

Unit mapping

KQ: Knowledge questions

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

KQ

PA

Elements and performance criteria

E 1 Communicate effectively with young people

PC 1.1	Listen to the young person to gain understanding of their experiences	Q 1.8	T 1d T 1h T 3o
PC 1.2	Foster communication exchanges that support the development of trust and rapport	Q 1.9 Q 1.10	T 1a T 1b T 1e T 1f T 1h-j T 1n T 2c T 3c T 3h T 3i T 3l-n T 3p-r
PC 1.3	Process information about the young person's situation from their perspective	Q 1.11 Q 1.12	T 1g T 1l T 3o
PC 1.4	Use communication strategies to engage young person	Q 1.13 Q 1.14 Q 1.15	T 1c T 1e-k T 2c T 2d T 3l-n T 3p T 3q T 4b
PC 1.5	Adapt style of communication and language to accommodate cultural values and practices	Q 1.16 Q 1.18	T 1e T 1k T 3t
PC 1.6	Maintain young person's confidentiality as the primary stakeholder	Q 1.20 Q 1.21	T 1a T 1b T 2a T 3h

E 2 Respond to youth cultures and subcultures and young person's own development

PC 2.1	Adapt all actions and discussions to reflect young person's individual stage of development	Q 2.2	T 1f T 1k T 3p T 3t
PC 2.2	Evaluate issues in relation to young person's sub-cultural identity and modify approaches according to individual needs	Q 2.3 Q 2.4 Q 2.5	T 1g T 1k-m T 3q

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PC 2.3	Select activities and resources to support young person’s strengths, offer choice and value diversity	Q 2.6	T 2d				
		Q 2.7	T 2f				
		Q 2.8	T 2g				
		Q 2.9a	T 2n				
		Q 2.9b	T 3k T 3l				
PC 2.4	Interact with young people in ways that are relevant to their culture and background	Q 2.10	T 1e T 1k T 1l T 3a T 3q				
		E 3 Work with the young person as the focus					
		PC 3.1	Apply youth-centred practices when working with young people	Q 3.1	T 1c-f		
				Q 3.2	T 1i-n T 2b-h T 2j-l T 2n T 3d T 3g T 3k-t T 4b T 4e-g		
PC 3.2	Respect the rights, needs and responsibilities of the young person			Q 3.3	T 1a-f		
				Q 3.4a	T 1j-l		
				Q 3.4b	T 1n T 2a-e T 2g T 2h T 2j-l T 2n T 3d T 3g-i T 3k-t T 4b T 4e-g		
				PC 3.3	Explain worker responsibilities to the young person	Q 3.5	T 2a
						Q 3.6	T 3c
						Q 3.7	T 3h

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PC 3.4	Establish and maintain professional boundaries in relationships with young people	Q 3.8 Q 3.9 Q 3.10 Q 3.11	T 1a T 1b T 1n T 2a T 3c T 3d T 3h T 3i T 3r T 4e
PC 3.5	Identify and manage power inequities in the professional relationship	Q 3.12 Q 3.13	T 1k T 1n T 2a-e T 2j T 3h T 3i T 3l-t T 4b T 4e-g
PC 3.6	Apply principles of ethical decision making when working with young people	Q 3.16	T 2a T 2c T 2e T 2h T 2i T 2m
PC 3.7	Support young person's capacity to make their own decisions	Q 3.17	T 1l T 2b-e T 2g T 2h T 2j-l T 2n T 3l-n T 3s T 4b
E 4 Critically reflect on own practice and values			
PC 4.1	Recognise and reflect on areas where own biases, background and opinions influence responses to young people	Q 4.1 Q 4.2	T 5a T 5b
PC 4.2	Use techniques to interact with young people that limit impact of own biases	Q 4.3	T 5c
PC 4.3	Seek opportunities to address concerns and areas for development of own practice	Q 4.4a Q 4.4b Q 4.5	T 5d T 5e
PC 4.4	Seek and respond to feedback from young people and their support networks	Q 4.6 Q 4.7 Q 4.8 Q 4.9	T 1n T 3g T 3s T 3t T 4f T 4g

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KE 1	Ways to identify how young people are portrayed within society and how it impacts their actions, decisions and responses	Q 1.4
KE 2	Contexts of youth work	Q 1.1 Q 1.7a Q 1.7b Q 1.15 Q 2.2 Q 2.5 Q 2.6 Q 2.10 Q 3.3 Q 3.5 Q 3.17
KE 3	How young people are perceived and how it impacts their actions, decisions and responses	Q 1.3
KE 4	Aspects of human behaviour and development related to young people, and their personal and social development and relationships	Q 2.1a Q 2.2
KE 5	Current human development and behaviour theories	Q 2.1a Q 2.1b
KE 6	Current issues facing young people and existing services to address their needs and rights	Q 1.1 Q 1.2
KE 7	Different world views and the interrelationship of society	Q 1.5
KE 8	Cultural security incorporating different world views and the young person	Q 1.17c
KE 9	Cultural security to support diversity in all forms and for all individuals	Q 1.17a Q 1.17b Q 1.17c
KE 10	The impact of cultural changes	Q 1.19
KE 11	Own work role within the context of the youth sector	Q 1.6 Q 3.5 Q 3.6
KE 12	Social justice principles: <ul style="list-style-type: none"> ▪ access ▪ equity ▪ rights ▪ participation 	Q 3.3
KE 13	Principles of ethical decision making	Q 3.16
KE 14	Statutory frameworks in which the work role functions	Q 1.7a Q 1.7b
KE 15	The impact of judgement making skills in working with young people	Q 3.14 Q 3.15

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KE 16	Youth-centred practices with focus on the young person as the primary stakeholder	Q 1.10 Q 1.12 Q 1.15 Q 2.2 Q 2.5 Q 2.7 Q 2.9a Q 2.9b Q 2.10 Q 3.1 Q 3.2 Q 3.4a Q 3.4b Q 3.17 Q 4.3 Q 4.7 Q 4.8 Q 4.9	
KE 17	Youth cultures, and social, political and economic and professional frameworks	Q 1.7a (frameworks) Q 2.3 (youth cultures) Q 2.4 (youth cultures) Q 2.5 (youth cultures)	
KE 18	Organisational policies and procedures for:		
	▪ information sharing	Q 1.21	
	▪ privacy and confidentiality	Q 1.20 Q 1.21	
KE 19	Techniques for critical reflection on cultural values.	Q 1.16	

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PE 1	Apply youth-centred practices when working with young people on at least three occasions, including:	T 1a-n T 2a-n
	<ul style="list-style-type: none"> using communication strategies to engage with young people 	T 1c-k T 1n T 2a-e T 2g, h T 2j T 2k T 3b-i T 3l-q T 3s T 4b-f
	<ul style="list-style-type: none"> applying principles of ethical decision making to ethical tensions when the young person is the primary stakeholder 	T 2g T 2h T 2i T 2k T 2l T 2m
PE 2	Establishing and maintaining a collaborative and professional relationship with at least one group of young people.	T 3a-t T 4a-g

Foundation skills

FS 1	Oral communication skills to:	T 1b
	<ul style="list-style-type: none"> engage and establish collaborative and professional relationships with young people 	T 1c T 1e-g T 1i T 1k T 2a-g T 2j-l T 3b-i T 3l-n T 3p T 3q T 3s

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.
