CHCDIS012

Support community participation and social inclusion

Unit/Assessment Mapping (Extract)

Unit mapping

KQ: Knowledge questions P: Project PA: Practical assessment	KQ	P	PA
Elements and performance criteria			
E 1 Identify opportunities for community participation and social inclusion			
PC 1.1 Consult with the person with disability to determine their interests, needs, ability and preferences regarding engaging with a social network and requirements for their preferred manner of participation	Q 1.1 Q 1.2	P 1	S
PC 1.2 Identify and access community participation resources, programs, agencies, transport services, aids and equipment according to the person's preferences and needs	Q 1.3	P 1	S
PC 1.3 Provide the person with information on community participation options, networks and services that meet their needs and preferences	Q 1.4	P 1	S
PC 1.4 Recognise and accommodate the cultural and religious needs of the person with disability	Q 1.5 Q 1.6	P 1	
E 2 Implement strategies for community participation and inclusion according to individualised plan			
PC 2.1 Work with the person to identify and access community options that will meet needs and preferences identified in their individualised plan	Q 2.1 Q 2.2	P 1	S
PC 2.2 Support the person to access opportunities to establish connections through shared interests	Q 2.3 Q 2.4	P 1	S
PC 2.3 Support the person to access opportunities for participation in work and assist employer to facilitate the person's participation and inclusion	Q 2.5 Q 2.6	P 1	S
PC 2.4 Support the person's use of assistive technologies in meeting their individual needs	Q 2.7 Q 2.8		
PC 2.5 Seek feedback from the person with disability, family, carer, others identified by the person, colleagues or supervisor to ensure that the support continues to meet the current and changing needs and preferences of the person	Q 2.9 Q 2.10	P 1	
PC 2.6 Ensure strategies for community participation and social inclusion are regularly reviewed with the person and supervisor to facilitate positive outcomes	Q 2.11		
PC 2.7 Monitor level of the person's engagement in community and social networks in consultation with the person and supervisor	Q 2.12 Q 2.13		

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

E 3	**Identify, address and monitor barriers to community participation and social inclusion**			
PC 3.1	Recognise barriers to community participation and social inclusion	Q 3.1	P 1	
PC 3.2	Consult with the person to identify gaps in assistive technology needs and report according to organisational policies and procedures	Q 3.2	P 1	
PC 3.3	Collaborate with the person with disability to identify solutions to overcome barriers, in consultation with supervisor	Q 3.3 Q 3.4 Q 3.5	P 1	
PC 3.4	Support the person to implement strategies to address barriers to community participation according to their individualised plan and preferences	Q 3.6	P 1	
PC 3.5	Consult with the person to identify areas where advocacy is required to facilitate their preferred manner of participation	Q 3.7	P 1	
PC 3.6	Monitor the success of strategies to address barriers in consultation with the person and supervisor	Q 3.8	P 1	
PC 3.7	Recognise own limitations in addressing issues and seek advice from supervisor regarding issues outside of scope of own job role or ability	Q 3.9 Q 3.10	P 1	

KQ: Knowledge questions			
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Knowledge evidence

		KQ	P	PA
KE 1	Rights and responsibilities of people with disability	Q 1.2 Q 3.7	P 1	PA
KE 2	Principles of: ▪ strengths-based practice ▪ person-centred practice ▪ human rights framework ▪ community inclusion and best practice examples ▪ social and emotional wellbeing frameworks	Q 1.1 Q 1.2 Q 2.4 Q 3.3 Q 4.1	P 1	PA
KE 3	Strategies for strengthening options, networks and services for people with disability	Q 2.2 Q 3.3 Q 3.5	P 1	PA
KE 4	Strategies and techniques for systemic and individual advocacy	Q 3.7		PA
KE 5	Local agencies and services, and resources to obtain community information about sporting, cultural and specific interest groups	Q 1.3 Q 1.5 Q 2.2	P 1	PA S
KE 6	Active citizenship and what this means for people with disability	Q 4.2	P 1	PA
KE 7	Strategies for supporting the person's participation in work	Q 2.5	P 1	PA S
KE 8	Strategies that can be used by employers to facilitate the person's inclusion and engagement in the workplace	Q 2.6		PA S
KE 9	Strategies around reasonable adjustment that can be used to increase the person's independence	Q 2.6	P 1	PA
KE 10	Scope and breadth of assistive technologies used across the life domains, including but not limited to: ▪ self-care ▪ continence and hygiene ▪ communication ▪ mobility and transferring ▪ cognition and memory loss ▪ vision and hearing ▪ daily living activities ▪ recreation and leisure ▪ education and employment ▪ home and other environments ▪ eating and drinking ▪ pressure area management ▪ carer support	Q 2.7 Q 2.8	P 1	PA
KE 11	Role of assistive technologies in supporting a person's life activities: ▪ maintaining and promoting independence ▪ enabling inclusion and participation	Q 2.7 Q 2.8		

KQ: Knowledge questions P: Project PA: Practical assessment		KQ	P	PA
KE 12	Barriers to community participation and social inclusion: ▪ physical ▪ skill ▪ personal ▪ systemic ▪ structural ▪ psychological ▪ stigma and self-stigma ▪ discrimination ▪ lack of resources	Q 3.1 Q 3.3 Q 3.6	P 1	PA
KE 13	Role of carer, family and others in supporting and facilitating community participation and social inclusion	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 3.1 Q 3.2 Q 3.3 Q 3.4 Q 3.5 Q 3.6 Q 3.7 Q 3.8 Q 3.9 Q 3.10	P 1	PA
KE 14	Strategies to address negative attitudes expressed by carer, family and others regarding community participation and social inclusion	Q 3.3 Q 3.4	P 1	PA

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

Performance evidence

| PE 1 | Support at least two people with disability to identify skills and interests and find matching options within the broader community including:
 ▪ selecting options that meet needs and preferences outlined in their individualised plan and supporting them to access
 ▪ identifying barriers and implementing strategies to overcome them in collaboration with the person
 ▪ monitoring strategies and seeking feedback from the person and others on the success of implemented strategies
 ▪ making adjustments as required to facilitate continued success | | | PA S |

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.