question 1

Explain the rationale and processes that underpin individual support planning and delivery.

(Word count: Approximately 40-45 words in total)

Assessor instructions: Students responses must be in similar thought with the following exemplar.

The rationale and processes that underpin individual support planning and delivery is to support client's ensuring their needs are met. It provides clients a voice in their care and improves the quality and consistency of the support provided by the service.

Question 2

Identify 2 basic principles for each of the following:

- a. Person centred practice
- b. Strengths based practice
- c. Active support
- d. Respectful behaviour

(Word count: Approximately 245 words in total)

Assessor instructions: Student responses must be in similar thought with the following exemplar.

a.	Person centred practice	1.	Person-centered practice is an approach that puts the individual first and at the centre of everything the service does. It involves listening to and respecting the person's needs, preferences, and goals, and working with them to create a personalized plan of care.
		2.	Person-centered practice also values the person's autonomy, self-determination, and choice, and encourages them to be active participants in their own care and helps to improve their experiences and outcomes.
b.	Strengths based practice	1.	Strengths-based practice is an approach that focuses on identifying and building on a person's strengths, abilities, and resources, rather than focusing on their deficits or problems
		2.	Strength-based practice involves working with the person to identify their strengths and capabilities and building on them to achieve their goals. It also empowers the person to take an active role in their care and support.
c.	Active support	1.	Active support is a person-centered approach that focuses on promoting the person's autonomy, choice, and well-being. It involves providing the person with the information, skills, and support they need to be active and engaged in their daily life, and to make informed decisions about their care and support.
		2.	Active support also emphasizes the importance of involving the person in the planning and implementation of their care and

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			support and encourages the person to be active participants in their own care.
d.	Respectful behaviour	1.	The principles of respectful behaviour involve treating others with dignity, kindness, and compassion, and recognising and valuing their unique needs, preferences, and perspectives.
		2.	Respectful behaviour principles also include active listening, empathy, honest, transparency and inclusivity.

Question 3

This question has 2 parts relating to the rationale and processes that underpin individualised support planning and delivery:

- a. Why is it important that an aged care or disability organisation provide workplace documentation and reporting requirements?
- b. How does an organisation ensure their documented processes for individualised support planning strategies are effective?

(Word count: Approximately 55-60 words in total)

Assessor instructions: Student responses must be in similar thought with the following exemplar

a.	Documentation and reporting requirements in aged care are necessary to ensure that accurate and comprehensive information is kept on the care and support provided to individuals. It ensures observations, changes and interventions made during the care of the individual is recorded and also used to review and evaluate the care and support provided to the client.
b.	The organisation should regularly review and update their workplace process documentation as well as monitor and evaluate their effectiveness. Necessary adjustments should be updated and made in their workplace documentation to ensure it continues to meet their services changing needs and circumstances to benefit the needs of the individual clients.

Question 4

Identify 2 roles and 2 responsibilities of the following people when communicating within an aged care **or** disability services.

Assessor instructions: Benchmark standards of student responses provided below; however students' wordings may vary.

Person being supported	Roles	
	1.	To communicate a service that will best meet their needs
	2.	To participate in making decisions that will affect their quality of life
	Responsibilities	
	1.	To provide complete information to a service of the health issues to enable an adequate assessment, evaluation, and treatment.
	2.	To advise a service if unable to attend appointments.

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Family and carer	Roles	
	1.	To advocate on behalf of their family member or friend if needed.
	2.	To seek clarification or ask questions when meeting with the service organisation.
	Responsibilities	
	1.	To provide the service with accurate information.
Health professionals	Roles	
	1.	To discuss illnesses, support plans, and manage medical treatment.
	2.	To communicate access to government funded services.
	Responsibilities	
	1.	Explain care planning to clients
Support workers	Roles	
	1.	Assist with daily living activities such as bathing, dressing, and toileting
	2.	Monitor and report any changes in residents' health or behaviour
	Responsibilities	
	1.	Maintain accurate records of residents' care and progress.
Supervisors	Roles	
	1.	Oversee the work of support workers
	2.	Ensure that care plans and protocols are being followed
	Responsibilities	
	1.	Provide training and support to support workers to ensure they have the skills and knowledge necessary to provide high-quality care.
2.	Manage staff schedules and workloads to ensure that residents receive consistent and reliable care.	

Question 5

Listed below are different models of service delivery. Explain your understanding of each Model in the aged care or disability sectors.

(Word count: Approximately 80 - 86 words in total)

Assessor instructions: Benchmark standards of student responses provided below; however students' wordings may vary.

Integrated Primary Care	Models of integrated care are based on decisions about what services are needed, who is best to provide those services, and how patient access is facilitated.
Empowering Model	The empowering model gives the capacity of individuals or groups to make choices and to transform those choices into desired actions and outcomes.
Social Model	The social model seeks to change society in order to accommodate people living with impairment. It supports the view that people with disability have a right to be fully participating citizens on an equal basis with others.

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Question 6

Describe how the following legal and ethical requirements are applied in an organisation and individual practice.

(Word count: Approximately 260 words in total)

Assessor instructions: student answers must be in line with the sample answers provided however the wording may vary.

Legal and ethical requirements	Applied in an organisation	Applied in Individual Practice
Duty of care	Duty of care refers to your responsibility to your client's safety and well-being, and the safety and well-being of others.	This is part of your work role. While you must allow dignity of risk in some situations where the person can understand the consequences of their own decisions or life choices, you also have a duty of care to protect the person from undue harm, without infringing on their human rights.
Dignity of risk	Dignity of risk means the person has the right to take some risks in their everyday life, even if others do not approve, and even if it is not the best or safest thing for the person. Dignity of risk allows the person to make choices, even if we do not agree that they are the right ones.	As a support worker, we must respect the rights of a client and ensure they have been provided with the information and consequences of their decisions, their ability to understand the consequences and that the choice that they are making does not have the potential to harm any other person.
Human rights	Human rights are fundamental to the way we interact with other people and the value we see in their ability to survive and thrive in our society. When we are working within the care and disability sectors it is very important to be mindful of workplace policies, procedures, legislation, and regulations that we need to adhere to when we are supporting clients.	As an individual support worker you are required to comply with your organisations policies and procedures and ensure everyone is treated with respect and integrity.
Discrimination	Discrimination happens when a person or group of people actively treat a person differently because of a factor that is irrelevant.	Always be mindful of following workplace policies and procedures and treat all people with respect and dignity.
Mandatory reporting	Mandatory reporting is the legal requirement of people in certain job roles to report child abuse to authorities such as police and government departments. Mandatory reporting laws vary from state to state, and can depend on the setting you work in.	You must notify your supervisor or nurse should you suspect any signs of abuse.

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Medication	The provision of medication administration policies and procedures must be available for workers. Workers must hold the specific training and accreditation to administer medication.	You must not administer medication if you are not qualified to do so.
Privacy, confidentiality, and disclosure	Approved service providers have responsibilities to their clients, particularly when it comes to client information, confidentiality, and disclosure as this protects the client's information under the Privacy Act 1988.	You have a responsibility to disclose or report certain information to your manager under specific circumstances, e.g. if a person tells you they are being abused, are at risk of harm, are considering self-harm or have attempted self-harm. Always consult your supervisor, nurse and workplace policies and procedures.
Work role boundaries – responsibilities and limitations	It is essential to ensure you have clear professional boundaries in place. These are rules and limits that are enforced to prevent the line between a worker and client becoming blurry. Having clear professional boundaries also ensure a safe work environment is maintained.	Your work role responsibilities and professional boundaries are identified in workplace documents such as your Position Description, or workplace policies and procedures and are set by legal and ethical frameworks to establish a safe work environment for yourself and the client.
Restrictive Practices	It is critical to understand legislative guidelines, policies, procedures, and processes in the workplace relating to restrictive practices to make sure you are doing the right thing.	There are strict rules and regulations around the use of restrictive practice. Unauthorised use of a restrictive practice by a NDIS provider is a reportable incident. Because it is a reportable offence if a provider becomes aware that restrictive practice has been used by someone in their organisation, they are obligated to notify the National Quality and Safeguards Commission (NQSC) within five business days.

Question 7

Answer the following questions about Restrictive Practices.

(Word count: Approximately 290 words in total)

Assessor instructions: student answers must be in line with the sample answers provided however the wording may vary.

a)	What constitutes restrictive practice?
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	<p>A restrictive practice is any practice or intervention that has the effect of restricting the rights or freedom of movement of an aged care or disability consumer. Service Providers can use restrictive practices to stop a person from harming themselves or others, however, there are very specific rules that determine when restrictive practices can be used. For example, the Victorian Senior Practitioner is responsible for ensuring that the rights of persons who are subject to restrictive practices and compulsory treatment are protected, and that appropriate standards in relation to restrictive practices and compulsory treatment are complied with.</p>
b)	<p>List 2 ethical considerations of restrictive practice?</p> <ol style="list-style-type: none"> I. Ethically, it is important that the fundamental human rights of a person are assured before any assessment is carried out when they are exhibiting challenging behaviours. II. Providing a safe and respectful environment must be considered as well as ensuring a client's rights are being met.
c)	<p>List two (2) organisation policies and procedures relating to restrictive practices</p> <ol style="list-style-type: none"> 1. Behaviour Support Plan Policy and Procedure 2. Authorisation of Regulated Restrictive Practices Policy and Procedure
d)	<p>List two (2) legislative and two (2) regulatory requirements relating to restrictive practice</p> <p>Legislative</p> <ol style="list-style-type: none"> 1. NDIS Act 2013 2. Aged Care Act 1997 <p>Regulatory</p> <ol style="list-style-type: none"> 1. NDIS Restrictive Practices and Behaviour Rules 2018 2. NDIS Incident Management and Reportable Incident Rules 2018
e)	<p>Explain your understanding of a Behaviour Support Plan and list 2 pieces of information that must be included that support documentation requirements.</p> <p>Behaviour support plans enable providers to reference information about the consumer to improve their care provision and quality of life and ensure that restrictive practices are used as a last resort.</p> <p>A BSP must include but not limited to:</p>

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	<ul style="list-style-type: none"> • any assessments that have been carried out with respect to those behaviours • known triggers which may precede those behaviours • alternative strategies (whether successful or unsuccessful) that have been applied in managing those behaviours, and • any restrictive practices that have been applied after trying alternative strategies.
f)	<p>List two (2) positive strategies relating to restrictive practices</p> <ol style="list-style-type: none"> 1. Respecting a person 2. Upholding a person's human rights

Question 8

Describe 2 factors that affect people requiring support when engaging with an aged care or disability service.

(Word count: Approximately 150 words in total)

Assessor instructions: Student responses must be in similar thought with the following exemplar

1.	When engaging with services you would need to consider the person's complexity of Needs. The level and complexity of an individual's needs can impact their requirement for support, for example, individuals with physical disabilities may require assistance with mobility, personal care, and medication management, while those with intellectual disabilities may require help with communication, decision-making, and navigating complex systems.
2.	Effective communication is crucial for individuals to engage with and receive support from aged care or disability services. Communication and language barriers can significantly impact an individual's ability to effectively access and engage with services. For instance, individuals who speak a language other than English may require interpreters or translation services, while those with hearing or speech impairments may require the use of sign language or assistive technology to communicate their needs. Without appropriate support for communication, individuals may experience difficulty accessing and receiving the services they require.

Question 9

List 2 indicators of unmet needs and 2 ways to respond to these.

(Word count: Approximately 40-50 words in total)

Assessor instructions: Student responses must be in similar thought with the following exemplar

Indicators of unmet needs	Way to respond
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1. Change in mood or behaviour.	1. Talk to the person and investigate what is going on.
	2. Conduct a needs analysis.
2. Lack of motivation.	1. Develop a tailored support plan.
	2. Encourage 1 goal at a time that is manageable.

Question 10

Identify assistive technologies that are used across the following:

(Word count: Approximately 105 words in total)

Assessor instructions: Student responses must be in similar thought with the following exemplar

Self care	Telehealth and remote monitoring systems to allow for virtual consultations and monitoring of vital signs
Continence and hygiene	Continence tools
Communication	Microphones, iPad, tablets
Mobility and transferring	Scoters, crutches, walkers, canes, and wheelchairs
Cognition and memory loss	Smart Watches, smart phone with GPS, duress bracelet, medi bracelet, modified smart phone
Vision and hearing	Hearing aids, spectacles
Recreation and leisure	Adapted gardening tools, adaptive fishing rods, pool lift
Education and employment	Education software, electronic resources and books and downloadable applications, e.g. Kindle
Home and other environments	Environmental control systems for lighting, temperature, and appliances
Eating and drinking	Weighted utensils, non-skid plates, and bowls, specialised and automated feeding devices, utensil holders
Pressure area management	Specialised mattresses for pressure relief and comfort, modified beds
Carer support	Smartphones, iPad, and tablets

Question 11

How can assistive technology help to:

- a. Maintain and promote independence
- b. Enable inclusion and participation

(Word count: Approximately 100 words in total)

Assessor instructions: Student responses must be in similar thought with the following exemplar

a.	Assistive technology can help to maintain and promote independence by providing individuals with the tools and support they need to perform daily activities on their own. For instance, mobility aids
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	such as wheelchairs and walkers can help individuals with physical disabilities move around independently.
b.	Assistive technology can enable inclusion and participation by removing barriers to communication, social interaction, and access to information. For instance, communication aids such as speech-generating devices and screen readers can help individuals with speech or vision impairments communicate and access written information, while video conferencing tools can facilitate remote communication and social interaction.

Assessment checklist:

Students must have completed all questions within this assessment before submitting. This includes:

1	11 questions to be completed in the spaces provided.	<input type="checkbox"/>
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Congratulations you have reached the end of Assessment 1!

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Student name: <<Insert student name here>>
 Student number: <<Insert student number here>>

