



# ASSESSMENT KIT SAMPLE

Includes:

- Student Assessment Booklet
- Marking Guide with Mapping
- Assessment Record Tool



# STUDENT ASSESSMENT BOOKLET

CHCCCS011 MEET PERSONAL SUPPORT NEEDS

Student first name: \_\_\_\_\_

Student last name: \_\_\_\_\_

## ASSESSMENT OVERVIEW

This Student Assessment Booklet includes all your tasks for assessment of CHCCCS011 Meet personal support needs.

## ABOUT YOUR ASSESSMENTS

This unit requires that you complete 4 assessment tasks. You are required to complete all tasks to demonstrate competency in this unit.

Assessment Task	About this task
Assessment Task 1: Written questions	You must correctly answer all 11 questions to show that you understand the knowledge required of this unit.
Assessment Task 2: Case study	You are to read the case study and complete the questions.
Assessment Task 3: Role plays	You are to work in a simulated workplace environment. You will be observed: <ul style="list-style-type: none"><li>▪ transferring a person in and out of a vehicle</li><li>▪ transferring a client from a bed to a chair using a hoist</li><li>▪ using a hoist in a falls recovery situation.</li></ul>
Assessment Task 4: Observation task	You are to be observed in your work placement service supporting at least two clients with a variety of personal care needs.

### Supporting resources

You may like to look at the following websites, books and documents for more information about the topics related to this unit:

- Arnott, G 2011, *The Disability Support Worker*, Pearson Australia, Frenchs Forest, NSW.
- Croft, H 2013, *The Australian Carer* 3rd edn, Pearson Australia, Frenchs Forest, NSW.

### How to submit your assessments

When you have completed each assessment task you will need to submit it to your assessor.

Instructions about submission can be found at the beginning of each assessment task.

### Assessment Task Cover Sheet

At the beginning of each task in this booklet, you will find an Assessment Task Cover Sheet. Please fill it in for each task, making sure you sign the student declaration.

Your assessor will give you feedback about how well you went in each task, and will write this on the back of the Task Cover Sheet.

Make sure you photocopy your written activities before you submit them – your assessor will put the documents you submit into your student file. These will not be returned to you.

### Assessment appeals

You can make an appeal about an assessment decision by putting it in writing and sending it to us. Refer to your Student Handbook for more information about our appeals process.

## ASSESSMENT TASK COVER SHEET – ASSESSMENT TASK 1

Students: Please fill out this cover sheet clearly and accurately for this task.  
Make sure you have kept a copy of your work.

Name:				
Date of birth:		Student ID:		
Unit: ▪ CHCCCS011 Meet personal support needs				
Student to complete		Assessor to complete		
Assessment Task	Resubmission? Y/N	Student initials	Sufficient/ insufficient	Date
Written questions				

### STUDENT DECLARATION

I \_\_\_\_\_ declare that these tasks are my own work.

None of this work has been completed by any other person.

I have not cheated or plagiarised the work or colluded with any other student/s.

I have correctly referenced all resources and reference texts throughout these assessment tasks.

I understand that if I am found to be in breach of policy, disciplinary action may be taken against me.

Student signature: \_\_\_\_\_

Student name: \_\_\_\_\_

Date: \_\_\_\_\_



## ASSESSMENT TASK 1: WRITTEN QUESTIONS



### TASK SUMMARY:

- This is an open book test – you can use the Internet, textbooks and other documents to help you with your answers if required.
- You must answer all 11 questions correctly.
- Write your answers in the space provided.
- If you need more space, you can use extra paper. All extra pieces of paper must include your name and the question number/s you are answering.
- You may like to use a computer to type your answers. Your assessor will tell you if you can email them the file or if you need to print a hard copy and submit it.

### WHAT DO I NEED IN ORDER TO COMPLETE THIS ASSESSMENT?

- Access to textbooks and other learning materials.
- Access to a computer and the Internet (if you prefer to type your answers).

### WHEN DO I DO THIS TASK?

- You will do this task in the classroom or as homework – your assessor will advise.
- Write in the due date as advised by your assessor: \_\_\_\_\_

### WHAT DO I NEED TO DO IF I GET SOMETHING WRONG?

If your assessor marks any of your answers as incorrect, they will talk to you about resubmission. You will need to do one of the following:

- Answer the questions that were incorrect in writing.
- Answer the questions that were incorrect verbally.

**QUESTION 1**

a) What is the purpose of a job description for a personal support provider?



b) A work colleague has asked you to do something that is outside the training you have done. What would you do?



c) What are three workplace health and safety responsibilities of an employer in relation to manual handling?



d) What does duty of care mean?



## ASSESSMENT TASK 2: CASE STUDY



### TASK SUMMARY:

You are to read the case study and complete the questions that follow.

### WHAT DO I NEED IN ORDER TO COMPLETE THIS ASSESSMENT?

- Access to textbooks and other learning materials
- Access to a computer and the Internet (if you prefer to type your responses).

### WHEN DO I DO THIS TASK?

- You will do this task in the classroom or as homework – your assessor will advise.
- Write in the due date as advised by your assessor: \_\_\_\_\_

### WHAT DO I NEED TO DO IF I GET SOMETHING WRONG?

If your assessor marks any of your answers as incorrect, they will talk to you about resubmission. You will need to do one of the following:

- Answer the questions that were incorrect in writing.
- Answer the questions that were incorrect verbally.

### CASE STUDY: IRIS

*Iris receives Home and Community Care Services to provide her with personal care services.*

*The HACC worker visits three times a week to shower Iris. She also has cleaning services once a week. The cleaners only do the bathroom and toilet as Iris has been able to manage vacuuming, dusting and general cleaning herself.*

*Iris has recently had a hip replacement. She is out of hospital and is now recovering at home. The HACC worker has called to discuss whether her services are now adequate.*

*She says that she doesn't feel up to heavy work, but would still like to do as much cleaning as she is able to. She also finds standing at the stove to cook her meals difficult.*

*She has received some equipment from the hospital to help her – a raised toilet seat and a front-wheeled walker. Iris says that she is not sure how she will go in the shower because she feels a bit unsteady.*

1. What additional cleaning services would you recommend to Iris? List at least three.

Empty response box for question 1.

2. What cleaning jobs would Iris still be able to do?

Empty response box for question 2.

SAMPLE

## ASSESSMENT TASK 3: ROLE PLAY



### TASK SUMMARY:

For this task you will be working in a simulated workplace environment. The task has three parts:

- Part 1: Transfer person in and out of a vehicle
- Part 2: Transfer client from bed to chair using a hoist
- Part 3: Falls recovery using hoist.

### PART 1: TRANSFER PERSON IN AND OUT OF A VEHICLE

#### WHAT DO I NEED IN ORDER TO COMPLETE PART 1 OF THIS ASSESSMENT?

- Access to a vehicle
- A person to play the role of the client
- A walking aid (wheeled walker)
- Client's possessions (a purse and some papers)
- A workplace procedure for transferring clients (provided by your assessor).

#### WHEN DO I DO PART 1 OF THIS ASSESSMENT?

- This will need to be undertaken in a simulated workplace environment.
- Write in the due date as advised by your assessor: \_\_\_\_\_

#### WHAT DO I NEED TO DO IF I GET SOMETHING WRONG?

If your assessor sees that you have not shown appropriate skills or knowledge, they will give you some feedback and you will need to do the specific task again.

#### INSTRUCTIONS:

##### Your client

Your client, who is elderly and frail, is on the way to their doctor's appointment. They will be role played by one of your classmates or your assessor.

Your assessor will provide you with information about the physical and sensory needs of your client. Ask questions to confirm the assistance that you need to provide if you are unsure.

##### Your assessor will be looking to see that you:

Check the client's individual needs and confirm their needs for assistance

Identify risks to yourself and the client

*For example, risks might include other vehicles moving in the area; reaching; moving; exertion of high force; clients who are unpredictable, resistive, uncooperative; client health/physical issues etc*

Put steps in place to reduce risks identified

Assess the client's ability to participate in the process

Prepare for the task by ensuring:

- the vehicle is parked in an accessible position
- the seat is in the correct position
- the seatbelt is accessible.

## ASSESSMENT TASK 4: OBSERVATION TASKS



### TASK SUMMARY:

You are to support at least two clients with a range of personal care needs.

### WHAT DO I NEED IN ORDER TO COMPLETE THIS ASSESSMENT?

- Access to at least two clients
- Approval from each client and their work placement supervisor to undertake personal care activities
- Personal care aids, supplies and equipment specific to the activities being undertaken
- Access to a qualified aged care worker (for example, your supervisor)
- Journal (see end of this task)
- Supervisor confirmation checklist (see end of this task).

### WHEN DO I DO THIS TASK?

- You will do this task during your assessor's visit to your work placement service.
- Write in the date of your assessor's visit: \_\_\_\_\_

### WHAT DO I NEED TO DO IF I GET SOMETHING WRONG?

If your assessor sees that you have not shown appropriate skills or knowledge, or receives feedback from your supervisor that you did not show appropriate skills or knowledge, they will give you some feedback and you will need to do the specific task again.

### INSTRUCTIONS:

For this task you need to provide personal care support for at least two clients, as set out in their individualised care plans.

Each of the following tasks must be demonstrated at least once during the care that you provide:

- Bed bathing
- Showering
- Oral hygiene
- Grooming
- Shaving
- Dressing and undressing
- Eating and drinking
- Using aids and equipment – such as hoists, wheelchairs, walkers, lift chairs, motorised beds, crutches,
- Toileting and/or use of continence aids.

**Note:** You do not have to do each task twice – for example, you might bed-bath client 1 and shower client 2.



# MARKING GUIDE

CHCCCS011 PERSONAL SUPPORT  
NEEDS

## ASSESSMENT INFORMATION

### About this marking guide

This document is to be used as a guide to marking the assessment tasks required for this unit.

This document outlines the instructions provided to the student for each task and accompanying sample/ benchmark answers and any relevant instructions for the assessor.

### Assessment tasks

This unit is assessed in the following ways:

Assessment Task	Overview
Assessment Task 1: Written questions	Students must correctly answer all 11 questions to show that they understand the knowledge required of this unit.
Assessment Task 2: Case study	Students are to read the case study and complete the questions.
Assessment Task 3: Role play	Students are to work in a simulated workplace environment. They will be observed: <ul style="list-style-type: none"><li>▪ transferring a person in and out of a vehicle</li><li>▪ transferring a client from a bed to a chair</li><li>▪ using a hoist in a falls recovery situation.</li></ul>
Assessment Task 4: Observation task	Students are to be observed in their work placement service supporting at least two clients with a variety of personal care needs.

### Assessment plan

The Student Assessment Booklet includes an assessment plan that students are required to read and sign. Get this signed plan before students begin the assessment tasks for this unit. Students can use this plan to declare whether they need any support or adjustments.

### Assessment documents

We have developed a range of comprehensive assessment documents for assessment of this unit.

Assessors will need the following documents:

- Assessment Record Tool – to be used by the assessor to record the decision-making process. Details about workplace-based tasks are also included in this document.
- This Marking Guide, which includes:
  - a guide to assessors on the process of assessment
  - benchmark responses to assessment tasks
  - mapping of assessment tasks to unit of competency requirements (see the end of this booklet).

Students will need to receive:

- Student Assessment Booklet for this unit
- Work Placement Booklet (students only need to be given this once).

Assessors must provide students with the due date for each assessment task for this unit – students should be instructed to write the dates in their Student Assessment Booklet.

## ASSESSMENT TASK 1: WRITTEN QUESTIONS



### TASK SUMMARY:

- This is an open book test.
- Students need to answer all 11 questions correctly.
- Students must answer the questions by writing in the space provided.
- If students need more space, they can use extra paper. All additional sheets of paper must include their name and the question number/s they are answering.
- Students may prefer to use their computer to type their answers. Advise students if they can email their answers as a Word file, or if they must print and submit hard copies.

### WHAT DO STUDENTS NEED IN ORDER TO COMPLETE THIS ASSESSMENT?

- Access to textbooks and other learning materials.
- Access to a computer and the Internet (if students prefer to type their responses).

### WHEN AND WHERE DO STUDENTS NEED TO DO THIS?

- Students will do this task in the classroom or as homework – advise the students as to which is required.
- Provide students with the due date for this assessment so they can write it in their Student Assessment Booklet.

### WHAT DO STUDENTS HAVE TO SUBMIT?

- Their answers to each question.

#### *Note to the assessor:*

*Students must answer all questions correctly. If you identify that students have answered any questions in this task incorrectly, they will need to be given an appropriate time in which to resubmit. Students should only redo questions that are incorrect; however they will need to resubmit the entire assessment.*

*Students can be given the opportunity to answer questions verbally if appropriate.*

*Discuss timeframes for resubmission with the student when you tell them the outcome for this task.*

### Instructions to students:

#### QUESTION 1

- a) What is the purpose of a job description for a personal support provider?

#### *Answer may include:*

- *To advise you the scope of your role and responsibilities*
- *Advise what personal support you need to provide, to whom, and in what way*
- *To formalise reporting arrangements.*

- b) A work colleague has asked you to do something that is outside the training you have done. What would you do?

*Explain that you are not trained in that role and ask for supervision or a reallocation of responsibilities.*

- c) What are three workplace health and safety responsibilities of an employer in relation to manual handling?

*Student lists three WHS responsibilities, which may include:*

- *Provide a safe workplace including safe systems of work*
- *Provide policy and procedures for manual handling procedures*
- *Train staff in safe manual handling procedures.*
- *Consult with staff about decisions that will affect them in the workplace.*

- d) What does duty of care mean?

*Answers may include:*

- *A legal obligation to make sure of the safety of others – staff, clients and other people you work with.*

## QUESTION 2

What rights do clients have to privacy and confidentiality?

*Answer should be similar to the one provided below.*

- *Clients have the right to privacy:*
  - *Right to be alone*
  - *Right to have private conversations*
  - *Right to privacy of possessions*
  - *Right to body privacy to maintain dignity.*
- *Clients have rights to confidentiality of their information:*
  - *Information may not be passed on without their consent*
  - *Right to know what information is kept on them and what it is used for*
  - *Right to access to their personal information.*

## QUESTION 3

*Geraldine trips over a bucket that has been left in the corridor. Luckily she is not hurt. Geraldine's carer removes the bucket and puts it back in the cleaner's room.*

- a) What should you do to report the incident (both verbally and in writing)?

*Answer must include the following:*

- *Report to supervisor*
- *Write a case note*
- *Write an incident report.*

- b) Why is it important to report this incident given that Geraldine is unhurt?

*Answer may include:*

- *Geraldine may have injuries that are not yet evident.*
- *Supervisor needs to be aware so they can give instructions (for example, call doctor, arrange for regular observations and so on).*
- *The incident needs to be investigated to find out why the bucket had been left there and how to prevent this from happening again.*

## ASSESSMENT TASK 2: CASE STUDY



### TASK SUMMARY:

Students are to read the case study and complete the questions that follow.

### WHAT DO STUDENTS NEED IN ORDER TO COMPLETE THIS ASSESSMENT?

- Access to textbooks and other learning materials
- Access to a computer and the Internet (if students prefer to type their responses).

### WHEN AND WHERE DO STUDENTS NEED TO DO THIS?

- Students will do this task in the classroom or as homework – advise students as to which is required.
- Provide students with the due date for this assessment so they can write it in their Student Assessment Booklet.

### WHAT DO STUDENTS HAVE TO SUBMIT?

- Answers to all questions.

#### *Note to the assessor:*

*Students must answer all questions correctly. If you identify that students have answered any questions in this task incorrectly, they will need to be given an appropriate time in which to resubmit. Students should only redo questions that are incorrect; however they will need to resubmit the entire assessment.*

*Students can be given the opportunity to answer questions verbally if appropriate.*

*Discuss timeframes for resubmission with the student when you tell them the outcome for this task.*

### Instructions to students:

#### CASE STUDY: IRIS

*Iris receives Home and Community Care Services to provide her with personal care services.*

*The HACC worker visits three times a week to shower Iris. She also has cleaning services once a week. The cleaners only do the bathroom and toilet as Iris has been able to manage vacuuming, dusting and general cleaning herself.*

*Iris has recently had a hip replacement. She is out of hospital and is now recovering at home. The HACC worker has called to discuss whether her services are now adequate.*

*She says that she doesn't feel up to heavy work, but would still like to do as much cleaning as she is able to. She also finds standing at the stove to cook her meals difficult.*

*She has received some equipment from the hospital to help her – a raised toilet seat and a front-wheeled walker. Iris says that she is not sure how she will go in the shower because she feels a bit unsteady.*

## ASSESSMENT TASK 3: ROLE PLAYS



### TASK SUMMARY:

For this task you will be working in a simulated workplace environment. The task has three parts:

- Part 1: Transfer person in and out of a vehicle
- Part 2: Transfer client from bed to chair
- Part 3: Falls recovery using hoist.

### Instructions to students:

#### PART 1: TRANSFER PERSON IN AND OUT OF A VEHICLE

##### WHAT DO STUDENTS NEED IN ORDER TO COMPLETE PART 1 OF THIS ASSESSMENT?

- Access to a vehicle
- A person to play the role of the client
- A walking aid (wheeled walker)
- Client's possessions (a purse and some papers)
- A workplace procedure for transferring clients (see note over the page).

##### WHEN AND WHERE DO STUDENTS NEED TO DO PART 1 OF THIS ASSESSMENT?

- This will need to be undertaken in a car park (for example, the car park of the training venue, if possible)
- Provide students with the due date for this assessment so they can write it in their Student Assessment Booklet.

##### WHAT DO STUDENTS HAVE TO SUBMIT FOR PART 1 OF THIS ASSESSMENT?

Students do not need to submit anything for Part 1.

### INSTRUCTIONS:

#### Your client

Your client, who is elderly and frail, is on the way to their doctor's appointment. They will be role played by one of your classmates or your assessor.

Your assessor will provide you with information about the physical and sensory needs of your client. Ask questions to confirm the assistance that you need to provide if you are unsure.

#### Your assessor will be looking to see that you:

Check the client's individual needs and confirm their needs for assistance

Identify risks to yourself and the client

*For example, risks might include other vehicles moving in the area; reaching; moving; exertion of high force; clients who are unpredictable, resistive, uncooperative; client health/physical issues etc*

Put steps in place to reduce risks identified

Assess the client's ability to participate in the process

Prepare for the task by ensuring:

- the vehicle is parked in an accessible position
- the seat is in the correct position

- the seatbelt is accessible.

Talk with the client to find out their preferences for support?

Communicate with the client throughout the process to let them know what is happening and provide them with instructions if needed?

*For example, use reassuring language, ask if they are okay during the process, tell them what you are doing and what you are going to do next, etc.*

Follow procedure to transfer the client into the vehicle

Settle the client into the vehicle so they are comfortable and are safe to travel, including checking:

- the seatbelt is securely fastened
- the seat is adjusted correctly
- the client is comfortable
- the client has what they need.

Follow procedures to transfer the client out of the vehicle.

Following the observation task you must answer the following verbal questions:

- a) What risks were involved in transferring the client? Think about both risks to the client and to yourself.
- b) What did you do to reduce these risks?
- c) What physical and sensory needs did the person have?
- d) What difference did these physical and sensory needs make to how you performed the task?
- e) How much was the client able to participate? How did you encourage their participation?
- f) What would you have done if the client told you he/she was feeling dizzy when they got out of the vehicle?

*Setting up this assessment:*

*The assessor will need to arrange a suitable place for these tasks to be completed. This may either be in a suitably equipped classroom (and a carpark for Part A) or at an aged care facility (or other facility that has appropriate equipment).*

*Consider student safety at all times during this task. Students may be at risk of other vehicles moving around them. It is suggested that you find some traffic cones or similar and block off the area that students are working in.*

*The tasks may be done as a class activity or with students undertaking each role play separate from the class.*

*The three parts of this task may be undertaken one after the other or on separate occasions.*

*The assessor must make sure that the required equipment is available and that the students have been trained in the safe use of this before attempting the task. The assessor must remind students of the need to use safe manual handling techniques.*

*Note to the assessor:*

*Ensure that students demonstrate required techniques/skills correctly. If they do not, provide them with appropriate feedback and give them a chance to do the task again. Note any further attempts in the Assessment Record Tool for this task.*

*If students answer any verbal questions incorrectly, ask them to consider their response and try again.*

*The role of the client may be played by another student or by the assessor. If the role is to be played by a student, brief them thoroughly on the requirements.*

*Note: Students will need to read a workplace procedure based on the safe transfer of clients. If you do not have access to a relevant procedure, you may like to provide students with a print out of the following*

## ASSESSMENT TASK 4: OBSERVATION TASKS



### TASK SUMMARY:

Students are to support at least two clients with a range of personal care needs.

### WHAT DO STUDENTS NEED IN ORDER TO COMPLETE THIS ASSESSMENT?

- Access to at least two clients
- Approval from each client and their work placement supervisor to undertake personal care activities
- Personal care aids, supplies and equipment specific to the activities being undertaken
- Access to a qualified aged care worker (for example, their supervisor)
- Journal (see end of this task)
- Supervisor confirmation checklist (see end of this task).

### WHEN AND WHERE DO STUDENTS NEED TO DO THIS?

- Students will do this task during your visit to their work placement service.
- Provide students with the date of your work placement visit so they can write it in their Student Assessment Booklet.

### WHAT DO STUDENTS HAVE TO SUBMIT?

- Completed journal (if alternative arrangements need to be made)
- Supervisor Confirmation Report.

### Instructions to students:

For this task you need to provide personal care support for at least two clients, as set out in their individualised care plans.

Each of the following tasks must be demonstrated at least once during the care that you provide:

- Bed bathing
- Showering
- Oral hygiene
- Grooming
- Shaving
- Dressing and undressing
- Eating and drinking
- Using aids and equipment – such as hoists, wheelchairs, walkers, lift chairs, motorised beds, crutches,
- Toileting and/or use of continence aids.

**Note:** You do not have to do each task twice – for example, you might bed-bath client 1 and shower client 2.

- Gather all equipment and aids you will need to do the task. Make adjustments as necessary.  
*For example: Showering: non-slip mat, towels, face washers, soap, shampoo and conditioner etc ; Grooming: razor, shaving cream, aftershave lotion etc; Oral care: floss, toothpaste, toothbrush, glass/tumbler, denture brush, soaking container, etc.*
- Communicate appropriately with each client during the activity.  
*For example: Use their name when you talk to them; explain what you are doing at each step ; encourage their participation to do tasks that are within their ability; observe their body language, reactions and the things they say; ask them if they are okay or if they need anything in particular; reassure them if they become agitated or concerned.*
- Use correct infection control techniques.  
*For example: Consider the health of your clients ; consider your own health; correct hand washing techniques; wear gloves or gowns as required; clean up bodily fluids immediately.*
- Use correct manual handling techniques.  
*For example: When helping clients out of bed; when helping clients on and off of the toilet; when helping clients in and out of the shower; when bending down or leaning; when doing repetitive movements ; using mechanical aids when required.*
- Talk to your supervisor about any issues you had with providing support and the impact that providing support can have on clients.  
*For example: One client resisted getting dressed because they decided that they didn't like the clothing they chose earlier, and nothing else was good enough; a client with dementia became distressed and did not recognise themselves in the mirror; one client demanded to do a task that you know they were physically not capable of doing; one client was embarrassed because they had an accident and didn't get to the toilet in time.*
- Complete all required documentation.  
*For example: Note in each client's care plan the type of care provided ; note any observations made or issues encountered; sign and date all documents.*
- Store documentation in line with your work placement's procedures.  
*For example: save documents on electronic file system; file hard copy documents.*

*Note to the assessor:*

*Ensure that students demonstrate required techniques/skills correctly. If they do not, provide them with appropriate feedback and give them a chance to do the task again. Note any further attempts in the Assessment Record Tool for this task.*

*Prior to observing the activities required of this assessment task, you must ensure that the clients involved and the student's supervisor have given consent to your presence.*

*In the case that you are not able to observe the student, or if insufficient personal care needs have been observed, please follow the directions in the 'Alternative arrangements' section.*

*The student's supervisor (or other qualified care worker if the supervisor is not available) must be present at all times to confirm that the student is following correct workplace procedures and following the client's care plan. If a qualified person is not available, the assessment must be rescheduled for a different time.*

*The supervisor confirmation checklist attached to this task must be completed by the qualified person who has observed all personal care activities undertaken by the student.*

*Refer to the Assessment Record Tool and record your observations of the student's performance. Extra columns are provided if the first attempt is not successful.*

## UNIT MAPPING – CHCCCS011 Meet personal support needs

<b>Application</b>	<p>This unit describes the skills and knowledge required to determine and respond to an individual's physical personal support needs and to support activities of daily living.</p> <p>This unit applies to workers who provide support to people according to an established individualised plan in any community services context. Work performed requires some discretion and judgement and may be carried out under regular direct or indirect supervision.</p> <p>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.</p>
<b>Licensing requirements</b>	NA
<b>Prerequisites</b>	NA

Element	Performance criteria	Assessment Tasks			
		AT1	AT2	AT3	AT4
1. Determine personal support requirements	1.1 Review individualised plan and confirm required equipment, processes and aids			1, 2, 3	✓
	1.2 Identify requirements outside of scope of own role and seek support from relevant people	1			✓
	1.3 Consider the potential impact that provision of personal support may have on the person and confirm with supervisor	6			✓
	1.4 Consider specific cultural needs of the person				✓
	1.5 Consider specific physical and sensory needs of the person		3	1, 2, 3	✓
	1.6 Identify risks associated with the provision of support and confirm with supervisor				✓
2. Maximise participation	2.1 Discuss and confirm person's own preferences for personal support in a positive way		3	1, 2, 3	✓
	2.2 Consider and confirm the person's level of participation in meeting their personal support needs		3	1, 2, 3	✓
	2.3 Provide the person with information to assist them in meeting their own personal support needs			1, 2, 3	✓
3. Provide personal support	3.1 Safely prepare for each task and adjust any equipment, aids and appliances			1, 2, 3	✓
	3.2 Take account of identified risks in the provision of personal support and technical support activities			1, 2, 3	✓

Element	Performance criteria	Assessment Tasks			
		AT1	AT2	AT3	AT4
	3.3 Identify and respond to routine difficulties during support routines, and report more complex problems to supervisor			1, 2, 3	✓
	3.4 Identify changes in the person's health or personal support requirements and report to supervisor	3			✓
	3.5 Work with the person and supervisor to identify required changes to processes and aids		3		
	3.6 Maintain confidentiality, privacy and dignity of the person	2, 3			✓
4. Complete reporting and documentation	4.1 Comply with the organisation's reporting requirements, including reporting observations to supervisor	3		1, 2, 3	✓
	4.2 Complete and maintain documentation according to organisation policy and protocols				✓
	4.3 Store information according to organisation policy and protocols				✓

#### Foundation skills

The Foundation Skills describe those required skills (such as language, literacy, numeracy and employment skills) that are essential to performance. Foundation skills essential to performance are explicit in the performance criteria of this unit of competency.

Performance Evidence	Assessment Tasks & Method			
	AT1	AT2	AT3	AT4
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:				
<ul style="list-style-type: none"> <li>▪ Safely supported at least 2 individuals by performing the activities outlined in the performance criteria of this unit. This includes following support requirements of an established individualised plan and supporting each of the following activities:</li> </ul>				
– Bed bathing				✓
– Dressing, undressing and grooming				✓
– Eating and drinking using appropriate feeding techniques				✓
– Oral hygiene				✓

Performance Evidence	Assessment Tasks & Method			
	AT1	AT2	AT3	AT4
– shaving				✓
– showering				✓
– toileting and the use of continence aids				✓
– using aids and equipment including devices used by the person			✓	✓
▪ performed the following hazardous manual handling scenarios at least once:				
– transferring a person between bed and chair			2	
– transferring a person in and out of car			1	
– falls recovering			3	

Knowledge Evidence	Assessment Tasks & Method			
	AT1	AT2	AT3	AT4
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:				
▪ different contexts for provision of personal support and impacts on the way services are provided	5		1, 2, 3	✓
▪ role and responsibilities of the personal support providers and workers	1			✓
▪ concepts of enablement and reablement	10			✓
▪ legal and ethical requirements related to the provision of personal support, and how these are applied in an organisation and individual practice:				
– privacy, confidentiality and disclosure	2, 3			✓
– duty of care	1			
– work health and safety, including manual handling	1		1, 2, 3	✓
▪ basics of:				
– body hygiene	7, 8			✓
– grooming	6			✓
– oral hygiene	8			✓

Knowledge Evidence	Assessment Tasks & Method			
	AT1	AT2	AT3	AT4
– human body system	9			✓
▪ personal safety and security risks associated with provision of personal support and strategies to minimise those risks			1, 2, 3	✓
▪ features, functions and safe use of equipment and aids used in provision of personal support and devices used by the person including the importance of adjusting equipment and aids to the needs of the individual			1, 2, 3	✓
▪ techniques for completing physical support routines			1, 2, 3	✓
▪ infection control procedures	11			✓
▪ organisational reporting technologies	4			✓

Assessment Conditions	Assessment Tasks & Method			
	AT1	AT2	AT3	AT4
Skills must have been demonstrated in a relevant workplace that provides personal support services to people, with the addition of simulations and scenarios where the full range of contexts and situations have not been provided in the workplace. These are situations relating to emergency or unplanned procedures where assessment in these circumstances would be unsafe, impractical or threatens the dignity of the person. The following conditions must be met for the unit:				
▪ use of suitable facilities and resources including:				
– individualised plans specifying different personal support needs		RTO to ensure		
– equipment outlined in individualised plans		RTO to ensure		
▪ modelling of industry operating conditions including involvement of real people when simulating the provision of service and equipment use			✓	✓
Overall, assessment must involve some real interactions with people who require personal support.				✓
Assessors must satisfy the Standards for Registered Training Organisations (RTOs) 2015/AQTF mandatory competency requirements for assessors.		RTO to ensure		



# ASSESSMENT RECORD TOOL

CHCCCS011 MEET PERSONAL SUPPORT NEEDS

Student first name: \_\_\_\_\_

Student last name: \_\_\_\_\_

**ASSESSMENT TASK 3: ROLE PLAY 1 – TRANSFER PERSON IN AND OUT OF A VEHICLE**

	Comments	Attempt 1 Yes/No Date: _____	Attempt 2 Yes/No Date: _____	Attempt 3 Yes/No Date: _____
Did the student check the client's individual needs and confirm their needs for assistance?				
Did the student identify risks to themselves and their client? <i>For example, risks might include other vehicles moving in the area; reaching; moving; exertion of high force; clients who are unpredictable, resistive, uncooperative; client health/physical issues etc</i>				
Did the student put steps in place to reduce risks identified?				
Did the student assess the client's ability to participate in the process?				
Did the student prepare for the task by ensuring: <ul style="list-style-type: none"> <li>▪ the vehicle was parked in an accessible position</li> <li>▪ the seat was in the correct position</li> <li>▪ the seatbelt was accessible?</li> </ul>				
Did the student talk with the client to find out their preferences for support?				
Did the student communicate with the client throughout the process to let them know what was happening and give them instructions if needed? <i>For example, use reassuring language, ask if they are okay during the process, tell them what you are doing and what you are going to do next, etc.</i>				
Did the student follow procedure to transfer the client into the vehicle?				

## RECORD OF ASSESSMENT OUTCOMES: PERSONAL SUPPORT

This section records the outcome of each task/assessment requirement so that the final assessment outcome can be determined for the unit CHCCCS011 Meet personal support needs.

The table below shows all the assessment requirements for this unit. Once a student has satisfactorily completed all requirements related to the unit, they can be given a Final Assessment Result of 'Competent'. A number of spaces have been provided to record multiple attempts. Final Assessment Results should only be recorded once all tasks have been attempted.

Assessment requirements/tasks	Task Outcome		
	Satisfactory (S) Not satisfactory (NS)	Date	Assessor initials
1. Written questions			
2. Case study			
3. Role plays <ul style="list-style-type: none"> <li>▪ Role play 1</li> <li>▪ Role play 2</li> <li>▪ Role play 3</li> </ul>			
4. Workplace observation tasks			
Final Assessment Results	Result (C/NYC)		Date
CHCCCS011 Meet personal support needs			
Student name:			
Assessor name:			
Assessor signature:		Date:	/ /