

Unit mapping

KQ: Knowledge questions

PA: Practical assessment

Task (T), Log book (LB), Workplace Skills (WS)

S: Simulations

KQ

PA

S

Elements and performance criteria

E 1 Receive delegation and gather information

PC 1.1	Obtain written or verbal delegation for an allied health activity	Q 1.1	T1a	S1 1.3-a
PC 1.2	Obtain information from relevant sources and delegating Allied Health Professional, according to organisational policy and procedures	Q 1.6	T2	S1 2.3
PC 1.3	Discuss and confirm with delegating Allied Health Professional therapy, treatment plans, programs and work health and safety (WHS) requirements	Q 1.7	T1b T1c T1d T1e	S1 1.3b-d

E 2 Prepare for therapy activity

PC 2.1	Check resources and equipment required for therapy program to ensure suitability and working order	Q 2.1	T4a T4b T4d	S1 4.3d
PC 2.2	Recognise and minimise environmental hazards in accordance with organisational requirements	Q 2.5	T4e	S1 4.3e

E 3 Provide assistance with therapy activity

PC 3.1	Confirm the person's availability in accordance with organisational procedures	Q 3.1	T5a	S1 5.3a
PC 3.2	Complete required administrative duties in line with organisational procedures	Q 3.2	T5e T7a	S1 5.3e 7.3a 7.3c
PC 3.3	Provide information to the person regarding provision of allied health services	Q 3.3	T5b	S1 5.3b
PC 3.4	Prepare the person for therapeutic activity under delegation of Allied Health Professional	Q 3.5	T5	S1 5.3a-d 5.3f
PC 3.5	Ensure comfort, safety and privacy of the person during therapy activity	Q 3.7	T6a	S1 6.3a
PC 3.6	Use questioning and listening techniques to identify, clarify and confirm therapy goals to person under supervision of Allied Health Professional	Q 3.8	T5c	S1 5.3c
PC 3.7	Provide support and coach the person to achieve identified therapy goals under supervision of Allied Health Professional	Q 3.9	T6b	S1 6.3b
PC 3.8	Maintain general therapy precautions	Q 3.10	T6c	S1 6.3c
PC 3.9	Use equipment according to manufacturer instructions and as delegated by Allied Health Professional	Q 3.11	T6d	S1 6.3d
PC 3.10	Seek feedback in regard to therapy activity from the person receiving activity	Q 3.12 Q 3.13	T8	S1 8.3

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E 4 Provide feedback to treating health professionals

PC 4.1	Report accidents or near misses to the supervising Allied Health Professional	Q 4.1	T7c	S1 7.3c
PC 4.2	Document activity outcomes according to organisational procedures	Q 4.3 Q 4.4	T7a	S1 7.3a
PC 4.3	Record data and information according to organisational procedures	Q 4.5	T7a	S1 5.3e S1 7.3a S1 7.3c
PC 4.4	Discuss activity outcomes with delegating Allied Health Professional	Q 4.8	T7b	S1 7.3b
PC 4.5	Clarify next steps in delegated activities for the person with delegating Allied Health Professional	Q 4.10	T7d	S1 7.3d

E 5 Assist in the maintenance of therapy equipment and resources

PC 5.1	Assist the allied health professional to identify gaps in therapy material resources and develop solutions	Q 5.1	T3	S1 3.3 S1 4.3
PC 5.2	Itemise and check therapy materials as instructed by the Allied Health Professional	Q 5.2	T3	S1 3.3
PC 5.3	Assemble and prepare aids or therapy materials as delegated by the Allied Health Professional	Q 5.3	T4.c	S1 4.3c
PC 5.4	Check and maintain stock levels and report discrepancies	Q 5.4	T3	S1 3.3

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KQ**PA****S****S: Simulations****Knowledge evidence**

KE 1	Procedures for escalation of risks	Q 1.10		
KE 2	Allied health core competencies:			
	▪ person-centred care	Q 3.6		S5a-d
	▪ individual therapy	Q 3.6	T1-T8	S1-8
	▪ group therapy	Q 3.6	T1-T8	S1-8
	▪ communication of information	Q 3.3	T1b T1c T3 T5b T7b T7c	S5b
	▪ equipment and environment	Q 2.4	T3 T4a-g	S3 S4a-g S5e
KE 3	Key features and the role of the Allied Health Assistant in allied health disciplines	Q 1.3		
KE 4	Terminology used by allied health care workers	Q 4.9		
KE 5	Engagement with allied health services	Q 6.1		
KE 6	Communication techniques including:			
	▪ use of open-ended questions	Q 3.8	T5c	S5c
	▪ active listening	Q 3.8	T5c	S5c
	▪ asking for clarification and probing	Q 3.8	T5c	S5c
	▪ responses to a range of views from the person, carers or others	Q 3.8		
	▪ understanding use of empathy with the person, carers or colleagues	Q 3.8		
	▪ using discretion and confidentiality, respecting individual differences especially when using touch and other non-verbal means of communication	Q 3.8		
	▪ use of interpreters	Q 3.8		
KE 7	Scope of role of the Allied Health Assistant and Allied Health Professional	Q 1.3		
KE 8	Therapy tasks, treatment plans and programs associated with particular populations	Q 1.8		

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KE 9	The person's readiness for therapy and whether there are changes that might affect the prescribed therapy	Q 3.4	T5d	S5d
KE 10	Common allied health equipment and resources and their use	Q 2.2		
KE 11	Organisational policies and procedures in relation to:			
	▪ confidentiality	Q 4.7		
	▪ documentation		T5e T7a	S5e S7a
	– reporting	Q 4.1		
	– recording data	Q 4.6	T7c	S7c
	– written communication to Allied Health Professional	Q 4.2		
	▪ professional behaviour and presentation	Q 6.2		
	▪ infection control practices	Q 1.9		
	▪ work health and safety (WHS)	Q 1.9		
	▪ manual handling	Q 1.9		
	▪ supervision and delegation	Q 1.5		
KE 12	Manufacturer instructions for equipment usage	Q 3.11	T4g	S2.6
KE 13	Difference in therapy approaches across Allied Health disciplines	Q 1.2		
KE 14	Social and interpersonal behaviour	Q 6.3		
KE 15	Principles of empowering the older person	Q 6.4 Q 6.5		
KE 16	Principles of empowering people living with disability or serious mental illness	Q 6.4 Q 6.5		
KE 17	Changes related to ageing	Q 6.6		
KE 18	Concepts of holistic health and wellbeing	Q 6.7		
KE 19	Social determinants of health	Q 6.8		
KE 20	Concepts of the medical model, the biopsychosocial models and the human rights-based approach of allied health interventions	Q 6.9		
KE 21	Principles of choice and control	Q 6.10		
KE 22	Concept of reablement	Q 6.11		

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KE 23	Allied health settings:	Q 2.3
	▪ hospital	Q 1.4
	▪ community health	Q 1.4
	▪ mental health	Q 1.4
	▪ disability sector	Q 1.4
	▪ aged care sectors	Q 1.4

Performance evidence

PE 1	Document and assist with five allied health activities as delegated by the Allied Health Professional, for people with different needs, and this must include:	T1-8	
	▪ at least two different individual therapy activities – in the workplace	T1-8	S1-8
	▪ at least one group therapy activity – in simulation	T1-8	S1-8
PE 2	Perform the activities outlined in the performance criteria of this unit during a period of at least 120 hours of allied health assistance work. At least 60% of this work must be carried out in an allied health workplace. The remaining 40% may be carried out in a simulated environment, if an allied health workplace is unavailable.	LB	

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, 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.
