Training Accreditation Council: Education Program

Mapping of Assessments & Learning Resources

Qualification National Code & Title	CHC33021 – Certificate III in Individual Support (Ageing)
Unit National Code & Title	CHCCCS040 - Support independence and wellbeing

Asmtessment / Resource Name	Description	Location
Assessment 1	Workbook – Knowledge Assessment	
Assessment 2	Practical observation Task Checklist (Work placement)	Task 20
Learning Resource	E-learning & resources	Learning Management System (LMS)

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CHCCCS040 Support independence and wellbeing

Modification History

Not applicable.

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.

No occupational licensing, certification or specific legislative requirements apply to this unit at the time of publication.

Pre-requisite Unit

Nil

Competency Field

Client Care and Support

Unit Sector

Client Care and Support

Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
1. Recognise and support individual differences.	1.1. Recognise and respect the person's social, cultural and spiritual differences. 1.2. Avoid imposing own values and attitudes on others and support the person to express their own identity and preferences. 1.3. Consider the person's individual needs, stage of life, development and strengths when engaging in support activities.

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	1.4. Recognise, respect and accommodate the person's expressions of identity and sexuality as appropriate in the context of their age and stage of life. 1.5. Promote and facilitate opportunities for participation in activities that reflect the person's individual physical, social, cultural and spiritual needs.
2. Promote independence.	2.1. Support the person to identify and acknowledge their own strengths and self-care capacity. 2.2. Assist the person to identify opportunities to utilise their strengths, while communicating the importance of using available support when required. 2.3. Provide information and assistance to the person in order to facilitate access to support services and resources when needed. 2.4. Provide support that allows the person to self manage their own service delivery as appropriate. 2.5. Encourage the person to build, strengthen and maintain independence.
3. Support physical wellbeing.	3.1. Promote and encourage daily living habits that contribute to healthy lifestyle. 3.2. Support and assist the person to maintain a safe and healthy environment. 3.3. Recognise hazards and report according to organisational policies and procedures. 3.4. Recognise variations in a person's physical condition and report according to organisational policies and procedures. 3.5. Recognise indications that the person's physical situation is affecting their wellbeing and report according to organisational policies and procedures. 3.6. Recognise physical health situations beyond scope of own role and report to the relevant person.
4. Support social, emotional and psychological wellbeing.	4.1. Promote self-esteem and confidence through use of positive and supportive communication. 4.2. Contribute to the person's sense of security through use of safe and predictable routines. 4.3. Encourage and facilitate participation in social, cultural, spiritual activities, using existing and potential new networks and as per the person's preferences. 4.4. Recognise aspects of supporting a person's wellbeing outside scope of knowledge, skills and job role and seek appropriate support. 4.5. Recognise variations to a person's wellbeing and report according to organisational policies and procedures.

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4.6. Confirm any cultural or financial issues impacting on the person's wellbeing.

4.7. Determine the person's risk and protective factors in relation to mental health.

4.8 Recognise and report possible indicators of abuse or neglect and report according to organisational policies and procedures.

4.9. Recognise situations beyond scope of own job role and report to the relevant person.

Foundation Skills

Foundation skills essential to performance are explicit in the Performance Criteria of this unit of competency.

Unit Mapping Information

Supersedes and is equivalent to CHCCCS023 Support independence and wellbeing

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=5e0c25cc-3d9d-4b43-80d3-bd22cc4f1e53

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Assessment Requirements for CHCCCS040 Support independence and wellbeing

Modification History

Not applicable.

Performance Evidence

Evidence of the ability to complete tasks outlined in elements and performance criteria of this unit in the context of the job role, and:

- safely support at least three people to enhance independence and wellbeing
- perform 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

Demonstrated knowledge required to complete the tasks outlined in elements and performance criteria of this unit:

- basic human needs:
  - physical
  - psychological
  - spiritual
  - cultural
  - sexual
- concept of self-actualisation
- human development across the lifespan
- wellbeing:
  - physical
  - psychological
  - social
  - spiritual
  - cultural
  - financial
  - career and occupation
- individual differences, how these may be interrelated and impact on support provided
- basic requirements for good health for the person:
  - mental health
  - nutrition and hydration
  - exercise

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    - hygiene
    - lifestyle
    - oral health
- mental health issues and risk and protective factors
- restrictive practices:
    - what constitutes a restrictive practice
    - legislative and regulatory requirements
    - organisational policies and procedures relating to restricted practices
    - positive strategies
    - ethical considerations
    - documentation requirements
- indications of neglect or abuse:
    - physical
    - sexual
    - psychological
    - financial
- reporting requirements for suspected abuse situations
- service delivery models and standards
- relevant funding models
- issues that impact health and wellbeing
- impacts of community values and attitudes, including myths and stereotypes
- issues surrounding sexuality and sexual expression
- indicators of emotional concerns and issues
- support strategies, resources and networks
- legal and ethical requirements and how these are applied in an organisation and individual practice:
    - duty of care
    - dignity of risk
    - human rights
    - discrimination
    - mandatory reporting
    - privacy, confidentiality and disclosure
    - work role boundaries, responsibilities and limitations.

Assessment Conditions

Skills must be demonstrated in a relevant workplace with the addition of simulations and scenarios where the full range of contexts and situations have not been provided in the workplace.

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Where simulation is used it must reflect real working conditions and contingencies by modelling industry operating conditions and contingencies, as well as using suitable facilities, equipment and resources, including:

- individualised plans and any relevant equipment outlined in the plan
- modelling of industry operating conditions including real interactions with the person and their families or carers.

Assessors must satisfy the Standards for Registered Training Organisations' requirements for assessors.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=5e0c25cc-3d9d-4b43-80d3-bd22cc4f1e53

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Evidence Requirements - Elements & Performance Criteria		Evidence Gathering Techniques			Resources
The evidence must show that the candidate can:		Asmt 1	Asmt 2	Asmt 3	Resource
Elements define the essential outcomes. Performance criteria describe the performance needed to demonstrate achievement of the element			Work placement book Task 20		
Element 1	**Recognise and support individual differences**				
1.1	Recognise and respect the person's social, cultural, and spiritual differences.		1		LMS Session 1
1.2	Avoid imposing own values and attitudes on others and support the person to express their own identity and preferences.		1		LMS Session 1
1.3	Consider the person's individual needs, stage of life, development and strengths when engaging in support activities.	17			LMS Session 2
1.4	Recognise, respect, and accommodate the person's expressions of identity and sexuality as appropriate in the context of their age and stage of life.		2		LMS Session 3
Element 2	**Promote independence**				
2.1	Support the person to identify and acknowledge their own strengths and self-care capacity.		3		LMS Session 4
2.2	Assist the person to identify opportunities to utilise their strengths, while communicating the importance of using available support when required.		4		LMS Session 5
2.3	Provide information and Assistance to the person to facilitate access to support services and resources when needed.		5		LMS Session5
2.4	Provide support that allows the person to self-manage their own service delivery as appropriate.		5		LMS Session 6
2.5	Encourage the person to build, strengthen and maintain independence.		6		LMS Session 6
Element 3	**Support physical wellbeing**				
3.1	Promote and encourage daily living habits that contribute to healthy lifestyle.		6		LMS Session 7
3.2	Support and assist the person to maintain a safe and healthy environment.		7		LMS Session 7
3.3	Recognise hazards and report according to organisational policies and procedures.		7		LMS Session 8
3.4	Recognise variations in a person's physical condition and report according to organisational policies and procedures.		8		LMS Session 8

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	e. lifestyle	10 19				LMS Session 7
	f. oral health	19 g				LMS Session 7
7	Mental health issues and risk and protective factors	20 a, b, c				LMS Session 12
8	Restrictive practices:					
	a. what constitutes a restrictive practice	24				LMS Session 13
	b. legislative and regulatory requirements	26				LMS Session 13
	c. organisational policies and procedures relating to restricted practices	27				LMS Session 13
	d. positive strategies	28				LMS Session 13
	e. ethical considerations	29				LMS Session 13
	f. documentation requirements		14			LMS Session 13
9	Indications of neglect or abuse:					
	a. physical	12	14			LMS Session 13
	b. sexual	12	14			LMS Session 13
	c. psychological	6 12	14			LMS Session 13
	d. financial	12	14			LMS Session 13
10	Reporting requirements for suspected abuse situations	9	14			LMS Session 13
11	Service delivery models and standards	7 8b 13 14 15a, b				LMS Session 4
12	Relevant funding models	16				LMS Session 5
13	Issues that impact health and wellbeing	1 8a 9 10 23				LMS Session 8

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Training Accreditation Council: Education Program

ASSESSMENT 1

Qualification details	
Training Package code and title:	CHC Community Services
National Qualification	CHC33021 Certificate III in Individual Support

National Code & Title	**CHCCCS040: Support independence and wellbeing**

Assessment Task	1: Workbook - Knowledge Assessment		
Date Due	Session 13	**Date Received**	

Student Name	
Student Declaration	I declare that the evidence submitted is my own work:

Assessors Name				
Assessment Decision	☐ Satisfactory		☐ Not Yet Satisfactory	
Assessor Signature			**Date**	
Is student eligible for reassessment (Re-sit)?	☐ No	☐ Yes	**Reassessment Date**	

Feedback to student

Feedback from student

Student signature		**Date**	

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Task 20: CHCCCS040 Support independence and wellbeing

Instructions for Students:

- Choose 3 clients who would be suitable for you to work with for this task. In the space for each client provided in the questions, give examples of your performance in relation to the tasks.
- Read the client's existing individualised care plans to identify current status.
- Determine what your course of action will be to develop your relationships with these clients.
- Plan how you could safely support your 3 residents to enhance independence and wellbeing.
  - Students will have an organised work placement in a suitable workplace. (120hours)
  - Recognise and work in a way that includes the person's social, cultural, and spiritual differences.
  - Identify opportunities required to provide individual services in ways that support independence, as well as physical and emotional wellbeing.

Observation Performance	Client1	Client 2	Client 3
Choose your 3 clients with your buddy or supervisor. Through week 1 and 2 work towards safely supporting 3 clients to enhance to support their independence and wellbeing			
1. How did you respect the person's social, cultural, and spiritual differences, whilst avoiding imposing your own values and attitudes and supporting their preferences. Client 1_____ Client 2_____ Client 3 _____	Y N	Y N	Y N
2. Were there any situations with the person that you identified whilst providing support. Including personal needs, expressions of identity and sexuality. How did you show respect in this situation. Client 1_____ Client 2_____ Client 3 _____	Y N	Y N	Y N
3. How did you promote and facilitate opportunities for participation in activities that reflect the person's individual physical, social, cultural and spiritual needs, in accordance with their strengths and ability to self-care. Client 1_____ Client 2_____	Y N	Y N	Y N

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Observation Performance	Client1	Client 2	Client 3
Client 3 _____			
4. Did you assist the person to identify opportunities to utilise their strengths, while communicating the importance of using available support when required. Client 1_____ Client 2_____ Client 3 _____	Y N	Y N	Y N
5. Did you provide information and assistance to the person to facilitate access to support services and resources when needed to self-manage their own service delivery as appropriate. Client 1_____ Client 2_____ Client 3 _____	Y N	Y N	Y N
6. Did you promote and encourage the person to build, strengthen and maintain independence during their daily living habits that contribute to a healthy lifestyle. Client 1_____ Client 2_____ Client 3 _____	Y N	Y N	Y N
7. How did you support and assist the person to maintain a safe, healthy environment. Did you need to report any hazards according to organisational policies and procedures? Client 1_____ Client 2_____ Client 3 _____	Y N	Y N	Y N
8. Did you recognise any variations or indications that a person's physical condition and wellbeing was being affected? Did you report according to organisational policies and procedures because it was outside your scope of role?	Y N	Y N	Y N

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Assessment Instructions

To the Student:

- Read each question thoroughly & carefully to ensure you are responding appropriately.
- You will need to do some additional research to answer the questions appropriately.
- Complete each question within the spaces provided.
- Access to computer and internet to utilise the learning content required to complete the assessment in the Learning Management System.
- Students will be required to work in own time as well as be given some time in class to complete the assessment.
- When completing electronically in the Learning Management System:
  - Save file in **pdf format.**
  - Submit a PDF completed Workbook by uploading by the due date.
  - To confirm upload, an automatic receipt will be forwarded to your student email account.

NOTE: the knowledge you have demonstrated in your workbook will be authenticated by questions asked by the work placement tutor or work placement coordinator.

Read the following scenario carefully and answer questions

Betty is a 62-year-old lady who considers herself too young to be in Residential Care and will be happy to explain her rationale to anyone who cares to listen. Apart from her Insulin Dependent Diabetes and Macular Degeneration Betty has no other illnesses. Betty lives in a rural town 650 kilometres northeast of the nearest major town and has had to move into the facility so she can have her eye drops twice a day and very importantly, her insulin 3 x a day. Her friend Rex, her close companion of many years assisted with her eyedrops. Unfortunately, due to his declining health was unable to continue helping Betty.

There were not sufficient services in the community to support her medication and physical needs, so Betty`s options were limited. She was unable to rely on her friends (she did try for a few weeks, but after a near death experience from injecting herself with too much insulin, the GP put his foot down!). Reluctantly, Betty is finding her feet in her new home. She does miss her paid role of teaching Yoga Classes at the local youth centre, where she was able to draw on her travel experiences and teachings in different countries. She also misses her cat who now lives with her neighbour. Betty loved her life and is trying to look on the bright side.

She is, however, not happy this morning. A support worker came into her room without knocking and interrupted Betty doing her yoga, her morning ritual of 30 years. (Betty use to teach Yoga and Meditation to the towns inhabitants until her eyesight stopped her from driving)

The care worker told Betty, she had better get off the floor and back into her bed as the nurse was coming with medications and she should not be rolling around on the floor at her age! The carer then told her that if she did not get off the floor a hoist would be bought in to get her off! The care worker slammed the door as she left. Betty was horrified. Firstly, she was angry to have her yoga interrupted at 6am without the courtesy of a knock at the door or to even know who was threatening her with a hoist (whatever that was, Betty did not know.) Betty was very upset and went out looking for someone to help her find the manager, as she could not navigate the facility by herself yet. She was determined not to cry, but the tears started to well.

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MARKING GUIDE ASSESSMENT 1

1. List Betty's three medical/physical needs that require her to be admitted to the residential facility.

Knowledge Evidence
1a,4a,13,17

Answers can include the following but not limited to:

- Inability to manage her own insulin due to failing eyesight.
- Remote community so isolation of health services/nurses
- No one available to assist with administration of insulin 3 X per day
- No one available to assist with administration of eye drops 2 X per day
- No family support available to assist with insulin

2. In the Charter of Aged Care Rights, there are 14 Rights that clients can expect from their service provider. Of those rights, please identify three (3) for each Basic Human Need that you think pertains to the below:

Knowledge Evidence
1 a, b, c, d, e, 18c

Basic Human Needs:		*Answers may include*
a.	Physical	1, 2, 3, 4, 6,12, 13, 14,
b.	Psychological	2, 3, 5, 6, 7, 10, 11, 12, 13
c.	spiritual	3, 5, 7, 9, 10, 14
d.	cultural	3, 4,6, 10,14.
e.	sexual	1,7, 8, 9,11,

Charter of Aged care rights

1. Safe and high-quality care and services
2. be treated with dignity and respect
3. have my identity, culture and diversity valued and supported
4. live without abuse and neglect
5. be informed about my care and services in a way I understand
6. access all information about myself, including information about my rights, care, and services
7. have control over and make choice about my care and personal and social life, including where the choices involve personal risk
8. have control over, and make decisions about, the personal aspects of my daily life, financial affairs, and possessions
9. my independence
10. be listened to and understood
11. have a person of my choice, including an aged care advocate, support me or speak on my behalf
12. complain free from reprisal, and to have my complaints dealt with fairly and promptly
13. personal privacy and to have my personal information protected
14. exercise my rights without it adversely affecting the way I am treated.

Please note these tools have not been assessed for compliance against the 2025 Standards and are for workshop purposes only

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Training Accreditation Council: Education Program

MARKING GUIDE ASSESSMENT 1

Qualification details	
Training Package code and title:	CHC Community Services
National Qualification Code & Title:	CHC33021 - Certificate III in Individual Support (Ageing)

National Code & Title	**CHCCCS040 Support independence and wellbeing**
Assessment	1: Workbook – Knowledge Assessment

Assessment Instructions

Assessor Instructions:

- Allow some class time for students to work on this assessment prior to the due date.
- Students are required to complete all questions in this assessment individually
- Assessors should provide students opportunity for discussion and clarification of questions
- Handouts and resources should be provided in a timely manner providing information and context to the questions.
- Resources are to be uploaded on to the Learning Management System.
- If the student completes this assessment outside of the classroom setting, assessors need to authenticate student's answers. This can be done by verbally questioning the student on their comprehension and understanding of the assessment. If assessors are not satisfied with student's articulation, then written authenticity questions will need to be devised.
- Assessors must provide students with timely and constructive feedback on the outcomes of any assessments they undertake.
- When marking, read and assess the student's assessment and make comments where relevant
- Complete the cover sheet and relevant feedback to the student
- Scan and store in student file in Teams
- Assessment results must be accurately recorded in the Learning Management System for the unit.
- Return assessment back to student

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Training Accreditation Council: Education Program

MARKING GUIDE ASSESSMENT 1

Qualification details	
Training Package code and title:	CHC Community Services
National Qualification Code & Title:	CHC33021 - Certificate III in Individual Support (Ageing)

National Code & Title	**CHCCCS040 Support independence and wellbeing**
Assessment	1: Workbook – Knowledge Assessment

Assessment Instructions

Assessor Instructions:

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1. List Betty's three medical/physical needs that require her to be admitted to the residential facility.

2. In the Charter of Aged Care Rights, there are 14 Rights that clients can expect from their service provider. Of those rights, please identify three (3) for each Basic Human Need that you think pertains to the below:

a. **Physical**	
b. **Psychological**	
c. **Spiritual**	
d. **Cultural**	
e. **Sexual**	

Charter of Aged Care Rights

1. Safe and high-quality care and services
2. Be treated with dignity and respect
3. Have my identity, culture and diversity valued and supported
4. Live without abuse and neglect
5. Be informed about my care and services in a way I understand
6. Access all information about myself, including information about my rights, care, and services
7. Have control over and make choice about my care and personal and social life, including where the choices involve personal risk
8. Have control over, and make decisions about, the personal aspects of my daily life, financial affairs, and possessions
9. My independence
10. Be listened to and understood
11. Have a person of my choice, including an aged care advocate, support me or speak on my behalf
12. Complain free from reprisal, and to have my complaints dealt with fairly and promptly
13. Personal privacy and to have my personal information protected
14. Exercise my rights without it adversely affecting the way I am treated.

3. List 4 rights that have been breached by the support worker. Explain which rights and why.

4. How can Betty`s individual needs be clearly identified and communicated so that everyone is aware of her morning routines?

5. Yoga is important to Betty and contributes to her wellbeing. Explain how practicing yoga supported her in the below domains of wellbeing**:**

Domain	Explanation
a. Physically	
b. Psychologically	
c. Socially	
d. Spiritually	
e. Cultural	
f. Financial	
g. Career/Occupation	

6. Betty was 'threatened and yelled at' in the facility. Explain what the Manager's duty of care is to Betty and the organisation.

7. How should the support worker be re-educated to understand about her poor practices with Betty?

8. a) List 4 factors that impacted on Betty's emotional, health, well-being, and concept of self-actualisation, after she became a resident at the facility.

Four weeks later, you notice that Betty is excluding herself from activities and not participating in her yoga. As her support worker, you chat with Betty and she confides to you that she feels she has no sense of belonging in the facility, she misses her friendships and weekend visit from her long-time friend Rex. Betty reminisces that she and Rex used to cuddle by the fire and listen to music, making her feel safe, secure, and loved.

b. As a support worker how could you respond to or support Betty?

c. What are the Basic Human Needs that this relationship previously fulfilled, that is now missing from Betty's life? **Refer to Q2 for the 'Basic Human Needs'**

9 How can the facility manager help Betty through this unpleasant experience? 50-150 words

10 Think about Betty and what she is missing from her previous home and what she brings to her new home. What activities or strategies can you think of to help fulfil Betty`s life? Give 4 examples.

11. Myths and stereotypes associated with the elderly.

a. What is a myth or stereotype associated with the elderly that the carer's values and attitudes about Betty when she saw her doing her yoga on the floor?

b. How did the myth or stereotype and carer's values and attitudes impact on Betty?

12. In the table below give 2 indicators of abuse or neglect that may occur in the industry.

Type	Indicator of neglect and abuse
Physical	
Sexual	
Psychological	
Financial	

13. Clients should have choices about the types of services they access and the delivery of those services, including who will deliver the services and when. Service providers can be flexible and offer options for the place or time for a meeting that suits the client (rather than times that suit the service). Examples of service delivery models are given in the table below. Give a feature for each:

Service delivery model	Feature/s
Attendant care and support work services	
Recreation, leisure. community access	
Community nursing services	
Complex support coordination	

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CHC33021

Certificate III in Individual Support (Ageing)

Workplace Observation & Assessment Task Book



Student Name:

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