

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	23
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	38
3.4 Solutions to practice tasks	39
3.5 Solutions to learning checkpoints	47
Section 4: Assessment	61
4.1 Assessment approach	61
4.2 Assessment procedures	62
4.3 Assessment mapping	68
4.4 Assessment solutions and marking guidance	76
4.5 Completing the record of outcome	98
Section 5: Forms	100
Section 6: Glossary of VET terminology	101

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
<p>Australian Qualifications Framework</p> <p>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.</p> <p>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.</p>	<p>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.</p>
<p>Volume of learning</p> <p>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</p>	<p>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.</p>

Section 2: Unit of competency information

2.1 Unit of competency

CHCCCS023 Support independence and wellbeing 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 CHCAC317A/ CHCICS303A/ CHCICS406B/ CHCICS407B/ CHCDIS400C. Significant change to the elements and performance criteria. New evidence requirements for assessment including volume and frequency requirements. Minimum work hours added. Significant changes to knowledge evidence.</p>

Application

This unit describes the skills and knowledge required to provide individualised services in ways that support independence, as well as, physical and emotional wellbeing.

This unit applies to workers in a range of community services contexts who provide frontline support services within the context of an established individualised plan.

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.

2.2 Unit of competency assessment requirements

Assessment Requirements for CHCCCS023 Support independence and wellbeing

Modification History

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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 CHCAC317A/ CHCICS303A/ CHCICS406B/ CHCICS407B/ CHCDIS400C. Significant change to the elements and performance criteria. New evidence requirements for assessment including volume and frequency requirements. Minimum work hours added. 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 demonstrated evidence that the candidate has:</p> <ul style="list-style-type: none"> • safely supported at least 3 people to enhance independence and wellbeing • performed the activities outlined in the performance criteria of this unit during a period of at least 120 hours of direct support work in at least one aged care, home and community, disability or community service organisation.
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"> • basic human needs: <ul style="list-style-type: none"> – physical – psychological – spiritual – cultural – sexual • concept of self-actualisation • human development across the lifespan • wellbeing, including: <ul style="list-style-type: none"> – physical – psychological – social

3.2 Learning mapping

CHCCCS023 *Support independence and wellbeing*, Release 1

Unit of competency	Content	Practice tasks	Learning checkpoint
Element 1: Recognise and support individual differences	Topic 1: Recognise and support individual differences	n/a	n/a
1.1 Recognise and respect the person's social, cultural and spiritual differences	1A Recognise and respect social, cultural and spiritual differences	1	LC1: Part A 1, 2, 3, 4, 5
1.2 Avoid imposing own values and attitudes on others and support the person to express their own identity and preferences	1B Avoid imposing your own values and attitudes and support the person's identity and preferences	2	LC1: Part A 6 Part B 5
1.3 Consider the person's individual needs, stage of life, development and strengths when engaging in support activities	1C Consider individual needs when engaging in support activities	3	LC1: Part B 1, 2
1.4 Recognise, respect and accommodate the person's expressions of identity and sexuality as appropriate in the context of their age or stage of life	1D Recognise, respect and accommodate expressions of identity and sexuality	4	LC1: Part B 3 Part C 6
1.5 Promote and facilitate opportunities for participation in activities that reflect the person's individual physical, social, cultural and spiritual needs	1E Promote and facilitate activity opportunities that reflect the person's individual needs	5	LC1: Part C 1, 2, 3, 4
Element 2: Promote independence	Topic 2: Promote independence	n/a	n/a
2.1 Support the person to identify and acknowledge their own strengths and self-care capacity	2A Support the person to identify and acknowledge their own strengths	6	LC2: Part A 2 Part C 1

4.2 Assessment procedures

Contextualisation

Final assessment tasks provided to candidates may need to be contextualised to include such requirements as organisational policies and procedures, work health and safety management strategies, state/territory regulatory requirements and organisational resources or equipment.

If contextualising any resources, assessors must:

- meet with key personnel within the organisation such as supervisors, human resources personnel and team leaders to identify sources of information and establish how performance and knowledge are demonstrated within the workplace
- re-map the resources in the relevant mapping documentation to ensure the integrity of the assessment tool is unaffected
- forward contextualised resources to your training organisation's compliance manager for approval.

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.

<p>Complete the following task</p>	<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.
<p>Refer to the Aspire <i>Practical placement logbook</i> for this unit</p>	<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:	CHCCCS023 Support independence and wellbeing, 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

CHCCCS023 Support independence and wellbeing, Release 1

Unit of competency	Part A – Questions	Part B – Case study questions	Practical placement
Element 1: Recognise and support individual differences			
1.1 Recognise and respect the person's social, cultural and spiritual differences	Q8, Q9		O1
1.2 Avoid imposing own values and attitudes on others and support the person to express their own identity and preferences	Q4		O2
1.3 Consider the person's individual needs, stage of life, development and strengths when engaging in support activities	Q5	CS7, CS8, CS14	
1.4 Recognise, respect and accommodate the person's expressions of identity and sexuality as appropriate in the context of their age or stage of life	Q12		O4
1.5 Promote and facilitate opportunities for participation in activities that reflect the person's individual physical, social, cultural and spiritual needs	Q6, Q7, Q8, Q9, Q11, Q12	CS2	O5
Element 2: Promote independence			
2.1 Support the person to identify and acknowledge their own strengths and self-care capacity	Q1, Q27	CS2, CS3	O6
2.2 Assist the person to identify opportunities to utilise their strengths, while communicating the importance of using available support when required	Q13	CS2, CS3, CS7, CS8	O7

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:	CHCCCS023 Support independence and wellbeing, 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> <table><tr><td><input type="checkbox"/> Valid</td><td><input type="checkbox"/> Sufficient</td></tr><tr><td><input type="checkbox"/> Current</td><td><input type="checkbox"/> Authentic</td></tr></table>		<input type="checkbox"/> Valid	<input type="checkbox"/> Sufficient	<input type="checkbox"/> Current	<input type="checkbox"/> Authentic
<input type="checkbox"/> Valid	<input type="checkbox"/> Sufficient					
<input type="checkbox"/> Current	<input type="checkbox"/> Authentic					