

## Unit mapping

**KQ: Knowledge questions**

**PA: Practical assessment – Task (T), Workplace Skills (WS)**

**KQ**

**PA**

**S**

**S: Simulations**

### Elements and performance criteria

#### E 1 Include carer and family members as part of the support team

PC 1.1	Assess and acknowledge the role and importance of carer and family members for the person	Q 1.1 Q 1.2 Q 1.3 Q 1.4	T 6a	
PC 1.2	Work in a manner that recognises and supports carer and family relationships with, and knowledge about, the person with support needs	Q 1.5 Q 1.6	T 6b	S1
PC 1.3	Recognise the knowledge and skills of the carer and family that complement own job role	Q 1.7	T 6c	S1
PC 1.4	Involve carer and family in the design and delivery of the person's support services	Q 1.8	T 6d	S1
PC 1.5	Assist carer and family to determine assistive technologies that support the person and themselves and confirm understanding of its use	Q 1.9 Q 1.10 Q 1.11	T 7a-f	S1

#### E 2 Assess and respond to changes in the care relationship

PC 2.1	Assess risks of change to the care relationship including potential physical and psychological harm to carer, family and the person	Q 2.1 Q 2.2	T 9a-c	S3
PC 2.2	Use identified strategies to address risks according to organisational policies and procedures and legal and ethical considerations.	Q 2.3	T 10a-f	S3
PC 2.3	Support the person, carer and family to determine and use strategies that maximise positive aspects of change and transition	Q 2.4	T 11a-f	S3
PC 2.4	Support carer and family to maintain ongoing support and involvement in the life of the person	Q 2.5 Q 2.6	T 12a	

#### E 3 Monitor and promote carer rights, health and wellbeing

PC 3.1	Respect the confidentiality and privacy of the carer and family, as well as the person with support needs	Q 3.1	T 5a-e	
PC 3.2	Recognise and respond to the need for services required by the carer and family to support the care relationship with the person	Q 3.2 Q 3.3	T 1a-e T 2a-e	S2
PC 3.3	Recognise and respond to issues that may impact on the physical and emotional health and wellbeing of the carer and family	Q 3.4 Q 3.5	T 3a-f T 4a-f	S2
PC 3.4	Provide carer and family with information about support services and how to access	Q 3.6	T 2a	S1 S2

**KQ: Knowledge questions****PA: Practical assessment – Task (T), Workplace Skills (WS)****KQ****PA****S****S: Simulations****Knowledge evidence**

KE 1	Context for caring in Australia:		
	<ul style="list-style-type: none"> <li>▪ carer demographics</li> </ul>	Q 1.1	
	<ul style="list-style-type: none"> <li>▪ carer support organisations and resources</li> </ul>	Q 3.3	
	<ul style="list-style-type: none"> <li>▪ attitudes, stereotypes, false beliefs and myths associated with caring</li> </ul>	Q 1.1	
	<ul style="list-style-type: none"> <li>▪ different pathways into service settings for the person and the implications for carer and family</li> </ul>	Q 2.1	
KE 2	Rights, roles and responsibilities of different people in the care relationship:	Q 1.3	
	<ul style="list-style-type: none"> <li>▪ the person</li> <li>▪ family members</li> <li>▪ friends</li> <li>▪ support worker</li> </ul>		
KE 3	Impact of the caring role on carer and family	Q 3.5	T 9a-c
KE 4	Different family patterns and structures and their impact on the person	Q 1.2	
KE 5	Life cycle transitions:	Q 2.1	T 11a-f
	<ul style="list-style-type: none"> <li>▪ types of transitions</li> <li>▪ positive and negative impacts</li> </ul>		
KE 6	Current service delivery philosophy and models:		
	<ul style="list-style-type: none"> <li>▪ basic principles of person-centred practice, strengths-based practice and active support</li> </ul>	Q 4.1	
	<ul style="list-style-type: none"> <li>▪ strategies to work positively with carers and families</li> </ul>	Q 2.6	
	<ul style="list-style-type: none"> <li>▪ social and emotional wellbeing frameworks</li> </ul>	Q 4.1	
KE 7	Organisational policies and procedures in relation to carers and families	Q 2.3	S3

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KE 8	Scope and breadth of assistive technologies used across the life domains, including but not limited to: <ul style="list-style-type: none"> <li>self-care</li> <li>continence and hygiene</li> <li>communication</li> <li>mobility and transferring</li> <li>cognition and memory loss</li> <li>vision and hearing</li> <li>daily living activities</li> <li>recreation and leisure</li> <li>education and employment</li> <li>home and other environments</li> <li>eating and drinking</li> <li>pressure area management</li> <li>carer support</li> </ul>	Q 1.11	T 7a T 7c	
KE 9	Role and use of assistive technologies in supporting the activities of the carer and family and the person receiving support	Q 1.10 Q 1.11	T 7b-f	
KE 10	Risk assessment tools and management strategies for the carer and family	Q 2.2 Q 2.3		S3
KE 11	Legal and ethical requirements for working with the carer and family and how these are applied in an organisation and individual practice: <ul style="list-style-type: none"> <li>discrimination</li> <li>privacy, confidentiality and disclosure</li> <li>work role boundaries, responsibilities and limitations</li> </ul>	Q 1.6 Q 3.1 Q 2.3	T 5a-e T 10a	S3

**Performance evidence**

PE 1	Recognise and respond to the support needs of the carer or family members of at least three different people who are using the service		T 1a-e T 2a-e T 3a-f T 4a-f	
PE 2	Provide support to the carer or family of one person undergoing a change in care arrangements including identification of risks and use of strategies to address risks		T 6a-d T 7a-f T 8a-e T 9a-c T 10a-f T 11a-f	

## Trainer/assessor instructions and requirements

These training and assessment materials are a commercially produced resource designed to underpin training and assessment delivery strategies.

### Catapult Smallprint resources

Catapult Smallprint resources are current, according to information provided by the official National Register of Information on Training Packages, training.gov.au (TGA).

Catapult Smallprint offer:

- a learning resource—theory component
- an assessment workbook—a suite of assessment tools

The assessment tools are mapped against:

- elements and performance criteria
- performance evidence
- knowledge evidence

### Information for Registered Training Organisation only

RTOs must conduct their own validation and mapping to verify that the assessment tools and instruments used:

- enable the collection of evidence that complies with the Principles of Assessment and the Rules of Evidence
- can be used by different trainer/assessors to achieve consistent results
- can be applied in a range of assessment situations
- align with the RTO's Training and Assessment Strategy (TAS)

If any gaps are identified the RTO must develop their own evidence gathering methods, assessment tools or activities.

If used correctly the assessment tools should provide a comprehensive assessment.

Catapult Smallprint do not promote that the use of their resources will ensure compliance with all VET Regulations. It is the responsibility of the RTO to meet those requirements and develop their own Training and Assessment Strategy (TAS).

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## Learning resource

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The learning content is divided into topics which address the learning elements and performance criteria for each unit.

At the end of each topic the learner is provided with:

- a set of true or false questions
- a set of multiple choice questions

These questions are self-marking and do not form part of the assessment. They provide an opportunity for learners to test their understanding of the topics.

The learning resource is designed for self-paced learning but is also suitable for face to face or workshop delivery.

The trainer/assessor should provide supplementary information including interpretation of the contents of this resource. They should initiate discussion about the subject matter and encourage learners to contribute their own experiences and their interpretations of the material.

Learners should be encouraged to undertake additional research.

This might include:

- reading
- reflection
- drawing on their own knowledge and experience

It is not necessary to work through the resource in the order in which it is written. This is at the discretion of the trainer/assessor.

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## Assessment workbook

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The trainer/assessor must explain to learners:

- what competency-based training is
- how competency-based assessment works and how they will be assessed
- what constitutes competency
- the assessment conditions applicable to this unit
- the resources required for assessment
- the Rules of Evidence
- the training organisation's complaints and appeals procedures
- the role of the trainer/assessor
- how the skills recognition (RPL) checklist can be used
- when the completion record will be signed

The tools that can be used to assess learners' competencies include the:

- knowledge questions
  - project
  - practical assessment
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## Assessment agreement

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The trainer/assessor must explain:

- how and when assessment will occur
- the tools and instruments that will be used to collect evidence
- the assessment conditions that apply to this unit
- how adjustments can be made for individual needs
- the learner's rights if they want to dispute an assessment result
- that all work submitted by the learner must be their own
- that plagiarism is not acceptable
- why the assessment agreement must be signed

The learner and the trainer/assessor need to sign the assessment agreement.

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## Foundation skills

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The trainer/assessor should identify the foundation skills levels of learners to determine whether additional support needs to be provided.

Training packages identify foundation skill requirements in a variety of ways:

- in some packages foundation skills are explicit in the performance criteria of the unit of competency
- in others specific foundation skills are identified for individual units of competency
- in others all foundation skills are identified separately

The trainer/assessor should source and use foundation skills assessment methodologies that suit the learner cohort.

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## Skills recognition

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The trainer/assessor needs to determine how they wish to use this section.

Evidence of existing skills can be provided for all or parts of the unit. This could mean that some of the knowledge questions or practical tasks do not need to be completed.

Evidence of existing skills and knowledge can be obtained by sighting, for example:

- previous training results or qualifications
- workplace documents
- testimonials of skills obtained through unpaid work
- references from employers

Trainer/assessors must discuss the evidence requirements with the learner.

Any evidence submitted must comply with the Principles of Assessment and Rules of Evidence.

On completion of an RPL assessment the trainer/assessor should record their comments and mark the applicant's submission as Satisfactory/Not Satisfactory.

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## Knowledge questions

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The knowledge questions address the learner's understanding of the information covered in:

- the elements and performance criteria for this unit
- the knowledge evidence for this unit

The questions address each performance criteria and are designed to elicit evidence of underpinning knowledge.

Where essential knowledge requirements have not been referred to in performance criteria, additional questions are provided.

The trainer/assessor will determine which questions need to be answered to ensure a satisfactory outcome.

The trainer/assessor must provide clear instructions to the learner regarding:

- the manner in which responses should be presented, for example: hand written in the space provided, in a word-processed document, verbally, on-line
- whether additional questions need to be answered

If verbal responses are provided the trainer/assessor must document the learner's responses verbatim.

When questions are answered the trainer/assessor should provide feedback to the learner. If responses are unsatisfactory the learner should be given the opportunity to provide additional information or to re-submit.

Answers should be marked as Satisfactory/Not Satisfactory.

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## Project

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Projects are an assessment tool that can address either practical or knowledge-based skills. Learners might be asked to complete the project in addition to the other assessment activities. In some instances, it can be used as an alternative to the knowledge questions or the practical assessment tasks.

The assessor will decide how the project will be used and must advise learners about whether they need to complete it.

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## Practical assessment

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Trainer/assessors must inform learners of:

- the assessment conditions
- the required performance standards
- how, when and where assessment will take place
- any assistance they will receive
- the resources that will be supplied
- how their performance will be recorded
- what to do if they disagree with the assessment results

The practical assessment requires that learners demonstrate the skills they have developed as a result of their training. They must perform the nominated skills and their performance must be observed by the assessor or a suitably qualified and experienced third party. The third party cannot conduct the assessment but can provide supplementary evidence for the assessor to use. Assessor comments must be recorded, and performance results marked as Satisfactory, or Not Satisfactory as they will contribute to the final judgment of competence.

Practical assessments might be conducted in a workplace or as simulations. If assessment cannot be conducted in a workplace the assessor must ensure that the simulations replicate a workplace as nearly as possible. The assessor is responsible for ensuring that learners have access to the resources needed to complete the assessment.

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## Completion record

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The results of each form of assessment, plus any extra requirements nominated by the assessor, should be recorded in the assessment workbook.

The trainer/assessor must ensure that the:

- assessment conditions for this unit were met
- learner answered the knowledge questions at the required standard for the unit level
- learner performed all the practical tasks to the required standard for the unit level
- learner was provided with detailed feedback
- any additional assessment requirements were completed

The completion record should be signed by the learner and trainer/assessor.

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