

Assessment support pack

CHCPOL003 **Research and apply evidence to practice**

Release 2

Aspire Version 1.1



Formative assessment overview

This resource complements the corresponding *Aspire Learner guide*. Formative assessment helps students to consolidate their learning and trainers to determine how students are progressing.

How to use formative assessment

Formative assessment tasks can be used by students in a variety of settings. Trainers can adapt these resources in a variety of ways, such as for small groups, verbal questioning, online forums or individual tasks. Trainers may choose to add to, change or substitute the questions provided by Aspire. This should be done according to the experience of students and the specific learning situation.

Practice tasks and learning checkpoints

Aspire learner guides include practice tasks and learning checkpoints with questions about the learning content. These formative learning tasks are mapped to the unit of competency and include a range of question styles to suit most students. They allow the student to review their understanding of the content.

The question styles and content are designed to complement the final assessment questions. This provides students with an opportunity to practise before completing the final assessment. Students can access online versions of the practice tasks via links in the eBook, which provide immediate solutions and suggested responses.

The *Formative assessment guide* provides questions, along with solutions or suggested responses. It also provides discussion topics with suggested responses.

Solutions should serve as a reliable guide to the information a trainer would expect to see in a student's response. The nature and variety of the questions means that, in some cases, there will be numerous correct responses, and the solutions provided cannot cater for all contexts and all possible outcomes.

The answers provided by the student will vary due to a number of factors, including:

- the student's personal and work-related experiences
- the situations and strategies presented by the trainer
- the student's or trainer's interpretation of the activity
- the type of organisation, work practices, processes and systems encountered by the student.

Talk with others

Discussion questions allow the student to reflect more widely on what they have learnt and their personal experiences. These allow students to share their ideas with others and apply their learning to a broader context.

Suggested responses to discussion topics are provided in the *Formative assessment guide*.

Solution

- ✓ To include a verb that reflects the purpose of the search
- ✓ To be specific
- ☐ To explain how the issue was unpacked
- ✓ To be concise
- ☐ To include all the major concepts relating to the issue

Practice task 4

Question 1

Which of the following are characteristics of a credible source? There are three correct answers. Tick all that apply.

- ☐ The author has relevant credentials.
- ☐ The content is unbiased.
- ☐ The content is endorsed by experts.
- ☐ The content is current.

Solution

- ✓ The author has relevant credentials.
- ✓ The content is unbiased.
- ☐ The content is endorsed by experts.
- ✓ The content is current.

Question 2

Which of the following are examples of characteristics of an accurate source? There are three correct answers. Tick all that apply.

- ☐ The content incorporates what is already known about a topic.
- ☐ The author acknowledges opposing ideas, arguments and explanations.
- ☐ The research has been undertaken using a rigorous scientific method.
- ☐ The conclusions of the research are based upon the evidence provided.
- ☐ The source takes the form of a standard research publication.

Final assessment

This final assessment is for the unit *CHCPOL003 Research and apply evidence to practice*, Release 2.

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. Establish and maintain an appropriate relationship with people accessing service | <input type="checkbox"/> 1.1 Establish rapport with the person and ensure the service is appropriate and in the person's best interest |
| | <input type="checkbox"/> 1.2 Identify and use effective communication skills to ensure a high level of effective communication and quality service provision |
| | <input type="checkbox"/> 1.3 Access interpreter services as required to assist communication |
| | <input type="checkbox"/> 1.4 Identify the person's concerns and needs and respond within agreed level of responsibility, established procedures and guidelines for reporting to supervisors |
| | <input type="checkbox"/> 1.5 Take action to resolve conflicts either directly, where a positive outcome can be immediately achieved, or by referral to appropriate personnel |
| | <input type="checkbox"/> 1.6 Respond to and deal with complaints in line with organisation policy to enhance service to individuals |
| | <input type="checkbox"/> 1.7 Seek advice from appropriate sources to resolve any concerns or issues regarding relationship with, and/or service to individuals |
| 2. Act in a respectful manner at all times | <input type="checkbox"/> 2.1 Positively, actively and consistently demonstrate respect for individual differences in all work |
| | <input type="checkbox"/> 2.2 Respect and maintain confidentiality and privacy at all times |
| | <input type="checkbox"/> 2.3 Demonstrate courtesy in all interpersonal interactions |
| | <input type="checkbox"/> 2.4 Provide assistance with the care of individuals with behaviours of concern in accordance with established procedures |
| | <input type="checkbox"/> 2.5 Use appropriate techniques to manage and minimise aggression |
| | <input type="checkbox"/> 3.1 Consistently monitor and evaluate effectiveness of interpersonal interaction to ensure best service outcomes |

Assessment plan for this unit

The table below is a summary of the final assessment for this unit.

Ask your assessor to confirm the dates for submitting each assessment task. Add the dates to the table below for your records.

| Assessment task | Due date |
|-----------------|----------|
| 1. Questions | |
| 2. Observation | |

Submitting assessments

You must submit your completed assessments to your assessor. Instructions on what to submit are detailed in each assessment task.

Each assessment task you complete must have a signed cover sheet. Cover sheets are provided for each of the assessment tasks.

When the assessment has been completed and marked, your assessor may provide you with a completed copy for your own records.

If you believe your assessment result is not right you should discuss this with your assessor. They will direct you to your student handbook, which will have information about how to appeal an assessment result.

Cover sheet: Assessment task 2

| Unit code | Title |
|-----------|-----------------------------------------|
| CHCPOL003 | Research and apply evidence to practice |

Student to complete

Student name:

.....

Student ID:

.....

Submission date:

.....

Student declaration

I declare that no part of this assessment has been copied from another person's work.

I declare that no part of this assessment has been completed for me by another person. I understand that plagiarism is a serious offence that may lead to disciplinary action by my training organisation.

Student signature:

.....

Date:

.....

Final assessment marking guide

CHCPOL003 Research and apply evidence to practice

Release 2

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.

When and where will this assessment take place?

This project may be undertaken in a workplace, in a classroom or online. This should be done in consultation with the student's employer, if relevant.

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

Any part of the assessment that takes place in a simulated environment must reflect the assessment conditions of the unit.

What if the assessment is not suitable?

You may choose to modify this assessment to suit a student's needs. For example, instead of providing written reports, you may offer the student the option to undertake an oral assessment instead.

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 responses are not satisfactory?

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

Students must be provided with an opportunity for reassessment. You may also recommend future training if the learner has not satisfactorily achieved all criteria.

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