

# Unit mapping

**KQ: Knowledge questions**

**P: Project**

**PA: Practical assessment**

**KQ**

**P**

**PA**

## Elements and performance criteria

### E 1 Apply a person-centred approach to providing behaviour support

|        |   |                                  |     |
|--------|---|----------------------------------|-----|
| PC 1.1 | Support the person receiving care or support to maintain their activities of daily living in accordance with organisational policies and procedures, legal and ethical considerations and the individualised behaviour support plan | Q 1.1<br>Q 1.2<br>Q 1.3<br>Q 1.4 | P 1 |
| PC 1.2 | Consider the person's individual needs, strengths, capabilities and preferences when engaging in activities of daily living and routines  | Q 1.5                            | P 1 |
| PC 1.3 | Identify challenges with engaging or motivating the person and seek assistance from others  | Q 1.6<br>Q 1.7                   | P 1 |
| PC 1.4 | Provide a safe environment for the person conducive to positive and adaptive responses  | Q 1.8                            | P 1 |

### E 2 Review context of behaviours of concern

|        |  |                |     |
|--------|--|----------------|-----|
| PC 2.1 | Recognise behaviours of concern outlined in the individualised behaviour support plan  | Q 2.1<br>Q 2.2 |     |
| PC 2.2 | Establish what happened before, during and after the behaviour of concern  | Q 2.3          | P 1 |
| PC 2.3 | Recognise the type, frequency and triggers of the behaviour  | Q 2.4          | P 1 |
| PC 2.4 | Recognise environmental factors and their influence on the behaviour   | Q 2.5          | P 1 |
| PC 2.5 | Recognise aspects of the person's emotional well-being and their influence on the behaviour  | Q 2.6          | P 1 |
| PC 2.6 | Recognise aspects of the person's health status and potential unmet needs that may influence their behaviour                             | Q 2.7          | P 1 |
| PC 2.7 | Recognise impacts of the person's medication on the behaviour  | Q 2.8          | P 1 |
| PC 2.8 | Recognise personal and social circumstances of the person and their influence on the behaviour   | Q 2.9          |     |
| PC 2.9 | Record all observations promptly, accurately and objectively in consultation with supervisor, using terms that can be clearly understood | Q 2.10         | P 1 |

|                                 |  |           |          |           |
|---------------------------------|--|-----------|----------|-----------|
| <b>KQ: Knowledge questions</b>  |  |           |          |           |
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**E 3 Provide positive behaviour support according to individualised behaviour support plan**

|        |  |                 |     |  |
|--------|--|-----------------|-----|--|
| PC 3.1 | Consult with the person to establish interventions when addressing behaviours of concern, including the use of restrictive practices when the behaviour presents a safety risk to the person or others | Q 3.1<br>Q 3.2  |     |  |
| PC 3.2 | Interpret and follow behavioural support strategies in collaboration with the person   | Q 3.3<br>Q 3.4  | P 1 |  |
| PC 3.3 | Ensure that all interventions are in line with the plan and organisation policies and procedures   | Q 3.5           | P 1 |  |
| PC 3.4 | Follow organisational policies and procedures to ensure safety of the person, self and other people  | Q 3.6           | P 1 |  |
| PC 3.5 | Respond to critical incidents in accordance with organisational policies and procedures for intervention and notification  | Q 3.7<br>Q 3.8  | P 1 |  |
| PC 3.6 | Monitor strategies to determine effectiveness in consultation with supervisor  | Q 3.9<br>Q 3.10 | P 1 |  |
| PC 3.7 | Recognise and report changes in the person's needs and behaviours in consultation with the person and supervisor   | Q 3.11          | P 1 |  |
| PC 3.8 | Follow organisational policies and procedures for referral in consultation with supervisor   | Q 3.12          | P 1 |  |

**E 4 Complete documentation**

|        |  |                |     |  |
|--------|--|----------------|-----|--|
| PC 4.1 | Complete reports according to organisational policies and procedures                           | Q 4.1<br>Q 4.2 | P 1 |  |
| PC 4.2 | Complete, maintain and store documentation according to organisational policies and procedures | Q 4.3          | P 1 |  |
| PC 4.3 | Comply with the person's right to access their records   | Q 4.4          | P 1 |  |

**KQ: Knowledge questions****P: Project****KQ****P****PA****PA: Practical assessment****Knowledge evidence**

|      |  |   |     |
|------|--|---|-----|
| KE 1 | Principles and practices of positive behaviour support which focuses on the individual person  | Q 1.1<br>Q 1.5<br>Q 1.6<br>Q 1.7                    | P 1 |
| KE 2 | A human rights framework of service delivery   | Q 1.3   | P 1 |
| KE 3 | National Disability Insurance Scheme (NDIS) Code of Conduct  | Q 1.3   | P 1 |
| KE 4 | The impact of social devaluation on an individual's quality of life  | Q 1.6   |     |
| KE 5 | Roles and responsibilities of people involved in provision of care or support: <ul style="list-style-type: none"> <li>▪ support worker</li> <li>▪ supervisor</li> <li>▪ carer</li> <li>▪ family</li> <li>▪ health professionals</li> </ul>   | Q 5.1   | P 1 |
| KE 6 | Positive lifestyle enhancement strategies: <ul style="list-style-type: none"> <li>▪ positive reinforcement</li> <li>▪ motivation</li> <li>▪ stress management</li> <li>▪ engagement in meaningful activities</li> <li>▪ support relationships</li> <li>▪ nutrition</li> <li>▪ environmental and systems improvement</li> <li>▪ structural issues, including discrimination</li> </ul>  | Q 1.5<br>Q 1.6<br>Q 1.7<br>Q 3.4<br>Q 4.1<br>Q 4.3  | P 1 |
| KE 7 | Organisational policies and procedures for: <ul style="list-style-type: none"> <li>▪ work health and safety</li> <li>▪ intervention and notification</li> <li>▪ referral</li> <li>▪ reporting</li> <li>▪ completing, maintaining and storing documentation</li> <li>▪ behaviour management, including: <ul style="list-style-type: none"> <li>– critical incidents</li> <li>– accident and incident reporting</li> </ul> </li> </ul> | Q 2.9<br>Q 3.6<br>Q 3.7<br>Q 3.8<br>Q 3.11<br>Q 4.1 | P 1 |

| <b>KQ: Knowledge questions</b>  |  |  |          |           |
|---------------------------------|--|--|----------|-----------|
| <b>P: Project</b>               |  | <b>KQ</b>  | <b>P</b> | <b>PA</b> |
| <b>PA: Practical assessment</b> |  |  |          |           |
| KE 8                            | Restrictive practice: <ul style="list-style-type: none"> <li>▪ types of regulated restrictive practices: <ul style="list-style-type: none"> <li>▪ seclusion</li> <li>▪ chemical restraint</li> <li>▪ mechanical restraint</li> <li>▪ physical restraint</li> <li>▪ environmental restraint</li> </ul> </li> <li>▪ unregulated restrictive practices</li> <li>▪ human rights considerations for use of restrictive practices</li> <li>▪ principles of the National Framework for Reducing and Eliminating the Use of Restrictive Practices in the Disability Service Sector</li> <li>▪ role of the NDIS Quality and Safeguards Commission and the Aged Care Quality and Safety Commission in regulating use of restrictive practices</li> <li>▪ when it is acceptable to use restrictive practices</li> <li>▪ role of behaviour support practitioner in developing behaviour support plan that includes restrictive practices</li> <li>▪ consequences of unauthorised use of restrictive practices</li> <li>▪ positive proactive approaches to support that eliminate the need to use restrictive practices</li> <li>▪ physical, psychological and emotional risks related to the use of restrictive practices</li> <li>▪ processes for reporting changes in behaviour that may require review of the restrictive practices in the behaviour support plan</li> <li>▪ documentation of use of restrictive practices: <ul style="list-style-type: none"> <li>– organisational policies and procedures</li> <li>– regulatory and legislative requirements for documentation</li> </ul> </li> </ul> | Q 2.9<br>Q 3.2<br>Q 3.3<br>Q 3.6<br>Q 3.7<br>Q 3.8<br>Q 4.1<br>Q 5.2                   |          |           |
| KE 9                            | Principles of effective communication and ways to implement these to work with the person to minimise behaviours of concern  | Q 1.5<br>Q 2.2<br>Q 2.3  |          |           |
| KE 10                           | Indicators that people have unmet needs which may be: <ul style="list-style-type: none"> <li>▪ systemic</li> <li>▪ structural</li> <li>▪ individual</li> <li>▪ relational</li> <li>▪ cultural</li> </ul>   | Q 1.5<br>Q 1.6<br>Q 1.7<br>Q 2.5<br>Q 2.6<br>Q 2.8<br>Q 2.9                            | P 1      |           |
| KE 11                           | Factors that may contribute to behaviours of concern: <ul style="list-style-type: none"> <li>▪ physical</li> <li>▪ emotional</li> <li>▪ environmental</li> <li>▪ medications</li> <li>▪ structural</li> <li>▪ systemic</li> <li>▪ relational</li> </ul>  | Q 1.5<br>Q 1.6<br>Q 1.7<br>Q 2.1<br>Q 2.2<br>Q 2.5<br>Q 2.6<br>Q 2.7<br>Q 2.8<br>Q 2.9 | P 1      |           |

**KQ: Knowledge questions****P: Project****KQ****P****PA****PA: Practical assessment**

|       |  |  |     |
|-------|--|--|-----|
| KE 12 | Specialist services and referral options   | Q 3.12   | P 1 |
| KE 13 | Legal and ethical considerations for working with people with receiving care or support: <ul style="list-style-type: none"> <li>▪ codes of conduct</li> <li>▪ dignity of risk</li> <li>▪ duty of care</li> <li>▪ human rights, including the United Nations Convention on the Rights of Persons with Disabilities (UNCRPD)</li> <li>▪ constraint</li> <li>▪ imprisonment</li> <li>▪ abuse, neglect and exploitation</li> <li>▪ practice standards</li> <li>▪ work health and safety</li> <li>▪ structural and systemic issues: <ul style="list-style-type: none"> <li>- poverty</li> <li>- housing</li> <li>- lack of access to resources</li> </ul> </li> </ul> | Q 1.1<br>Q 1.2<br>Q 1.3<br>Q 1.4<br>Q 2.6<br>Q 2.9<br>Q 3.6<br>Q 3.7<br>Q 3.8<br>Q 5.2 | P 1 |

**Performance evidence**

|      |   |  |    |
|------|---|--|----|
| PE 1 | Provide positive support in accordance with an individualised behaviour support plan in response to at least three different presentations of behaviours of concern                 |  | PA |
| PE 1 | Respond to at least one critical incident relating to a behaviour of concern in accordance with an individualised behaviour support plan and organisational policies and procedures |  | PA |

## 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 special 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 checklist

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

The foundation skills checklist in this resource is a general listing of the base foundation skills that are required to successfully complete any unit of competency

Foundation skills are:

- LLN Skills
  - reading
  - writing
  - oral communication
  - numeracy
- Employability skills
  - navigating the world of work
  - interacting with others
  - getting the work done

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, as simulations, or as a series of relevant role plays. If assessment cannot be conducted in a workplace the assessor must ensure that the simulations and role plays 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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