

Assessment support pack

CHCCCS002 Assist with movement

Release 1

Aspire Version 1.1



About this resource

This resource is for trainers and assessors of the unit *CHCCCS002 Assist with movement*, Release 1. It complements the corresponding *Aspire Learner guide*.

The *Assessment support pack* provides you with ideas and guidance on encouraging and supporting students through the training and assessment process using Aspire resources. It is designed to help you optimise the student's experience and record details of their competency.

This resource is comprised of several folders with the following editable documents to assist trainers and assessors.

Folders	Documents
Introduction	Introduction
Formative assessment	Formative assessment guide
Summative assessment	Final assessment marking guide Student assessment
Supporting documents*	N/A
Mapping	Contains formative and summative mapping
PowerPoint	PowerPoint slides for training purposes

*The supporting documents folder is inside the summative assessment folder.

Key features

- The *Assessment support pack* complements the *Aspire Learner guide*.
- It includes weblinks to the relevant unit of competency and other support resources.
- Provides guidelines for trainers and assessors on their responsibilities for formative and summative assessment to meet VET requirements.

Formative assessment

- Includes activity questions with a marking guide.
- Discussion topics provide trainers with a guide to engage with students about the learning content.
- Clearly maps the learning content to the unit of competency requirements in a customisable Excel spreadsheet.

Final assessment

- Includes detailed instructions to assessors on each assessment task.
- Includes a marking guide for each final assessment task.
- Clearly maps the final assessments to the unit of competency requirements.
- Mapping is provided in an Excel spreadsheet that allows you to customise and adjust as necessary.

Final assessment overview

Assessment approach

Assessment is about collecting evidence and making decisions as to whether or not a student has achieved competency in the unit. Assessment confirms that the student can perform to the expected workplace standard, as outlined in the unit of competency.

All assessment tasks should be undertaken in conjunction with the RTO's training and assessment strategy, policies and procedures.

Contextualisation

Final assessment tasks provided to students may need to be contextualised. Assessors may need to:

- re-map the tasks into the mapping documentation provided to ensure its integrity
- forward contextualised resources to the RTO's assessment manager for approval
- ensure that the performance and knowledge evidence can be demonstrated in the workplace
- review the solutions provided so they match the assessment tasks.

Following the assessment rules

All of the RTO's assessment processes, including instructions to students on what evidence to provide, must adhere to the following:

- principles of assessment
- dimensions of competency
- rules of evidence.

Plagiarism, cheating and collusion

Students should be provided with information about these misconduct items before they attempt any assessment.

Assessors should refer to their RTO's policies and procedures regarding training and assessment for information on what to do under these circumstances. Usually there will be a process including a report with reasons and circumstances surrounding the misconduct claim.

Reasonable adjustment

It is important that assessors take meaningful and transparent steps to consult, consider and implement reasonable adjustments for candidates with disabilities or other individual needs. Reasonable adjustments can be made to the learning environment, training delivery, learning resources and/or assessment tasks to accommodate the student's particular needs.

Where students have disabilities, time should be spent with them learning about what modifications could be made to assessment to make it more accessible for their individual needs. For example, the student may be offered to complete a verbal interview with their assessor instead of a written assessment.

Any reasonable adjustments made to assessment must be recorded. The *Aspire Student assessment* document provides a space to record this in the cover sheet for each assessment task.

Assessment attempts and outcomes

Assessors should refer to their RTO's policies and procedures for specific information regarding training and assessment. Students must be provided with this information as part of their assessment instructions before they begin the final assessment.

Each assessment task will be given an outcome of either Satisfactory (S) or Unsatisfactory (U). Students must satisfactorily complete all tasks to achieve an overall outcome of Competent (C) for a unit. If one or more tasks are assessed as unsatisfactory, students will be given an overall outcome for the unit of Not Competent (NC).

Students must be provided with feedback about the outcome of their assessments in a timely period. This is to give them an opportunity to prepare for another attempt at an assessment, and to ensure they understand what they need to resubmit and why. Feedback may be provided on the assessment cover sheet and followed up with verbal explanation. Students need to be given a suitable time frame for resubmission.

Students can be given two further attempts (total of three attempts) to complete the task and achieve a satisfactory outcome. Resubmission of unsatisfactory assessments may include completing missed items or incorrect responses, or having to demonstrate a particular skill to a particular level of competency.

Where an assessment involves a manager or supervisor providing third-party information about the student, arrangements will need to be made and agreed on for the time and date of reassessment.

Resources and equipment required for assessment

Aspire has provided an outline of equipment and resources (where applicable) for each assessment task. Always refer to the assessment conditions outlined in the unit of competency and available at training.gov.au.

As a general rule, assessors need to make sure the student has access to:

- a learner guide (if they are completing an open-book assessment)
- a copy of the assessment tasks
- a computer or device for recording responses
- a workplace or simulated workplace for observations and demonstrations.

Students must complete each assessment task and submit it by the due date. Assessments may be completed in the classroom, online, in a real or simulated workplace, or by another arrangement agreed on by the assessor and the student. The assessor can instruct students to finish tasks as homework where time permits.

Final assessment

This final assessment is for the unit CHCCCS002 *Assist with movement*. Release 1.

An assessor will review your work to make sure it is satisfactory.

Assessment plan

Add the due dates for each task to the table below.

Assessment task	Due date
1. Questions	
2. Observation	

Submitting assessments

Complete each assessment task and submit your answers to the assessor.

You must also complete a cover sheet for each assessment task.

Your assessor will provide feedback and a copy of your work.

If you believe your assessment result is not right, you should discuss this with your assessor.

Assessment agreement

Make sure you understand what is required of you before signing this agreement.

Please sign and date this agreement before you begin the assessment process.

I understand the following:

- ☐ The assessment has been explained to me.
- ☐ I can discuss any special needs I have with my assessor.
- ☐ How the assessment decision will be made.
- ☐ I can re-attempt the assessment if I need to.
- ☐ I can discuss my assessment result if I am unhappy with the decision.
- ☐ I have been told the date, time and place for assessment.

Student name:

Student signature:

Date:

Assessor name:

Assessor signature:

Date:

Observation instructions

You will be observed using several techniques and equipment to assist a client with basic physical movements in different situations. You will need to show how you work safely when following the person's individualised care plan.

Section 1: Prepare to move a client

1. Confirm client movement requirements and risk factors with relevant personnel, individualised plan or workplace policy and procedures.
2. Prepare and adjust equipment to suit the client's requirements.
3. Prepare and adjust movement environment to suit the client's requirements, such as inspecting floors and doorways.
4. Explain the movement requirements to the client, including answering any questions and seeking their consent and cooperation.
5. Follow safe working practices when preparing to assist a client with movement.

Section 2: Assist clients with movement

6. Provide assistance to clients in at least six (6) of the following situations using safe lifting and equipment practices:
 - Assisting a person up off the floor
 - Assisting a person to be weighed on chair weighing scales
 - Assisting a person to change position in bed
 - Assisting a person to use crutches or other walking aids
 - Assisting a person or co-worker to use a hoist or mechanical lifter for transfers
 - Moving a person to a seated position
 - Moving a person by wheelchair or trolley
 - Moving a person between wheelchair or trolley and bed
 - Moving a person to a standing position
 - Transfers from wheelchair to shower chair and toilet
 - Assisting a person who is falling
7. Ensure client safety and comfort during movement task.

Assessment task 1: Questions

Students' correct responses to the questions show that they have the required knowledge to *research and apply evidence to practice*.

Students need access to the assessment questions or learning management system to complete this task. As this is an open-book task, students may access a learner guide, the internet and/or other resources to complete the questions.

You must provide students with the due date for the assessment, which can be recorded in the assessment plan. You must also specify the length of time allowed and the expected word count for each question, if applicable.

Where will this assessment take place?

Advise students if the assessment is to be done in the classroom or at home. Alternatively, assessment may take place at the student's workplace, in consultation with their employer.

Evidence to submit

An assessment task cover sheet must be completed and submitted with this task.

Students should respond to the questions in the spaces provided. They must answer all questions correctly for this task to be completed satisfactorily.

You should advise students on how to submit their responses by handing in written responses, or by sending in typed responses via email or online submission. For online submission, you will need to provide information on file sizes for uploads and log-in details to verify authenticity. Students must be advised to keep a copy of their submitted work.

What if the assessment is not suitable?

You may choose to modify this assessment to suit a student's needs. For example, you may offer the student the option of large print documents.

You must record the reasonable adjustment and evidence collected in the assessment task cover sheet. Any adjustments to this assessment must comply with the unit requirements and the RTO's policies and procedures.

What if answers are not satisfactory?

If any student is unable to satisfactorily complete any of the questions, you must give the student feedback and record this feedback on the assessment task cover sheet.

Students have the right to appeal their assessment result. They need to be referred to the RTO policies and procedures.

Students must be provided with an opportunity for reassessment. Each student is allowed three attempts at this assessment.

Third-party report

This third-party report is for the unit *CHCCCS002 Assist with movement*, Release no. 1.

For the assessor

When to use another party to collect assessment evidence

A third-party report can be provided to workplace supervisors whose responsibility it is to monitor the student while they are in the workplace. The supervisors are usually the people observing and supervising the student when you are not present. They will monitor the consistency of the student's performance during work placement.

The report has a list of tasks the student is expected to complete in the workplace. The third-party will provide observations and feedback of the student's performance in various work tasks required for assessment of the unit.

By providing information and signing the document, the third-party is verifying that the student has demonstrated they have the required skills and knowledge to meet industry and workplace standards.

The third-party will not decide if the student is competent. It is your responsibility as the assessor to make that decision. The feedback provided by the third-party can be used as evidence you will be gathering to determine the student's final result.

To ensure consistency between what you and the third-party are expecting to observe in the student's performance, the third-party can be provided with a copy of a marking guide.

For the third party

Guidelines for the workplace supervisor

Thank you for taking the time to conduct a third-party report for the student, who is undertaking a nationally recognised course. To assess the student's competence for this unit, we are seeking your help to gather evidence.

Evidence is often collected by a qualified assessor. However, third parties such as supervisors, trainers or other staff members can report what they see or hear to the assessor. Evidence collected in this manner is called third-party evidence.

You may be required to assist in collecting evidence of everyday work activities for part/s of the student's assessment. This may involve observing the student undertaking specific tasks in a workplace. Tasks should be carried out under normal working conditions, and the student may need to deal with distractions and unforeseen events.

Use the checklist provided to record what you see the student do in the workplace. Please record your observations of the student's performance directly onto the checklist. Make sure you complete all relevant sections of the checklist.

The student's assessor can provide you with a copy of the marking guide to assist you in evaluating the student's performance.

Note: We are not asking you to decide if the student is competent. Your feedback will form part of the evidence the assessor is gathering to determine the student's final result.