

Contents

About this guide	5
Section 1: Meeting VET sector requirements	7
1.1 How Aspire's resources assist in meeting requirements	7
1.2 Resource quality assurance processes	16
Section 2: Unit of competency information	17
2.1 Unit of competency	17
2.2 Unit of competency assessment requirements	20
2.3 Aspire resources available for this unit	22
2.4 Target groups	25
Section 3: Training requirements	26
3.1 Delivery approach	26
3.2 Learning mapping	27
3.3 Solutions – general guidance	36
3.4 Solutions to practice tasks	37
3.5 Solutions to learning checkpoints	47
Section 4: Assessment	65
4.1 Assessment approach	65
4.2 Assessment procedures	66
4.3 Assessment mapping	72
4.4 Assessment solutions and marking guidance	79
4.5 Completing the record of outcome	93
Section 5: Forms	95
Section 6: Glossary of VET terminology	96

Section 1: Meeting VET sector requirements

Training organisations have a range of requirements that they must meet in developing and implementing quality training and assessment strategies and practices for course programs. As a trainer, you also have a range of requirements that must be considered when implementing programs for your specific group of learners.

1.1 How Aspire's resources assist in meeting requirements

The following section outlines a range of VET sector requirements and how Aspire's resources may assist you and your training organisation in implementing a quality learning experience.

VET sector requirement	Aspire's approach
Australian Qualifications Framework The Australian Qualifications Framework is the national policy for regulated qualifications in the Australian education and training system. The AQF incorporates the quality assured qualifications from each education and training sector into a single comprehensive national qualifications framework. You and your training organisation must be aware of the requirements of the relevant AQF qualification or course requirements, from the endorsed training package, as you implement course delivery.	Aspire's learning resources, practice tasks and learning checkpoints have been pitched at a level suitable for the unit of competency and the qualifications for which it is relevant, based on the specifications in the Australian Qualifications Framework (AQF) (Second edition, January 2013). For more information regarding these specifications, and to download the Australian Qualifications Framework, visit the AQF website at: www.aqf.edu.au .
Volume of learning When developing training and assessment strategies for this unit and the qualification for which it is relevant, you and your training organisation must take into account the volume of learning requirements as defined by the Australian Qualifications Framework. An explanation of volume of learning can be accessed at: www.aqf.edu.au/wp-content/uploads/2013/06/Volume-of-Learning-Explanation.pdf	Aspire ensures that each unit of competency is covered completely and in depth in both the learning content and the assessment. This approach will help you meet volume of learning requirements as you develop your training and assessment strategies.

Section 2: Unit of competency information

2.1 Unit of competency

CHCCCS015 Provide individualised support

Modification history

Release	Comments
Release 1	<p>This version was released in <i>CHC Community Services Training Package release 2.0</i> and meets the requirements of the 2012 Standards for Training Packages.</p> <p>Merged CHCICS302B/HLTCS304D. Significant change to the elements and performance criteria. New evidence requirements for assessment including volume and frequency requirements.</p> <p>Significant changes to knowledge evidence.</p>

Application

This unit describes the skills and knowledge required to organise, provide and monitor support services within the limits established by an individualised plan. The individualised plan refers to the support or service provision plan developed for the individual accessing the service and may have many different names in different organisations.

This unit applies to workers who provide support under direct or indirect supervision in any community services or health context.

The skills in this unit must be applied in accordance with Commonwealth and State/Territory legislation, Australian/New Zealand standards and industry codes of practice.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
<i>Elements define the essential outcomes</i>	<i>Performance criteria describe the performance needed to demonstrate achievement of the element.</i>

2.2 Unit of competency assessment requirements

Assessment Requirements for CHCCCS015 Provide individualised support

Modification History

Release	Comments
Release 1	<p>This version was released in <i>CHC Community Services Training Package release 2.0</i> and meets the requirements of the 2012 Standards for Training Packages.</p> <p>Merged CHCICS302B/HLTCS04D. Significant change to the elements and performance criteria. New evidence requirements for assessment including volume and frequency requirements. Significant changes to knowledge evidence.</p>
Performance Evidence	<p>The candidate must show evidence of the ability to complete tasks outlined in elements and performance criteria of this unit, manage tasks and manage contingencies in the context of the job role. There must be evidence that the candidate has:</p> <ul style="list-style-type: none"> used individualised plans as the basis for the support of 3 individuals
Knowledge Evidence	<p>The candidate must be able to demonstrate essential knowledge required to effectively complete tasks outlined in elements and performance criteria of this unit, manage tasks and manage contingencies in the context of the work role. This includes knowledge of:</p> <ul style="list-style-type: none"> rationale and processes underpinning individualised support planning and delivery: <ul style="list-style-type: none"> basic principles of person-centred practice, strengths-based practice and active support documentation and reporting requirements roles and responsibilities of different people and the communication between them: <ul style="list-style-type: none"> carers and family person being supported health professionals individual workers supervisors service delivery models in the relevant sector legal and ethical requirements and how these are applied in an organisation and individual practice, including: <ul style="list-style-type: none"> privacy, confidentiality and disclosure

3.2 Learning mapping

CHCCCS015 Provide individualised support, Release 1

Unit of competency	Content	Practice tasks	Learning checkpoint
Element 1: Determine support needs	Topic 1: Determine support needs	n/a	n/a
1.1 Interpret and clarify own role in implementing individualised plan and seek appropriate support for aspects outside scope of own knowledge, skills or job role	1A Clarify own role in implementing individualised plan	1	LC 1: Part A 2, 3
1.2 Confirm individualised plan details with the person and with family and carers when appropriate	1B Confirm individualised plan details	2	LC 1: Part A 1, 3, 4
1.3 Ensure the person is aware of their rights and complaints procedures	1C Ensure the person is aware of their rights and complaints procedures	3	LC 1: Part A 4, 7 Part B 3, 4
1.4 Work with the person to identify actions and activities that support the individualised plan and promote the person's independence and rights to make informed decision-making	1D Support the individualised plan	4	LC 1: Part A 5 Part B 1, 5, 6
1.5 Prepare for support activities according to the person's individualised plan, preferences and organisation policies, protocols and procedures	1E Prepare for support activities	5	LC 1: Part B 5, 6
Element 2: Provide support services	Topic 2: Provide support services	n/a	n/a
2.1 Conduct exchanges with the person in a manner that develops and maintains trust	2A Conduct exchanges with the person in a manner that develops and maintains trust	6	LC 2: Part A 1, 2, 3

Final assessment tasks

The final assessment provided in Aspire's print learner guide or online resource includes an overview that is laid out as follows (or similar):

To demonstrate your competency using this final assessment you must successfully complete four assessment tasks.

Complete the following task	<ul style="list-style-type: none">• Part A – Questioning You will demonstrate a sound knowledge of the unit requirements in your responses.• Part B – Case study questions You will demonstrate a sound knowledge of the unit requirements in your responses.• Part C – Observation You will demonstrate your skills and knowledge in a simulated workplace environment.
Refer to the Aspire <i>Practical placement logbook</i> for this unit	<ul style="list-style-type: none">• Practical placement Your performance will be assessed in the workplace.

Please note that Part C is only included where the Assessment requirements for the unit of competency specify aspects of performance evidence that must be demonstrated in a simulated environment before practical placement. In all other cases, observation tasks have been incorporated into the practical placement assessment. Please refer to Aspire's *Practical placement logbook – User guide* for further information.

How to use the assessment plan

Once assessment tasks and options have been discussed with the candidate, required and preferred tasks should be selected and documented in the assessment plan. An example of the assessment plan is provided here.

Assessment plan	
Training organisation name:	
Candidate name:	
Phone number:	
Date:	
Email:	
Assessor name:	
Unit of competency:	CHCCCS015 Provide individualised support, Release 1
Assessment tasks to be undertaken:	<input type="checkbox"/> Part A – Questions <input type="checkbox"/> Part B – Case study questions <input type="checkbox"/> Practical placement
Ready for assessment declaration:	<p>I confirm that the purpose and procedures of this assessment have been clearly explained to me. I have been consulted about any special needs I might have in relation to the assessment process. The criteria to be used for this assessment have been discussed with me, as have the consequences and possible outcomes of the assessment.</p> <p>I have accessed and understand general assessment information as provided by my training organisation.</p> <p>I have been given fair notice of the date, time, venue and other arrangements for this assessment. I have completed a self-assessment of my performance of the skills and knowledge for this unit and confirm that I am ready for assessment.</p>

4.3 Assessment mapping

CHCCCS015 Provide individualised support, Release 1

Unit of competency	Part A – Questions	Part B – Case study questions	Practical placement
Element 1: Determine support needs			
1.1 Interpret and clarify own role in implementing individualised plan and seek appropriate support for aspects outside scope of own knowledge, skills or job role			O1
1.2 Confirm individualised plan details with the person and with family and carers when appropriate			O3
1.3 Ensure the person is aware of their rights and complaints procedures			O4
1.4 Work with the person to identify actions and activities that support the individualised plan and promote the person's independence and rights to make informed decision-making			O6
1.5 Prepare for support activities according to the person's individualised plan, preferences and organisation policies, protocols and procedures			O7
Element 2: Provide support services			
2.1 Conduct exchanges with the person in a manner that develops and maintains trust			O8
2.2 Provide support according to the individualised plan, the person's preferences and strengths, and organisation policies, protocols and procedures			O9

4.4 Assessment solutions and marking guidance

General guidance

Assessors should review the solutions provided and adapt and/or contextualise them (and the final assessment tasks themselves where necessary) to suit the training and assessment context as part of their assessment planning activities.

The solutions to final assessment tasks presented in this section should serve as a reliable guide to the type of information that should be included in the assessment candidate's response. The answers provided by the assessment candidate will vary due to a number of factors, including the:

- candidate's own experiences
- candidate's workplace experiences
- interpretation of the assessment task by the assessment candidate/assessor
- type of organisation, work practices, processes and systems encountered by the candidate.

The nature and variety of the tasks presented means that, in some cases, there will be numerous correct responses and the solutions provided cannot cater for all contexts and eventualities.

In general terms:

- For questions with a single answer, Aspire has provided the correct answer.
- For questions that do not have a single answer, it is understood that answers will vary within certain parameters.
- For questions where the candidate has to list a certain number of items, Aspire has provided a more comprehensive listing from which candidate responses may be drawn. However, this list may not in all cases be definitive, and assessors should account for other possible correct responses.
- For activities that involve responding to a scenario, Aspire has provided an example of how the candidate may respond. Depending on the question, the terminology used will indicate either what the candidate should have included in their response, or may have included. However, assessors should take into account different phrasing used by the candidate, or different responses that may be equally correct.
- For activities that take place in the workplace or involve workplace documentation, assessors should consider whether the candidate has achieved the intent of the activity, taking into account the candidate's workplace context.
- For activities that involve writing reports or completing documentation provided, Aspire can only provide an example response. Assessors should again consider whether the candidate's response is appropriate to the task within the context of the candidate's training and/or workplace.

4.5 Completing the record of outcome

Once all required assessment tasks and options have been completed satisfactorily by the candidate, the final assessment record of outcome form must be completed.

This must be submitted to your training organisation's records administration as soon as possible after the final assessment tasks are completed and marked. An example is provided here.

Record of outcome

Training organisation name:		
Candidate name:		
Unit code and title:	CHCCCS015 Provide individualised support, Release 1	
Assessor name:		
Assessor email:		
Assessor phone number:		
Assessment tasks:		Satisfactorily completed
	Part A – Questions	<input type="checkbox"/>
	Part B – Case study questions	<input type="checkbox"/>
	Practical placement	<input type="checkbox"/>
Declaration:	<p>In completing this assessment, I confirm that the candidate has demonstrated all unit outcomes through consistent and repeated application of skills and knowledge with competent performance demonstrated in multiple instances over a period of time.</p> <p>Evidence collected has been confirmed as:</p>	