

## Errata

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**Title:** Provide individualised support – Trainer’s and assessor’s guide (TAG)

**Affected edition:** Version 1.1 October 2015; Version 1.2 November 2015; Version 1.3 August 2016

**Page numbers:** 27–35

Attachments
NEW pp. 27–35: CHCCCS015 Provide individualised support and wellbeing – TAG

**Please use the attached pages to replace erroneous page in the above resource.**

Aspire Learning Resources

## 3.2 Learning mapping

CHCCCS015 Provide individualised support, Release 1

Unit of competency	Content	Practice tasks	Learning checkpoint
<b>Element 1: Determine support needs</b>	<b>Topic 1: Determine support needs</b>	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	LC1: Part A 6 LC2: Part B 12 LC3: Part A 1, 6
1.2 Confirm individualised plan details with the person and with family and carers when appropriate	1B Confirm individualised plan details	2	LC1: Part A 1, 4, Part B 5 LC2: Part B 7 LC3: Part A 1
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	LC1: Part B 3, 4, 5, 7
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	LC1: Part A 3, 5, Part B 3, 4, 5, 6, 7 LC2: Part B 1 LC3: Part A 1
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	LC2: Part A 6, Part B 1, 3 LC3: Part B 1–3
<b>Element 2: Provide support services</b>	<b>Topic 2: Provide support services</b>	n/a	n/a

Unit of competency	Content	Practice tasks	Learning checkpoint
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	LC2: Part A 2, 3 LC3: Part A 1 LC4: Part B 5
2.2 Provide support according to the individualised plan, the person's preferences and strengths, and organisation policies, protocols and procedures	2B Provide support according to the individualised plan	7	LC2: Part A 6, 7, Part B 1, 2, 3 LC3: Part A 1, Part B 1-3
2.3 Assemble equipment as and when required according to established procedures and the individualised plan	2C Assemble equipment as and when required	8	LC1: Part A 2 LC2: Part B 4
2.4 Respect and include the family and/or carer as part of the support team	2D Include the family and/or carer	9	LC1: Part A 4, Part B 4, 5 LC2: B 4
2.5 Provide support according to duty of care and dignity of risk requirements	2E Provide support according to duty of care and dignity of risk	10	LC2: Part B 4, 8, 9 LC4: Part B 4
2.6 Provide assistance to maintain a safe and healthy environment	2F Provide assistance to maintain a safe and healthy environment	11	LC2: Part B 5, 11 LC4: Part B 4-8
2.7 Provide assistance to maintain a clean and comfortable environment	2G Provide assistance to maintain a clean and comfortable environment	12	LC2: Part B 6, 10, 11
2.8 Respect individual differences to ensure maximum dignity and privacy when providing support	2H Respect individual differences	13	LC2: Part A 3, 4, 5, Part B 9 LC4: Part B 5

Unit of competency	Content	Practice tasks	Learning checkpoint
2.9 Seek assistance when it is not possible to provide appropriate support	2I Seek assistance when it is not possible to provide appropriate support	14	LC1: Part A 5, 6
<b>Element 3: Monitor support activities</b>	<b>Topic 3: Monitor support activities</b>	<b>n/a</b>	<b>n/a</b>
3.1 Monitor own work to ensure the required standard of support is maintained	3A Monitor own work	15	LC3: Part A 1, 6 Part B 1–3
3.2 Involve the person in discussions about how support services are meeting their needs and any requirement for change	3B Involve the person in discussions	16	LC3: Part A 1
3.3 Identify aspects of the individualised plan that might need review and discuss with supervisor	3C Identify aspects of the individualised plan that might need review	17	LC1: Part B 3 LC3: Part A 2, 3, 5
3.4 Participate in discussion with the person and supervisor in a manner that supports the person's self determination	3D Support the person's self determination	18	LC2: Part B 1 LC3: Part A 2–5
<b>Element 4: Complete reporting and documentation</b>	<b>Topic 4: Complete reports and documentation</b>	<b>n/a</b>	<b>n/a</b>
4.1 Maintain confidentiality and privacy of the person in all dealings within organisation policy and protocols	4A Maintain confidentiality and privacy	19	LC1: Part A 4 LC2: Part A 4, Part B 3 LC4: Part A 1, Part B 5
4.2 Comply with the organisation's informal and formal reporting requirements, including reporting observations to supervisor	4B Comply with reporting requirements	20	LC4: Part A 1 Part B 1–8

Unit of competency		Content	Practice tasks	Learning checkpoint
4.3	Identify and respond to situations of potential or actual risk within scope of own role and report to supervisor as required	4C Identify and respond to situations of potential or actual risk	21	LC2: Part B 9, 12 LC4: Part A 1, Part B 1–8
4.4	Identify and report signs of additional or unmet needs of the person and refer in accordance with organisation and confidentiality requirements	4D Identify and report signs of additional or unmet needs	22	LC2: Part A 1 LC3: Part A 1, 2, 3 LC4: Part A 1, Part B 1–8
4.5	Complete and maintain documentation according to organisation policy and protocols	4E Complete and maintain documentation	23	LC4: Part A 1, Part B 1–8
4.6	Store information according to organisation policy and protocols	4F Store information	24	LC2: Part B 3 LC4: Part A 1
<b>Performance evidence</b>				
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:				
PE1	Used individualised plans as the basis for the support of three individuals	1A Clarify own role in implementing individualised plan 1B Confirm individualised plan details 2B Provide support according to the individualised plan	1, 2, 4, 5, 7, 17	n/a
<b>Knowledge evidence</b>				
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:				

Unit of competency		Content	Practice tasks	Learning checkpoint
KE1	Rationale and processes underpinning individualised support planning and delivery: basic principles of person-centred practice, strengths-based practice and active support	Topic 1 Determine support needs	1, 2, 4, 5	LC1: Part A 5 LC2: Part A 1, Part B 1, 2 LC3: Part A 1–5 Part B 1–3
KE2	Rationale and processes underpinning individualised support planning and delivery: documentation and reporting requirements	2B Provide support according to the individualised plan 3D Support the person's self determination	2, 18	LC1: Part A 5 LC3: Part A 1, 4, 5 LC4: Part A 1, Part B 1–8
KE3	Roles and responsibilities of different people and the communication between them: carers and family	4B Comply with reporting requirements	19, 20, 22, 23	LC1: Part A 4, Part B 5 LC2: Part B 4, 12
KE4	Roles and responsibilities of different people and the communication between them: person being supported	1B Confirm individualised plan details 2D Respect and include the family/carer	2, 9	LC2: Part B 1, 4, 12
KE5	Roles and responsibilities of different people and the communication between them: health professionals	1B Confirm individualised plan details 2A Conduct exchanges with the person in a manner that develops and maintains trust	2	LC1: Part A 6 LC2: Part B 12
KE6	Roles and responsibilities of different people and the communication between them: individual workers	1A Clarify own role in implementing individualised plan 2I Seek assistance when it is not possible to provide support	1, 14	LC1: Part B 5 LC2: Part B 10, 11 LC3: Part A 1–5, Part B 1–3 LC4: Part A 1, Part B 1–8

Unit of competency		Content	Practice tasks	Learning checkpoint
KE7	Roles and responsibilities of different people and the communication between them: supervisors	1A Clarify own role in implementing individualised plan 2G Provide assistance to maintain a clean and comfortable environment	1	LC1: Part A 6 LC2: Part B 12 LC4: Part A 1, Part B 1–8
KE8	Service delivery models in the relevant sector	1A Interpret and clarify own role 3C Identify aspects of individualised plan that might need review	1, 17	LC3: Part A 1, 3, 6, Part B 1–3
KE9	Legal and ethical requirements and how these are applied in an organisation and individual practice: privacy, confidentiality and disclosure	3D Support the person's self determination	18	LC2: Part A 4 LC3: Part A 5 LC4: Part A 1, Part B 1–8
KE10	Legal and ethical requirements and how these are applied in an organisation and individual practice: duty of care	2H Respect individual differences 4A Maintain confidentiality and privacy	13, 19	LC2: Part B 4, 8, 11 LC4: Part B 1–8
KE11	Legal and ethical requirements and how these are applied in an organisation and individual practice: dignity of risk	2E Provide support according to duty of care and dignity of risk	10	LC2: Part B 4, 9
KE12	Legal and ethical requirements and how these are applied in an organisation and individual practice: human rights	1C Ensure the person is aware of their rights and complaints procedures 2H Respect individual differences	10	LC1: Part B 1, 5, 7 LC2: Part A 5 LC3: Part A 1–5
KE13	Legal and ethical requirements and how these are applied in an organisation and individual practice: discrimination	1C Ensure the person is aware of their rights and complaints procedures	3	LC1: Part B 2, 5, 7 LC2: Part A 5

Unit of competency		Content	Practice tasks	Learning checkpoint
KE14	Legal and ethical requirements and how these are applied in an organisation and individual practice: mandatory reporting	4B Comply with reporting requirements	3	LC4: Part A 1, 2
KE15	Legal and ethical requirements and how these are applied in an organisation and individual practice: work role boundaries – responsibilities and limitations	1A Clarify own role in implementing individualised plan	1, 20	LC1: Part B 5 LC2: Part B 11, 12 LC3: Part A 1–5, Part B 1–3 LC4: Part A 1, 2 Part B 1–8
KE16	Factors that affect people requiring support	1B Confirm individualised plan details 2H Respect individual differences	1, 14	LC1: Part B 5 LC2: Part A 5, 8, Part B 11 LC4: B 1–8
KE17	Practices that support skill maintenance and development	2I Respect individual differences 2C Assemble equipment as and when required	7	LC1: Part B 5 LC2: Part A 7 LC3: Part A 1–5, Part B 1–3
KE18	Indicators of unmet needs and ways of responding	4D Identify and report signs of additional or unmet needs	22	LC1: Part B 5 LC3: Part A 1, 3
KE19	Risk management considerations and ways to respond to identified risks	4C Identify and respond to situations of potential or actual risk 4D Identify and report signs of additional or unmet needs	21, 22	LC2: Part B 4, 9 LC4: Part A 1, 2, Part B 1–8
<b>Foundation skills</b>				



Unit of competency		Content	Practice tasks	Learning checkpoint
FS1	Learning	1A Clarify own role in implementing individualised plan	1	LC1: Part A 6 LC2: Part B 4 LC3: Part A 1
FS2	Reading	2B Provide support according to the individualised plan	7	LC2: Part B 4
FS3	Writing	4B Comply with reporting requirements 4E Complete and maintain documentation	20, 23	LC2: Part B 1 LC4: Part B 6
FS4	Oral communication	3B Involve the person in discussions	16	LC2: Part A 1–8
FS5	Numeracy	4E Complete and maintain documentation	23	n/a
FS6	Teamwork	2I Seek assistance when it is not possible to provide appropriate support	14	LC1: Part A 6 LC3: Part A 5
FS7	Planning and organising	2G Provide assistance to maintain a clean and comfortable environment	12	LC1: Part A 5
FS8	Making decisions	1C Ensure the person is aware of their rights and complaints procedures	3	LC1: Part A 2 LC2: Part B 4, 9

Unit of competency		Content	Practice tasks	Learning checkpoint
FS9	Problem-solving	3A Monitor own work 4C Identify and respond to situations of potential or actual risk	15, 21	LC1: Part A 2 LC2: Part B 4, 9
FS10	Innovation and creation	2C Assemble equipment as and when required	8	LC1: Part A 5
FS11	Technology and digital literacy	4F Store information	24	LC2: Part B 4
<b>Dimensions of competency*</b>				
Task skills		Throughout	1, 2, 4, 5, 7, 17	Throughout
Task management skills		1E Prepare for support activities	5	LC1: Part A 5
Contingency management skills		3A Monitor own work 4C Identify and respond to situations of potential or actual risk	15, 21	LC1: Part A 6 LC2: Part A 4, Part B 9
Job role/environment skills		1B Confirm individualised plan details 2A Conduct exchanges with the person in a manner that develops and maintains trust	2, 6	LC1: Part A 5 LC2: Part A 1–8 LC3: Part A 5

\*NB: For the purposes of mapping, Aspire has here indicated the most relevant instances where each dimension of competency has been covered. Each dimension of competency may be covered in other parts of the content.