

About this resource

This resource is for trainers and assessors of the unit *CHCCCS024 Support individuals with autism spectrum disorder*, 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 Third-party report
Mapping	Contains formative and summative mapping
PowerPoint	PowerPoint slides to reinforce learning

*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.

Other resources by Aspire

The following Aspire resources are also available to support delivery of this unit.

Resource	General overview
Learner guide	<ul style="list-style-type: none">• Presented in plain English.• Uses current industry practice, workplace examples and links to industry documents.• Engages students and promotes learning through images, videos and diagrams.• Provides workplace examples and topic summaries to sum up the content and consolidate learning.• Formative assessment questions are provided, allowing the student to review and improve their understanding of the content. These help to prepare students for their summative assessment.
eBook	<ul style="list-style-type: none">• Incorporates all features of the learning content in an interactive learner guide.• Includes links to video content and activities.• Allows students to complete online activities with immediate feedback.

Formative assessment guide

CHCCCS024 Support individuals with autism spectrum disorder

Release 1

This resource is for assessors. It complements the corresponding Aspire *Learner guide* for this unit.

Aspire provides questions in its learner guides. Questions are divided into practice tasks, which appear throughout the learning content, and learning checkpoints, which appear at the end of each topic.

This *Formative assessment guide* replicates these questions, and provides solutions and suggested responses.

Final assessment

This final assessment is for the unit *CHCCCS024 Support individuals with autism spectrum disorder*, Release 1.

An assessor will review the work you complete and determine if you have satisfied the assessment requirements for this unit.

Are you ready for assessment?

Complete the following self-assessment checklist to confirm that you feel ready to successfully undertake a final assessment.

Element	Performance criteria
1. Plan intervention and support activities for individuals with autism spectrum disorder	<input type="checkbox"/> 1.1 Recognise the diagnostic process/es used in relation to the person, including assessment tools, diagnostic categories and core areas of functional impact
	<input type="checkbox"/> 1.2 Identify key issues affecting individuals with autism spectrum disorder, their carers and families, including siblings
	<input type="checkbox"/> 1.3 Identify personal values and attitudes to take into account when planning and implementing support activities
	<input type="checkbox"/> 1.4 Identify opportunities for ongoing professional development to maintain service delivery outcomes
2. Respond effectively to the needs of individuals with autism spectrum disorder	<input type="checkbox"/> 2.1 Provide a range of interventions and supports that are effective for the specific needs of individuals
	<input type="checkbox"/> 2.2 Implement interventions and support strategies in response to the diagnostic assessment and support varied learning styles
	<input type="checkbox"/> 2.3 Implement interventions and support strategies that are measurable and evidence based
	<input type="checkbox"/> 2.4 Conduct support activities in a manner that promotes and achieves person-centred outcomes
3. Operate within a legal and ethical framework and in accordance with the professional standards of the sector	<input type="checkbox"/> 3.1 Conduct support activities in the context of the underpinning values, philosophies and standards of the sector
	<input type="checkbox"/> 3.2 Identify organisation policies relevant to job roles and responsibilities
	<input type="checkbox"/> 3.3 Conduct work in a manner according to relevant statutory and legislative requirements
	<input type="checkbox"/> 3.4 Conduct work in accordance with the professional standards of the sector
	<input type="checkbox"/> 3.5 Undertake ongoing professional development and awareness of professional boundaries

Assessment task 1: Questions

By correctly completing the questions you will demonstrate that you have the required knowledge to support individuals with autism spectrum disorder.

This is an open-book task – you can use a learner guide, the internet, and other books and resources to assist you if required.

Respond to all questions in the spaces provided. You must answer all questions correctly for this task to be completed satisfactorily.

Your assessor will tell you when your work should be submitted by. You can record this in the assessment plan. Your assessor may give you a time limit to complete the task and a word count for each question.

Where will this assessment take place?

Your assessor will advise you where the assessment will take place. The task may be done in the classroom or at home. Alternatively, it may be undertaken in your workplace in consultation with your employer.

Evidence to submit

You must submit the completed assessment cover sheet and your answers to your assessor, either by handing in written responses, or by sending in typed responses via email or online submission. For online submission, you will need information on file sizes for uploads and log-in details. Your assessor will tell you how to submit your responses to this task. Ensure you keep a copy of your submitted work.

What if the assessment is not suitable?

If you are unable to respond to the questions in writing, your assessor may be able to provide you with an alternative method, such as providing large print documents. Discuss this with your assessor.

What if answers are not satisfactory?

If any of your responses are unsatisfactory, your assessor will give you feedback. You may need to redo some or all of the questions – your assessor will explain the details for your reassessment. In most cases you will be allowed a maximum of three attempts.

If you are not happy with your assessment result, you have the right to lodge an appeal. Ask your assessor or contact your RTO for more information.

Observation record sheet

Assessor to complete

Section 1: Planning intervention and support strategies

During the observation, the student has consistently and repeatedly demonstrating these skills to the required work standard:	Individual 1 Date/s:		Individual 2 Date/s:		Individual 3 Date/s:	
	S	U	S	U	S	U
1. Identifying the values and attitudes of each individual to determine suitable support strategies Comments:	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Identifying the key issues affecting each individual, including their functioning Comments:	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Identifying the key issues affecting each individual's carers and family, including siblings Comments:	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Identifying the diagnostic processes undertaken for each individual, including assessment tools and diagnostic categories Comments:	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Final assessment marking guide

CHCCCS024 Support individuals with autism spectrum disorder

Release 1

This resource is for assessors. It complements the corresponding Aspire *Learner guide* and *Student assessment* for this unit.

This *Final assessment marking guide* provides task instructions, along with suggested answers.

The assessment process must be conducted in accordance with the RTO's policies and procedures.

Assessment task 1: Questions

Students' correct responses to the questions show that they have the required knowledge to support individuals with autism spectrum disorder.

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.

Assessment task 2: Observation

By correctly completing the observation, the student will demonstrate that they have the required skills and knowledge to support individuals with autism spectrum disorder.

Students need access to the *Student assessment* or learning management system to complete the observation as well as a learner guide, the internet and/or other resources.

You must provide students with the date for the assessment task, which can be recorded in the assessment plan. You must specify how long students have to complete each task. This will depend on the arrangements for work placement and the time allocated, such as a block placement or other schedule.

Where will this assessment take place?

Skills must have been demonstrated in the workplace or in a simulated environment that reflects workplace conditions. This will ensure reliability and validity of the assessment.

A third-party report may need to be completed by a workplace supervisor for components of this assessment task. If you are using a third party for this assessment, you should provide them with a copy of the observation marking guide and discuss this with the student's employer/supervisor, if relevant. Their comments do not constitute an assessment of the student but provide evidence for the assessor to make their judgment.

Required resources

Assessment must ensure:

- use of suitable facilities, equipment and resources, including individualised plans and any relevant equipment outlined in the plan
- modelling of industry operating conditions and contingencies, including scenarios that reflect a range of interventions and supports.

Evidence to submit

Students need to submit a completed assessment task cover sheet along with required evidence.

Students must complete the observation task unassisted by the observer or other personnel. Students must satisfactorily respond to each section of the observation, including all parts within each section.

You may provide students with examples from the marking guide so they can address the unit requirements in the evidence they provide.

You should advise students on how to submit their responses by handing in hard copies, or by sending in evidence via email or online submission. For online submission, you will need to

Third-party report

This third-party report is for the unit *CHCCCS024 Support individuals with autism spectrum disorder*, Release 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.

Third party to complete

Third-party checklist

Section 1: Planning intervention and support strategies

During the period of observation, I observed the student consistently and repeatedly demonstrating these skills to the required work standard.	Individual 1 Date:	Individual 2 Date:	Individual 3 Date:
1. Identifying the values and attitudes of each individual to determine suitable support strategies Outline of the task: <ul style="list-style-type: none"> Asking questions to identify values and attitudes using appropriate communication Speaking with the individual's carers and/or family to identify values and attitudes Other (please describe): Comments:	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Identifying the key issues affecting each individual, including their functioning Outline of the task: <ul style="list-style-type: none"> Asking the individual to identify the main impact of autism Working with colleagues and other professionals to clarify the individual's needs Discussing the functional impacts of the diagnosis with a supervisor, colleague or other professional Other (please describe): Comments:	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>