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# Introduction

Assessment is a difficult process. We understand this and have developed a range of assessment kits, such as this, to facilitate a seamless process for both the assessor and the candidate being assessed.

There are a number of characteristics of assessment, ranging from subjective assessment (which is based on opinions and feelings) to objective assessment (which is based clearly on defined processes and specific standards). Nearly all assessments involve a mixture of both types of assessment because it is almost impossible to eliminate the subjectivity people may carry into the process of assessing. The goal in developing and implementing these assessment kits is to work towards the objective end as far as possible and to reduce the degree of opinions and feelings present.

# Competency-Based Assessments

**Definition of Competency**

Assessment in this context can be defined as the fair, valid, reliable, and flexible gathering and recording of evidence to support the judgement on whether competency has been achieved. Skills and knowledge (developed in a structured learning situation, at work, or in some other context) are assessed against national standards of competence required by industry rather than compared with the skills and knowledge of other candidates.

**The features of a competency-based assessment system are:**

* It is focused on what candidates can do and whether it meets the criteria specified by the industry as competency standards.
* Assessment should mirror the environment the candidate will encounter in the workplace.
* Assessment criteria should be clearly stated to the candidate at the beginning of the learning process.
* Assessment should be holistic. That is, it aims to assess as many elements and/or units of competency as is feasible at one time.
* In competency assessment, a candidate receives one of only two outcomes – ‘competent’ or ‘not yet competent.’
* The basis of assessment is in applying knowledge for some purpose. In a competency system, knowledge for the sake of knowledge is seen to be ineffectual unless it assists a person in performing a task to the level required in the workplace.
* The emphasis in assessment is on assessable outcomes that are clearly stated for the trainer and candidate. Assessable outcomes are tied to the relevant industry competency standards where these exist. Where such competencies do not exist, the outcomes are based upon those identified in a training needs analysis.

# Assessing Nationally-Recognised Training

Developing and conducting assessment in an Australian Vocational Education and Training (VET) context is founded on the Principles of Assessment and the Rules of Evidence:

**Principles of Assessment**

1. **Assessment must be valid**
   * Assessment must include the full range of skills and knowledge needed to demonstrate competency.
   * Assessment must include the combination of knowledge and skills with their practical application.
   * Assessment, where possible, must include judgements based on evidence drawn from a number of occasions and across a number of contexts.
2. **Assessment must be reliable**
   * Assessment must be reliable and must be regularly reviewed to ensure that assessors are making decisions in a consistent manner.
   * Assessors must be trained in national competency standards for assessors to ensure reliability.
3. **Assessment must be flexible**
   * Assessment, where possible, must cover both the on- and off-the-job components of training within a course.
   * Assessment must provide for the recognition of knowledge, skills, and attitudes regardless of how they have been acquired.
   * Assessment must be made accessible to candidates through a variety of delivery modes, so they can proceed through modularised training packages to gain competencies.
   * Assessment must be mutually developed and agreed upon between the assessor and the assessed.
   * Assessment must be able to be challenged. Appropriate mechanisms must be made for reassessment as a result of challenge.
4. **Assessment must be fair**
   * The assessment process must consider the individual needs of the candidate.
   * Assessment must provide for reasonable adjustments, where appropriate, to consider the individual candidate’s needs.

*(Source: Standards for RTOs 2015, Clauses 1.8 – 1.12)*

**Rules of Evidence**

When collecting evidence, certain rules apply to that evidence. All evidence must be valid, sufficient, authentic, and current:

1. **Valid**

Evidence gathered should meet the requirements of the unit of competency. This evidence should match, or at least reflect, the type of performance that is to be assessed, whether it covers knowledge, skills, or attitudes.

1. **Sufficient**

This rule relates to the amount of evidence gathered. Enough evidence must be gathered to satisfy the requirements that the candidate be competent in all aspects of the unit of competency.

1. **Authentic**

When evidence is gathered, the assessor must be satisfied that evidence is the candidate’s own work.

1. **Current**

This relates to the recency of the evidence and whether the evidence relates to current abilities.

*(Source: Training in Australia by M Tovey, D Lawlor)*

# Dimensions of Competency

The national concept of competency includes all aspects of work performance and not only narrow task skills. The four dimensions of competency are:

1. Task skills
2. Task management skills
3. Contingency management skills
4. Job or role environment skills

# Reasonable Adjustment

‘Reasonable adjustment’ in VET is the term applied to modifying the learning environment or making changes to the training delivered to assist a candidate with a disability. A reasonable adjustment can be as simple as changing classrooms to be closer to amenities or installing a particular type of software on a computer for a person with vision impairment.

**Why make a reasonable adjustment?**

We make reasonable adjustments in VET to make sure that candidates with disabilities have:

* The same learning opportunities as candidates without disabilities, and
* The same opportunity to perform and complete assessments as those without disabilities.

**Reasonable adjustment applied to participation in teaching, learning, and assessment activities can include:**

* Customising resources and assessment activities within the training package or accredited course
* Modifying the presentation medium
* Learner support
* Use of assistive/adaptive technologies
* Making information accessible both before enrolment and during the course
* Monitoring the adjustments to ensure candidate needs continue to be met

**Assistive/Adaptive Technologies**

Assistive/adaptive technology means ‘software or hardware that has been specifically designed to assist people with disabilities in carrying out daily activities’ (World Wide Web Consortium - W3C). It includes screen readers, magnifiers, voice recognition software, alternative keyboards, devices for grasping, visual alert systems, and digital note-takers.

*(Adapted Reasonable Adjustment in teaching, learning and assessment for learners with a disability - November 2010 - Prepared by - Queensland VET Development Centre)*

**IMPORTANT:**

**Reasonable adjustments made for collecting candidate assessment evidence must not impact the standard expected by the workplace, as expressed by the relevant unit/s of competency. For example, if the assessment were gathering evidence of the candidate’s competency in writing, allowing the candidate to complete the assessment verbally would not be a valid assessment method. The method of assessment used by any reasonable adjustment must still meet the competency requirements.**

# The Unit of Competency

The units of competency specify the standards of performance required in the workplace.

This assessment addresses the following unit of competency:

**CHCDIS012 - Support community participation and social inclusion (Release 1)**

1. Identify opportunities for community participation and social inclusion.
2. Implement strategies for community participation and inclusion according to individualised plan.
3. Identify, address and monitor barriers to community participation and social inclusion.

**A complete copy of the above unit of competency can be downloaded from the TGA website:**

<https://training.gov.au/Training/Details/CHCDIS012>

# The Context of Assessment

To complete the assessments in this workbook, students need to have access to their learning materials, the Internet, and a workplace (or similar environment).

The Knowledge Assessment may be completed wholly at the candidate’s home or chosen place of study.

The Practical Assessment must be completed in a workplace or a simulated environment.

# Contextualising the Assessment Tools

Contextualisation is the process of modifying assessment tools to make learning more meaningful for your students and their employers.

Compliant Learning Resources highly recommends that your RTO contextualise the assessment tools before using them.

You must contextualise the assessment tools to suit:

* Your student’s needs
* Your RTO’s training and assessment processes
* The work and industry context in which you operate

**Contextualising for your state/territory**

The contents of this assessment tool are not written for a specific state/territory unless stated otherwise. Where the assessment tool refers to legislation and other industry requirements, which may vary across states/territories, model answers are based on one state/territory.

Should your RTO intend to use this assessment tool for learners from your state/territory, Compliant Learning Resources recommends you to:

* Access and review the legislation and industry requirements applicable in your state/territory.
* Update assessments and benchmark answers to reflect the legislation and industry requirements applicable in your state/territory.

When you are contextualising assessment tools, you must ensure that you retain the integrity of the assessment and the outcomes of the unit of competency.

**Contextualising the generic workplace assessment**

The workplace assessment included in this workbook was designed to be administered in a real workplace. Should your RTO wish to administer the assessment in a simulated environment, the RTO will need to redevelop the existing workplace assessment in this workbook so the candidate can complete it in the simulated environment.

Below are some examples of how the RTO may simulate the workplace assessment:

* Develop role play activities with clear instructions and guidelines to replace existing tasks involving consultation, meetings, discussions, and oral communication.
* Provide the candidate with access to work personnel who will participate in assessment activities, e.g. project stakeholders, clients/customers, or team members.
* Provide the candidate with access to simulated workplace documents and information, such as but not limited to policies and procedures, organisational vision and mission statements, business plans, operational plans, etc.

**A comprehensive guide to contextualising your assessment tools for your RTO can be accessed through this link:**

<https://compliantlearningresources.com.au/blog/simple-guide-to-contextualising-rto-training-resources-and-assessment-tools/>

# Assessment Methods

This workbook uses the following assessment methods:

1. **Knowledge Assessment**

A set of general and workplace questions testing the candidate’s general knowledge and understanding of the general theory behind the unit.

1. **Practical Assignment**

A series of written practical tests assessing the candidate’s practical knowledge and understanding of the unit of competency.

1. **Workplace Assessment**

A set of tasks or activities completed according to set instructions and guidelines to meet the requirements of the relevant unit. These tasks and activities require you to have access to a workplace or a similar environment.

# Resources Required for Assessment

**The Training Organisation to provide the candidate with access to/organise the following for the candidate:**

* Assessor to supervise and observe the candidate as they complete assessments, where required.
* Workplace, or a similar environment, where the candidate can complete the assessments, and that will allow them access to:
  + A workplace supervisor and colleagues
  + Persons with disability
  + Facilities, equipment and resources that reflect real working conditions and model industry operating conditions and contingencies
  + Information on local resources, programs, agencies, transport services, aids and equipment available to people with disability
  + Organisational policies and procedures
  + Organisational forms and templates
  + Individualised plans
  + Equipment and resources outlined in individualised plans
  + Opportunities for engagement with people with disability or people who participate in simulations and scenarios that involve provision of disability support.

**The candidate will need access to:**

* Computer with Internet, email access, and a working web browser
* Installed software: MS Word, Adobe Acrobat Reader

# Assessor Instructions

This is a compulsory assessment to be completed by all candidates. This assessment tests the candidate’s knowledge and understanding of the general theory and concepts underpinning the unit of competency, as well as their practical skills in relation to the unit and assessment requirements.

Reasonable adjustment applies here, and while the majority of candidates will complete this assessment as a written assessment, verbal assessment may be an option for those who need it. The assessor must use the marking guide as the principal marking tool unless a reasonable adjustment is demonstrated.

The Assessor Guide provides instructions to the assessor on how to assess the candidate’s responses and performance and criteria for assessing the candidate’s responses and performance. Benchmark answers and benchmark performance are also detailed for each assessment task, setting out which key responses and skills must be included and performed, as well as indicating where flexibility is acceptable.

The number of responses required is specified in each assessment task to avoid ambiguity. In these cases, the model answer will provide a list of possible answers. For instance, if a question requires the candidate to list three examples, then their response must include three of the items listed in the model answer.

**IMPORTANT:**

**Candidates must achieve a satisfactory result in ALL assessment tasks to be deemed COMPETENT for the unit/s relevant to this workbook.**

# Candidate Instructions

The assessments in this workbook are divided into two categories: the Knowledge Assessment and the Practical Assessment.

The **Knowledge Assessment** is a set of general and workplace questions testing your knowledge and understanding of the general theory behind the unit.

**You must answer all Knowledge Assessment Questions using your own words.** However, you may refer to your Learner Guide and other relevant resources and learning materials to complete this assessment.

Some questions cover processes you will likely encounter in a workplace setting. Ideally, you should be able to answer these questions based on the processes that are currently in place in your workplace. However, if you do not currently have access to a workplace, then answer the questions based on processes that should be implemented in a typical workplace setting.

The **Practical Assessment** is made up of the **Practical Assignment and Workplace Assessment.** This assessment tests your practical skills with respect to the requirements of the relevant unit of competency.

The Practical Assessment requires you to complete and submit workplace documents and other documentation relevant to the unit of competency.

**The evidence you submit must be your own work except where due reference is made and where you are required to submit supplementary workplace documents such as policies and procedures.**

**When completing the assessments included in this workbook:**

1. Read the instructions provided in each task carefully before attempting to complete the task. The instructions will guide you on how to answer the question or complete the task satisfactorily.
2. Follow the steps provided in each task.
   * If the question instructs you to describe, provide a description as your response. If the question instructs you to list, provide a list as your response.
   * Where there is a number of required responses, provide the required number of responses. For example, if you are asked to list three responses, provide three responses.
3. Ensure that all your submissions for this assessment indicate your first and last name and that these submissions have been named according to the file naming convention prescribed in each task.

# Accessing External Links

Throughout this workbook, you will sometimes be required to access certain websites. Links to these websites are formatted in Blue Underlined Text.

To access these, hold the **Ctrl key and click the link for Windows users**, or simply **click on these blue links for** **Mac users**.

# Assessment Workbook Cover Sheet

**To the candidate:** Print this cover sheet and complete it by filling in all the required information and signing in the space provided. Your signature must be handwritten. Scan the completed cover sheet and submit it along with your evidence submissions. Use the filename: **CHCDIS012 Cover Sheet**

**Marking guide for the assessor:** The candidate must fill in all the required details of this cover sheet. The completed cover sheet must be printed, completed, contain a handwritten signature, and scanned.

|  |  |  |
| --- | --- | --- |
| Workbook | CHCDIS012 | |
| Title | Support community participation and social inclusion (Release 1) | |
| First and Last Name |  | |
| Phone |  | |
| Email |  | |
| **Please read the Candidate Declaration below, and if you agree to the terms of the declaration, sign and indicate the date in the spaces provided.**  **By submitting this work, I declare that:**   * I have been advised of the assessment requirements, have been made aware of my rights and responsibilities as an assessment candidate, and choose to be assessed at this time. * I am aware that there is a limit to the number of submissions that I can make for each assessment, and I am submitting all documents required to complete this Assessment Workbook. * I have organised and named the files I am submitting according to the instructions provided. I am aware that my assessor will not assess work that cannot be identified and may request the work be resubmitted according to the correct process. * This work is my own and contains no material written by another person except where due reference is made. I am aware that a false declaration may lead to the withdrawal of qualification or statement of attainment. * I am aware that there is a policy of checking the validity of qualifications that I submit as evidence, as well as the qualifications/evidence of parties who verify my performance or observable skills. I give my consent to contact these parties for verification purposes. | | |
| **Name:** | **Signature:** | **Date signed:** |

# Knowledge Assessment

|  |
| --- |
| **Preliminary Task**  Question 10 of this Knowledge Assessment require you to refer to local agencies and services to obtain community information about sporting, cultural and specific-interest groups of your state/territory.  For your assessor’s reference, indicate below which state/territory you are currently based or located in by ticking the box that corresponds to your answer.  When answering Question 10, you must refer to local agencies and services to obtain community information about sporting, cultural and specific-interest groups of the state/territory you ticked below. |
|  |
| This task has no mapping. This is a preliminary step for the candidate to complete in connection to Knowledge Assessment Question 9.  **Marking guide**  The candidate must indicate below the state/territory they are currently based in by ticking the box () that corresponds to their response (as shown below).  Knowledge Assessment Question 10 require the candidate to refer to local agencies and services to obtain community information about sporting, cultural and specific-interest groups of the state/territory they ticked below.  When assessing the candidate’s responses in Question 10, the assessor must review the candidate’s responses against the local agencies and services to obtain community information about sporting, cultural and specific-interest groups of the state/territory they ticked below.  The assessor must also ensure that they are accessing the version of local agencies and services to obtain community information about sporting, cultural and specific-interest groups that is currently implemented in the candidate’s state/territory, i.e. they are not referring to outdated or superseded information.  For a satisfactory performance in these questions, the candidate’s responses must match the local agencies and services to obtain community information about sporting, cultural and specific-interest groups from the state/territory they ticked below.  Specific marking guide and benchmark and model answers to Knowledge Assessment Question 9 are provided in each question. |

|  |  |  |  |
| --- | --- | --- | --- |
| The state/territory where you are currently based or located in: | | | |
|  | Australian Capital Territory |  | South Australia |
|  | New South Wales |  | Tasmania |
|  | Northern Territory |  | Victoria |
|  | Queensland |  | Western Australia |

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| Application  Description automatically generated with low confidence | 1. Access and review the [Convention on the Rights of Persons with Disabilities](https://www.un.org/esa/socdev/enable/rights/convtexte.htm). Complete the table by:    1. Identifying two rights of persons with disability.    2. Explaining how these rights are upheld in workplaces in varied disability contexts. |
|  | |
| *Mapping: CHCDIS012 KE1.0 (p)*  *Learner guide reference: CHCDIS012 Learner Guide, Chapter 1, Subchapter 1.1, Section 1.1.1*  **Marking guide**  The candidate must complete the table by:   1. Identifying two rights of persons with disability.   For a satisfactory performance, the candidate’s responses must be any two of the rights of persons with disability listed in the Convention on the Rights of Persons with Disabilities.   1. Explaining how these rights are upheld in workplaces in varied disability contexts.   Responses may vary. For a satisfactory performance, although the wording may slightly vary, their response must:   * Apply to different disability support contexts * Be consistent with the given right of the person with disability * Explain how the given right of the person with disability is maintained while providing support in varied disability contexts   Model answers are provided below for the assessor’s reference. | |

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| **Rights** | **How these rights are upheld in varied disability contexts** |
| The right of persons with disabilities to work, on an equal basis with others; this includes the right to the opportunity to gain a living by work freely chosen or accepted in a labour market and work environment that is open, inclusive and accessible to persons with disabilities. | The disability support worker must recognise the right for equality and support the person in accessing opportunities for participation and inclusion at work. |
| The right of persons with disabilities to an adequate standard of living for themselves and their families, including adequate food, clothing and housing, and to the continuous improvement of living conditions, and shall take appropriate steps to safeguard and promote the realization of this right without discrimination on the basis of disability. | The disability support worker must ensure that the person with disability achieves adequate standard of living by assisting them in accessing their needs, such as adequate food, clothing and housing. |

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| --- | --- | --- |
| Application  Description automatically generated with low confidence | 1. Complete the table by:    1. Identifying two responsibilities of people with disability.    2. Explaining how these responsibilities are fulfilled in workplaces in varied disability contexts. | |
|  | | |
| *Mapping: CHCDIS012 KE1.0 (p)*  *Learner guide reference: CHCDIS012 Learner Guide, Chapter 1, Subchapter 1.1, Section 1.1.1*  **Marking guide**  The candidate must complete the table by:   1. Identifying two responsibilities of persons with disability.   For a satisfactory performance, the candidate’s responses must be responsibilities that persons with disabilities are expected to fulfill to support their community participation and social inclusion.   1. Explaining how these responsibilities are fulfilled in workplaces in varied disability contexts.   Responses may vary. For a satisfactory performance, although the wording may slightly vary, their response must:   * Apply to different disability support contexts * Be consistent with the given responsibility of the person with disability * Explain how the given responsibility of the person with disability can be carried out while providing support in varied disability contexts   Model answers are provided below for the assessor’s reference. | | |
| **Responsibilities** | | **How these responsibilities are fulfilled in varied disability contexts** |
| A person with disability has the responsibility to cooperate in obtaining necessary medical records. | | A disability support worker can explain what kind of information will be obtained from the medical records and why they are important. |
| A person with disability has the responsibility to inform their employer if their disability can affect their work performance. | | A disability support worker can encourage the person with disability to be open with the employer and liaise with the employer as needed. |

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| Application  Description automatically generated with low confidence | 1. Complete the table by:    1. Identifying two principles of strengths-based practice in varied disability contexts.    2. Briefly explaining how the principles of strengths-based practice help in supporting community participation and social inclusion of people with disability. |
|  | |
| *Mapping: CHCDIS012 KE2.1*  *Learner guide reference: CHCDIS012 Learner Guide, Chapter 1, Subchapter 1.1, Section 1.1.4*  **Marking guide**  The candidate must complete the table by:   1. Identifying two principles of strengths-based practice varied disability contexts.   For a satisfactory performance, although the wording may slightly vary, the candidate’s response must include two of the following:   * The person has individual aspects that help them grow * The person has a responsibility to maintain and improve their wellbeing * The person has the willingness to learn, improve and change  1. Briefly explaining how the principles of strengths-based practice help in supporting community participation and social inclusion of people with disability.   Responses may vary. For a satisfactory performance, the candidate’s response must:   * Apply to different disability support contexts * Be consistent with the principle of strengths-based practice * Explain how the principles can help in supporting community participation and social inclusion   Model answers are provided for the assessor’s reference. | |

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| **Principles of strength-based practice** | **How the principles help support community participation and social inclusion** |
| The person has a responsibility to maintain and improve their wellbeing. | Focusing on the person’s strengths helps see challenges as opportunities for growth instead of things to avoid and would equip them to better interact and participate in the society. |
| The person has the willingness to learn, improve and change | The person with disability can learn, improve and change if they have access to community resources, facilities and services that would enable them to grow. |

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| Application  Description automatically generated with low confidence | 1. Complete the table by:    1. Identifying two principles of person-centred practice in varied disability contexts.    2. Briefly explaining how the principles of person-centred practice help in supporting community participation and social inclusion of people with disability. |
|  | |
| *Mapping: CHCDIS012 KE2.2*  *Learner guide reference: CHCDIS012 Learner Guide, Chapter 1, Subchapter 1.1, Section 1.1.2*  **Marking guide**  The candidate must complete the table by:   1. Identifying two principles of person-centred practice in varied disability contexts.   For a satisfactory performance, although the wording may slightly vary, the candidate’s response must include two of the following:   * Person-centred practice supports the person, at the ‘centre of the service,’ to be involved in making decisions about their life. * Person-centred practice takes into account each person’s life experience, age, gender, culture, heritage, language, beliefs and identity. * Person-centred practice requires flexible services and support to suit the person’s wishes and priorities. * Person-centred practice is strengths based, where people are acknowledged as the experts in their life with a focus on what they can do first, and any help they need second. * Person-centred practice includes the person’s support network as partners.  1. Briefly explaining how the principles of person-centred practice help in supporting community participation and social inclusion of people with disability.   Responses may vary. For a satisfactory performance, although the wording may slightly vary, their response must:   * Apply to different disability support contexts * Be consistent with the principle of person-centred practice * Explain how the principles can help in supporting community participation and social inclusion   Model answers are provided for the assessor’s reference. | |

|  |  |
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| **Principles of person-centred practice** | **How the principles help support community participation and social inclusion** |
| Person-centred practice supports the person, at the ‘centre of the service,’ to be involved in making decisions about their life. | By involving the person with disability in the decision-making, they are able to choose how they want to participate in the community. |
| Person-centred practice takes into account each person’s life experience, age, gender, culture, heritage, language, beliefs and identity. | By taking into account the different characteristics and experiences of the person with disability, the person with disability can be part of social activities that fit their experiences, preferences and identity. |

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| Application  Description automatically generated with low confidence | 1. Complete the table by:    1. Identifying two principles of human rights framework in varied disability contexts.    2. Briefly explaining how the principles of human rights framework help in supporting community participation and social inclusion of people with disability. |
|  | |
| *Mapping: CHCDIS012 KE2.3*  *Learner guide reference: CHCDIS012 Learner Guide Chapter 3, Subchapter 3.4, Section 3.4.3*  **Marking guide**  The candidate must complete the table by:   1. Identifying two principles of human rights framework varied disability contexts.   For a satisfactory performance, although the wording may slightly vary, the candidate’s response must include two of the following:   * Participation: a human rights-based approach encourages participation. * Accountability: a human rights-based approach ensures accountability * Non-discrimination and equality: a human rights-based approach is non-discriminatory and promotes equality. * Empowerment: a human rights-based approach is empowering * Legality: a human rights-based approach requires the law to recognise and enforce human rights and freedoms.  1. Briefly explaining how the principles of human rights framework help in supporting community participation and social inclusion of people with disability.   Responses may vary. For a satisfactory performance, although the wording may slightly vary, their response must:   * Apply to different disability support contexts * Be consistent with the principle of strengths-based practice * Explain how the principles can help in supporting community participation and social inclusion.   Model answers are provided for the assessor’s reference. | |

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| **Principles of human rights framework** | **How the principles help support community participation and social inclusion** |
| A human rights-based approach encourages participation. | A human rights-based approach means that everyone has to take part in decisions that affect their human rights. |
| A human rights-based ensures accountability. | A human rights-based approach requires effective monitoring of compliance with human rights standards, achievement of human rights goals and effective remedies for breaches of human rights. |

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| Application  Description automatically generated with low confidence | 1. Complete the table by:    1. Identifying two principles of community inclusion in varied disability contexts.    2. Briefly explaining how the principles of community inclusion help in supporting community participation and social inclusion of people with disability. |
|  | |
| *Mapping: CHCDIS012 KE2.4 (p)*  *Learner guide reference: CHCDIS012 Learner Guide Chapter 1, Subchapter 1.2*  **Marking guide**  The candidate must complete the table by:   1. Identifying two principles of community inclusion in varied disability contexts.   For a satisfactory performance, although the wording may slightly vary, the candidate’s response must include two of the following:   * Community inclusion fosters participation. * Community inclusion can be a means to encounter with others. * Community inclusion involves the presence of the person with disability with others in the community.  1. Briefly explaining how the principles of community inclusion help in supporting community participation and social inclusion of people with disability.   Responses may vary. For a satisfactory performance, although the wording may slightly vary, their response must:   * Apply to different disability support contexts * Be consistent with the principle of community inclusion * Explain how the principles can help in supporting community participation and social inclusion   Model answers are provided for the assessor’s reference. | |

|  |  |
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| **Principles of community inclusion** | **How the principles help support community participation and social inclusion** |
| Community inclusion fosters participation | A person develops a sense of belonging through interacting with other members of the community. |
| Community inclusion can be a means to encounter with others. | A person may or may not develop relationships through unexpected meetings with other members of the community. |

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| Application  Description automatically generated with low confidence | 1. List two examples of best practices for supporting the community inclusion of persons with disability. |
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| *Mapping: CHCDIS012 KE2.4 (p)*  *Learner guide reference: CHCDIS012 Learner Guide Chapter 1, Subchapter 1.2*  **Marking guide**  The candidate must list two examples of best practices for supporting the community inclusion of persons with disability.  Responses may vary. For a satisfactory performance, the candidate’s response must be:   * Practices relevant to how community inclusion is applied when supporting community participation and social inclusion for persons with disability. * Consistent with any of the following general practices:   + Ensuring that resources work in a way that is intentionally accessible and inclusive to people of all abilities   + Ensuring that the facilities, activities and attitudes are accessible and inclusive beforehand   + Creating a community that is welcoming and appropriate for everyone who wants to participate in it   Model answers are provided for the assessor’s reference. | |
| Designing playgrounds to be accessible for children who are non-ambulatory. | |
| Offering reasonable adjustments to people with cognitive disabilities. | |

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| Application  Description automatically generated with low confidence | 1. Answer the following questions about social and emotional wellbeing frameworks. |
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| Mapping: CHCDIS012 KE2.5  *Learner guide reference: CHCDIS012 Learner Guide, Chapter 3, Subchapter 3.4, Section 3.4.3*  **Marking guide**  The candidate must answer the following questions about social and emotional wellbeing frameworks.  Marking guides and benchmark answers are provided below for the assessor’s reference. | |
| 1. Complete the following statement:   According to the World Health Organization (WHO), social and emotional wellbeing are closely related to the concept of      .  The candidate must complete the statement above.  For a satisfactory performance, the candidate’s response must be:  According to the World Health Organization (WHO), social and emotional wellbeing are closely related to the concept of mental health. | |
| 1. How does a person with disability achieve social and emotional wellbeing?     The candidate must explain how a person with disability achieves social and emotional wellbeing.  Responses may vary. However, for a satisfactory performance, the candidate’s response must:   * Explain how a person with disability can achieve a sense of belonging and contribute to their community * Explain how a person with disability can successfully handle their emotions and adjust to difficult times   A model answer is provided below for the assessor’s reference:  A person with disability achieves social and emotional wellbeing when their needs relevant to building relationships and emotional fulfilment are met and when distress arising from unmet needs in other domains are minimised. | |

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| 1. How can the following factors negatively affect the social and emotional wellbeing of a person with disability?   The candidate must explain how the following factors can negatively affect social and emotional wellbeing of a person with disability.  Responses may vary. However, for a satisfactory performance, the candidate’s response must be:   * Consistent with the factors listed below * Explanations of how the factors listed negatively impact a person with disability’s social and emotional wellbeing   Model answers are provided below for the assessor’s reference.   |  |  |  | | --- | --- | --- | | **Factors** | **How it affects a person with disability’s social and emotional wellbeing** | | | 1. Underlying health condition | A person with underlying condition may feel constant worries, frustrations and stress when they are dealing with pain and treatments. | | | 1. Impairment | A person with impairment may feel that they do not belong to the community and may see themselves less of a person. | | | 1. Activity limitations | Due to a person’s impairment, they may experience difficulty doing daily activities which can later lead to dependency. They may think that they are causing burden to other people. | | | 1. Restrictions on participation | A person with disability being denied with opportunities to participate may feel that they are not included which can lead to developing low self-esteem. | | |  | |  | |

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| 1. How does social and emotional wellbeing support a person with disability’s community participation and social inclusion?     The candidate must explain how social and emotional wellbeing support a person with disability’s community participation and social inclusion.  Responses may vary. However, for a satisfactory performance, the candidate’s response must:   * Explain how a person with disability’s sense of belonging and contribution to the community helps the person participate and include themselves in the community * Explain how a person with disability’s capacity to handle their emotions and adjust to difficult times helps the person participate and include themselves in the community   When a person with disability develops a sense of belonging to the community and the ability to handle their own emotions, they can build confidence and higher self-esteem. When this happens, they can build meaningful relationships with other people in the community. At the same time, they can involve themselves in events and gatherings while socialising with other people. |

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| Application  Description automatically generated with low confidence | 1. Complete the following table below by: 2. Identifying two strategies for strengthening the following: 3. Community participation options 4. Networks 5. Services 6. Explaining how the strategies can be applied in varied disability services contexts. |
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| *Mapping: CHCDIS012 KE3.0*  *Learner guide reference: CHCDIS012 Learner Guide Chapter 1, Subchapter 1.3, Section 1.3.3*  **Marking guide**  The candidate must complete the table below by:   1. Identifying two strategies for strengthening the following: 2. Community participation options 3. Networks 4. Services   Responses may vary. For a satisfactory performance, although the wording may slightly vary, their response must:   * Be consistent with community participation options, networks or services * Refer to strategies that would help build up community participation options, networks or services of persons with disability  1. Briefly explaining how the strategies can be applied in varied disability services contexts.   Responses may vary. For a satisfactory performance, responses must   * Be consistent with strategies given * Be appropriate for different disability services context * Demonstrate sufficient knowledge of how the provided strategy helps the PWD achieve community participation and social inclusion   Model answers are provided below for the assessor’s reference. | |

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| **Community Participation Options** | |
| **Strategies for strengthening community participation options** | **How the strategies can be applied in varied disability services contexts** |
| Consult with your colleagues or supervisor. | Colleagues and supervisors may have more extensive knowledge of options that would help the PWD. |
| Keep track of options provided to the client. | There may be changes that can affect clients. For example, a client may be deemed as ineligible for a certain program due to the changes in eligibility requirements. |

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| **Networks** | |
| **Strategies for strengthening networks** | **How the strategies can be applied in varied disability services contexts** |
| Have regular consultations with the client. | The client’s network should be in line with their needs, goals and preferences so regular consultation will help determine if the networks meet those requirements. |
| Ask for referrals. | Asking for referrals help expand the client’s network. |

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| **Services** | |
| **Strategies for strengthening services** | **How the strategies can be applied in varied disability services contexts** |
| Stay up to date with news. | Government agencies and organisations launch new services that may be helpful to the client. |
| Continuously look for services the client may find useful in the future. | If the client has a changed or additional need, the disability support worker can provide all the necessary information on the service that can meet it. |

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| Application  Description automatically generated with low confidence | 1. Complete the table below by:    1. Providing two strategies to advocate for a person with disability in:       1. A systemic level       2. An individual level    2. Providing one technique for each listed strategy. |

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| *Mapping: CHCDIS012 KE4.0*  *Learner guide reference:*   * *CHCDIS012 Learner Guide, Chapter 3, Subchapter 3.5, Section 3.5.2* * *CHCDIS012 Learner Guide, Chapter 3, Subchapter 3.5, Section 3.5.3*   **Marking guide**  The candidate must complete the table below by:   1. Providing two strategies to advocate for a person with disability in: 2. A systemic level   Responses may vary. For a satisfactory performance, the candidate’s response must:   * Be ways or actions that can be carried out to improve the quality of community participation and social inclusion so that persons with disabilities can achieve equality in treatment and accessibility of resources and opportunities * Involve monitoring and changing legislation, policies or rules that impact the rights and interests of certain groups of people with disabilities  1. An individual level   Responses may vary. For a satisfactory performance, the candidate’s response must:   * Be ways or actions that can be carried out to improve the quality of community participation and social inclusion so that persons with disabilities can achieve equality in treatment and accessibility of resources and opportunities * Involve a one-on-one approach to prevent or address instances of unfair treatment and focuses on helping individuals to voice their concerns and access necessary resources and information |

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| 1. Providing one technique for each listed strategy.   Responses may vary. For a satisfactory performance, the candidate’s responses must be:   * Consistent with the given strategies * Either one of the following:   + A general statement on how to improve the quality of community participation and social inclusion through the given strategy.   + Specific examples or actions of how to improve the quality of community participation and social inclusion so PWD through the given strategy.   Model answers are provided below for the assessor’s reference. | | |
| **Advocacy** | **Strategies** | **Techniques** | |
| 1. Systemic | Policy monitoring involving the observation of the implementation and effectiveness of policies already in place. | Policy monitoring can be done by conducting one-off investigations of the policies through data gathering | |
| Advocacy Campaign where an organised movement that aims to influence political change and bring awareness around issues to the public | Advocacy campaigns can be done by having dedicated social media accounts and posts. | |
| 1. Individual | Informal advocacy where the client chooses an advocate to speak on their behalf from their support system. | Identifying and explaining the different options available to the client can help informally promote advocacy. | |
| Formal advocacy where the client chooses an advocacy service to speak on their behalf. | Helping the client develop their skills and knowledge for expressing themselves is a formal way to promote advocacy. | |

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| Application  Description automatically generated with low confidence | 1. Listed below are different interest groups for persons with disability. Complete the table by:    1. Providing two local agencies or services where they can obtain community information about the listed interest groups.   The local agencies or services should be based in the state/territory you selected in the Preliminary Task of this Knowledge Assessment.   * 1. Providing two resources where they can obtain community information about the listed interest groups. |
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| *Mapping: CHCDIS012 KE5.0*  *Learner guide reference: CHCDIS012 Learner Guide Chapter 1, Subchapter 1.3, Section 1.3.2*  **Marking guide**  The candidate must complete the table by:   1. Providing two local agencies or services where they can obtain community information about the listed interest groups.   Responses may vary. For a satisfactory performance, the candidate must be:   * + - Consistent with the listed interest group     - An agency or service that can be a source of community information for persons with disability     - Based in the state/territory the candidate selected in the Preliminary Task of this Knowledge Assessment   The model answers provided are based on interest groups in NSW.   1. Providing two resources where they can obtain community information about the listed interest groups.   Responses may vary. For a satisfactory performance, the candidate must be a source of information for persons with disability.  Model answers are provided for the assessor’s reference. | |

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| **Interest group** | **Local agencies or services** | **Resources** |
| 1. Sporting groups | Office of Sports - Sports for PWDs | Articles |
| Wheelchair Sports NSW | Coaches especially trained for working with PWDs |
| 1. Cultural groups | State Library of NSW | Online resources |
| Front Up | Books |
| 1. Specific-interest groups | Achieve Australia | Service or support animals and their handlers |
| Flourish Australia | Forums |

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| Application  Description automatically generated with low confidence | 1. Answer the following questions about active citizenship. |
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| *Mapping: CHCDIS012 KE6.0*  *Learner guide reference: CHCDIS012 Learner Guide Chapter 1, Subchapter 1.1, Section 1.1.1*  **Marking guide**  The candidate must answer the following questions about active citizenship.  Additional marking guide and benchmark answers are provided below for the assessor’s reference. | |
| 1. Define active citizenship.     The candidate must define active citizenship.  For a satisfactory performance, although the wording may slightly vary, their response must be consistent with the benchmark answer below.  Active citizenship refers to being earnestly involved with one’s local community. | |
| 1. Briefly explain how the concept of active citizenship is relevant to a person with disability’s rightful place in their communities.     The candidate must explain how the concept of active citizenship is relevant to a person with disability’s rightful place in their communities.  For a satisfactory performance, although the wording may slightly vary, their response must be consistent with the benchmark answer below.  Active citizenship intersects with PWDs’ rightful place in their communities. Rightful place in the community refers to the right of PWDs to participate in their community. This means there should be support for them to take an active role in their communities. | |

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| Application  Description automatically generated with low confidence | 1. Complete the table below by: 2. Providing two strategies for supporting the person’s participation in work. 3. Explaining how the strategies can be applied in the context of disability support. |
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| Mapping: CHCDIS012 KE7.0  *Learner guide reference: CHCDIS012 Learner Guide Chapter 2, Subchapter 2.3, Section 2.3.2*  **Marking guide**  The candidate must complete the table by:   1. Providing two strategies for supporting the person’s participation in work.   Responses may vary. For a satisfactory performance, the candidate’s responses must be strategies that help ensure the person with disability can meet workplace expectations and become effective participants in their workplace.   1. Explaining how the strategies can be applied in the context of disability support.   Responses may vary. For a satisfactory performance, although the wording may slightly vary, their response must:   * Explain how the strategies can be used by the support worker in assisting the person with disability to participate in work activities * Apply to the context of disability support * Be consistent with the strategy they provided.   Model answers are provided below for the assessor’s reference. | |

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| **Strategies for supporting the person’s participation in work** | **How the strategies can be applied in the context of disability support** |
| Keep open communication and close contact | Stay updated on the client’s situation at work and advise them and the employer on their progress as needed. |
| Assist the client in accessing their needs and resolving barriers as often as needed | Their duty is to provide them with the necessary advice and information to succeed |

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| Application  Description automatically generated with low confidence | 1. Complete the table below by: 2. Providing two strategies that can be used by employers to facilitate the person’s inclusion in the workplace. 3. Explaining how to assist employers in facilitating this strategy as a disability support worker. |
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| *Mapping: CHCDIS012 KE8.0 (p)*  *Learner guide reference: CHCDIS012 Learner Guide Chapter 2, Subchapter 2.3, Section 2.3.1*  **Marking guide**  The candidate must complete the table below by:   1. Providing two strategies that can be used by employers to facilitate the person’s inclusion in the workplace.   Responses may vary. For a satisfactory performance, the candidate’s responses must be:   * Strategies that can allow the person to partake and be included in workplace activities. * Generally accepted strategies used by workplaces in the disability support industry to facilitate the inclusion of people with disability in the workplace.  1. Explaining how the strategies can be applied in the context of disability support.   Responses may vary. For a satisfactory performance, although the wording may slightly vary, their response must:   * Explain how the strategies can be used by employers in assisting the person with disability to participate in social activities at work * Apply to the context of disability support * Be consistent with the strategy they provided   Model answers are provided below for the assessor’s reference. | |

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| **Strategy for facilitating the person’s inclusion in the workplace** | **How to assist employers in facilitating this strategy** |
| Employer and management creating events that encourage socialising with co-workers. | Suggest company events that encourage teamwork and socialisation amongst colleagues. This includes lunch gatherings, out-of-work events and team building activities. |
| Give feedback on the company policies and procedures on how they check up on employee conditions. | Suggest company policies that will accommodate the needs of a person with disability. This may mean implementing a flexible schedule for the client or all employees, adding facilities in the workplace to resolve barriers and apply leniency for important and unavoidable appointments such as medical check-ups. |

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| Application  Description automatically generated with low confidence | 1. Complete the table below by: 2. Providing two strategies that can be used by employers to facilitate the person’s engagement in work. 3. Explaining how to assist employers in facilitating this strategy as a disability support worker. |
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| *Mapping: CHCDIS012 KE8.0 (p)*  *Learner guide reference: CHCDIS012 Learner Guide Chapter 2, Subchapter 2.3, Section 2.3.1*  **Marking guide**  The candidate must complete the table below by:   1. Providing two strategies that can be used by employers to facilitate the person’s engagement in the workplace.   Responses may vary. For a satisfactory performance, the candidate’s responses must be:   * Strategies that can allow the person with disability to engage or participate more in the workplace tasks. * Generally accepted strategies used by workplaces in the disability support industry to facilitate the engagement of people with disability in the workplace.  1. Explaining how the strategies can be applied in the context of disability support.   Responses may vary. For a satisfactory performance, although the wording may slightly vary, their response must:   * Explain how the strategies can be used by employers in assisting the person with disability to participate in workplace tasks. * Apply to the context of disability support * Be consistent with the strategy they provided.   Model answers are provided below for the assessor’s reference. | |

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| **Strategy for facilitating the person’s engagement in the workplace** | **How to assist employers in facilitating this strategy** |
| Review company requirements involving people with disability | Provide the employer with information on national and international policies regarding PWDs, especially in connection to employment. |
| Obtain feedback on the company policies and procedures on how they check up on employee conditions | Ask the person with disability for their experiences with the management and how their concerns were dealt with and resolved. Review the company’s staff handbook and the person’s employment contract to evaluate the company’s existing actions to accommodate PWDs. |

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| Application  Description automatically generated with low confidence | 1. Complete the table below by: 2. Providing two reasonable adjustment strategies 3. Explaining how the strategies can be used to increase the person’s independence |
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| *Mapping: CHCDIS012 KE9.0*  *Learner guide reference: CHCDIS012 Learner Guide Chapter 3, Subchapter 3.4, Section 3.4.4*  **Marking guide**  The candidate must complete the table below by:   1. Providing two reasonable adjustment strategies   Responses may vary. For a satisfactory performance, the candidate’s responses must be:   * Strategies relevant to the implementation of changes that helps in reducing and/or removing disadvantages to a person’s disability * Generally accepted strategies used by workplaces in the disability support industry to reduce and/or remove disadvantages to a person’s disability  1. Explaining how the strategies can be used to increase the person’s independence   Responses may vary. For a satisfactory performance, although the wording may slightly vary, their response must:   * Be consistent with the reasonable adjustment strategies they provided * Apply to the context of disability support * Be explanations on how the identified strategies can be utilised or implemented by the workplace to increase the person’s ability to think and/or act for oneself without being influence or controlled by others.   Model answers are provided below for the assessor’s reference. | |

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| **Reasonable adjustment strategies** | **How the strategies can be used to increase the person’s independence** |
| Provision of assistive technologies | When a person with disability is provided with assistive technologies, they can be able to work on an activity or a task with little to no assistance. For example, if a person who has visual impairment is provided a learning material in Braille, they can be able to gather information on their own. |
| Adapting the physical environment | When the physical environment is adapted in consideration of the person’s disability, they can be able to work on an activity or a task with little to no assistance. For example, if a ramp is constructed in the premises, people who uses wheelchair can be able to transfer to different areas on their own. |

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| Application  Description automatically generated with low confidence | 1. Complete the table below by:    1. Identifying two examples of assistive technology for each life domain.    2. Briefly explaining how the assistive technology provided helps the individual in the particular life domain. |
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| *Mapping: CHCDIS012 KE10.1, KE10.2, KE10.3, KE10.4, KE10.5, KE10.6, KE10.7, KE10.8, KE10.9, KE10.10, KE10.11, KE10.12, KE10.13*  *Learner guide reference: CHCDIS012 Learner Guide, Chapter 2, Subchapter 2.4, Section 2.4.1*  **Marking guide**  The candidate must complete the table below by:   1. Identifying two examples of assistive technology for each life domain.   Responses may vary. For a satisfactory performance, although the wording may slightly vary, their response must be:   * Be consistent with the given life domain * Refer to equipment, devices or functions of devices that assist the person in the given life domain  1. Briefly explaining how the assistive technology provided helps the individual in the particular life domain.   Responses may vary. For a satisfactory performance, responses must   * Be consistent with assistive technology they provided * Demonstrate sufficient knowledge of how the provided assistive technology helps the PWD perform tasks under the given life domain   Model answers are provided below for the assessor’s reference. | |

| **Life Domain** | **Example of Assistive Technology** | **How the Assistive Technology Provided Helps the Individual in the Particular Life Domain** |
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| 1. Self-care | Button hook | Button hooks help the PWD with dexterity problems in buttoning or unbuttoning clothes |
| Toothbrush grips | Toothbrush grips help prevent the PWD from dropping the toothbrush |
| 1. Continence | Toilet seat raiser | Toilet seat raisers increase the height of the toilet pan. This makes it easier for a person to sit down on and stand up from the toilet. |
| Bedside commode | Bedside commodes provide a safer alternative for PWDs who are at risk of falling or slipping in the bathroom. |

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| **Life Domain** | **Example of Assistive Technology** | **How the Assistive Technology Provided Helps the Individual in the Particular Life Domain** |
| 1. Hygiene | Anti-slip mats | Anti-slip mats help make wet surfaces less slippery to prevent falls. |
| Shower chair or bench | Shower chairs or bench provide support to PWDs with balance issues and helps prevent falling. |
| 1. Communication | Text-to-speech (TTS) | Text-to-speech allows the PWD to type out what they want to say and the device can read it aloud for others to hear. |
| Notepads | Allows the PWD to communicate with others through writing. |
| 1. Mobility | Wheelchair | Wheelchairs provide wheeled movement and seating support. |
| Prosthetic arms/legs | Prosthetic arms/legs replace missing body parts and allows independent movement to the PWD. |

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| **Life Domain** | **Example of Assistive Technology** | **How the Assistive Technology Provided Helps the Individual in the Particular Life Domain** |
| 1. Transferring | Slide sheets | Slide sheets allow easy repositioning on the bed with less friction. |
| Transfer belt | Transfer belts are used for easy transferring and assisted walking. |
| 1. Cognition | Noise-cancelling headphones | Noise-cancelling headphones reduce distracting background noises to prevent overstimulation. |
| Sensory regulators | Sensory regulators allow PWDs to cope with lowered or heightened senses. |
| 1. Memory loss | Memory aids | Memory aids help the person recall information. |
| Autocomplete | This feature can help predict words that a person may type. |

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| **Life Domain** | **Example of Assistive Technology** | **How the Assistive Technology Provided Helps the Individual in the Particular Life Domain** |
| 1. Vision | Text-to-speech (TTS) | Text-To-Speech (TTS) is a feature in modern phones and computers that can read text on screen aloud. |
| Pocket magnifiers | Pocket Magnifiers are portable lenses to make texts and objects appear larger. |
| 1. Hearing | Hearing aid | Hearing aids help people with hearing impediment regain some level of hearing. |
| Closed captioning | Closed captioning converts speech and sounds into text for people with hearing impairments to follow along the program. |
| 1. Daily living activities | Ramps | Ramps help PWDs using wheelchairs to easily move through different places. |
| Self-driving cars | Allow the PWD to go from one place to another with less risks associated to driving the car themselves. |

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| **Life Domain** | **Example of Assistive Technology** | **How the Assistive Technology Provided Helps the Individual in the Particular Life Domain** |
| 1. Recreation | Adapted sports equipment | Allows the PWD to play sports that might not be able to participate in if they use regular equipment. |
| All-terrain wheelchairs | All-terrain wheelchairs provide mobility on different surfaces for recreational activities. |
| 1. Leisure | Magnetic board game pieces | Magnetic board game pieces prevent the pieces from getting moved around and lost while playing. |
| Adaptive gardening tools | Adaptive gardening tools help the PWD still tend to garden activities without exerting too much wrist action. |
| 1. Education | Alternative print materials | Alternative print materials help the PWD read necessary educational materials more easily. |
| Speech-to-text | Allows the PWD to answer materials even if they have difficulty in writing or typing. |

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| **Life Domain** | **Example of Assistive Technology** | **How the Assistive Technology Provided Helps the Individual in the Particular Life Domain** |
| 1. Employment | Ergonomic furniture | Ergonomic furniture is designed to support both function and comfort. |
| Elevators | Elevators help PWDs move up floors in the places of employment, especially multi-storey facilities, without getting tired quickly. |
| 1. Home environment | Jar opener | Jar openers help the PWD open jars without exerting too much effort. |
| Night light | Night lights help prevent falls by illuminating dim areas at night. |
| 1. Shops | Walking stick | Walking stick helps the PWD navigate their way in the park. |
| Reacher | Reachers help the PWD reach items without bending over or raising their arms. |

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| **Life Domain** | **Example of Assistive Technology** | **How the Assistive Technology Provided Helps the Individual in the Particular Life Domain** |
| 1. Eating | Non-skid plates | Non-skid plates prevent the plate of food from moving around while eating. |
| Weighted utensils | Weighted utensils minimise tremors while eating. |
| 1. Drinking | Straws | Using straws helps prevent spillage when drinking. |
| No-spill lids | No spill lids prevent spillage when a glass gets knocked over. |

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| **Life Domain** | **Example of Assistive Technology** | **How the Assistive Technology Provided Helps the Individual in the Particular Life Domain** |
| 1. Pressure area management | Cushions | Cushions help lessen the risk of developing pressure ulcers for those who spend long periods in bed or sitting down. |
| Electronic bedframes | Electronic bedframes help change the pressure distribution for people who are bedridden. |
| 1. Carer support | Personal alarms | Personal alarms are devices the PWD can press when they need help or when they need to contact the carer. |
| Fall detectors | Fall detectors alert a carer if the PWD has taken a fall. |

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| Application  Description automatically generated with low confidence | 1. Complete the table below by:    1. Identifying two examples of assistive technology for each life activity.    2. Identify the role of the assistive technology provided in supporting the given life activity. |
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| *Mapping: CHCAGE013 K11.1, KE11.2*  *Learner guide reference: CHCDIS012 Learner Guide, Chapter 2, Subchapter 2.4, Section 2.4.1*  **Marking guide**  The candidate must complete the table below by:   1. Identifying two examples of assistive technology for each life activity.   Responses may vary. For a satisfactory performance, the candidate’s responses must be:   * Consistent with the given life activity * Equipment, devices or functions of devices that assist the person in the given life activities  1. Identify the role of the assistive technology provided in supporting the given life activity.   Responses may vary. For a satisfactory performance, responses must   * Be consistent with assistive technology they provided * Demonstrate sufficient knowledge of how the provided assistive technologies help the PWD in achieving the given life activities   Model answers are provided below for the assessor’s reference. | |

| **Life activity** | **Assistive Technologies** | **The Role of the Assistive Technology Provided in Supporting the Given Life Activity** |
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| 1. Maintaining independence | Prosthetic arms/legs | Prosthetic arms/legs help the PWD move on their own as they would without the disability. |
| Grab bars | Allows the PWD to take a bath by themselves with reduced risk of slipping in the bathroom. |
| 1. Promoting independence | Weighted utensils | Weighted utensils allow the PWD to feed themselves without having to rely on other people. |
| Cane | Supports a PWD’s balance while walking or standing so they rely on little assistance from others. |

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| **Life activity** | **Assistive Technologies** | **The Role of the Assistive Technology Provided in Supporting the Given Life Activity** |
| 1. Enabling inclusion | Closed captioning | Closed captioning allows the PWD to follow the flow of a show or program despite difficulties in hearing. |
| Ramp | Allows the PWD using a wheelchair to move through elevated facilities more easily. |
| 1. Enabling participation | Adapted sports equipment | Adapted sports equipment allow the PWD to play sports with other people. |
| Alternative print materials | Allows the PWD who may have vision impairment gain knowledge and information. |

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| Application  Description automatically generated with low confidence | 1. Listed below are different types of barriers persons with disability face. Complete the table below by:    1. Provide one example of the given type of barrier.    2. Explaining how the given example of the barrier affects community participation of people with disability.    3. Explaining how the given example of the barrier affects social inclusion of people with disability. |
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| *Mapping: CHCDIS012 KE12.1, KE 12.2, KE12.3, K12.4, KE12.5, KE12.6, KE12.7, KE12.8, KE12.9*  *Learner guide reference: CHCDIS012 Learner Guide, Chapter 3 Subchapter 3.1, Section 3.1.1*  **Marking guide**  The candidate must complete the table below by:   1. Providing one example of the given type of barrier.   Responses may vary. For a satisfactory performance, the candidate’s responses must be:   * Consistent with the given barrier * Examples of barriers commonly experienced by persons with disability that affect their social inclusion and community participation  1. Explaining how the given barriers affect community participation of people with disability.   Responses may vary. For a satisfactory performance, the candidate’s responses must be:   * Consistent with the given barrier * Refer to how the given barriers affect how a person with disability can partake in the activities within the community  1. Explaining how the given barriers affect social inclusion of people with disability.   Responses may vary. For a satisfactory performance, the candidate’s responses must be:   * Consistent with the given barrier * Refer to how the given barriers affect how a person with disability can be involved in the society   Model answers are provided below for the assessor’s reference. | |

| **Barriers** | **One example of the given barrier** | **How these barriers affect community participation** | **How these barriers affect social inclusion** |
| --- | --- | --- | --- |
| 1. Physical | Steps may prevent a person who uses a wheelchair from entering a building | The steps can affect community participation by making it difficult for PWDs to move around freely if they want to partake in different community activities. | Having steps that prevent the person from entering a building limits the spaces where PWDs can interact with peers. |
| 1. Skill | A PWD does not have enough training opportunities to develop their skills. | Having limited skills can restrict their opportunities to participate in other community activities. | The PWD may feel outcasted from their peers who are able to get skills training opportunities |
| 1. Personal | Language barriers for a PWD who is also an Aboriginal. | Language barriers may make it hard for them to ask for the services that can help them properly participate in the community. | PWD from minority groups feel nervous or afraid to interact with people outside their group. |

| **Barriers** | **One example of the given barrier** | **How these barriers affect community participation** | **How these barriers affect social inclusion** |
| --- | --- | --- | --- |
| 1. Systemic | Denying qualified people the opportunity to benefit from federally funded programs or services | When PWD are denied of the benefits from federally funded programs or services, can prevent them from partaking in some community activities. | When PWD are denied of the benefits from federally funded programs or services, they may feel shame for not being able to enjoy the benefits that other people can. |
| 1. Structural | A service location that is not accessible by public transport. | A service location that is not accessible by public transport prevent the PWDs from being included in services that may help them in other aspects of their lives. | A service location that is not accessible by public transport prevent the PWDs from getting equal opportunities in the society. |
| 1. Psychological | A PWD who lacks confidence and self-belief | A PWD who lacks confidence and self-belief may hinder themselves from performing the best of their abilities which can also affect their contribution to the community. | A PWD who lacks confidence and self-belief may hinder themselves from building relationships with other people in the community. |

| **Barriers** | **One example of the given barrier** | **How these barriers affect community participation** | **How these barriers affect social inclusion** |
| --- | --- | --- | --- |
| 1. Stigma | PWDs may be presumed to be helpless and unable to make their own decision s. | When people in the community see PWDs as helpless individuals who are unable to make their own decisions, PWDs are being hindered to lead or manage community projects. | When people in the community see PWDs as helpless individuals who are unable to make their own decisions, PWDs may feel shame for not being able be included in decision-making processes in the community. |
| 1. Self-Stigma | The self-esteem of PWDs may be reduced due to internalising stigma. | PWDs may lose self-confidence, which can prevent them in contributing to community activities. | When the self-esteem of PWDs is reduced, they may not include themselves anymore in social gatherings in the community. |

| **Barriers** | **One example of the given barrier** | **How these barriers affect community participation** | **How these barriers affect social inclusion** |
| --- | --- | --- | --- |
| 1. Discrimination | A policy about the limited use of elevator has been implemented in an organisation. | Employees with mobility impairment will not benefit from the newly implemented policy and will just hinder them from performing the best of their abilities in the workplace. | Employees with mobility impairment will not benefit from the newly implemented policy and will just hinder them from receiving equal opportunities in the workplace. |
| 1. Lack of Resources | Audiovisual media with no closed-captioning software installed. | No closed-captioning software make it difficult for people with hearing disabilities to understand audiovisual media they need to do a community activity. | No closed-captioning software make it difficult for people with hearing disabilities to enjoy audiovisual media that their peers are enjoying. |

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| Application  Description automatically generated with low confidence | 1. Listed below are people in the PWD’s support system. Complete the table below by:    1. Describing the role of the given people in supporting community participation and social inclusion of the PWD.    2. Describing the role of the given people in facilitating community participation and social inclusion of the PWD. |
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| *Mapping: CHCDIS012 KE13.0*  *Learner guide reference: CHCDIS012 Learner Guide, Chapter 2 Subchapter 2.5, Section 2.5.1*  **Marking guide**  The candidate must complete the table below by:   1. Describing the role of the given people in supporting community participation and social inclusion of the PWD.   Responses may vary. For a satisfactory performance, the candidate’s responses must be:   * Consistent with the given person * Either one of the following:   + A general statement on how the given people can support the persons with disabilities to achieve community participation and social inclusion   + Specific examples or actions of how the given people can support the persons with disabilities to achieve community participation and social inclusion.  1. Describing the role of the given people in facilitating community participation and social inclusion of the PWD.   Responses may vary. For a satisfactory performance, the candidate’s responses must be:   * Consistent with the given person * Either one of the following:   + A general statement on how the given people help facilitate persons with disability to achieve community participation and social inclusion.   + Specific examples or actions of how the given people help facilitate persons with disability to achieve community participation and social inclusion.   Model answers are provided below for the assessor’s reference. | |

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| **People in the PWD’s support system** | **Role of the given person in supporting community participation** **and social inclusion** | **Role of the given person in facilitating community participation and social inclusion** |
| 1. Carer | Carers work as assistants of PWD to keep them safe while doing tasks. | Carers work as assistants of PWDs in doing activities of daily living. |
| 1. Family | The family serves as legal guardians who may decide for the PWD. | The family is a contributor to the individualised plan of the PWD, especially with the needs and preferences of the PWD. |
| 1. Friends of person with disability | Friends serve as companions while doing activities related to community participation. | Friends form the PWD’s social circle. |
| 1. Colleagues | Colleagues provide recommendations, best practices, tips and advice. | Colleagues ensure that the school/workplace of the PWD is conducive for activities related to community participation and social inclusion. |

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| Application  Description automatically generated with low confidence | 1. Listed below are people in a PWD’s support system who may still express negative attitudes. Complete the table by:    1. Providing one negative attitude that the given person may express.    2. Providing one strategy to address the given negative attitude. |
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| *Mapping: CHCDIS012 KE14.0*  *Learner guide reference: CHCDIS012 Learner Guide, Chapter 2 Subchapter 2.5, Section 2.5.3*  **Marking guide**  The candidate must complete the table below by:   1. Providing one negative attitude that the given person may express.   Responses may vary. For a satisfactory performance, the candidate’s responses must be:   * Something that can be expressed by the given people * An action, belief or disposition that:   + Is not favourable for persons with disability   + May cause harm to PWD physically, mentally or emotionally   + May affect their community participation and social inclusion  1. Providing one strategy to address the given negative attitude.   Responses may vary. For a satisfactory performance, the candidate’s responses must be:   * Consistent with the negative attitude expressed * Ways or actions that can be carried out that can help correct or address the negative attitudes so that PWD can achieve community participation and social inclusion   Model answers are provided below for the assessor’s reference. | |

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| **Person who may express negative attitudes** | **Negative attitude that the person may express** | **Strategies to address the negative attitude** |
| 1. Carer | Carers may see a PWD’s life as something with less intrinsic value. | Have discussions on how to respectfully view, understand and work with PWDs. |
| 1. Family | Family may still use slurs or ableist remarks, such as ‘retard’, ‘moron’ or ‘idiot’. | Correct the family members when they mention casual ableist remarks. |
| 1. Employer | Employers may still have stigma against PWD and have a negative view of someone because of a characteristic or disability they have. | Identify barriers that might lead to the PWD’s poor performance, which could result to a negative perspective from the employer. |
| 1. Healthcare worker | Healthcare workers may be paternalistic and decide on a choice on behalf of the PWD instead of asking for the PWD’s opinions. | Inform the PWD of the different options they have and their right to choose. |

# Practical Assessment

## Assessor Instructions

The Practical Assessment is a set of tasks that must be completed in a workplace or in an environment with conditions similar to that of a real workplace.

This assessment will help the candidate demonstrate skill requirements relevant to supporting the community participation and social inclusion of persons with disability.

The Practical Assessment includes the following:

1. **Practical Assignment**

A series of written practical tests assessing the candidate’s practical knowledge and understanding of the unit of competency.

1. **Workplace Assessment**

A set of tasks or activities completed according to set instructions and guidelines to meet the requirements of the relevant unit. These tasks and activities require you to have access to a workplace or a similar environment.

## Candidate Instructions

The Practical Assessment is a set of tasks that must be completed in a workplace or in an environment with conditions similar to that of a real workplace.

This assessment will help you demonstrate skill requirements relevant to supporting the community participation and social inclusion of persons with disability.

The Practical Assessment includes the following:

1. **Practical Assignment**

A series of written practical tests assessing the candidate’s practical knowledge and understanding of the unit of competency.

1. **Workplace Assessment**

A set of tasks or activities completed according to set instructions and guidelines to meet the requirements of the relevant unit. These tasks and activities require you to have access to a workplace or a similar environment.

# Practical Assignment

## Overview

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| **The goal of this practical assignment is to assess your practical knowledge and skills in:**   * Recognising barriers to community participation and social inclusion.   **This assessment has one task:**  Task 1 – Barriers to Community Participation and Social Inclusion  For this task, assume that you are supporting persons with disability in community participation and social inclusion.  **You are required to:**   * Access the individualised plans of the two persons with disability you are supporting * Answer the following questions based on the individualised plans you reviewed * Review the instructions in the task included in this Practical Assignment * Record your responses as required in the instructions for the task   **Resources required for assessment:**   * Individualised plans of two persons with disability   Contact your Assessor/Training Provider to get some assistance in accessing the resources required for the assessment listed here. |

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| *Mapping: Provided in the Practical Assignment task below.*  **Marking guide**  This assessment has one task:  Task 1 – Barriers to Community Participation and Social Inclusion  For this task, that candidate will assume that they are supporting persons with disability in community participation and social inclusion.  The task comes with instructions. The candidate is to follow and perform these instructions. The task do not require the assessor to observe. However, the assessor/training provider must provide the candidate access to the resources required for this assessment.  The candidate is required to:   * Access the individualised plans of the two persons with disability they are supporting * Answer the following questions based on the individualised plans they reviewed * Review the instructions in the task included in this Practical Assignment * Record their responses as required in the instructions for the task   **Resources required for assessment:**  To complete this assessment, the candidate will need access to the following:  **IMPORTANT: The assessor/training provider must provide the candidate access to these resources.**   * Individualised plans of two persons with disability |

### Contextualisation

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| **INSTRUCTIONS TO THE ASSESSOR**  This Practical Assignment aims to assess the candidate’s knowledge and skills in:   * Recognising barriers to community participation and social inclusion.   **To contextualise this task:**   * Access and review the following documents:   + Organisational policies and procedures for working with persons with disability from the candidate’s organisation.   + Individualised plans of persons with disability that the candidate will be supporting.   + Regulatory requirements for working with persons with disability that apply to the candidate’s state/territory and organisation. * Update the question, marking guide, and benchmark answers in this assessment so that they reflect the information in these organisational documents. |

### Task 1 – Barriers to Community Participation and Social Inclusion

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| Application  Description automatically generated with low confidence | Access the individualised plans of the two persons with disability you are supporting. Complete the table below for each of the two persons with disability by:   1. Identifying two barriers to community participation that the person with disability can potentially encounter based on their individualised plan 2. Briefly explaining how each barrier prevents the person from participating in their community 3. Identifying two barriers to social inclusion that the person with disability can potentially encounter based on their individualised plan 4. Briefly explaining how each barrier prevents the person from being included in society   Submit copies of the individualised plans that you accessed to your assessor for their reference. |

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| *Mapping: CHCDIS012 PC3.1*  *Learner guide reference: CHCDIS012 Learner Guide, Chapter 3, Subchapter 3.1*  **Marking guide**  The candidate must access the individualised plans of the two persons with disability that they are supporting. They must complete the table below by:   1. Identifying two barriers to community participation that the person with disability can potentially encounter based on their individualised plan   Responses will vary. For a satisfactory performance, the candidate’s response must be two barriers to community participation for each person with disability, based on the person’s individualised plan. Barriers to community participation are factors that stop the person from participating in community activities and opportunities. Model answers are provided below for the assessor’s reference.   1. Briefly explaining how each barrier prevents the person from participating in their community   Responses will vary. For a satisfactory performance, the candidate’s response must be an explanation of how the barrier that they identified prevents the person from participating in their community. The candidate must explain how the presence of the barrier will lead to the person’s refusal or inability to participate in their community. Model answers are provided below for the assessor’s reference.   1. Identifying two barriers to social inclusion that the person with disability can potentially encounter based on their individualised plan   Responses will vary. For a satisfactory performance, the candidate’s response must be two barriers to social inclusion for each person with disability, based on the person’s individualised plan. Barriers to social inclusion are factors that prevent the person from engaging and connecting with people in their community. Model answers are provided below for the assessor’s reference.   1. Briefly explaining how each barrier prevents the person from being included in society   Responses will vary. For a satisfactory performance, the candidate’s response must be an explanation of how the barrier that they identified prevents the person from being included in society. The candidate must explain how the presence of the barrier will lead to the person’s refusal or inability to be included in society through social groups and activities. Model answers are provided below for the assessor’s reference. |

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| **Person With Disability A** | |
| **Barrier to community participation** | **How the barrier prevents the person from participating in their community** |
| Lack of information on community activities | When a person with disability does not have access to information, they will be discouraged from participating in community activities. This is because they will have no assurance that community activities take into account their preferences and needs. |
| Lack of wheelchair-accessible entrances to community venues | The lack of wheelchair-accessible entrances prevent the person with disability from physically participating in a community event or activity. The person will be discouraged from participating since they will find it difficult to move around. |
| **Barrier to social inclusion** | **How the barrier prevents the person from being included in society** |
| Lack of confidence and self-esteem | Because of the lack of confidence and self-esteem, the person will be hesitant in interacting with other people in the community. This means that they will miss out on opportunities of inclusion in social groups. |
| Poor language and communication skills | Poor language and communication skills prevent the person from expressing their thoughts and feelings to people around them. As a result, they will find it difficult to make meaningful and lasting relationships and connections with other people in their community. |

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| **Person With Disability B** | |
| **Barrier to community participation** | **How the barrier prevents the person from participating in their community** |
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| **Barrier to social inclusion** | **How the barrier prevents the person from being included in society** |
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# Workplace Assessment

## Overview

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| **The goal of this assessment is to assess your practical knowledge and skills in:**   * Consulting With Persons With Disability About Community Participation and Social Inclusion Opportunities * Supporting Persons With Disability in Community Participation and Social Inclusion * Monitoring the Community Participation and Social Inclusion of Persons With Disability   **The workplace assessment is divided into nine tasks:**   1. Task 1 - Consulting With Persons With Disability About Their Needs and Preferences 2. Task 2 - Identifying Community Participation Options, Networks and Services 3. Task 3 - Providing Community Options That Will Meet Needs and Preferences 4. Task 4 - Supporting Persons With Disability in Accessing Options and Opportunities 5. Task 5 - Seeking Feedback to Ensure That Support Meets Needs and Preferences 6. Task 6 - Monitoring Community Participation and Social Inclusion 7. Task 7 - Consulting Persons With Disability to Identify and Overcome Gaps and Barriers 8. Task 8 - Supporting Persons With Disability in Addressing Barriers 9. Task 9 - Recognising Limitations in Addressing Issues   These tasks must be done in a disability support environment in Australia as detailed in the Assessment Conditions of the relevant unit of competency.  Each task comes with a set of instructions. You are to follow and perform these instructions while being observed by the assessor and submit any required documentation.  Before starting this assessment, your assessor will also discuss these tasks with you, as well as instructions and guidance for satisfactorily completing them. They will also organise the resources required for this assessment (listed below). |

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| **You are required to:**   * Complete the tasks within the time allowed, as scheduled in-class roll * Review the instructions in each task included in this Workplace Assessment * Meet and collaborate with persons with disability, their families, your colleagues and supervisors * Support persons with disability in community participation and social inclusion * Monitor persons with disability and address issues regarding community participation and social inclusion.   **Resources required for assessment:**  To complete this assessment, you will need access to the following:   * A disability support environment in Australia as detailed in the Assessment Conditions of the relevant unit of competency. * Workplace or a similar environment that will provide you access to:   + Workplace supervisor and colleagues   + Persons with disability   + Individualised plans of persons with disability   + Organisational standards, policies and procedures   + Organisational forms and templates   + Facilities, equipment and resources that reflect real working conditions and model industry operating conditions and contingencies   + Information on local resources, programs, agencies, transport services, aids and equipment available to people with disability   + Equipment and resources outlined in individualised plans   + Opportunities for engagement with people with disability or people who participate in simulations and scenarios that involve provision of disability support. |

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| *Mapping: Provided in each Workplace Assessment task below.*  **Marking guide**  This assessment is divided into nine tasks:   1. Task 1 - Consulting With Persons With Disability About Their Needs and Preferences 2. Task 2 - Identifying Community Participation Options, Networks and Services 3. Task 3 - Providing Community Options That Will Meet Needs and Preferences 4. Task 4 - Supporting Persons With Disability in Accessing Options and Opportunities 5. Task 5 - Seeking Feedback to Ensure That Support Meets Needs and Preferences 6. Task 6 - Monitoring Community Participation and Social Inclusion 7. Task 7 - Consulting Persons With Disability to Identify and Overcome Gaps and Barriers 8. Task 8 - Supporting Persons With Disability in Addressing Barriers 9. Task 9 - Recognising Limitations in Addressing Issues   For these tasks, that candidate will assume that they are supporting persons with disability in community participation and social inclusion.  Each task comes with a set of instructions. The tasks require the candidate to:   * Be observed by the assessor while completing the task; and/or * Secure documentation from their completion of the task.   The assessor/training provider must provide the candidate access to the resources required for this assessment.  The candidate is required to:   * Complete the tasks within the time allowed, as scheduled in-class roll * Review the instructions in each task included in this Workplace Assessment * Meet and collaborate with persons with disability, their families, colleagues and supervisors * Support persons with disability in community participation and social inclusion * Monitor persons with disability and address issues regarding community participation and social inclusion. |

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| **Resources required for assessment:**  To complete this assessment, the candidate will need access to the following:  **IMPORTANT: The assessor/training provider must provide the candidate access to these resources.**   * A disability support environment in Australia as detailed in the Assessment Conditions of the relevant unit of competency. * Workplace or a similar environment that will provide them access to:   + Workplace supervisor and colleagues   + Persons with disability   + Individualised plans of persons with disability   + Organisational standards, policies and procedures   + Organisational forms and templates   + Facilities, equipment and resources that reflect real working conditions and model industry operating conditions and contingencies   + Information on local resources, programs, agencies, transport services, aids and equipment available to people with disability   + Equipment and resources outlined in individualised plans   + Opportunities for engagement with people with disability or people who participate in simulations and scenarios that involve provision of disability support. |

### Contextualisation

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| **INSTRUCTIONS TO THE ASSESSOR**  This workplace assessment aims to assess the candidate’s practical knowledge and skills in:   * Consulting with persons with disability * Supporting persons with disability in community participation and social inclusion * Monitoring the community participation and social inclusion of persons with disability   The tasks in this Workplace Assessment are not designed to address a specific disability support setting for a specific organisation/workplace.  Before commencing the assessment, the assessor must contextualise these tasks as well as any other assessment tool provided along with this workbook, e.g. Observation Forms, Assessor’s Checklists, and other generic templates provided along with this workbook. The assessor must contextualise these to reflect:   * The actual workplace environment where the candidate is completing this assessment * This workplace’s standards, policies, and procedures * Legislation and regulations that apply to the workplace and state/territory where the workplace is located * The needs of the persons with disability being supported in these tasks   **To contextualise these tasks:**   * Adapt/revise the instructions provided in each task so that they reflect   + The actual workplace environment where the candidate is completing this assessment.   + This workplace’s standards, policies, and procedures.   + Legislation and regulations that apply to the workplace and state/territory where the workplace is located.   + The needs of the persons with disability whom the candidate will support in this assessment. * Adapt/revise the Observation Forms or Assessor’s Checklists, as well as any assessment tools and templates provided in each task so that they align with the above.   **IMPORTANT:**  **Any contextualisation required must be completed before distributing the assessment workbooks and associated assessment tools to the students.**  **When contextualising the tasks for your RTO and your candidate, ensure the assessment tasks and benchmark performance still address the relevant unit requirements and assessment requirements in compliance with Standards for RTOs 2015 Clause 1.8-1 Principles of assessment and Clause 1.8-2 Rules of evidence.** |

### Simulating the Assessments

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| **INSTRUCTIONS TO THE ASSESSOR**  This workplace assessment must be conducted in the context of a disability support environment, in a real workplace or a simulated workplace environment.  Where a real workplace is not available, the assessor must conduct the assessment in a simulated workplace environment where conditions are typical of those experienced in a real workplace.  Even if the assessment is undertaken in a simulated workplace environment, it must still provide the candidate with access to all the resources required to complete this assessment, e.g. if the task requires the candidate to refer to organisational processes for dispute resolution processes, they must still be provided with actual/simulated organisational processes for dispute resolution processes.  **To simulate the tasks:**  Adapt/revise the instructions provided in each task so that they can be completed in a simulated environment. This may involve but is not limited to:   * Providing additional contextual information such as details of a simulated disability support environment. * Providing simulated workplace documents such as policies and procedures, individualised plans, observation forms, feedback forms, meeting minutes, etc. * Creating scenarios involving barriers and limitations that the candidate can resolve/address.   **IMPORTANT:**  **Any preparation required to simulate the assessments must be completed before distributing the assessment workbooks and associated assessment tools to the students.**  **When simulating the assessments for the candidate, the assessor must ensure the assessment tasks and benchmark performance still address the relevant unit requirements and assessment requirements in compliance with Standards for RTOs 2015 Clause 1.8-1 Principles of assessment and Clause 1.8-2 Rules of evidence.** |

## Preliminary Task

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| All tasks in this workplace assessment require you to **support persons with disability.**  Before the assessment, consult with your workplace supervisor to nominate two persons with disability whom you will support in all tasks. It is recommended that you nominate persons whom you have supported before or are currently supporting, as you will be required to share your knowledge, experience, previous observations, and insights about these persons with disability.  Once the two persons with disability have been nominated, record their details in the spaces provided below.  For each of the two persons with disability nominated, record the following:   * The type of disability of the person * The person’s skills related to community participation * The person’s interests related to community participation * A general description of the person’s goals related to community participation |

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| *Mapping: CHCDIS012 PE1.0*  **Marking guide**  Before proceeding to Tasks 1-9, the candidate must have consulted with their supervisor and recorded the following details in the spaces provided below.  For each of the two persons with disability they have nominated:   * The type of disability of the person * The person’s skills related to community participation * The person’s interests related to community participation * A general description of the person’s goals related to community participation   Responses will depend on the candidate’s vocational placement setting as well as the persons with disability they have nominated for this task. However, for a satisfactory performance, the candidate’s responses must meet the criteria below. |

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| **Person With Disability A** | | | |
| **Type of disability** | **Skills related to community participation** | **Interests related to community participation** | **Goals related to community participation** |
| Responses will vary here. For a satisfactory performance, the candidate must indicate a type of disability that:   * Will require support * Is consistent with the nominated person’s diagnosis or individualised plan   Examples of types of disability include:   * Acquired brain injury * Autism spectrum disorder * Cognitive disability * Developmental delay * Intellectual disability * Neurological impairment * Physical disability * Sensory disability, including hearing, vision impairment * Speech/language disability | Responses will vary here. For a satisfactory performance, skills must:   * Be related to community participation opportunities * Be consistent with the nominated person’s individualised plan and other documentation   Examples of skills related to community participation include:   * Social skills * Communication skills * Leadership and management skills * Planning and organisation | Responses will vary here. For a satisfactory performance, interests must:   * Be related to community participation opportunities * Be consistent with the nominated person’s individualised plan and other documentation   Examples of interests related to community participation include:   * Arts * Literature * Music * Sports and recreation | Responses will vary here. For a satisfactory performance, goals must:   * Be related to community participation * Be consistent with the nominated person’s individualised plan and other documentation   Examples of goals related to community participation include:   * To join and actively participate in a community organisation * To make a contribution to the community, based on their skills and interests * To meet new people and make connections based on shared interests |

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| **Person With Disability B** | | | |
| **Type of disability** | **Skills related to community participation** | **Interests related to community participation** | **Goals related to community participation** |
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## Task 1 – Consulting With Persons With Disability About Their Needs and Preferences

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| Application  Description automatically generated with low confidence | Consult with two persons with disability about their needs and preferences.  **STEPS TO TAKE**   * + 1. Meet with each of the two persons to discuss the following:        1. Their interests, needs, abilities, and preferences regarding engaging with a social network        2. Their preferred manner of participation and its requirements        3. Their cultural and religious needs     2. Record their discussed interests, needs, abilities and preferences in their individualised plan   Use your organisation’s template for documenting individualised plans, or you may use the generic **Individualised Plan** template provided along with this workbook.  **YOU WILL BE ASSESSED ON YOUR**   * Practical knowledge of common interests, needs, abilities and preferences of PWDs related to engaging with a social network * Practical skills relevant to communicating with a person with disability   **OBSERVATION FORM AND ASSESSOR’S CHECKLIST**  Before starting this task, review the following forms provided along with this workbook:   * **Workplace Assessment Task 1 – Observation Form**   This form lists all the practical skills you need to demonstrate while completing this task.   * **Workplace Assessment Task 1 – Assessor’s Checklist**   This form lists the criteria your submission must address to complete this task satisfactorily. |

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|  | **YOUR ASSESSOR WILL**   * Advise you on the time and location of the assessment * Discuss with you the practical skills listed in the Observation Form prior to the assessment * Discuss with you the requirements listed in the Assessor’s Checklist prior to the assessment * Address your queries and concerns regarding this task   **EVIDENCE TO BE SUBMITTED**  After completing this task, submit the following to your assessor:  Copies of the individualised plans of the two persons with disability that you supported |

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| *Mapping: CHCDIS012 PC1.1, PC1.4 (p)*  **Marking guide**  **Individualised Plan**  The candidate must submit a completed *individualised plan* (or similar workplace document they completed) which documents the needs and preferences of the person with disability that they are supporting. They must submit one individualised plan for each of the two persons with disability that they consulted in this task.  The individualised plan must record the following information about the person with disability based on their consultation:   * Their interests, needs, abilities and preferences regarding engaging with a social network * Their preferred manner of participation and its requirements * Their cultural and religious needs   **Workplace Assessment Task 1 – Observation Form**  The *Observation Form* must be completed by the assessor. The form must document the assessor’s observations on the candidate’s performance while consulting with two persons with disability about their needs and preferences.  This form lists all the practical skills that the candidate must demonstrate while completing this task.  For a satisfactory performance, the candidate must demonstrate each practical skill listed in this form, i.e. assessor has ticked YES in all items of the *Observation Form*.  **Workplace Assessment Task 1 – Assessor’s Checklist**  The *Assessor’s Checklist* must be completed by the assessor. The form must document the assessor’s assessment of the candidate’s individualised plan submissions.  This form outlines the criteria that the candidate’s submission must meet.  For satisfactory performance, the candidate’s submission must meet all criteria listed here, i.e. assessor has ticked YES in all items of the *Assessor’s Checklist* |

## Task 2 – Identifying Community Participation Options, Networks and Services

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| Application  Description automatically generated with low confidence | Identify and access community participation options, networks and services according to the preferences and needs of persons with disability.  **STEPS TO TAKE**   1. Access the individualised plan of each of the two persons and review the interests, needs, abilities and preferences that they discussed in Task 1. 2. Browse different sources of information based on the person’s individualised plan to identify: 3. Community participation options including: 4. Two resources 5. Two programs 6. Aids 7. Pieces of equipment 8. Community networks including: 9. Social networks based on shared interests 10. Work networks 11. Community services including: 12. Agencies 13. Transport services 14. Browse different sources of information to identify community participation options, networks or services that accommodate the cultural and religious needs of the person with disability based on their individualised plan. 15. Access the community participation options, networks and services that you identified and: 16. Verify their availability 17. Confirm if they accommodate the cultural needs of the person based on their individualised plan 18. Confirm if they accommodate the religious needs of the person based on their individualised plan |

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|  | 1. Record information about the available community participation options, networks and services in the person’s individualised plan. Indicate the source of each and specify the interests, needs (including cultural and religious needs), abilities and preferences that each option, network, or service addresses.   **YOU WILL BE ASSESSED ON YOUR**   * Practical knowledge of community participation options, networks and services * Practical skills relevant to accessing community participation options, networks and services   **ASSESSOR’S CHECKLIST**  Before starting this task, review the **Workplace Assessment Task 2 – Assessor’s Checklist** provided along with this workbook. This form lists the criteria your submission must address to complete this task satisfactorily.  **YOUR ASSESSOR WILL**   * Organise workplace resources required for you to complete this assessment. * Advise you on the time and location of the assessment. * Discuss with you the requirements listed in the Assessor’s Checklist prior to the assessment. * Address your queries and concerns regarding this task.   **EVIDENCE TO BE SUBMITTED**  After completing this task, submit the following to your assessor:   * Copies of the individualised plans of the two persons with disability that you supported with information on community participation options, networks and services * Documentation of community participation options, networks and services that you accessed |

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| *Mapping: CHCDIS012 PC1.2, PE1.1 (p)*  **Marking guide**  **Individualised Plan**  The candidate must submit a completed *individualised plan* (or similar workplace document they completed) which documents the community participation options, networks and services that they accessed in relation to the care of the person with disability. They must submit one individualised plan for each of the two persons with disability that they consulted in this task.  **Workplace Assessment Task 2 – Assessor’s Checklist**  The *Assessor’s Checklist* must be completed by the assessor. The form must document the assessor’s assessment of the candidate’s individualised plan submissions.  This form outlines the criteria that the candidate’s submission must meet.  For satisfactory performance, the candidate’s submission must meet all criteria listed here, i.e. assessor has ticked YES in all items of the *Assessor’s Checklist*  **Documentation of Options, Networks and Services**  The candidate must submit documentation of community participation options, networks and services that they accessed. The documentation that they accessed must be related to the care of the person with disability based on their individualised plan. They must submit two sets of documentation, one for each of the two persons with disability that they are supporting. The assessor must use these as reference when completing the Workplace Assessment Task 2 – Assessor’s Checklist.  Documentation may be in the form of printed copies or screenshots of websites, articles, brochures and other digital or print materials that contain information about each option, network or service that they accessed.  *Community participation options* refer to resources, programs, aids and equipment that are relevant to supporting the person with disability in participating in their community.   * *Resources* refer to sources of information on how persons with disability can participate in their community. This may include research, publications, multimedia, guidelines, standards, legislation and other similar sources that aim to inform persons with disability and their family and carers about options for community participation. * *Programs* refer to activities and initiatives conducted by different organisations with the goal of supporting persons with disability in community participation. This may include volunteer programs, financial support programs, educational programs and other similar programs that aim to help persons with disability to better participate in community activities. |

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| * *Aids* refer to assistive technologies that help persons with disability in performing daily tasks and participating in daily activities. Examples of aids include:   + Mobility aids that help in moving around with more independence (e.g. canes, crutches, walkers)   + Daily living aids that help in performing common tasks (e.g. bathing/hygiene aids, dining aids, dressing aids)   + Computer access aids that help in performing computer tasks (e.g. screen readers, magnification software) * *Equipment* refer to assistive technologies in the form of gadgets and machines that help persons with disability in performing daily tasks and participating in daily activities. Examples of equipment include electric wheelchairs, stairlifts, book holders, page turners and other equipment that can help persons with disability perform tasks.   *Community networks* refer to social networks based on shared interests, and work networks that allow persons with disability to connect with others in their community.   * *Social networks based on shared interests* refer to opportunities for persons with disability to connect with other people in their community based on common interests. Social networks may include disability support groups, advocacy groups, and other social groups that communicate either in person or online. * *Work networks* refer to opportunities for persons with disability to participate in work by connecting with employers and other workers. Work networks may include employment in local businesses and offices that can accommodate the skills, preferences and needs of persons with disability.   *Community services* refer to agencies and transport services that are relevant to supporting the person with disability in participating in their community.   * *Agencies* refer to organisations that provide specific services for persons with disability to aid them in participating in their community. Agencies include organisations that provide rights and advocacy services, legal services, health services and other similar services that will help persons with disability in community participation. * *Transport services* refer to services provided by certain organisations to help persons with disability move around different locations in their community. Services may include taxi services, shuttle services, rental services and public transport access assistance. |

## Task 3 – Providing Community Options That Will Meet Needs and Preferences

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| Application  Description automatically generated with low confidence | Provide community options that will meet the needs and preferences of the two persons with disability that you are supporting.  **STEPS TO TAKE**   1. Access and review each of the two person’s individualised plan. Review the information that you recorded in Task 2 related to community participation options, networks and services. 2. Meet with the person with disability to: 3. Discuss the information that you accessed in relation to community participation options, networks and services that meet their needs and preferences. 4. Assist them in identifying community participation options, networks and services that they want to access, including:  * Resources * Programs * Aids * Equipment * Social networks based on shared interests * Work networks * Agencies * Transport services   Use your organisation’s template for documenting minutes or you may use the generic **Meeting Minutes** template provided along with this workbook to record your discussions and the person’s choices of options, networks and services to access. |

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|  | **YOU WILL BE ASSESSED ON YOUR**   * Practical knowledge of community participation options, networks and services * Practical skills relevant to assisting persons with disability in identifying community options that will meet their needs and preferences   **OBSERVATION FORM AND ASSESSOR’S CHECKLIST**  Before starting this task, review the following forms provided along with this workbook:   * **Workplace Assessment Task 3 – Observation Form**   This form lists all the practical skills you need to demonstrate while completing this task.   * **Workplace Assessment Task 3 – Assessor’s Checklist**   This form lists the criteria your submission must address to complete this task satisfactorily.  **YOUR ASSESSOR WILL**   * Organise workplace resources required for you to complete this assessment. * Advise you on the time and location of the assessment. * Discuss with you the practical skills listed in the Observation Form prior to the assessment. * Discuss with you the requirements listed in the Assessor’s Checklist prior to the assessment. * Address your queries and concerns regarding this task.   **EVIDENCE TO BE SUBMITTED**  After completing this task, submit the following to your assessor:   * Copies of the individualised plans of the two persons with disability that you supported * Copies of the minutes for the two meetings |

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| *Mapping: CHCDIS012 PC1.3, PC2.1 (p)*  **Marking guide**  **Meeting Minutes**  The candidate must submit a copy of the meeting minutes completed in this task. They must submit one meeting minutes document for each of the two persons with disability that they met with in this task. For each meeting, the minutes must contain:   * The information that they discussed with the person in relation to community participation options, networks and services that meet their needs and preferences * The person’s choices of community participation options, networks and services to access which must include:   + Resources   + Programs   + Aids   + Equipment   + Social network based on shared interests   + Work network   + Agencies   + Transport services |

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| **Workplace Assessment Task 3 – Observation Form**  The *Observation Form* must be completed by the assessor. The form must document the assessor’s observations on the candidate’s performance while providing the persons with disability with information on community participation options, networks and services.  This form lists all the practical skills that the candidate must demonstrate while completing this task.  For a satisfactory performance, the candidate must demonstrate each practical skill listed in this form, i.e. assessor has ticked YES in all items of the *Observation Form*.  **Workplace Assessment Task 3 – Assessor’s Checklist**  The *Assessor’s Checklist* must be completed by the assessor. The form must document the assessor’s assessment of the candidate’s meeting minutes submissions.  This form outlines the criteria that the candidate’s submission must meet.  For satisfactory performance, the candidate’s submission must meet all criteria listed here, i.e. assessor has ticked YES in all items of the *Assessor’s Checklist*  **Copies of Individualised Plans**  The candidate must also submit copies of the individualised plans that they accessed for this task. The assessor must use these as reference when completing the Workplace Assessment Task 3 – Observation Form and Workplace Assessment Task 3 – Assessor’s Checklist. |

## Task 4 – Supporting Persons With Disability in Accessing Options and Opportunities

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| Application  Description automatically generated with low confidence | While being observed by your assessor, support two persons with disability in accessing options and opportunities.  **STEPS TO TAKE**   1. Access and review each of the two person’s individualised plan and the minutes of the meeting that you completed in Task 3. 2. Support them in accessing community options, networks and services that meet their needs and preferences based on their individualised plan and your meeting in Task 3. 3. Make adjustments as required to facilitate continued success in accessing options and opportunities.   **YOU WILL BE ASSESSED ON YOUR**   * Practical knowledge of community options, networks and services for persons with disability * Practical skills relevant to supporting persons with disability in accessing options and opportunities   **OBSERVATION FORM**  Before starting this task, review the **Workplace Assessment Task 4 – Observation Form** provided along with this workbook. This form lists all the practical skills you need to demonstrate while completing this task.  **YOUR ASSESSOR WILL**   * Organise workplace resources required for you to complete this assessment. * Advise you on the time and location of the assessment. * Discuss with you the practical skills listed in the Observation Form prior to the assessment. * Address your queries and concerns regarding this task. |

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|  | **EVIDENCE TO BE SUBMITTED**  After completing this task, submit the following to your assessor:   * Copies of the individualised plans of the two persons with disability that you supported * Documentation of options, networks, services and opportunities you accessed |

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| *Mapping: CHCDIS012 PC2.1 (p), PC2.2, PC2.3, PC2.4 (p) PE1.1 (p), PE1.4 (p)*  **Marking guide**  **Workplace Assessment Task 4 – Observation Form**  The *Observation Form* must be completed by the assessor. The form must document the assessor’s observations on the candidate’s performance while supporting two persons with disability in accessing options and opportunities. This form lists all the practical skills that the candidate must demonstrate while completing this task.  For a satisfactory performance, the candidate must demonstrate each practical skill listed in this form, i.e. assessor has ticked YES in all items of the *Observation Form*. Additionally, this *Observation Form* must be adapted by the assessor to reflect the information in the individualised plans of the two persons with disability that the candidate will be supporting.  **Copies of Individualised Plans**  The candidate must also submit copies of the individualised plans that they accessed for this task. The assessor must use these as reference when completing the Workplace Assessment Task 4 – Observation Form.  **Documentation of Options, Networks and Services**  The candidate must also submit documentation of the options, networks, services and opportunities that they accessed with each person with disability that they are supporting. This may be in the form of printed copies or screenshots of websites, articles and other digital or print materials. The assessor must use these as reference when completing the Workplace Assessment Task 4 – Observation Form. For a satisfactory performance, the documentation that they submit must be consistent with the options, networks and services that they accessed in Task 2 and discussed with the persons with disability in Task 3. |

## Task 5 – Seeking Feedback to Ensure That Support Meets Needs and Preferences

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| Application  Description automatically generated with low confidence | Meet with the two persons with disability to seek feedback. Meet each of the two persons with disability separately.  **STEPS TO TAKE**   * + - 1. For each meeting, invite the persons involved in the care of the person with disability, which may include:  1. Family members 2. Carers 3. Other persons that the person with disability identified as involved in their care 4. Colleagues involved in the care of the person with disability 5. Your supervisor 6. During the meeting, ask each attendee for their feedback on: 7. Current and changing needs of the PWD 8. Current and changing preferences of the PWD 9. Whether or not the current support meets the needs and preferences of the PWD   Record the feedback of each attendee. Use your organisation’s template for documenting feedback, or you may use the generic **Feedback Form** template provided along with this workbook.  **YOU WILL BE ASSESSED ON YOUR**   * Practical knowledge of the current and changing needs and preferences of PWDs * Practical skills relevant to seeking feedback about support for the needs and preferences of persons with disability |

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|  | **OBSERVATION FORM AND ASSESSOR’S CHECKLIST**  Before starting this task, review the following forms provided along with this workbook:   * **Workplace Assessment Task 5 – Observation Form**   This form lists all the practical skills you need to demonstrate while completing this task.   * **Workplace Assessment Task 5 – Assessor’s Checklist**   This form lists the criteria your submission must address to complete this task satisfactorily.  **YOUR ASSESSOR WILL**   * Organise workplace resources required for you to complete this assessment. * Advise you on the time and location of the assessment. * Discuss with you the practical skills listed in the Observation Form prior to the assessment. * Discuss with you the requirements listed in the Assessor’s Checklist prior to the assessment. * Address your queries and concerns regarding this task.   **EVIDENCE TO BE SUBMITTED**  After completing this task, submit copies of the feedback forms containing feedback from the attendees of the meeting, with personal and/or sensitive information redacted.  **You must submit one feedback form for each attendee of the two meetings in this task.** |

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| *Mapping: CHCDIS012 PC2.5*  **Marking guide**  **Feedback Form**  The candidate must submit a completed feedback form (or similar workplace document they completed) which documents the feedback of each meeting attendee regarding how support meets the current and changing needs and preferences of the person with disability. The candidate must complete one feedback form for each meeting attendee.  For each meeting attendee, the feedback form must contain information about:   * Who the person being supported is * The involvement of the meeting attendee in the care of the person * Feedback on the current needs of the person with disability * Feedback on the changing needs of the person with disability * Feedback on the current preferences of the person with disability * Feedback on the changing preferences of the person with disability   **Workplace Assessment Task 5 – Observation Form**  The *Observation Form* must be completed by the assessor. The form must document the assessor’s observations on the candidate’s performance while seeking feedback from their colleagues, supervisor, persons with disability and their family, carers and others involved in their care.  This form lists all the practical skills that the candidate must demonstrate while completing this task.  For a satisfactory performance, the candidate must demonstrate each practical skill listed in this form, i.e. assessor has ticked YES in all items of the *Observation Form*.  **Workplace Assessment Task 5 – Assessor’s Checklist**  The *Assessor’s Checklist* must be completed by the assessor. The form must document the assessor’s assessment of the candidate’s feedback form submissions.  This form outlines the criteria that the candidate’s submission must meet.  For satisfactory performance, the candidate’s submission must meet all criteria listed here, i.e. assessor has ticked YES in all items of the *Assessor’s Checklist* |

## Task 6 – Monitoring Community Participation and Social Inclusion

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| Application  Description automatically generated with low confidence | Monitor the community participation and social inclusion of two persons with disability.  **STEPS TO TAKE**  Do the following in two separate instances for each of the two persons with disability that you are supporting:   1. Access and review their individualised plan. 2. Monitor the person as they work in their chosen workplace.   Observe the person as they work in their chosen workplace and record your observations for each engagement. Use your organisation’s template for recording observations, or you may use the generic **Observation Journal** template provided along with this workbook.   1. Monitor the person as they participate in social activities.   Observe the person as they participate in social activities and record your observations for each engagement. Use your organisation’s template for recording observations, or you may use the generic **Observation Journal** template provided along with this workbook.   1. Meet with the person with disability and your supervisor.   Use your organisation’s template for documenting minutes, or you may use the generic **Meeting Minutes** template provided along with this workbook.  During the meeting:   1. Review implemented strategies for community participation based on the individualised plan. 2. Review implemented strategies for social inclusion based on the individualised plan. 3. Ask for the feedback of the person and your supervisor on the strategies you reviewed. 4. Ask the person to share their experiences in engaging with the work network that they are a part of. |

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|  | 1. Ask the person to share their experiences in engaging with two social networks that they are a part of. 2. Share your insights about the level of the person's engagement with their community and social networks based on what they shared. 3. Confirm your insights with the person and your supervisor   Record the feedback and experiences shared during the meeting in the observation journal.  **YOU WILL BE ASSESSED ON YOUR**   * Practical knowledge of strategies for community participation and social inclusion * Practical skills relevant to reviewing strategies for community participation and social inclusion * Practical skills relevant to monitoring a person with disability’s engagement in community and social networks   **OBSERVATION FORM AND ASSESSOR’S CHECKLIST**  Before starting this task, review the following forms provided along with this workbook:   * **Workplace Assessment Task 6 – Observation Form**   This form lists all the practical skills you need to demonstrate while completing this task.   * **Workplace Assessment Task 6 – Assessor’s Checklist**   This form lists the criteria your submission must address to complete this task satisfactorily. |

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|  | **YOUR ASSESSOR WILL**   * Organise workplace resources required for you to complete this assessment. * Advise you on the time and location of the assessment. * Discuss with you the practical skills listed in the Observation Form prior to the assessment. * Discuss with you the requirements listed in the Assessor’s Checklist prior to the assessment. * Address your queries and concerns regarding this task.   **EVIDENCE TO BE SUBMITTED**  After completing this task, submit the following to your assessor:   * Copies of the minutes for the two meetings * Copies of individualised plans * Copies of observation journals you completed while monitoring engagements |

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| *Mapping: CHCDIS012 PC2.6, PC2.7*  **Marking guide**  **Observation Journal**  The candidate must submit a completed *observation journal* (or similar workplace document they completed) which documents their observations of the person with disability as they engage in community and social networks. The candidate must complete one observation journal for each instance of observation of each of the two persons with disability that they are supporting, including:   * Two instances of engagement in their work network * Two instances of engagement in their social network   The observation journal must record the candidate’s observations and insights regarding the person with disability’s level of engagement in the community or social network.  **Workplace Assessment Task 6 – Observation Form**  The *Observation Form* must be completed by the assessor. The form must document the assessor’s observations on the candidate’s performance while monitoring the community participation and social inclusion of two persons with disability.  This form lists all the practical skills that the candidate must demonstrate while completing this task.  For a satisfactory performance, the candidate must demonstrate each practical skill listed in this form, i.e. assessor has ticked YES in all items of the *Observation Form*.  **Workplace Assessment Task 6 – Assessor’s Checklist**  The *Assessor’s Checklist* must be completed by the assessor. The form must document the assessor’s assessment of the candidate’s observation journal submissions.  This form outlines the criteria that the candidate’s submission must meet.  For satisfactory performance, the candidate’s submission must meet all criteria listed here, i.e. assessor has ticked YES in all items of the *Assessor’s Checklist*  **Copies of Individualised Plans**  The candidate must also submit copies of the individualised plans that they accessed for this task. The assessor must use these as reference when completing the Workplace Assessment Task 6 – Observation Form and Workplace Assessment Task 6 – Assessor’s Checklist.  **Copies of minutes for the two meetings**  The candidate must also submit copies of the meeting minutes during their meeting with the person and the supervisor. The assessor must use these as reference when completing the Workplace Assessment Task 6 – Observation Form and Workplace Assessment Task 6 – Assessor’s Checklist. |

## Task 7 – Consulting Persons With Disability to Identify and Overcome Gaps and Barriers

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| Application  Description automatically generated with low confidence | Meet with your supervisor and two persons with disability to identify gaps and barriers in support. Meet each person with disability separately.  **STEPS TO TAKE**  During each meeting:   1. Ask the person about gaps that they experience in relation to their assistive technology needs   Report the identified gaps in assistive technology needs according to organisational policies and procedures. Use your organisation’s template for reporting identified gaps in assistive technology, or you may use the generic **Assistive Technology Report Form** provided along with this workbook.  Submit a copy of the organisational policies and procedures for reporting that you followed, for your assessor’s reference.   1. Consult the person about areas where advocacy is required for their participation 2. Ask the person about other gaps and barriers in support that they experience. 3. Discuss with the person possible solutions to overcome barriers, in consultation with your supervisor. 4. Record information about gaps, barriers and solutions in the person’s individualised plan.   Use your organisation’s template for documenting minutes, or you may use the generic **Meeting Minutes** template provided along with this workbook.  **YOU WILL BE ASSESSED ON YOUR**   * Practical knowledge of barriers to community participation and social inclusion * Practical skills relevant to collaborating with persons with disability to identify solutions to overcome barriers |

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|  | **OBSERVATION FORM AND ASSESSOR’S CHECKLIST**  Before starting this task, review the following forms provided along with this workbook:   * **Workplace Assessment Task 7 – Observation Form**   This form lists all the practical skills you need to demonstrate while completing this task.   * **Workplace Assessment Task 7 – Assessor’s Checklist**   This form lists the criteria your submissions must address to complete this task satisfactorily.  **YOUR ASSESSOR WILL**   * Organise workplace resources required for you to complete this assessment. * Advise you on the time and location of the assessment. * Discuss with you the practical skills listed in the Observation Form prior to the assessment. * Discuss with you the requirements listed in the Assessor’s Checklist prior to the assessment. * Address your queries and concerns regarding this task.   **EVIDENCE TO BE SUBMITTED**  After completing this task, submit the following to your assessor:   * Minutes for the two meetings * Assistive technology report forms * Individualised plans which include information on gaps, barriers and solutions discussed * Policies and procedures you followed while completing this task. |

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| *Mapping: CHCDIS012 PC3.2, PC3.3, PC3.5, PE1.2 (p)*  **Marking guide**  **Assistive Technology Report Form**  The candidate must submit a completed *Assistive Technology Report Form* (or similar workplace document they completed) which documents the identified gaps in assistive technology needs. They must submit one assistive technology report form for each of the two persons with disability that they are supporting.  The assistive technology report form must document the following information, at the minimum:   * Gaps in addressing assistive technology needs * Assistive technology involved in the gaps * Recommendations to address gaps   **Individualised Plan**  The candidate must submit a completed *individualised plan* (or similar workplace document they completed) which documents the gaps, barriers and solutions that they identified in the meeting with the person with disability. They must submit one individualised plan for each of the two persons with disability that they consulted in this task.  **Workplace Assessment Task 7 – Observation Form**  The *Observation Form* must be completed by the assessor. The form must document the assessor’s observations on the candidate’s performance while consulting two persons with disability about gaps and barriers in support.  This form lists all the practical skills that the candidate must demonstrate while completing this task.  For a satisfactory performance, the candidate must demonstrate each practical skill listed in this form, i.e. assessor has ticked YES in all items of the *Observation Form*.  Additionally, before the assessment, this *Observation Form* must be adapted by the assessor to reflect organisational policies and procedures for reporting gaps. |

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| **Workplace Assessment Task 7 – Assessor’s Checklist**  The *Assessor’s Checklist* must be completed by the assessor. The form must document the assessor’s assessment of the candidate’s submissions:   * Assistive technology report form submissions * Individualised plans indicating gaps, barriers and solutions   This form outlines the criteria that the candidate’s submission must meet.  For satisfactory performance, the candidate’s submission must meet all criteria listed here, i.e. assessor has ticked YES in all items of the *Assessor’s Checklist*  Additionally, before the assessment, this *Assessor’s Checklist* must be adapted by the assessor to reflect organisational policies and procedures for reporting gaps.  **Meeting Minutes**  The candidate must submit a copy of the meeting minutes completed in this task. They must submit one meeting minutes document for each meeting that they conducted in this task. The assessor must use these as reference when completing the Workplace Assessment Task 7 – Observation Form and Workplace Assessment Task 7 – Assessor’s Checklist.  **Copies of policies and procedures the candidate followed when completing this task**  The candidate must also submit copies of policies and procedures related to reporting identified gaps in assistive technology. |

## Task 8 – Supporting Persons With Disability in Addressing Barriers

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| Application  Description automatically generated with low confidence | Support two persons with disability in addressing barriers.  **STEPS TO TAKE**   1. Access and review each of the two person’s individualised plan and the meeting minutes from Task 7 to identify strategies in addressing barriers 2. Support the person in implementing strategies to address barriers based on their individualised plan and preferences 3. Monitor the success of implemented strategies in two separate instances   Check if the implemented strategies are successful in addressing barriers in two separate instances:   1. Immediately after the implementation of strategies 2. A short period of time (e.g. 2-3 days) after the implementation of strategies   Use your organisation’s template for documenting the monitoring strategies, or you may use the generic **Strategy Monitoring Form** template provided along with this workbook.   1. Make adjustments as required to facilitate continued success in implementing strategies 2. Meet with the following people to seek their feedback on the success of strategies to address barriers: 3. The person with disability 4. Your supervisor 5. Two other persons that the PWD identified as involved in their care   During the meeting, ask each person in the meeting to share their feedback on the success of strategies in addressing barriers.  Use your organisation’s template for documenting minutes, or you may use the generic **Meeting Minutes** template provided along with this workbook. |

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|  | **YOU WILL BE ASSESSED ON YOUR**   * Practical knowledge of strategies to address barriers to community participation * Practical skills relevant to implementing, monitoring, and seeking feedback on strategies to overcome barriers   **OBSERVATION FORM AND ASSESSOR’S CHECKLIST**  Before starting this task, review the following forms provided along with this workbook:   * **Workplace Assessment Task 8 – Observation Form**   This form lists all the practical skills you need to demonstrate while completing this task.   * **Workplace Assessment Task 8 – Assessor’s Checklist**   This form lists the criteria your submission must address to complete this task satisfactorily.  **YOUR ASSESSOR WILL**   * Organise workplace resources required for you to complete this assessment. * Advise you on the time and location of the assessment. * Discuss with you the practical skills listed in the Observation Form prior to the assessment. * Discuss with you the requirements listed in the Assessor’s Checklist prior to the assessment. * Address your queries and concerns regarding this task.   **EVIDENCE TO BE SUBMITTED**  After completing this task, submit the following to your assessor:   * Copies of the minutes for the two meetings * Copies of the individualised plans you used to support persons with disability in implementing strategies * Copies of meeting minutes from Task 7 that you accessed * Copies of strategy monitoring forms |

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| *Mapping: CHCDIS012 PC3.4, PC3.6, PE1.2 (p), PE1.3, PE1.4 (p)*  **Marking guide**  **Strategy Monitoring Form**  The candidate must submit a completed *Strategy Monitoring Form* (or similar workplace document they completed) which documents the progress and success of implemented strategies to address barriers in support. The candidate must complete one strategy monitoring form for each instance of monitoring strategies for each of the two persons with disability that they are supporting.  The strategy monitoring form must document the following information, at the minimum:   * Identified barriers in support * Strategies implemented to address each barrier * Comments on the success of strategies in addressing barriers * Adjustments made to facilitate the success of strategies   **Workplace Assessment Task 8 – Observation Form**  The *Observation Form* must be completed by the assessor. The form must document the assessor’s observations on the candidate’s performance while supporting two persons with disability in addressing barriers.  This form lists all the practical skills that the candidate must demonstrate while completing this task.  For a satisfactory performance, the candidate must demonstrate each practical skill listed in this form, i.e. assessor has ticked YES in all items of the *Observation Form*.  **Workplace Assessment Task 8 – Assessor’s Checklist**  The *Assessor’s Checklist* must be completed by the assessor. The form must document the assessor’s assessment of the candidate’s strategy monitoring form submissions.  This form outlines the criteria that the candidate’s submission must meet.  For satisfactory performance, the candidate’s submission must meet all criteria listed here, i.e. assessor has ticked YES in all items of the *Assessor’s Checklist* |

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| **Meeting Minutes**  The candidate must submit a copy of the meeting minutes completed in this task. They must submit one meeting minutes document for each meeting that they conducted in this task. The assessor must use these as reference when completing the Workplace Assessment Task 8 – Observation Form.  **Copies of Individualised Plans**  The candidate must also submit copies of the individualised plans that they accessed for this task. The assessor must use these as reference when completing the Workplace Assessment Task 8 – Observation Form and Workplace Assessment Task 8 – Assessor’s Checklist.  **Copies of Meeting Minutes From Task 7**  The candidate must submit a copy of the meeting minutes that they accomplished in Task 7. The assessor must use this as a reference when completing the Workplace Assessment Task 8 – Observation Form. |

## Task 9 – Recognising Limitations in Addressing Issues

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| Application  Description automatically generated with low confidence | Reflect on your limitations in addressing issues and seek advice from your supervisor.  **STEPS TO TAKE**   1. Reflect on issues that you have encountered while supporting persons with disability and your limitations in addressing these issues. Include issues that you have encountered outside the scope of your own job role and ability.   List down the limitations that you have identified for discussion with your supervisor. Use the **Reflective Journal** template provided along with this workbook to document your reflection.   1. While being observed by your assessor, meet with your supervisor to discuss the limitations that you have reflected upon and listed in the reflective journal. During the meeting:    * + - 1. Share issues that you are experiencing outside the scope of your own job role          2. Share issues that you are experiencing outside the scope of your ability          3. Share your limitations in addressing issues with your supervisor          4. Ask your supervisor for advice on the issues and limitations that you shared   Use your organisation’s template for documenting minutes, or you may use the generic **Meeting Minutes** template provided along with this workbook.  **YOU WILL BE ASSESSED ON YOUR**   * Practical knowledge of own limitations in addressing issues * Practical skills relevant to reflecting on own limitations and issues * Practical skills relevant to sharing about own limitations and issues |

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|  | **OBSERVATION FORM AND ASSESSOR’S CHECKLIST**  Before starting this task, review the following forms provided along with this workbook:   * **Workplace Assessment Task 9 – Observation Form**   This form lists all the practical skills you need to demonstrate while completing this task.   * **Workplace Assessment Task 9 – Assessor’s Checklist**   This form lists the criteria your submission must address to complete this task satisfactorily.  **YOUR ASSESSOR WILL**   * Organise workplace resources required for you to complete this assessment. * Advise you on the time and location of the assessment. * Discuss with you the practical skills listed in the Observation Form prior to the assessment. * Discuss with you the requirements listed in the Assessor’s Checklist prior to the assessment. * Address your queries and concerns regarding this task.   **EVIDENCE TO BE SUBMITTED**  After completing this task, submit the following to your assessor:   * Completed reflective journal * Minutes from your meeting with your supervisor |

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| *Mapping: CHCDIS012 PC3.7*  **Marking guide**  **Reflective Journal**  The candidate must submit a completed *reflective journal* which documents their reflection on their own limitations in addressing issues, including issues they have encountered outside the scope of their job role and ability.  **To the assessor:** Note that this assessment is a reflection activity. While there are no wrong or right answers since the candidate’s responses will be based on their personal reflection, their submission must satisfactorily meet the criteria outlined in Workplace Assessment Task 9 – Assessor’s Checklist.  **Workplace Assessment Task 9 – Observation Form**  The *Observation Form* must be completed by the assessor. The form must document the assessor’s observations on the candidate’s performance while meeting with their supervisor to discuss limitations.  This form lists all the practical skills that the candidate must demonstrate while completing this task.  For a satisfactory performance, the candidate must demonstrate each practical skill listed in this form, i.e. assessor has ticked YES in all items of the *Observation Form*.  **Workplace Assessment Task 9 – Assessor’s Checklist**  The *Assessor’s Checklist* must be completed by the assessor. The form must document the assessor’s assessment of the candidate’s reflective journal submission.  This form outlines the criteria that the candidate’s submission must meet.  For satisfactory performance, the candidate’s submission must meet all criteria listed here, i.e. assessor has ticked YES in all items of the *Assessor’s Checklist*  **Meeting Minutes**  The candidate must submit a copy of the meeting minutes completed in this task. The assessor must use this as reference when completing the Workplace Assessment Task 9 – Observation Form. |

# Assessment Workbook Checklist

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| **TO THE CANDIDATE**  When you have completed this assessment workbook, review your work, and ensure that: | |
|  | |
|  | You have completed all the Knowledge Assessments Questions. |
|  | You have completed the Practical Assessments in this workbook: |
|  | Practical Assignment Task 1 |
|  | Workplace Assessment Task 1 |
|  | Workplace Assessment Task 2 |
|  | Workplace Assessment Task 3 |
|  | Workplace Assessment Task 4 |
|  | Workplace Assessment Task 5 |
|  | Workplace Assessment Task 6 |
|  | Workplace Assessment Task 7 |
|  | Workplace Assessment Task 8 |
|  | Workplace Assessment Task 9 |
|  | You have saved and submitted the following evidence: |
|  | This completed workbook |
|  | Assessment Workbook Cover Sheet signed and scanned |
|  | Practical Assignment Task 1 – Individualised plan for Person With Disability A |
|  | Practical Assignment Task 1 – Individualised plan for Person With Disability B |

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|  | Workplace Assessment Task 1 – Individualised plan for Person With Disability A |
|  | Workplace Assessment Task 1 – Individualised plan for Person With Disability B |
|  | Workplace Assessment Task 2 – Individualised plan for Person With Disability A |
|  | Workplace Assessment Task 2 – Individualised plan for Person With Disability B |
|  | Workplace Assessment Task 2 – Documentation of options, networks and services (Person With Disability A) |
|  | Workplace Assessment Task 2 – Documentation of options, networks and services (Person With Disability B) |
|  | Workplace Assessment Task 3 – Meeting minutes (Person With Disability A) |
|  | Workplace Assessment Task 3 – Meeting minutes (Person With Disability B) |
|  | Workplace Assessment Task 3 – Individualised plan for Person With Disability A |
|  | Workplace Assessment Task 3 – Individualised plan for Person With Disability B |
|  | Workplace Assessment Task 4 – Individualised plan for Person With Disability A |
|  | Workplace Assessment Task 4 – Individualised plan for Person With Disability B |
|  | Workplace Assessment Task 4 – Documentation of options, networks and services (Person With Disability A) |
|  | Workplace Assessment Task 4 – Documentation of options, networks and services (Person With Disability B) |

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|  | Workplace Assessment Task 5 – Feedback forms (Person With Disability A) |
|  | Workplace Assessment Task 5 – Feedback forms (Person With Disability B) |
|  | Workplace Assessment Task 6 – Observation journals (Person With Disability A) |
|  | Workplace Assessment Task 6 – Observation journals (Person With Disability B) |
|  | Workplace Assessment Task 6 – Individualised plan for Person With Disability A |
|  | Workplace Assessment Task 6 – Individualised plan for Person With Disability B |
|  | Workplace Assessment Task 6 – Copy of minutes of meeting (Person With Disability A) |
|  | Workplace Assessment Task 6 – Copy of minutes of meeting (Person With Disability B) |
|  | Workplace Assessment Task 7 – Copy of minutes of meeting (Person With Disability A) |
|  | Workplace Assessment Task 7 – Copy of minutes of meeting (Person With Disability B) |
|  | Workplace Assessment Task 7 –Assistive technology report form (Person With Disability A) |
|  | Workplace Assessment Task 7 –Assistive technology report form (Person With Disability A) |
|  | Workplace Assessment Task 7 – Individualised plan for Person With Disability A |
|  | Workplace Assessment Task 7 – Individualised plan for Person With Disability B |
|  | Workplace Assessment Task 7 –Policies and procedures followed |

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|  | Workplace Assessment Task 8 – Copy of minutes of meeting (Person With Disability A) |
|  | Workplace Assessment Task 8 – Copy of minutes of meeting (Person With Disability B) |
|  | Workplace Assessment Task 8 –Strategy monitoring forms (Person With Disability A) |
|  | Workplace Assessment Task 8 –Strategy monitoring forms (Person With Disability B) |
|  | Workplace Assessment Task 8 – Individualised plan for Person With Disability A |
|  | Workplace Assessment Task 8 – Individualised plan for Person With Disability B |
|  | Workplace Assessment Task 8 – Copy of minutes of meeting from Task 7 (Person With Disability A) |
|  | Workplace Assessment Task 8 – Copy of minutes of meeting from Task 7 (Person With Disability B) |
|  | Workplace Assessment Task 9 – Reflective journal |
|  | Workplace Assessment Task 9 – Minutes of meeting |

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| **IMPORTANT:**  **You must achieve a satisfactory result in ALL assessment tasks to be deemed COMPETENT for the unit/s relevant to this workbook.**  To be deemed satisfactory in the assessments contained in this workbook, you must successfully complete all the requirements listed above according to the prescribed benchmarks provided to the assessor. |

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| **TO THE ASSESSOR**  When you have completed assessing the assessment workbook, review the candidate’s submissions against the checklist below: | |
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|  | The candidate has completed all the Knowledge Assessments Questions. |
|  | The candidate has completed the Practical Assessments in this workbook: |
|  | Practical Assignment Task 1 |
|  | Workplace Assessment Task 1 |
|  | Workplace Assessment Task 2 |
|  | Workplace Assessment Task 3 |
|  | Workplace Assessment Task 4 |
|  | Workplace Assessment Task 5 |
|  | Workplace Assessment Task 6 |
|  | Workplace Assessment Task 7 |
|  | Workplace Assessment Task 8 |
|  | Workplace Assessment Task 9 |
|  | The candidate has saved and submitted the following evidence: |
|  | This completed workbook |
|  | Assessment Workbook Cover Sheet signed and scanned |
|  | Practical Assignment Task 1 – Individualised plan for Person With Disability A |
|  | Practical Assignment Task 1 – Individualised plan for Person With Disability B |
|  | Workplace Assessment Task 1 – Individualised plan for Person With Disability A |

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|  | Workplace Assessment Task 1 – Individualised plan for Person With Disability B |
|  | Workplace Assessment Task 2 – Individualised plan for Person With Disability A |
|  | Workplace Assessment Task 2 – Individualised plan for Person With Disability B |
|  | Workplace Assessment Task 2 – Documentation of options, networks and services (Person With Disability A) |
|  | Workplace Assessment Task 2 – Documentation of options, networks and services (Person With Disability B) |
|  | Workplace Assessment Task 3 – Meeting minutes (Person With Disability A) |
|  | Workplace Assessment Task 3 – Meeting minutes (Person With Disability B) |
|  | Workplace Assessment Task 3 – Individualised plan for Person With Disability A |
|  | Workplace Assessment Task 3 – Individualised plan for Person With Disability B |
|  | Workplace Assessment Task 4 – Individualised plan for Person With Disability A |
|  | Workplace Assessment Task 4 – Individualised plan for Person With Disability B |
|  | Workplace Assessment Task 4 – Documentation of options, networks and services (Person With Disability A) |
|  | Workplace Assessment Task 4 – Documentation of options, networks and services (Person With Disability B) |
|  | Workplace Assessment Task 5 – Feedback forms (Person With Disability A) |

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|  | Workplace Assessment Task 5 – Feedback forms (Person With Disability B) |
|  | Workplace Assessment Task 6 – Observation journals (Person With Disability A) |
|  | Workplace Assessment Task 6 – Observation journals (Person With Disability B) |
|  | Workplace Assessment Task 6 – Individualised plan for Person With Disability A |
|  | Workplace Assessment Task 6 – Individualised plan for Person With Disability B |
|  | Workplace Assessment Task 6 – Copy of minutes of meeting (Person With Disability A) |
|  | Workplace Assessment Task 6 – Copy of minutes of meeting (Person With Disability B) |
|  | Workplace Assessment Task 7 – Copy of minutes of meeting (Person With Disability A) |
|  | Workplace Assessment Task 7 – Copy of minutes of meeting (Person With Disability B) |
|  | Workplace Assessment Task 7 –Assistive technology report form (Person With Disability A) |
|  | Workplace Assessment Task 7 –Assistive technology report form (Person With Disability A) |
|  | Workplace Assessment Task 7 – Individualised plan for Person With Disability A |
|  | Workplace Assessment Task 7 – Individualised plan for Person With Disability B |
|  | Workplace Assessment Task 7 –Policies and procedures followed |
|  | Workplace Assessment Task 8 – Copy of minutes of meeting (Person With Disability A) |

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|  | Workplace Assessment Task 8 – Copy of minutes of meeting (Person With Disability B) |
|  | Workplace Assessment Task 8 –Strategy monitoring forms (Person With Disability A) |
|  | Workplace Assessment Task 8 –Strategy monitoring forms (Person With Disability B) |
|  | Workplace Assessment Task 8 – Individualised plan for Person With Disability A |
|  | Workplace Assessment Task 8 – Individualised plan for Person With Disability B |
|  | Workplace Assessment Task 8 – Copy of minutes of meeting from Task 7 (Person With Disability A) |
|  | Workplace Assessment Task 8 – Copy of minutes of meeting from Task 7 (Person With Disability B) |
|  | Workplace Assessment Task 9 – Reflective journal |
|  | Workplace Assessment Task 9 – Minutes of meeting |

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| **IMPORTANT:**  **The candidate must achieve a satisfactory result in ALL assessment tasks to be deemed COMPETENT for the unit/s relevant to this workbook.**  To be deemed satisfactory in the assessments contained in this workbook, the candidate must successfully complete all the requirements listed above according to the prescribed benchmarks. |

# Record of Assessment (Assessor’s Use Only)

**To the Assessor:** Complete this Record of Assessment to document the assessment outcomes of the candidate. To complete the form:

* Provide all the required details in the Assessment Details Section
* For each unit of competency:
  + Tick S (Satisfactory), if the candidate has completed the assessment item according to the marking guide and prescribed benchmark answers.
  + Tick NYS (Not Yet Satisfactory) if the candidate has not completed the assessment item according to the marking guide and prescribed benchmark answers.
* Review and confirm that all evidence submissions from the candidate meet the Rules of Evidence. Tick S if satisfactory; otherwise, tick NYS if not yet satisfactory.
* Check all signatures provided by the candidate in their evidence submissions. Confirm if these match the signature the candidate provided to the Training Provider.
* Record all third-party personnel you contacted and provide the other required information.
* In the ‘Overall Result for this Workbook’ section of the form, tick S if the candidate has met all requirements in this form and all assessment items have been completed to a satisfactory level. Otherwise, tick NYS.
* Provide other comments and feedback on the candidate’s performance, as necessary.
* Complete the Assessor’s Declaration by filling in your details, date signed, and affixing your signature.

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| **RECORD OF ASSESSMENT** | |
| **Candidate’s Name** |  |
| **RTO Name** |  |
| **RTO Contact Number** |  |
| **RTO Email Address** |  |
| **Assessor’s Name** |  |
| **Unit of Competency** | CHCDIS012 - Support community participation and social inclusion (Release 1) |

| **Knowledge Assessment** | **S** | **NYS** |
| --- | --- | --- |
| Question 1 |  |  |
| Question 2 |  |  |
| Question 3 |  |  |
| Question 4 |  |  |
| Question 5 |  |  |
| Question 6 |  |  |
| Question 7 |  |  |
| Question 8 |  |  |
| Question 9 |  |  |
| Question 10 |  |  |
| Question 11 |  |  |
| Question 12 |  |  |

| **Knowledge Assessment** | **S** | **NYS** |
| --- | --- | --- |
| Question 13 |  |  |
| Question 14 |  |  |
| Question 15 |  |  |
| Question 16 |  |  |
| Question 17 |  |  |
| Question 18 |  |  |
| Question 19 |  |  |
| Question 20 |  |  |
| Question 21 |  |  |

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| --- | --- | --- |
| **Practical Assessment** | | |
| **Practical Assignment** | **S** | **NYS** |
| Task 1 |  |  |
| **Workplace Assessment** | **S** | **NYS** |
| Task 1 |  |  |
| Task 2 |  |  |
| Task 3 |  |  |
| Task 4 |  |  |
| Task 5 |  |  |
| Task 6 |  |  |
| Task 7 |  |  |
| Task 8 |  |  |
| Task 9 |  |  |

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| **Rules of Evidence** | **S** | **NYS** |
| All knowledge and skills evidence submissions are valid |  |  |
| All knowledge and skills evidence submissions are authentic |  |  |
| All knowledge and skills evidence submissions are sufficient |  |  |
| All knowledge and skills evidence submissions are current |  |  |

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| **Signature Authentication Checklist**  This checklist will guide you in authenticating the signatures provided by the candidate in their assessment workbook and evidence submissions.  Read each checklist item and tick the box only if you confirm that the item is a true and accurate reflection of the signature authentication you have conducted. | |
| **Checklist** | **Completed** |
| I have checked the signature provided by the candidate in the Assessment Workbook Cover Sheet against the signature they provided to the Training Provider. |  |
| I confirm the signature provided by the candidate in the Assessment Workbook Cover Sheet matches the signature they provided to the Training Provider. |  |
| I confirm ALL signatures provided by the candidate in their evidence submissions match with the signature they provided to the Training Provider. |  |

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| **Third-Party Verification Log**  **Instructions for the Assessor:**  You are required to contact all third-party personnel involved in the candidate’s assessment to verify the candidate’s performance and evidence submissions and to confirm with them whether the candidate’s evidence submissions are true and accurate.  Complete this Third-Party Verification Log to document your completion of this process. When completing this log, provide all of the following required information for each third-party personnel:   * Name of third-party personnel contacted * Role in the candidate’s assessment (e.g. workplace supervisor, observer, or candidate) * Contact details (phone number or email address) * Date contacted   You must also confirm that third-party personnel have verified the candidate’s evidence submissions are true and accurate. |

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| **Name of Third-party Contacted** | **Role in the Candidate’s Assessment** | **Contact Details (Phone number or email address)** | **Date contacted** | **Third-Party verifies evidence submissions of the candidate are true and accurate?** |
|  |  |  |  | Yes  No  Assessor’s Notes |
|  |  |  |  | Yes  No  Assessor’s Notes |
|  |  |  |  | Yes  No  Assessor’s Notes |
|  |  |  |  | Yes  No  Assessor’s Notes |

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| **Overall Result for the Relevant Workbook/s** | **Satisfactory** | **Not yet satisfactory** |
| Assessment Workbook |  |  |

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| **Overall Result for this Unit of Competency**  **IMPORTANT: To be deemed competent in the following unit of competency, the candidate must be marked Satisfactory in all the relevant workbook/s listed above.** | **Competent** | **Not yet competent** |
| CHCDIS012 - Support community participation and social inclusion (Release 1) |  |  |

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| **Assessor’s comments/feedback** |
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| **Assessor Declaration**  I declare that the results recorded in this *Record of Assessment* are true and accurate. | |
| Assessor’s name | Assessor’s signature |
| Date signed |

End of Record of Assessment (For the Assessor’s Use Only)

**End of Document**