



CATAPULT

HLTAHA016

Support the fitting of assistive equipment

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 HLTAHA016.

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/HLTAHA016/>

Unit mapping and assessment checklist

KQ: Knowledge questions

PT : Performance tasks

✓ : Satisfactory

KQ

PT

✓

Elements and performance criteria

1 Prepare for fitting of assistive equipment

1.1	Confirm assistive equipment details and fitting requirements against the prescribed information provided by the allied health professional	Q 1.1.a, Q 1.1.b	T 1	<input type="checkbox"/>
1.2	Confirm with allied health professional specific client needs and abilities	Q 1.2.a, Q 1.2.b	T 1	<input type="checkbox"/>
1.3	Confer with allied health professional if fitting requirements are outside scope of role and responsibilities as defined by the organisation	Q 1.3	T 1	<input type="checkbox"/>
1.4	Determine the clients' availability, according to the organisation's protocols	Q 1.4.a, Q 1.4.b	T 1	<input type="checkbox"/>
1.5	Gather assistive equipment and any equipment required for fitting	Q 1.5	T 1	<input type="checkbox"/>
1.6	Prepare the setting for the fitting and instruction for use	Q 1.6	T 1	<input type="checkbox"/>
1.7	Obtain consent from the clients before commencing the fitting	Q 1.7	T 1	<input type="checkbox"/>

2 Fit assistive equipment

2.1	Provide client with the assistive equipment	Q 2.1	T 2	<input type="checkbox"/>
2.2	Confirm the suitability of fit, size and that operation of equipment meets expected performance parameters and prescription and conforms to the manufacturer's guidelines	Q 2.2	T 2	<input type="checkbox"/>
2.3	Confirm the assistive equipment is in safe working order within the user environment	Q 2.3	T 2	<input type="checkbox"/>
2.4	Obtain relevant measurements and data where adjustments are required	Q 2.4	T 2	<input type="checkbox"/>
2.5	Restrict equipment functions for initial or trial periods to enable familiarity and ensure safety	Q 2.5	T 2	<input type="checkbox"/>
2.6	Document and report the process and outcomes of fitting ensuring that arrangements for further action are implemented	Q 2.6	T 2	<input type="checkbox"/>
2.7	Document maintenance periods and requirements for the assistive equipment	Q 2.7	T 2	<input type="checkbox"/>
2.8	Identify any faults and complete necessary documentation	Q 2.8	T 2	<input type="checkbox"/>
2.9	Confirm that client (and carer) have relevant documentation and understand any further action that needs to be taken	Q 2.9.a, Q 2.9.b	T 2	<input type="checkbox"/>

KQ: Knowledge questions**PT : Performance tasks****KQ****PT****✓ : Satisfactory****3 Support client to use assistive equipment**

3.1	Explain and reinforce information about the use of the assistive equipment, in a manner, and at the level and pace, appropriate for the client	Q 3.1	T 3	<input type="checkbox"/>
3.2	Confirm client understanding and answer any questions	Q 3.2	T 3	<input type="checkbox"/>
3.3	Confirm that the assistive equipment is clean and in good working order for the client's requirements before use	Q 3.3	T 3	<input type="checkbox"/>
3.4	Label, remove from use and report defective assistive equipment to the appropriate person, and ensure an alternative is supplied as promptly as possible	Q 3.4	T 3	<input type="checkbox"/>
3.5	Remove and minimise potential hazards in the immediate environment	Q 3.5.a, Q 3.5.b	T 3	<input type="checkbox"/>
3.6	Educate client and carers in the safe use, transportation and maintenance of the assistive equipment within the context of the users' indoor and outdoor environments	Q 3.6.a, Q 3.6.b	T 3	<input type="checkbox"/>
3.7	Offer appropriate constructive feedback, encouragement and reinforcement	Q 3.7.a, Q 3.7.b	T 3	<input type="checkbox"/>
3.8	Provide safe physical support to enable the client to use the assistive equipment	Q 3.8	T 3	<input type="checkbox"/>
3.9	Identify incorrect use and give verbal feedback and physical guidance	Q 3.9	T 3	<input type="checkbox"/>
3.10	Monitor the effectiveness of the assistive equipment and report any problems to the appropriate person with minimum delay	Q 3.10.a, Q 3.10.b	T 3	<input type="checkbox"/>
3.11	Report any adverse effect, and major progress to the appropriate member of the care team	Q 3.11	T 3	<input type="checkbox"/>
3.12	Recognise when client becomes distressed, in pain or communicates their desire to slow down, change activity or stop and follow stepping down procedures outlined in treatment plan or organisational guidelines	Q 3.12.a, Q 3.12.b	T 3	<input type="checkbox"/>
3.13	Agree relevant trial period and review periods to co-ordinate with client treatment plan	Q 3.13.a, Q 3.13.b	T 3	<input type="checkbox"/>

KQ: Knowledge questions**PT : Performance tasks****KQ****PT****✓ : Satisfactory****4 Complete basic assistive equipment construction and modification**

4.1	Obtain equipment construction or modification specifications from allied health professional	Q 4.1	T 4	<input type="checkbox"/>
4.2	Confirm requirements with allied health professional	Q 4.2	T 4	<input type="checkbox"/>
4.3	Procure materials required for basic equipment construction and modifications	Q 4.3	T 4	<input type="checkbox"/>
4.4	Complete construction and modifications according to specifications	Q 4.4	T 4	<input type="checkbox"/>
4.5	Seek support from allied health professional if difficulty arises meeting the specifications	Q 4.5	T 4	<input type="checkbox"/>
4.6	Check completed construction and modifications with allied health professional	Q 4.6	T 4	<input type="checkbox"/>
4.7	Complete and file any required documentation, according to organisation protocols	Q 4.7	T 4	<input type="checkbox"/>

5 Comply with supervisory requirements

5.1	Seek assistance when client presents with needs or signs outside limits of own authority, skills and/or knowledge	Q 5.1	T 5	<input type="checkbox"/>
5.2	Report client difficulties to the supervising allied health professional for advice before continuing the program	Q 5.2	T 5	<input type="checkbox"/>
5.3	Participate in supervision processes with the treating allied health professional in accordance with organisational protocol	Q 5.3	T 5	<input type="checkbox"/>

6 Clean and store assistive equipment after use

6.1	Clean assistive equipment according to manufacturer's recommendations, infection control requirements and organisation protocols	Q 6.1.a, Q 6.1.b	T 6	<input type="checkbox"/>
6.2	Store assistive equipment according to manufacturer's recommendations and the organisation's protocols	Q 6.2	T 6	<input type="checkbox"/>
6.3	Report faults to the appropriate person and complete necessary documentation	Q 6.3	T 6	<input type="checkbox"/>

7 Report and document information

7.1	Report suggested adjustments to assistive equipment, together with rationale, to the supervising allied health professional	Q 7.1	T 7	<input type="checkbox"/>
7.2	Provide client progress feedback to the supervising allied health professional	Q 7.2	T 7	<input type="checkbox"/>
7.3	Report client difficulties and concerns to the treating allied health professional	Q 7.3	T 7	<input type="checkbox"/>
7.4	Implement variations to the assistive equipment according to the advice of the treating allied health professional	Q 7.4	T 7	<input type="checkbox"/>
7.5	Document information about the client use of the assistive equipment according to the organisation's protocols	Q 7.5	T 7	<input type="checkbox"/>

KQ: Knowledge questions**PT : Performance tasks****KQ****PT****✓ : Satisfactory****Knowledge evidence**

How to evaluate the user environment and the importance and methods of making the environment safe for use of the assistive equipment	Q 8.1	<input type="checkbox"/>
Principles associated with fitting and using specific equipment, or where to access information relating to the range of assistive equipment, associated systems and purpose	Q 8.2	<input type="checkbox"/>
How to fit, test and adjust assistive equipment to meet individual needs, including the range of measurements required to prepare a specification for modification or adjustment to the original prescription	Q 2.2	<input type="checkbox"/>
The principles of movement, mobility, posture management and special seating, including an understanding of balance and gait	Q 8.3	<input type="checkbox"/>
The range, associated systems and purpose of assistive equipment	Q 1.1.a, Q 1.1.b	<input type="checkbox"/>
The psychological effects of disability due to injury or disease and strategies used to cope with this	Q 8.4	<input type="checkbox"/>
The signs of adverse reaction to different programs and treatment	Q 3.11	<input type="checkbox"/>
Factors that facilitate an effective and collaborative working relationship	Q 8.5	<input type="checkbox"/>
Organisation policy and procedures in relation to: <ul style="list-style-type: none">infection control as it relates to the allied health assistant's role in assisting with fitting assistive equipmentother specific organisation policies or procedures, including supervisory and reporting protocols	Q 8.6	<input type="checkbox"/>
Legal and ethical considerations relevant to allied health: <ul style="list-style-type: none">duty of careinformed consentprivacy, confidentiality and disclosurework role boundaries – responsibilities and limitations including other allied health team members and nursing, medical and other personnelwork health and safety (WHS):<ul style="list-style-type: none">manual handling including identification and control of manual task risk factors	Q 8.7	<input type="checkbox"/>

KQ: Knowledge questions**PT : Performance tasks****KQ****PT****✓ : Satisfactory****Performance evidence**

Fitted, tested and adjusted assistive equipment to 3 clients with different conditions and equipment requirements, 1 in a simulated environment and 2 in the workplace	T 1, T 4, T 7	
Educated 3 clients, 1 in a simulated environment and 2 in the workplace, in the use of a range of assistive equipment	T 3	
Performed the activities outlined in the performance criteria of this unit during a period of at least 120 hours of work	T 1, T 3, T 4, T 6, T 7	

smallprint training and assessment materials are a commercially produced resource designed to support and underpin a Registered Training Organisation's (RTO's) delivery strategies.

smallprint resources

As a provider of commercially available resources to a range of client organisations, smallprint is aware of and considerate of their clients' need to be compliant with quality standards such as NVR, AQTF and State VET Regulations.

smallprint ensures that all its resources are current according to information provided by the official National Register of Information on Training Packages, training.gov.au (TGA).

smallprint assessment tools are mapped against:

- elements and performance criteria
- performance evidence
- knowledge evidence

The RTO 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
- can be consistently applied in a range of assessment situations
- fit effectively with the RTO's TAS

If any gaps are identified the RTO must develop their own evidence gathering methods, assessment tools or activities to address these gaps.

If used correctly smallprint assessment tools should provide the basis for a comprehensive assessment in accordance with the rules of evidence and the principles of assessment.

smallprint does not promote that the use of their resources by RTOs will ensure compliance with all VET Regulations.

There are a number of requirements which impact on compliance with VET Regulations and it is the responsibility of the RTO to meet those requirements including the development of their own Training and Assessment Strategy (TAS) or Learning and Assessment Strategy (LAS).

smallprint resources consist of:

- a learning resource
- an assessment workbook

The smallprint learning resource provides content for learning and new skills development.

Each resource is divided into topics which relate directly to the learning elements and performance criteria for each unit.

At the end of each section the learner is provided with:

- a set of true or false questions
- a set of multi choice questions

These questions are self-marking and do not form part of the assessment for the unit. They provide an opportunity to test their understanding of their progress.

The resource is designed for self-paced learning but is also suitable for face to face or workshop delivery.

Trainer/ assessor requirements

The trainer/ assessor should provide supplementary information including interpretation of the contents of this resource.

They should initiate discussion about the subject matter and should encourage the learner to contribute their own experiences and interpretations of the material.

The learner should be encouraged by their trainer/ assessor to undertake additional research.

This might include:

- reading
- reflection
- drawing upon their knowledge in practice situations beyond what has been facilitated by the trainer

It is not necessary to work through the guides in the order in which they are written; however this is at the discretion of the trainer/ assessor.

The assessment workbook contains the following sections:

- about this unit
- what is competency based training
- how will my competency be assessed
- the tools that will be used to assess competency including:
 - assessment agreement
 - foundation skills checklist
 - skills recognition (RPL) checklist
 - knowledge questions
 - third party agreement
 - performance tasks
 - completion record

Trainer/ assessor requirements

The trainer/ assessor needs to ensure the learner understands:

- the structure of units of competency
 - this specific unit
 - how competency-based assessment works
 - assessment conditions applicable to this unit
 - resources required for assessment
 - rules of evidence
 - reasonable adjustment to ensure equity in assessment for people with disability or with special needs
 - complaints and appeals procedures
 - what constitutes competency
 - your role as a trainer/ assessor
-

Assessment agreement

Purpose

To ensure that the learner understands the assessment process.

Trainer/ assessor requirements

The trainer/ assessor needs to ensure the learner understands:

- how and when the assessment will occur
- the tools that will be used to collect evidence
- the assessment conditions that apply to this unit
- adjustments available if special needs apply
- their rights in relation to complaints and appeals
- all work must be their own
- plagiarism is not acceptable

The learner and the trainer/ assessor both need to sign this form.

Foundation skills checklist

Purpose

To determine foundation skills as defined for this unit of competency.

Trainer/ assessor requirements

Foundation skills are generally defined as:

- LLN Skills
 - reading
 - writing
 - oral communication
 - numeracy
- Employability skills
 - navigate the world of work
 - interact with others
 - get the work done

Different training packages identify foundation skill requirements in a variety of ways.

In some packages foundation skills are described as being 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 need to identify the foundation skills levels of the learner to determine whether they have the skills to cope with the training, or whether additional support needs to be provided.

The trainer/ assessor should source and use foundation skills assessment methodologies that are suitable for their learning cohort.

On completion of the assessment the trainer/ assessor should record their final comment and mark as satisfactory/ not satisfactory as appropriate.

Purpose

To obtain evidence of existing skills and knowledge through:

- previous training courses
- workplace documents
- skills obtained through unpaid work
- references
- other

Trainer/ assessor requirements

The trainer/ assessor needs to determine how they wish to use this section.

Evidence of existing skills may be provided for parts of this unit. This may mean that some of the knowledge questions or performance tasks do not need to be completed.

Where this is done trainer/ assessors should clearly identify and inform the learner what is required.

RTOs may wish to use this section as a Recognition of Prior Learning (RPL) process.

However the trainer/ assessor need to ensure that the evidence provided meets the principles of assessment and rules of evidence.

On completion of the assessment the trainer/ assessor should record their final comment and mark as satisfactory/ not satisfactory as appropriate.

Purpose

To obtain evidence of the learner's essential knowledge as outlined in the:

- elements and performance criteria for this unit
- knowledge evidence for this unit

The questions address each performance criteria and are designed to elicit responses that provide evidence of the essential knowledge. The questions are also designed to include the specific knowledge requirements that relate to performance criteria.

Where essential knowledge requirements have not been referred to in performance criteria, additional questions are provided.

Trainer/ assessor requirements

The trainer/ assessor needs to determine which questions need to be answered to ensure a satisfactory outcome.

The trainer/ assessor should provide clear instructions to the learner as to:

- which questions should be answered
- the manner in which responses should be presented eg, hand written in the space provided, in a word processed document, verbally, on-line
- whether additional questions need to be answered

The questions are designed to be answered in written format. The trainer/ assessor may ask for verbal responses. Where verbal responses are provided the trainer/ assessor needs to clearly note this and ensure that responses are recorded verbatim.

When questions are answered the trainer/ assessor should provide feedback to the learner. Where responses are unsatisfactory the learner should be given the opportunity to provide additional information.

On completion of each answer the trainer/ assessor should record their final comment and mark as satisfactory/ not satisfactory as appropriate.

Third party evidence collection agreement

Purpose

To provide third parties with clear instructions about their role.

Trainer/ assessor requirements

The performance tasks has been designed to be observed by either a trainer/ assessor or a third party.

This allows for the fact that some tasks may not be directly observable by the trainer/ assessor due to:

- the complexity of the task
- the need for tasks to be repeated or observed over time
- the presence of an observer may compromise workplace safety
- work activities involving issues of confidentiality and privacy

Where a third party is used to observe the tasks the trainer/ assessor must ensure that the third party clearly understands their role and that they are in a position that allows them to regularly and consistently observe the learner's work performance.

They must be informed that:

- they are not required to conduct the assessment
- their feedback is sought as confirmation that the learner has demonstrated the skills covered in the unit to the standard required
- the assessment decision will be made by a qualified assessor

They must also be informed of:

- the tasks to be observed
- the type and the quantity of evidence to be collected and reported
- the number of performances to observe
- the questions to ask to confirm understanding of the tasks
- the time frames and performance standards applicable to the learner's work performance
- the environment in which the tasks should be performed
- how to record their observations

The third party evidence collection agreement should then be signed.

Purpose

To obtain evidence of the learner's ability to:

- perform the tasks outlined in the elements and performance criteria
- perform the specific requirements outlined in the performance evidence

The tasks address:

- individual performance criterion
- where appropriate a group of performance criteria or an element of competency

The tasks are also designed to include the specific performance evidence requirements that relate to performance criteria. Where performance evidence requirements have not been included in performance criteria additional tasks are provided.

The tasks are designed to be observable and provide evidence that the learner has the necessary skills. Observations should occur over a period of time. Performance can be observed in an actual workplace or in a simulated environment.

Some units will require that certain tasks are performed a specific number of times.

Trainer/ assessor requirements

The trainer/ assessor needs to determine which of the tasks need to be performed to ensure a satisfactory outcome.

The trainer/ assessor should provide clear instructions to the learner as to:

- when the tasks are to be performed
- where the tasks are to be performed
- what they are required to do
- how many times the tasks are to be performed
- who will be observing them
- whether additional tasks need to be answered

Where tasks cannot be easily be observed they can be assessed using role plays and simulations. If performance of particular tasks cannot be observed you might enter into a discussion with the learner or ask them to explain a procedure. In some instances tasks might relate to the production of work products (portfolios/ documents/ outcomes). Although it might not be possible for the trainer/ assessor to observe the total process, the end product of work can provide evidence of performance.

When tasks have been completed the trainer/ assessor should provide feedback to the learner. Where performance is unsatisfactory the learner should be given the opportunity to attempt the task/s again.

Where the tasks have been observed by a third party the trainer/assessor should discuss with the third party what has been observed to ensure that all relevant criteria have been covered and that evidence provided meets the principles of assessment and rules of evidence. This should be recorded as part of the trainer/ assessor comments.

On completion of each task the trainer/ assessor should record their final comment and mark as satisfactory/ not satisfactory as appropriate.

Completion record

Purpose

To record the results of work completed in the assessment workbook.

Trainer/ assessor requirements

The trainer/ assessor needs to ensure that the:

- assessment conditions for this unit were met
- learner answered all questions required to the expected standard
- learner performed all the tasks required to the expected standard
- learner has been provided with comments and feedback regarding any additional assessment requirements

The completion record should be completed and signed by the learner and trainer/ assessor.
