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# Introduction

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.

# 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.

# 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

# 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**

|  |  |  |
| --- | --- | --- |
| 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. | | | |
|  | | | |
| 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 | |

|  |  |  |
| --- | --- | --- |
| 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. | |
|  | | |
| **Rights** | | **How these rights are upheld in varied disability contexts** |
|  | |  |
|  | |  |

|  |  |  |
| --- | --- | --- |
| 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. | |
|  | | |
| **Responsibilities** | | **How these responsibilities are fulfilled in varied disability contexts** |
|  | |  |
|  | |  |

|  |  |  |
| --- | --- | --- |
| 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. | |
|  | | |
| **Principles of strength-based practice** | | **How the principles help support community participation and social inclusion** |
|  | |  |
|  | |  |

|  |  |  |
| --- | --- | --- |
| 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. | |
|  | | |
| **Principles of person-centred practice** | | **How the principles help support community participation and social inclusion** |
|  | |  |
|  | |  |

|  |  |
| --- | --- |
| 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. |

|  |  |
| --- | --- |
| **Principles of human rights framework** | **How the principles help support community participation and social inclusion** |
|  |  |
|  |  |

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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. | |
|  | | |
| **Principles of community inclusion** | | **How the principles help support community participation and social inclusion** |
|  | |  |
|  | |  |

|  |  |
| --- | --- |
| Application  Description automatically generated with low confidence | 1. List two examples of best practices for supporting the community inclusion of persons with disability. |
|  | |
|  | |
|  | |

|  |  |
| --- | --- |
| Application  Description automatically generated with low confidence | 1. Answer the following questions about social and emotional wellbeing frameworks. |
|  | |
| 1. Complete the following statement:   According to the World Health Organization (WHO), social and emotional wellbeing are closely related to the concept of      . | |
| 1. How does a person with disability achieve social and emotional wellbeing? | |

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 1. How can the following factors negatively affect the social and emotional wellbeing of a person with disability?  |  |  |  | | --- | --- | --- | | **Factors** | **How it affects a person with disability’s social and emotional wellbeing** | | | 1. Underlying health condition |  | | | 1. Impairment |  | | | 1. Activity limitations |  | | | 1. Restrictions on participation |  | | |  | |  | |
| 1. How does social and emotional wellbeing support a person with disability’s community participation and social inclusion? |

|  |  |  |
| --- | --- | --- |
| 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. | |
|  | | |
| **Community Participation Options** | | |
| **Strategies for strengthening community participation options** | | **How the strategies can be applied in varied disability services contexts** |
|  | |  |
|  | |  |

|  |  |
| --- | --- |
| **Networks** | |
| **Strategies for strengthening networks** | **How the strategies can be applied in varied disability services contexts** |
|  |  |
|  |  |

|  |  |
| --- | --- |
| **Services** | |
| **Strategies for strengthening services** | **How the strategies can be applied in varied disability services contexts** |
|  |  |
|  |  |

|  |  |
| --- | --- |
| 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. |

|  |  |  |
| --- | --- | --- |
| **Advocacy** | **Strategies** | **Techniques** |
| 1. Systemic |  |  |
|  |  |
| 1. Individual |  |  |
|  |  |

|  |  |  |  |
| --- | --- | --- | --- |
| 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. | | |
|  | | | |
| **Interest group** | | **Local agencies or services** | **Resources** |
| 1. Sporting groups | |  |  |
|  |  |
| 1. Cultural groups | |  |  |
|  |  |
| 1. Specific-interest groups | |  |  |
|  |  |

|  |  |
| --- | --- |
| Application  Description automatically generated with low confidence | 1. Answer the following questions about active citizenship. |
|  | |
| 1. Define active citizenship. | |
| 1. Briefly explain how the concept of active citizenship is relevant to a person with disability’s rightful place in their communities. | |

|  |  |  |
| --- | --- | --- |
| 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. | |
|  | | |
| **Strategies for supporting the person’s participation in work** | | **How the strategies can be applied in the context of disability support** |
|  | |  |
|  | |  |

|  |  |  |
| --- | --- | --- |
| 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. | |
|  | | |
| **Strategy for facilitating the person’s inclusion in the workplace** | | **How to assist employers in facilitating this strategy** |
|  | |  |
|  | |  |

|  |  |  |
| --- | --- | --- |
| 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. | |
|  | | |
| **Strategy for facilitating the person’s engagement in the workplace** | | **How to assist employers in facilitating this strategy** |
|  | |  |
|  | |  |

|  |  |  |
| --- | --- | --- |
| 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 | |
|  | | |
| **Reasonable adjustment strategies** | | **How the strategies can be used to increase the person’s independence** |
|  | |  |
|  | |  |

|  |  |  |  |
| --- | --- | --- | --- |
| 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. | | |
|  | | | |
| **Life Domain** | | **Example of Assistive Technology** | **How the Assistive Technology Provided Helps the Individual in the Particular Life Domain** |
| 1. Self-care | |  |  |
|  |  |
| 1. Continence | |  |  |
|  |  |

|  |  |  |
| --- | --- | --- |
| **Life Domain** | **Example of Assistive Technology** | **How the Assistive Technology Provided Helps the Individual in the Particular Life Domain** |
| 1. Hygiene |  |  |
|  |  |
| 1. Communication |  |  |
|  |  |
| 1. Mobility |  |  |
|  |  |

|  |  |  |
| --- | --- | --- |
| **Life Domain** | **Example of Assistive Technology** | **How the Assistive Technology Provided Helps the Individual in the Particular Life Domain** |
| 1. Transferring |  |  |
|  |  |
| 1. Cognition |  |  |
|  |  |
| 1. Memory loss |  |  |
|  |  |

|  |  |  |
| --- | --- | --- |
| **Life Domain** | **Example of Assistive Technology** | **How the Assistive Technology Provided Helps the Individual in the Particular Life Domain** |
| 1. Vision |  |  |
|  |  |
| 1. Hearing |  |  |
|  |  |
| 1. Daily living activities |  |  |
|  |  |

|  |  |  |
| --- | --- | --- |
| **Life Domain** | **Example of Assistive Technology** | **How the Assistive Technology Provided Helps the Individual in the Particular Life Domain** |
| 1. Recreation |  |  |
|  |  |
| 1. Leisure |  |  |
|  |  |
| 1. Education |  |  |
|  |  |

|  |  |  |
| --- | --- | --- |
| **Life Domain** | **Example of Assistive Technology** | **How the Assistive Technology Provided Helps the Individual in the Particular Life Domain** |
| 1. Employment |  |  |
|  |  |
| 1. Home environment |  |  |
|  |  |
| 1. Shops |  |  |
|  |  |

|  |  |  |
| --- | --- | --- |
| **Life Domain** | **Example of Assistive Technology** | **How the Assistive Technology Provided Helps the Individual in the Particular Life Domain** |
| 1. Eating |  |  |
|  |  |
| 1. Drinking |  |  |
|  |  |

|  |  |  |
| --- | --- | --- |
| **Life Domain** | **Example of Assistive Technology** | **How the Assistive Technology Provided Helps the Individual in the Particular Life Domain** |
| 1. Pressure area management |  |  |
|  |  |
| 1. Carer support |  |  |
|  |  |

|  |  |  |  |
| --- | --- | --- | --- |
| 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. | | |
|  | | | |
| **Life activity** | | **Assistive Technologies** | **The Role of the Assistive Technology Provided in Supporting the Given Life Activity** |
| 1. Maintaining independence | |  |  |
|  |  |
| 1. Promoting independence | |  |  |
|  |  |

|  |  |  |
| --- | --- | --- |
| **Life activity** | **Assistive Technologies** | **The Role of the Assistive Technology Provided in Supporting the Given Life Activity** |
| 1. Enabling inclusion |  |  |
|  |  |
| 1. Enabling participation |  |  |
|  |  |

|  |  |
| --- | --- |
| 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. |
|  | |

| **Barriers** | **One example of the given barrier** | **How these barriers affect community participation** | **How these barriers affect social inclusion** |
| --- | --- | --- | --- |
| 1. Physical |  |  |  |
| 1. Skill |  |  |  |
| 1. Personal |  |  |  |
| 1. Systemic |  |  |  |

| **Barriers** | **One example of the given barrier** | **How these barriers affect community participation** | **How these barriers affect social inclusion** |
| --- | --- | --- | --- |
| 1. Structural |  |  |  |
| 1. Psychological |  |  |  |
| 1. Stigma |  |  |  |
| 1. Self-Stigma |  |  |  |

| **Barriers** | **One example of the given barrier** | **How these barriers affect community participation** | **How these barriers affect social inclusion** |
| --- | --- | --- | --- |
| 1. Discrimination |  |  |  |
| 1. Lack of Resources |  |  |  |

|  |  |  |  |
| --- | --- | --- | --- |
| 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. | | |
|  | | | |
| **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 | |  |  |
| 1. Family | |  |  |
| 1. Friends of person with disability | |  |  |
| 1. Colleagues | |  |  |

|  |  |  |  |
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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. | | |
|  | | | |
| **Person who may express negative attitudes** | | **Negative attitude that the person may express** | **Strategies to address the negative attitude** | |
| 1. Carer | |  |  | |
| 1. Family | |  |  | |
| 1. Employer | |  |  | |
| 1. Healthcare worker | |  |  | |

# Practical Assessment

## 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. |

### 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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| **Person With Disability A** | |
| **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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| **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. |

## 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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| **Person With Disability A** | | | |
| **Type of disability** | **Skills related to community participation** | **Interests related to community participation** | **Goals related to community participation** |
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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 |

## 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 |

## 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 |

## 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 |

## 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. |

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|  | **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   **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.** |

## 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 |

## 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. |

## 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 |

## 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 |

# 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: | |
|  | |
|  | 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)

|  |  |
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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**