



ASSESSMENT KIT SAMPLE

CHC33015

**CERTIFICATE III IN INDIVIDUAL
SUPPORT**

Includes:

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



STUDENT ASSESSMENT BOOKLET

CHC33015

**CERTIFICATE III IN INDIVIDUAL
SUPPORT**

CHCCCS015 PROVIDE INDIVIDUALISED SUPPORT

Student first name: _____

Student last name: _____

ASSESSMENT OVERVIEW

This Student Assessment Booklet includes all your tasks for assessment of CHCCCS015 Provide individualised support.

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 17 questions to show that you understand the knowledge required of this unit.
Assessment Task 2: Case study	You are to review the case study provided and discuss the type of support required for the client to achieve their goal. You will need to complete a report as part of this task.
Assessment Task 3: Workplace project	You are to develop a report on the support services provided to three different clients.
Assessment Task 4: Workplace observations	<p>You need to complete this task in your work placement service. There are two parts to this task:</p> <ul style="list-style-type: none">▪ Part A requires you to provide support services to a client▪ Part B requires you to complete and store reports and documentation as per your work placement's policies and procedures. <p>Your assessor will observe you during this task.</p>

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: ▪ CHCCCS015 Provide individualised support.				
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: _____

Assessors: Please return this cover sheet to the student with assessment results and feedback.
A copy must be supplied to the office and kept in the student's file with the evidence.

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 17 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.

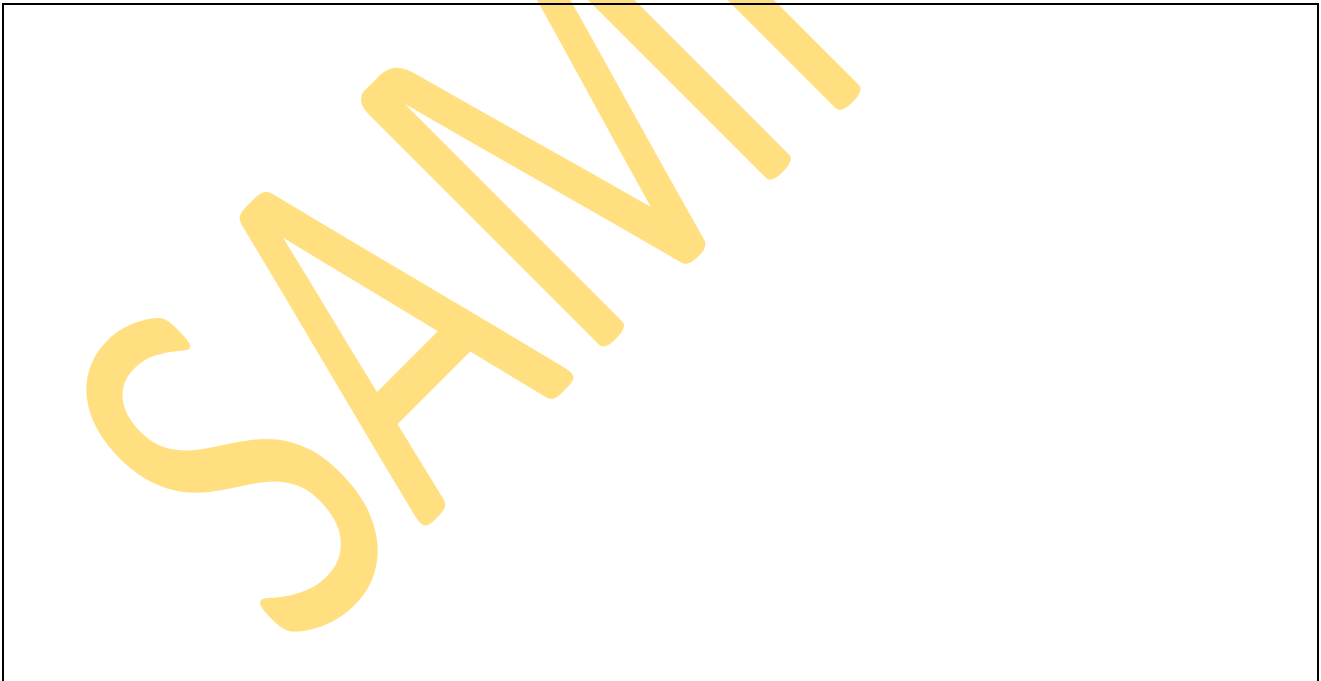
QUESTION 1

Explain the following types of person-centred approaches.

- PATH – Planning Alternative Tomorrows with Hope



- MAPs – Making Action Plans

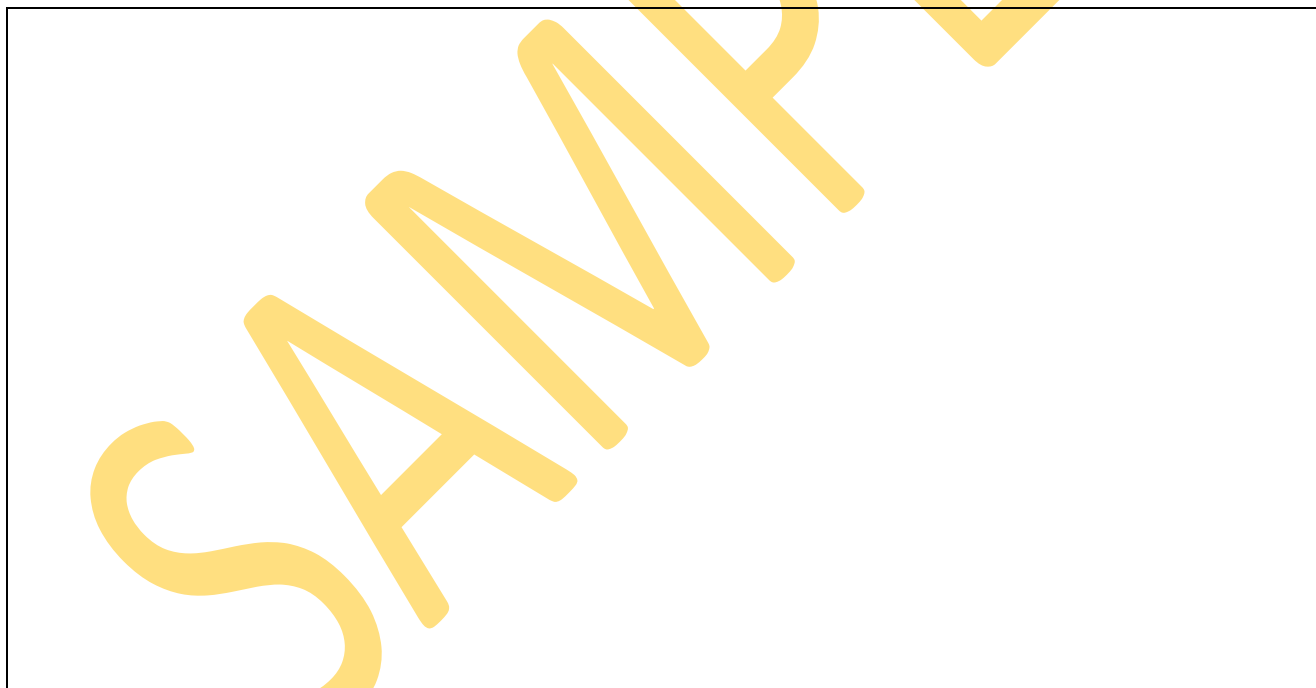


- PFP – Personal Futures Planning



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- Circles of Support



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ASSESSMENT TASK 2: CASE STUDY



TASK SUMMARY:

You and your classmates will be placed into small groups. As a group, you will need to read the case study and discuss the type of support required for the client to achieve their goal. You are required to complete a report based on this case study.

WHAT DO I NEED IN ORDER TO COMPLETE THIS ASSESSMENT?

- Classmates to be grouped with.

WHEN DO I DO THIS TASK?

- You will do this task in the classroom.
- 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.

INSTRUCTIONS:

Your assessor will put you into a small group (of approximately 3 people). You will need to read the case study below and discuss the following (make sure you take your own notes during this discussion):

- Strategies you would implement to help Tully achieve her goal.
- Strength-based activities to assist in promoting independence.
- The role of the support worker in providing support and information to help Tully make informed decisions.
- The responsibilities of each member of the support team.
- Additional support or services required.
- Monitoring and review strategies.

After you have determined and discussed the above points, present your findings to the rest of the class. After everyone in the class has presented, compare your findings with the findings of the other groups and write down any differences.

Now it is time to write your report. This should be done by yourself – refer to your notes from your group discussion and the notes you took about the other groups' presentations and pick out those that you feel best suit Tully's scenario.

Note: You will not be assessed on the classroom discussion, however you must participate in order to complete your discussion report. Your assessor will be observing each group to ensure everyone participates equally.

ASSESSMENT TASK 3: WORKPLACE PROJECT



TASK SUMMARY:

You are required to write a report on the provision of support services for three clients in your work placement service (one report for each client).

WHAT DO I NEED IN ORDER TO COMPLETE THIS ASSESSMENT?

- Access to your work placement service
- Access to three clients in your work placement service
- Supervisor's permission form for each client (see end of this task)
- Access to three individual support services plans
- Access to a computer (if you prefer to type out your answers).

WHEN DO I DO THIS ASSESSMENT?

- You will do this task in your work placement service.
- 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 completed all parts of each report correctly, or have not worked with three clients, they will give you some feedback and you will need to resubmit.

INSTRUCTIONS:

Before you begin this task you must obtain permission from your work placement supervisor to work with three clients.

Ask your supervisor to sign the permission form at the end of this task. You will need to submit this as part of your assessment.

Following your work with each client and referring to their individual support plans, write a report on support services for each individual.

You must make sure that you do not identify your clients. Please refer to them as Client 1, Client 2 and Client 3 or give them a fictitious first name. Complete the following templates – one has been provided for each client.

What do I need to hand in for this task?	Have I completed this?
Your completed report for client 1	<input type="checkbox"/>
Your completed report for client 2	<input type="checkbox"/>
Your completed report for client 3	<input type="checkbox"/>

Provide Individualised Support – Permission Form for Client 1

Supervisor's approval

I, _____,

<Supervisor's name> approve _____

<student's name> to undertake this project with _____

<Client's name>.

Approval is dependent on the following conditions:

- The student is to work with three clients.
- The student must be supervised at all times when working with the client.
- The client or their family may request that this project be stopped at any point. In this case, other arrangements will be made in consultation with the student, the student's assessor and myself.

Supervisor's name: _____

Signature: _____

Date: _____

Provide Individualised Support – Permission Form for Client 2

Supervisor's approval

I, _____,

<Supervisor's name> approve _____

<student's name> to undertake this project with _____

<Client's name>.

Approval is dependent on the following conditions:

- The student is to work with three clients.
- The student must be supervised at all times when working with the client.
- The client or their family may request that this project be stopped at any point. In this case, other arrangements will be made in consultation with the student, the student's assessor and myself.

Supervisor's name: _____

Signature: _____

Date: _____

ASSESSMENT TASK 4: WORKPLACE OBSERVATIONS



TASK SUMMARY:

You will need to complete this task in your work placement service in the presence of your assessor. There are two parts to this task:

- Part A requires you to provide support services to a client
- Part B requires you to complete and store reports and documentation as per their work placement's policies and procedures.

WHAT DO I NEED IN ORDER TO COMPLETE THIS ASSESSMENT?

- Access to the client's individual support plan
- Approval from your work placement supervisor to work with a client
- Access to your work placement service
- Access to the client and/or family members of the client
- Access to your work placement's policies and procedures
- Access to workplace reports and documentation
- Access to your work placement supervisor.

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 work placement 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 during any of these tasks, they will give you some feedback and you will need to do the specific task again.

INSTRUCTIONS:

You will need to complete this task in your work placement service.

You will need to choose one client to work with.

You must obtain permission from your work placement supervisor to have this client participate in the task – see the permission form provided at the end of this task.



MARKING GUIDE

CHC33015

**CERTIFICATE III IN
INDIVIDUAL SUPPORT**

**CHCCCS015 Provide
individualised support**



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 17 questions to show that they understand the knowledge required of this unit.
Assessment Task 2: Case study	Students are to review the case study provided and discuss the type of support required for the client to achieve their goal. They will need to complete a report as part of this task.
Assessment Task 3: Workplace project	Students are to develop a report on the support services provided to three different clients.
Assessment Task 4: Workplace tasks	Students need to complete this task in their work placement service. There are two parts to this task: <ul style="list-style-type: none">Part A requires the student to provide support services to a clientPart B requires the student to complete and store reports and documentation as per their work placement's policies and procedures.

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 17 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

Explain the following types of person-centred approaches.

Student responses should be similar to those below.

- PATH – Planning Alternative Tomorrows with Hope

A visual planning tool that starts by looking at future goals and visions. After defining an individual's vision, there is an 8-step process to follow in determining an action plan or 'pathway' to achieving those goals. The PATH planning method was developed by Jack Pearpoint, Marsha Forrest and John O'Brien.

- MAPs – Making Action Plans

A planning process using a person-centred approach to achieving individual goals. Strategies are built on individual interest and needs. The planning follows a 5-step process.

- PFP – Personal Futures Planning

Personal Futures Planning is a process to assist teams to plan for the next stage of an individual's life. The team includes a person's family, relatives and/or carers. The planning focuses on the future needs of the individual with an emphasis on individual strengths and interests

- Circles of Support

A person-centred planning tool useful for identifying who is involved in an individual's support plan, strengthening specific relationships and establishing relationships and balance between family, friends, carers or other workers in the individual's life.

QUESTION 2

Explain the difference between person-centred and system-centred approach.

- *Person centred – focuses on approaches based around the client's preferences, needs and goals. Individual needs determine the resources and services provided.*
- *System centred – where the resources and services are pre-determined without consideration of individual needs, strengths or goals.*

QUESTION 3

Describe what the term 'self-directed support services' means.

Students should provide a correct definition of self-directed support services. Key points include:

- *exercising individual control*
- *being at the centre of decision-making throughout their lives*
- *the ability to make choices based on individual needs and preferences*
- *receiving support services provided on the basis of individual needs*
- *Better control provided by the individual, their family and carers over the planning, design and implementation of the services and support they require.*

QUESTION 4

Explain what is meant by 'self-determination'.

Self-determination refers to supporting and encouraging an individual to be aware of their own rights, strengths and abilities that empower individuals to make decisions which cater towards their own needs and goals.

QUESTION 5

When would you need to complete a client risk assessment? Provide three examples.

Students should provide at least three examples of when they may be required to complete a risk assessment. Answers may include:

- *Change in weight*
- *Poor skin*
- *Infections*
- *Symptoms of self-neglect*
- *Behaviours of concern*
- *Impaired judgment or problem-solving abilities*
- *Impaired cognitive functioning*
- *Environmental hazards.*

QUESTION 6

What documentation are you required to complete as part of providing client support? Provide at least three examples.

ASSESSMENT TASK 2: CASE STUDY



TASK SUMMARY:

Students are to be placed into small groups. They will need to read the case study and discuss the type of support required for the client to achieve their goal.

WHAT DO STUDENTS NEED IN ORDER TO COMPLETE THIS ASSESSMENT?

- Classmates to be grouped with.

WHEN AND WHERE DO STUDENTS NEED TO DO THIS?

- Students will do this task in the classroom.
- 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?

- Notes from the group discussion
- Notes from group presentations
- Completed responses to the group discussion (see template provided).

Note to the assessor:

Students must complete all parts of the template correctly. If you identify that students have answered any parts of the template incorrectly, or have missed any sections, they will need to be given an appropriate time in which to resubmit. Students should only redo parts that are incorrect or incomplete; 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:

Your assessor will put you into a small group (of approximately 3 people). You will need to read the case study below and discuss the following (make sure you take your own notes during this discussion):

- Strategies you would implement to help Tully achieve her goal.
- Strength-based activities to assist in promoting independence.
- The role of the support worker in providing support and information to help Tully make informed decisions.
- The responsibilities of each member of the support team.
- Additional support or services required.
- Monitoring and review strategies.

After you have determined and discussed the above points, present your findings to the rest of the class. After everyone in the class has presented, compare your findings with the findings of the other groups and write down any differences.

Now it is time to write your report. This should be done by yourself – refer to your notes from your group discussion and the notes you took about the other groups' presentations and pick out those that you feel best suit Tully's scenario.

Note: You will not be assessed on the classroom discussion, however you must participate in order to complete your discussion report. Your assessor will be observing each group to ensure everyone participates equally.

ASSESSMENT TASK 3: WORKPLACE PROJECT



TASK SUMMARY:

Students are required to write a report on the provision of support services for three clients in their work placement service (one report for each client).

WHAT DO STUDENTS NEED IN ORDER TO COMPLETE THIS ASSESSMENT?

- Access to their work placement service
- Access to three clients in the work placement service
- Supervisor's permission form for each client (see end of this task)
- Access to three individual support services plans
- Access to a computer (if students prefer to type out their answers).

WHEN AND WHERE DO STUDENTS NEED TO DO THIS?

- Students will do this task in their work placement service.
- 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 THIS ASSESSMENT?

- Students need to submit their three completed reports.
- Signed permission form.

Note to the assessor:

Ensure that students submit a completed report for each client using the template provided. If the student does not complete all parts of the template, or does not work with three clients, they will need to resubmit.

Instructions to students:

- Before you begin this task you must obtain permission from your work placement supervisor to work with three clients. Ask your supervisor to sign the permission form at the end of this task. You will need to submit this as part of your assessment.
- Following your work with each client and referring to their individual support plans, write a report on support services for each individual.
- You must make sure that you do not identify your clients. Please refer to them as Client 1, Client 2 and Client 3 or give them a fictitious first name. Complete the following templates – one has been provided for each client.

Sample response provided below for one client.

Students must submit three completed reports detailing their experience of providing support services to three different individuals. Each report must include responses to each of the above questions. A sample answer has been provided.

Refer to the Assessment Record Tool to record the outcomes of this task. Extra columns are provided if the first attempt is not successful.

ASSESSMENT TASK 4: WORKPLACE OBSERVATIONS



TASK SUMMARY:

Students need to complete this task in their work placement service. There are two parts to this task:

- Part A requires the student to provide support services to a client
- Part B requires the student to complete and store reports and documentation as per their work placement's policies and procedures.

WHAT DO STUDENTS NEED IN ORDER TO COMPLETE THIS ASSESSMENT?

- Access to the client's individual support plan
- Approval from their work placement supervisor to work with a client
- Access to their work placement service
- Access to the client and/or family members of the client
- Access to their work placement's policies and procedures
- Access to workplace reports and documentation
- Access to their work placement supervisor.

WHEN AND WHERE DO STUDENTS NEED TO DO THIS?

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

WHAT DO STUDENTS HAVE TO SUBMIT?

Students do not need to submit anything for this task.

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.

Instructions to students:

You will need to complete this task in your work placement service.

You will need to choose one client to work with.

You must obtain permission from your work placement supervisor to have this client participate in the task – see the permission form provided at the end of this task.

UNIT MAPPING – CHCCCS015 Provide individualised support

Application	<p>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.</p> <p>This unit applies to workers who provide support under direct or indirect supervision in any community services or health context.</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>
Licensing requirements	NA
Prerequisites	NA

Element	Performance criteria	Assessment Tasks			
		AT1	AT2	AT3	AT4
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		3		
	1.2 Confirm individualised plan details with the person and with family and carers when appropriate	11		✓	
	1.3 Ensure the person is aware of their rights and complaints procedures				Part A: Verbal question 1
	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			✓	
	1.5 Prepare for support activities according to the person's individualised plan, preferences and organisation policies, protocols and procedures		1, 2	✓	Part A: Verbal question 2
2. Provide support services	2.1 Conduct exchanges with the person in a manner that develops and maintains trust			✓	Part A
	2.2 Provide support according to the individualised plan, the person's preferences and strengths, and organisation policies, protocols and procedures		1, 2	✓	Part A
	2.3 Assemble equipment as and when required according to established procedures and the individualised plan			✓	Part A

Element	Performance criteria	Assessment Tasks			
		AT1	AT2	AT3	AT4
	2.4 Respect and include the family and/or carer as part of the support team		4	✓	Part A
	2.5 Provide support according to duty of care and dignity of risk requirements		3, 4		Part A: Verbal question 3
	2.6 Provide assistance to maintain a safe and healthy environment				Part A
	2.7 Provide assistance to maintain a clean and comfortable environment				Part A
	2.8 Respect individual differences to ensure maximum dignity and privacy when providing support				Part A
	2.9 Seek assistance when it is not possible to provide appropriate support		5		Part A: Verbal question 4
3. Monitor support activities	3.1 Monitor own work to ensure the required standard of support is maintained		6		
	3.2 Involve the person in discussions about how support services are meeting their needs and any requirement for change			✓	Part A
	3.3 Identify aspects of the individualised plan that might need review and discuss with supervisor	9		✓	
	3.4 Participate in discussion with the person and supervisor in a manner that supports the person's self determination			✓	Part A
4. Complete reporting and documentation	4.1 Maintain confidentiality and privacy of the person in all dealings within organisation policy and protocols				Part B
	4.2 Comply with the organisation's informal and formal reporting requirements, including reporting observations to supervisor				Part B: Verbal question 3
	4.3 Identify and respond to situations of potential or actual risk within scope of own role and report to supervisor as required	5, 12, 13			Part B: Verbal question 4
	4.4 Identify and report signs of additional or unmet needs of the person and refer in accordance with organisation and confidentiality requirements				Part B
	4.5 Complete and maintain documentation according to organisation policy and protocols				Part B

Element	Performance criteria	Assessment Tasks			
		AT1	AT2	AT3	AT4
	4.6 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:				
▪ used individualised plans as the basis for the support of 3 individuals			✓	✓

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:				
▪ rationale and processes underpinning individualised support planning and delivery:				
– basic principles of person-centred practice, strengths-based practice and active support	1–4	1, 2		Part A
– documentation and reporting requirements	5, 6, 11			Part B
▪ roles and responsibilities of different people and the communication between them:				
– carers and family	16	4	✓	
– person being supported	4, 16			
– health professionals	16	4	✓	
– individual workers	16	3, 4	✓	
– supervisors	16	4	✓	
▪ service delivery models in the relevant sector	2, 3, 17			



ASSESSMENT RECORD TOOL

CHC33015

**CERTIFICATE III IN INDIVIDUAL
SUPPORT**

CHCCCS015 Provide individualised support

Student first name: _____

Student last name: _____

INTRODUCTION

Assessment requirements

This record tool is to be used to record the assessment decisions for the Individual Support cluster, which consists of the unit CHCCCS015 Provide individualised support.

Assessment is based on a number of forms of evidence, as follows:

- Task 1: Written questions
- Task 2: Case study
- Task 3: Workplace project
- Task 4: Workplace tasks.

These assessments are targeted to a student who is studying the Certificate III in Individual Support.

Recording assessment outcomes

Use this Assessment Record Tool to record the outcomes of each assessment task related to this unit. Add any further comments about the student's performance to the Assessment Cover Sheet for the relevant task.

Marking Guide

Refer to the Marking Guide for further instructions and details about each assessment task.

ASSESSMENT CHECKLISTS

Use the checklists below to record the outcomes of each task.

Record each outcome on the Record of Assessment Outcomes at the end of this document.

Please note that students are provided with three attempts in which to satisfactorily complete each task. Columns for each attempt and a space in which to record the date of each attempt (where applicable) have been provided in the checklists.

ASSESSMENT TASK 4: WORKPLACE TASKS – PART A

	Comments	Attempt 1 Yes/No Date: _____	Attempt 2 Yes/No Date: _____	Attempt 3 Yes/No Date: _____
Did the student use the individual support plan to provide support services?				
Did the student effectively communicate with the client, family and/or carer? <i>For example, this should include being polite and courteous; speaking in a way that the client/family can understand; listening and confirming that messages have been understood; appropriate use of body language; and so on.</i>				
Did the student follow organisation process and procedures? <i>For example, WHS, privacy and confidentiality, client support, code of conduct and so on.</i>				
Did the student safely use required equipment (if there is no equipment required, this should be simulated following the observation with the client)? <i>For example, this should include following manufacturer's instructions, following directions, obtaining advice and so on.</i>				
Did the student maintain a safe, healthy and comfortable working environment? <i>For example, following safe work procedures; doing risk assessments and implementing risk controls; making sure the client is comfortable.</i>				
Did the student follow safe clean-up procedures? <i>For example, use of infection control procedures; leaving things clean and tidy.</i>				

RECORD OF ASSESSMENT OUTCOMES: INDIVIDUAL SUPPORT

This section records the outcome of each task/assessment requirement so that the final assessment outcome can be determined for the unit CHCCCS015 Provide individualised support.

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. Workplace project <ul style="list-style-type: none"> Client 1 Client 2 Client 3 					
4. Workplace tasks <ul style="list-style-type: none"> Part A Part B 					
Final Assessment Results	Result (C/NYC)		Date		
CHCCCS015 Provide individualised support					
Student name:					
Assessor name:					
Assessor signature:		Date: / /			