Unit mapping

Elements and performance criteria

E 1   Identify children and young people at risk

		KQ	PA	S
PC 1.1	Observe signs and indicators to identify children, families and young people at risk of domestic violence, abuse and neglect	Q 1.1 Q 1.2 Q 1.3	Task 2b	S2
PC 1.2	Collect information and document signs and indicators of abuse in accordance with legislative requirements and organisational policies and procedures	Q 1.4	Task 2a-e	S2
PC 1.3	Use communication and information gathering techniques with children and young people according to organisational policies and procedures	Q 1.5 Q 1.6 Q 1.7	Task 3a-f	S1 S2

E 2   Report indications of possible risk of harm

		KQ	PA	S
PC 2.1	Ensure documentation in person's record is completed accurately, in a detailed and factual manner, according to organisational policies and procedures for privacy and confidentiality	Q 2.1 Q 2.2	Task 4a-d	S1 S2
PC 2.2	Report risk of harm indicators, using the relevant reporting mechanism in accordance with legislative requirements	Q 2.3 Q 2.4 Q 2.5 Q 2.6 Q 2.7	Task 6a-d	S2

E 3   Apply ethical practices in work with children and young people

		KQ	PA	S
PC 3.1	Recognise and uphold the rights of children and young people in the provision of services	Q 3.1 Q 3.2	Task 7a-e	S1
PC 3.2	Employ ethical practices and observe professional boundaries when working with children and young people	Q 3.3 Q 3.4 Q 3.5 Q 3.6	Task 7a-e	S1
PC 3.3	Recognise and report indicators for ethical concerns when working with children and young people	Q 3.7 Q 3.8	Task 6a-d	S1

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

Knowledge evidence

		KQ	PA	S
KE 1	Types, indicators and dynamics of abuse: ▪ physical ▪ emotional ▪ psychological ▪ sexual ▪ neglect ▪ parental ▪ pre-natal	Q 1.2		
KE 2	Protective and risk factors that apply to different groups: ▪ age ▪ gender ▪ disability ▪ culture ▪ sexuality	Q 1.3		
KE 3	Key aspects of the United Nations Convention on the Rights of the Child	Q 3.1		
KE 4	Impact of risk of harm	Q 4.1		
KE 5	Characteristics of children and young people of risk	Q 1.1		
KE 6	Characteristics of child-focused work practices	Q 3.2		S1
KE 7	Engagement techniques for working with children and young people:			
	▪ establishing rapport	Q 1.6	Task 3a	S1 S2
	▪ asking non-leading and open questions	Q 1.7	Task 3b	S1 S2
	▪ active listening techniques	Q 1.7	Task 3c	S1 S2
KE 8	Duty of care, professional boundaries, and responsibilities	Q 3.3 Q 3.4 Q 3.6	Task 5a Task 6b Task 7d	S2
KE 9	Impact of trauma on children and young people	Q 4.2		

KQ: Knowledge questions PA: Practical assessment Task (T), Workplace Skills (WS) S: Simulations	KQ	PA	S
KE 10 Ethical needs and considerations including:			
▪ approaches that incorporate the conventions on the rights of the child and human rights	Q 3.2		
▪ obligations as defined by the job specification and employing organisation	Q 3.3	Task 1b Task 1c	
▪ obligations as stated in relevant codes of practice, licensing, accreditation registration to professional bodies and service agreements	Q 3.3	Task 1c	
▪ principles of ethical decision making	Q 3.5		
KE 11 Overview of legal system and how it pertains to the job role:			
▪ child protection system, including reporting protocols, responses to reporting and interagency policies	Q 2.4		S2
▪ child protection legislation in the relevant State or Territory	Q 2.3	Task 1a	S2
▪ Commonwealth, State or Territory requirements and processes for notifying risk, suspected harm and reporting process	Q 2.5	Task 1d Task 6d	S2
▪ statutory and policy requirements relating to job role	Q 2.5	Task 1a	S2
KE 12 Organisational policies and procedures for:			
▪ gathering information	Q 1.4 Q 1.5	Task 2a Task 3f	S1 S2
▪ documentation	Q 2.2	Task 4c	S1 S2
▪ reporting	Q 2.6 Q 3.8	Task 6c	S1 S2
▪ communication	Q 1.5	Task 2a Task 3f	S1 S2
▪ privacy and confidentiality	Q 1.4 Q 2.2	Task 4d	S1 S2

KQ: Knowledge questions PA: Practical assessment Task (T), Workplace Skills (WS) S: Simulations	KQ	PA	S
Performance evidence			
PE 1 Implement work practices which support the protection of at least two children and young people, including:			
▪ complying with regulations, legislation and duty of care responsibilities		Task 5a Task 6b Task 7d	S1 S2
▪ employing child-focused and ethical work practices to uphold the rights of children and young people		Task 7a-c	S1
▪ maintaining confidentiality		Task 7e	S1
▪ identifying and responding to concerns in the protection of children and young people		Task 2a-e Task 3a-f Task 5a-d Task 6a-d	S1 S2
PE 2 Read and interpret the procedures for reporting children and young people at risk in line with organisational policies and procedures and legislative requirements		Task 1a-e	
Foundation skills			
FS 1 Reading skills to: ▪ interpret a variety of text to determine and confirm task requirements	Q 3.3	Task 1a-e	
FS 2 Writing skills to: ▪ record details of children and young people at risk	Q 1.4	Task 4a	S2
FS 3 Technology skills to: ▪ produce digital reports	Q 2.7	Task 6e	S2

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 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.

Foundation skills

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.

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 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.

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.