



CATAPULT

CHCDIS011

Contribute to ongoing skills development using a strengths-based approach

Unit/Assessment Mapping (Extract)

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This Unit/Assessment Mapping extract is taken from Catapult Smallprint's full hardcopy Trainer/Assessor Guide for the unit CHCDIS011.

For more information, including using our enhanced online version of this unit in Catapult LMS, or to purchase the Learner or Trainer printed books, please see this unit on our website by clicking this link:

<https://catapultlearning.com.au/product/CHCDIS011/>

Unit mapping

KQ: Knowledge questions

P: Project

PA: Practical assessment

KQ

P

PA

Elements and performance criteria

E 1 Contribute to skills assessment

PC 1.1	Observe the person with disability's skills and competencies in a manner that respects their rights and upholds their dignity	Q 1.1	P 1	PA
PC 1.2	Support the engagement of family, carer or others identified by the person in the skills assessment	Q 1.2 Q 1.3	P 1	PA
PC 1.3	Record all observations accurately and objectively in consultation with supervisor, using terms that can be clearly understood	Q 1.4 Q 1.5	P 1	PA
PC 1.4	Provide feedback to supervisor about changes in the person's demonstration of skills in different environments and changes in the person's status likely to impact on skills development	Q 1.6	P 1	PA

E 2 Assist with ongoing skills development according to individualised plan

PC 2.1	Interpret skills development strategies identified in the individualised plan	Q 2.1 Q 2.2	P 1	PA
PC 2.2	Work with the person with disability to identify skills and plan for skills development	Q 2.3 Q 2.4	P 1	PA
PC 2.3	Work with the person to identify personal strengths and goals for ongoing skill development	Q 2.5 Q 2.6 Q 2.7	P 1	PA
PC 2.4	Assist the person to identify resources to complement strengths	Q 2.8	P 1	PA
PC 2.5	Provide the person with information, skills and support to engage in activities according to their needs and preferences	Q 2.9 Q 2.10	P 1	PA
PC 2.6	Support the person to mobilise strengths and to encourage ongoing development and application of skills for personal development	Q 2.11	P 1	PA
PC 2.7	Provide constructive feedback to the person in a respectful manner that recognises their rights and upholds their dignity	Q 2.12 Q 2.13	P 1	PA
PC 2.8	Acknowledge and discuss difficulties identified in implementing skills development activities with the person and others	Q 2.14 Q 2.15	P 1	PA
PC 2.9	Monitor strategies to determine effectiveness and level of engagement in activities in consultation with supervisor	Q 2.16	P 1	PA

E 3 Support incidental learning opportunities to enhance skills development

PC 3.1	Provide encouragement in real-life situations that can act as potential, informal or incidental learning opportunities	Q 3.1	P 1	PA
PC 3.2	Use positive approaches and strategies to promote enjoyment and maximise engagement	Q 3.2	P 1	PA
PC 3.3	Adapt support in consultation with the person, their chosen support people and supervisor, to maximise independence and experiential learning	Q 3.3 Q 3.4 Q 3.5 Q 3.6	P 1	PA

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Elements and performance criteria

E 4 Complete documentation

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

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

KE 1	Current practices, philosophies and theories relevant to skills development using a strengths-based approach: <ul style="list-style-type: none"> ▪ human rights framework of service ▪ impact of social devaluation on a person's quality of life ▪ competency and image enhancement as a means of addressing devaluation ▪ practices which focus on the individual person ▪ strengths-based practice ▪ positive behaviour support ▪ active support ▪ person-centred practice ▪ community education and capacity building ▪ social and emotional wellbeing frameworks 	Q 2.2 Q 2.4 Q 2.5 Q 2.6 Q 2.9 Q 2.11 Q 2.12 Q 3.1 Q 5.1 Q 5.2 Q 5.3
KE 2	Concepts of vulnerability, power, independence and interdependence	Q 3.5 Q 3.6 Q 5.5 Q 5.6
KE 3	Roles and responsibilities of people involved in provision of disability support: <ul style="list-style-type: none"> ▪ support worker ▪ supervisor ▪ carer ▪ family ▪ health professionals 	Q 1.1 Q 1.2 Q 1.3 Q 1.4 Q 1.5 Q 1.6 Q 2.1 Q 2.2 Q 2.3 Q 2.4 Q 2.5 Q 2.6 Q 2.7 Q 2.8 Q 2.9 Q 2.10 Q 2.11 Q 2.12 Q 2.13 Q 2.14 Q 2.15 Q 2.16 Q 3.1 Q 3.2 Q 3.3 Q 3.4 Q 3.5 Q 3.6 Q 4.1 Q 4.2 Q 4.3 Q 4.4

KQ: Knowledge questions				
P: Project		KQ	P	PA
PA: Practical assessment				
KE 4	Concepts of individual and structural discrimination	Q 5.4		
KE 5	Assessment processes relating to ongoing skills development	Q 1.1 Q 2.1 Q 2.16		
KE 6	Assessments processes and protocols used by the organisation or service	Q 1.1 Q 2.1		
KE 7	Communication needs, strategies and resources	Q 1.3 Q 2.7 Q 2.10 Q 2.12		
KE 8	Strategies for consulting with the person and others	Q 2.2 Q 2.5 Q 2.7		
KE 9	Strategies and techniques for advocating on behalf of the person with disability	Q 2.11 Q 5.5		
KE 10	Principles of access and equity	Q 2.4		
KE 11	Legal and ethical considerations for working with people with disability: <ul style="list-style-type: none"> ▪ duty of care ▪ dignity of risk ▪ human rights, including the United Nations Convention on the Rights of Persons with Disabilities (UNCRPD) ▪ privacy, confidentiality and disclosure 	Q 2.4 Q 5.6 Q 5.7		
KE 12	Tools, equipment and other resources used in the learning process	Q 2.8 Q 2.9 Q 3.2		
KE 13	Teaching and learning strategies	Q 2.2 Q 2.12 Q 3.2		
KE 14	Strategies for identifying and maximising informal learning opportunities	Q 3.1 Q 3.3		
KE 15	Services and resources available to people with special needs	Q 2.8		
KE 16	Prompting, principles of prompting and fading prompting	Q 2.12		
KE 17	Strategies to create independence	Q 2.11 Q 3.3 Q 3.6		
KE 18	Reinforcing techniques and when and how to use them	Q 2.9 Q 2.11 Q 3.1		
KE 19	Motivators, de-motivators and blocks to learning	Q 2.3 Q 2.9 Q 2.11 Q 2.15		

KQ: Knowledge questions

P: Project

KQ

P

PA

PA: Practical assessment

KE 20 Incidental learning and the importance of recognising opportunities for learning Q 3.1

KE 21 Organisational policies and procedures for:
▪ documentation, including the importance of timely, accurate, objective and detailed records Q 4.1
▪ storage of information Q 4.2

Performance evidence

PE 1 Contribute to ongoing skills development, using a strengths-based approach, for at least three people with disability according to their individualised plan, two in simulation and one in the workplace, including: PA

- identifying existing skills, preferences and goals of the person and strategies and resources to employ to meet their goals
- using positive approaches and strategies that upholds the dignity and respects the rights of the person
- supporting the involvement of the person's carer or family
- providing feedback to the person
- monitoring strategies and adapting support to meet changing needs of the person, in consultation with the person and others
- completing reports and documentation according to organisational policies and procedures

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).

Learning resource

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.

Assessment workbook

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
-

Assessment agreement

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.

Foundation skills checklist

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.

Skills recognition

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.

Knowledge questions

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.

Project

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.

Practical assessment

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.

Completion record

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.
