

# Unit mapping

<b>KQ: Knowledge questions</b>	<b>KQ</b>	<b>PA</b>
<b>PA: Practical assessment – Task (T), Workplace Skills (WS)</b>		

## Elements and performance criteria

<b>E 1 Analyse available information</b>			
PC 1.1	Source and interpret results and reports from tests, observations and assessments	Q 1.1 Q 1.2 Q 1.3 Q 1.4a Q 1.4b	T 1a-i WS 1
PC 1.2	Observe person to consider accuracy of available reports	Q 1.5 Q 1.6 Q 1.7	T 1g T 1j
PC 1.3	Identify specific social, psychological and developmental issues for the person	Q 1.8 Q 1.9 Q 1.10a Q 1.10b Q 1.10c Q 1.11	T 1e T 1h
PC 1.4	Analyse person's information in relation to preparation for planning services, observing organisational requirements and protocols	Q 1.12 Q 1.13 Q 1.14	T 1d WS 1
<b>E 2 Plan actions to address person's developmental status and identified issues</b>			
PC 2.1	Work with person to develop an action plan to address their needs and personal circumstances	Q 2.1 Q 2.2	T 2a-h
PC 2.2	Consider life and developmental stage of person and ensure that proposed actions are suitable	Q 2.3 Q 2.4 Q 2.5 Q 2.6	T 2f T 2g
PC 2.3	Ensure that the plan has clear actions, with agreed timelines and responsibilities, and is documented and stored in line with organisational policies and procedures	Q 2.7 Q 2.8 Q 2.9	T 3a-f WS 2

**KQ: Knowledge questions**

**KQ**

**PA**

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

**E 3 Implement services**

PC 3.1	Provide services in accordance with the action plan, legislative and organisational policies and procedures, and occupational health and safety requirements	Q 3.1a Q 3.1b Q 3.2 Q 3.3 Q 3.4 Q 3.5	T 4a-i
PC 3.2	Maintain current, complete, accurate and relevant records for each person's contact according to organisational policies and procedures	Q 3.6	T 1k-m T 3f T 4q WS 2
PC 3.3	Monitor impact of services in line with scope of own work role and organisational policies and procedures	Q 3.7 Q 3.8	T 4j-m
PC 3.4	Adjust and refine plan in response to changed circumstances	Q 3.9 Q 3.10 Q 3.11	T 4n-p WS 2

<b>Knowledge evidence</b>		
KE 1	Stages of behavioural development and their potential effects	Q 1.11 Q 2.3 Q 2.5
KE 2	Indicators of mental, physical, emotional and social difficulties	Q 1.8 Q 1.9 Q 2.2
KE 3	Indicators of trauma	Q 1.3 Q 1.10a Q 1.10b Q 1.10c
KE 4	Standard tests used to measure and review individual capacity and function and how to interpret	Q 1.1 Q 1.2 Q 1.3 Q 1.5 Q 1.6 Q 1.7
KE 5	Factors that may impact on the individual at identified stages of human development and potential effects	Q 2.2 Q 2.3 Q 2.4 Q 2.5 Q 2.6
KE 6	Legislative requirements and obligations relating to delivery of community services, including mandatory notification issues and child protection policy	Q 1.4a Q 1.4b Q 2.8 Q 3.1a Q 3.1b Q 3.2 Q 3.4
KE 7	Detailed protocols and available resources associated with service delivery and referral	Q 1.13 Q 1.14 Q 2.1 Q 3.3 Q 3.5 Q 3.7 Q 3.8 Q 3.9 Q 3.10 Q 3.11
KE 8	Organisational policies and procedures	Q 2.9 Q 3.1a Q 3.1b Q 3.3 Q 3.6 Q 3.8

**Performance evidence**

PE 1	Source and analyse information for at least three people in the context of planning and delivering community services including:	
	<ul style="list-style-type: none"> <li>interpreting test results and reports</li> </ul>	T 1a-i
	<ul style="list-style-type: none"> <li>reviewing social, psychological and developmental issues</li> </ul>	T 1e T 1h T 2f T 2g
PE 2	Plan and deliver services suitable to meet the needs and circumstances of the above three people, in line with:	
	<ul style="list-style-type: none"> <li>organisational policies, procedures and processes</li> </ul>	T 3a-f
	<ul style="list-style-type: none"> <li>level of persons' engagement and community involvement</li> </ul>	T 3e
PE 3	Implement, monitor and review services for at least three people	T 4a-q

**Foundation skills**

FS 1	Numeracy skills to:	T 1e-j
	<ul style="list-style-type: none"> <li>interpret and analyse person's information, including test results</li> </ul>	WS 2
FS 2	Writing skills to:	T 1k
	<ul style="list-style-type: none"> <li>complete familiar forms</li> </ul>	T 3a-f T 4f T 4m T 4q WS 2