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GLOSSARY

| | |
|---|--|
| AOD | Alcohol and other drug. |
| Assessment | Making a judgement from the evidence collected and deciding whether it satisfies the competency standard. |
| CSHI | Community Service and Health Industry. |
| Competency standard | Describes what a competent worker should be able to do in his/her particular job role. |
| Competency-based assessment | Deciding whether the worker's performance in an assessment procedure meets the competency standard criteria. |
| Competency-based training | Training based on the competency standards. |
| ITABs | Industrial Training Advisory Bodies - the national and state bodies for each industry. The drug and alcohol field is covered by the Community Services and Health ITAB (one national and one state body) which coordinate implementation of training reform, eg. the devising of the competency standards. |
| Module | A specific section of learning, which can be completed in itself, that may deal with a section of a competency. |
| Recognition of prior learning (RPL) | The acknowledgement of skills and knowledge obtained through formal training (industry and education), work experience and life experience. The main focus of RPL |
| Recognised training organisations (RTOs) | Educational or training organisations (e.g. TAFE) whose training courses have been accredited by the ITAB. |
| Staff appraisal | A system of assessing the worker's progress at certain intervals. |

WELCOME



Welcome to the Workplace Assessors Kit!

If you have not already done so, read **Book 1: Agency Training Handbook** before you read this kit. This will give you an overall understanding of competency standards, and how they fit into workplace assessment and training. This guide is aimed at providing information and support for managers, supervisors and accredited assessors. Workers should also read this guide to gain an understanding of workplace assessment, their rights and how they can contribute to the process. This is to ensure that fairness and equity is maintained in the process.

Section 1

In this guide, Section 1 gives you general information on workplace assessment and how to conduct the process in your workplace. It gives you information on how to develop workplace assessment and the appropriate guidelines to follow.

Section 2

Section 2 is the workplace assessment 'evidence guide' and provides information on how to use it. This evidence guide has been developed for the competency CHCCM3B – Develop, Facilitate and Monitor all Aspects of Case Management. You have also been issued with a workplace version of this in the resource package **Book 3: Self-Directed Learning Resource**.

By using this workplace evidence guide you can understand the process and procedure of workplace assessment and perhaps later develop similar ones around other workplace skills that you would like to assess.

SECTION 1: WORKPLACE ASSESSMENT

What is workplace assessment?

Workplace assessment is a formal system of assessing workers' competency in their job role, against competency standards. The workplace assessor collects evidence from the employee/candidate and judges whether they are competent to carry out a task. The way to collect evidence is listed in the section on assessment methods. Although the system is a formal one, employees can be involved in the development of workplace assessment tools and they always need to be fully aware and informed of the whole process.

What is the role of the manager/supervisor in this workplace assessment?

Generally speaking, in workplace assessment the manager's role is to prepare your own form of workplace assessment tools based on the competency standards. How to do this is to follow. The manager also need to support and prepare the employee through the various stages of assessment. As formal training and assessment in the workplace is very new in this field the employee will require a number of things from the manager:

- **Support**, encouragement and reassurance to overcome fears about being assessed. Including them in the preparation process will also help to empower them and give an understanding of assessment. It is essential that the organisation's policies and procedures support the learner in case management.
- **Time** to prepare and learn. This will need to be worked out beforehand so other work does not interfere. If you are using the resources made available to you, employees should be given the opportunity to complete **Book 2: Recognition of Assessment Application Kit and Record Book** and **Book 3: Self-Directed Learning Resource** if necessary, and then prepare for assessment.
- **Help** in preparing for the appropriate evidence for assessment.
- **Debriefing** discussion when required along the different stages.
- **Knowledge** that this process has advantages for them despite any fears they may have. These advantages are listed next.

ADVANTAGES FOR THE EMPLOYEE IN WORKPLACE ASSESSMENT

- They are able to see and acknowledge the skills they already have in this area.
- Where they feel they need more learning they can gain this in the workplace through arrangements with the manager.
- By arrangements with an RTO they can be assessed by an independent assessor and gain some form of accreditation.
- They can receive ongoing support from their manager regarding their professional development.

ADVANTAGES FOR THE AGENCY AND MANAGER/AGENCY SUPERVISOR

- Recognition of staff's present abilities against national competency standards.
- Emphasising ongoing training for existing staff.
- Training and assessment occur in the workplace.
- Qualified staff in line with national competency standards.

STEPS INVOLVED IN A WORKPLACE ASSESSMENT

The following is set out to give an understanding of the process in developing workplace assessment if you intend to use this procedure yourself for professional development of staff.

Planning the assessment

- Manager or supervisor acting as workplace assessor obtains a copy of the relevant competency standards. Availability details are on page 8.
- Workplace assessor develops appropriate assessment tools (e.g. observation, interview questions, tests etc.) This has been done for you in this package in relation to Develop, Facilitate and Monitor all Aspects of Case Management. They can be used as examples if you wish to develop your own in other areas of your employees' work.
- Assessor negotiates the collection of evidence with the worker.



Preparing the worker

- Everyone feels some level of anxiety about being assessed and it is paramount that before conducting any assessment managers/workplace assessors should:
- Put the candidate at ease and ask their needs in being assessed:
- Clearly explain the purpose/s of the assessment;
- Clearly explain the performance measures and assessment methods to be used;
- Seek feedback regarding the candidate's understanding of the process and any of your instructions; clearly explain the appeal process (explained later in this document).
- Clearly explain the appeal process (explained later in this document).



Conducting the assessment

- The assessment environment needs to be fair, appropriate and non-threatening.
- Appropriate communication skills must be used throughout the assessment.
- Feedback should be given during assessment when appropriate.
- Assessment events can be used as a learning exercise in themselves.



Concluding the assessment

- Decisions are based on the evidence collected
- Appropriate feedback is given to the worker.
- Results are recorded.

PLANNING THE ASSESSMENT

A copy of the National Competency Standards for Alcohol and Other Drugs Work is available from:

Community Services and Health Training Australia

Level 6, 1 Oxford Street, Darlinghurst NSW 2010

Telephone: (02) 9263 3589, Fax: (02) 9263 3599

A manager first must decide what they are going to assess.

As the assessor you should find the appropriate competency standard for the task. From here you need to design an assessment task to meet the performance criteria of that unit of competency. This obviously involves managers gaining a good understanding of the national competency standards and then relating them to their workplace.

Holistic assessment

If you are planning to develop a form of workplace assessment, it is suggested that you use an integrated approach. In other words assessment should translate knowledge, understanding, problem-solving, technical skills, attitudes and ethics into events.

Whenever possible, assessments in the workplace should cover several competencies, elements or learning outcomes and reflect the 'real' nature of work.

Principles of competency-based assessment

Whether you choose to assess your employees yourself or employ a qualified assessor to formally assess them, the workplace assessment procedure is the same.

The following points must be considered in all workplace assessment.

Validity

Assessment must be accurate and meaningful to the work.

Ways to ensure this:

- assessors are competent at using the appropriate assessment;
- strategies are appropriate to the field of work;
- assessment is relevant to the competency standard;
- sufficient evidence is collected.

Reliability

Assessment events must be consistent regardless of the assessor, e.g.:

- an assessment event is administered in the same way for each worker/candidate;
- instructions to candidates are clear, consistent and unambiguous.

Fairness

Nobody should be disadvantaged by the assessment procedures or methods, regardless of age, gender, disability, ethnic or social background or language barriers.

To make sure it is fair:

- candidates are consulted on assessment purpose, methods and procedures;
- information feedback is provided and sought throughout the assessment process;
- challenges and appeals are accessible to all candidates.

Reasonable adjustment

Reasonable adjustments are made to ensure that the individual with a disability is not presented with artificial barriers when demonstrating achievement of competency and learning outcomes.

The appeal process

If the assessment is part of a staff appraisal or learning contract between a manager and employees, the appeal process will need to be worked out at the agency. If a formal assessment is taking place by a qualified assessor from a RTO, each RTO will have set rules on an appeal process. The employee must be fully aware of them before beginning the assessment.

Other issues

- The candidate should have access to any of the records taken during assessment.
- The candidate should be given constructive feedback on the assessment, including information on areas where they are competent and also where they require more training or development.

Relevant regulation and legislation

Equal opportunity

- Reasonable adjustment must be made to the assessment for candidates with special needs and disabilities.
- Literacy levels must be checked.

Enterprise policy

- Relevant stakeholders (management committee, fund body etc) should be advised of assessment and arrangements.
- Assessment should not unnecessarily disrupt normal service to clients.

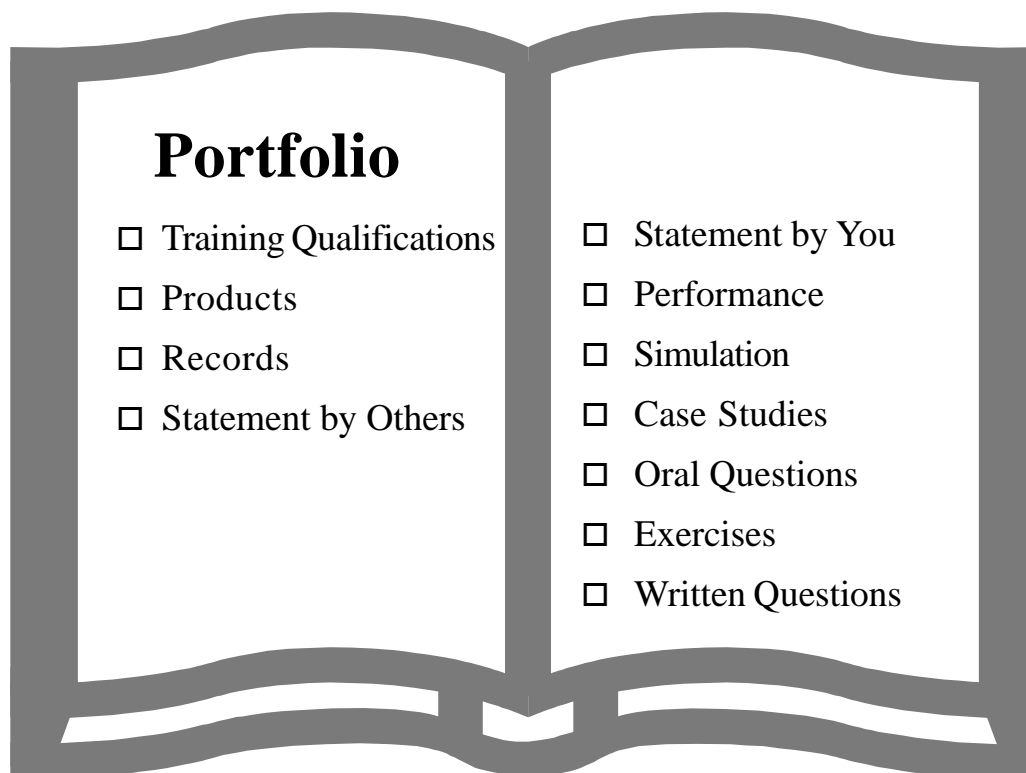
ASSESSMENT METHODS

This is a list of the ways candidates are assessed in the workplace. They are listed in the order most appropriate for this trial.

Portfolio

A portfolio is a presentation of documented evidence of a candidate's competency. It is probably the most often-used way of collecting evidence in the community service industry, as it is often difficult to observe people doing their work. The information in the portfolio may take a while for people to collect and this will have to be negotiated between employee and the manager. All information must be authenticated.

Remember in **Book 2: Recognition of Assessment Application Kit and Record Book** we demonstrated the different types of evidence that can be included in your portfolio. Below is an overview of this information. For more detailed information refer back to Book 2 in the section – **Types of Evidence**.



Observation of skill demonstration

This involves the assessor observing the worker's performance (either real or simulated). Performance may be observed in a structured manner or unobtrusively through direct or indirect methods.

It is not appropriate for an outside assessor to observe a real situation of a candidate's interaction with an existing client; therefore, a simulated exercise is more likely.

Simulation

During simulation, the candidate is asked to demonstrate normal workplace performance. Simulations are common in circumstances where it is unethical to observe candidates with actual clients. Due to the nature of our work in CSHI permission should be sought from the client for any observation. Otherwise, confidentiality is breached.

Simulation can consist of two workers carrying out a role-play in front of the assessor, or a video or audiotape recording of the two workers in the role-play.

The assessor would be observing the list of items under the appropriate section in this guide.

Case studies

A case study can be based on written information and/or practical experience in a simulated or actual workplace. It provides the candidate with opportunities to demonstrate their problem solving and decision-making skills, and their flexibility in applying underpinning knowledge to new contexts.

Things that could be presented include case management plans for individuals or groups of clients.

Oral questions

By asking the candidate oral questions, the assessor can test the candidate's communication skills at the same time as authenticating the knowledge that underpins performance. One advantage of oral questioning is that the candidate can seek clarification from the assessor when necessary. This is not possible with written or computer-based questions. In this book there are several elements where the assessor needs to ask oral questions because there may be no other feasible way of assessing the candidate's competency.

Written questions

Written questions may take a number of forms, such as:

- multiple choice – a question or incomplete statement followed by four or five options from which the candidate selects the correct one;
- short answer – a question with a predetermined answer which varies from one word to, at most, two or three sentences.

PREPARING THE CANDIDATE

It is best if you have included the worker all along in the development process. This way, the assessment is just part of their training and you can work this out together. However, to be sure, check the worker's understanding of the following before any assessment begins:

- the competency standards to be assessed;
- the purpose behind assessment (e.g. to identify future training needs);
- the assessment methods to be used (e.g. examining a portfolio of documents of 'prior learning' and present work);
- the time and place of assessment;
- they feel that the environment for assessment follows all the principles mentioned previously (e.g. validity, reliability, fairness);
- they agree (verbally or in writing) to the assessment arrangements.

The appeal process

The candidate needs to know:

- how they appeal against a perceived unsatisfactory result;
- to whom they can appeal;
- the time period available for that appeal;
- the process for repeating the assessment.

CONDUCTING THE ASSESSMENT

Communication skills

Just as communication with clients needs to be very considered, so does communication with workers during a workplace assessment.

The same principles apply:

Open questions

These make people think and give more than a 'yes' or 'no' answer.

Effective Listening

Active and reflecting listening to check on understanding is always appropriate.

Observation of non- verbal communication

Being aware of your own body language, keeping it open and interested is important, as is being conscious of the candidate's non-verbal behaviour and what that indicates.

Informative feedback

This should be provided as soon as practicable afterwards, or during the assessment if appropriate.

Assessment events can be used as learning in itself even if the person being assessed is competent. It can lead to discussion about the next stage of learning.

CONCLUDING THE ASSESSMENT

Managers need to make a judgement about whether they think the employee is competent from the evidence presented. If the assessor has followed the procedure outlined and developed a good rapport with the worker/candidate and involved them in the process, this should be an easier task. Even if there is insufficient evidence, this can be explained and an opportunity for further training to meet this gap established.

Appropriate feedback

Full consideration of the employee needs to be taken when giving feedback. Workplace assessors need to ensure privacy and confidentiality for the employee.

Feedback may be given verbally or in writing depending on the circumstances. Often it is given verbally and this followed with written confirmation of the results.

In giving feedback it is good to encourage responsibility in the candidate for their assessment. Open questions might include:

- Where do you feel you displayed competency in the assessment?
- Where do you feel you were not as competent?
- What would you change in your performance if you had to your time over again?
- What are the areas in which you feel you need to learn more?

Many candidates are aware of where they have been competent and where they have not. If they acknowledge this themselves, there is usually more acceptance of a 'not yet competent' result.

If the candidate is 'competent', still discuss with them the next area of learning and assessment.

If the person is judged to be 'not yet competent' they should be given positive reinforcement for those areas in which they have done well and constructive feedback in areas where they need to learn more. They should be given information on how and when they could be re-assessed.

A person should know exactly why they have not reached competence. Discussion can be based on how they can improve their skills to the level required.

Recording the results

Proper records on the assessment process and the result must be kept.

The records should include:

- the employee's name;
- the workplace assessor's name;
- the purpose of the assessment;
- the competencies being assessed;
- the date of assessment;
- the evidence collected;
- the results of assessment;
- whether any follow-up advice is required or given.

Note: For this assessment you can do this in the back of this guide.

SECTION 2: THE WORKPLACE EVIDENCE KIT

What is the workplace evidence kit?

Following is a workplace evidence kit which has been designed so that you can assess workers' competency in Develop, facilitate and monitor all aspects of Case Management.

In other words, **the planning stage of workplace assessment has been done for you.** You as a manager just need to prepare the worker/candidate, and conduct the assessment if you wish. Remember, every employee can be different. Some of your employees may have already studied this subject area at a recognized training organisation and can supply you with a certificate to verify this. Some employees, who have examined these resources and are fully qualified, still like to use them for revision. Others may have other documented evidence of competency. They should be able to tell you from their self assessment by using **Book 2: Recognition of Assessment Application Kit and Record Book: Develop, facilitate and monitor all aspects of Case Management** where they feel competent and demonstrate this accordingly.

Using the evidence with other guides and kits

If you are feeling a bit overwhelmed at this point with all this information, here is a quick revisit of the steps involved before using the evidence guide.

Step 1:

Both manager and employee read **Book 1: Agency Training Handbook: Develop, facilitate and monitor all aspects of Case Management**.

Step 2:

Employee completes **Book 2: Recognition of Assessment Application Kit and Record Book: Develop, facilitate and monitor all aspects of Case Management**.

This will give them the opportunity to self-assess their ability in assessing and referring clients.

Step 3:

Employee fills in any learning gaps using **Book 3: Self-Directed Learning Resource: Develop, facilitate and monitor all aspects of Case Management.**

Step 4:

Both manager and employer examine **Book 4: Workplace Assessment Kit on Develop, Facilitate and Monitor all Aspects of Case Management**, to establish assessment needs. Contained within the kit are a number of assessment tools, which together provide a process for assessing candidate competency.

Step 5:

Employee completes assessment either, with the manager or with a qualified workplace assessor from a registered training organisation. As manager you will need to arrange this if required.

Note: Assessment of the employee should not take place until they have completed the learning and feel ready to present themselves for assessment.

Of course, managers can give them encouragement, time and support to complete the learning in a mutually agreed framework. In other words, a learning contract.

If the manager and the employee are working together with these kits, it is important that the manager make sure that the employee is fully aware of what is required of them before any formal assessment takes place, whether this is part of a learning contract or with a qualified assessor. A qualified assessor will also brief the employee, to ensure fairness and enhance the transparency of the assessment process.

EXPLANATION OF TERMS

Expected performance

This is a description of the expected performance of the employee on each task. The workplace assessment evidence guide has been broken up in to four (4) task areas in which the candidate must achieve competency. It is set out in great detail to cover all the important aspects of case management in order to meet the competency standard. It also enables the assessor to know exactly what needs to be observed as evidence.

Task

An overall description of what is required.

Critical aspects

A description of the things the candidate/worker needs to achieve in order to be considered competent.

Grading

Grading as follows:

1 = competent 2 = not yet competent 3 = not assessed

Specific criteria to be assessed 1 2 3 comments

The assessor must mark either '1', '2', or '3' in the box provided, according to your judgement of the employee's performance.

1 = competent

They have basically covered what has been listed, especially the critical aspects. They have provided the appropriate evidence.

2 = not yet competent

They have not provided the evidence to satisfy the criteria.

3 = not assessed

Sometimes, some aspects will not be assessed. This does not mean the employee is not competent; merely that you may assess this later.

HOW THE ASSESSMENT IS CONDUCTED

Holistically, the assessment comprises two key assessment tasks:

- An observation of a case meeting/case conference supported by oral questioning.
- Development of a portfolio of work samples supported by oral questioning.

Each of the four elements of competency are embedded into these two assessment tasks as follows:

Element of competency being assessed

1. Conduct Case Management meetings

- observation of a case management meeting/case conference, which the candidate facilitates;
- oral questions about the boundaries and processes of case management meeting.

Element of competency being assessed

2. Develop an appropriate approach to case management.

observation of a case management meeting/case conference, which the candidate facilitates, that demonstrates appropriate processes in facilitating clients to set goals and participate in case management procedures.

- oral questions on some key considerations when undertaking case management;
- portfolio contains a range of supportive evidence including statutory policies & procedures, information on client rights & responsibilities, avenues for appeal and complaint handling procedures.

Element of competency being assessed

3. Develop an appropriate case management plan

- portfolio of case management plans with client indicating initial assessment, establishment of goals, strategies, contracts and action plans;
- oral questions on processes for monitoring the case management plan.

Element of competency being assessed

4. Manage case work activities and processes.

- portfolio of case management plans indicating case review against agreed goals;
- oral questions on procedures and processes for monitoring the effectiveness of case management processes.

Over the following pages are the assessment tools to be implemented to assess candidate competency.

These assessment tools have been adapted from the source:

A Guide to Developing Training Package Assessment Materials. Training Package Assessment Material Kit. (2001) ANTA. DETYA.
Commonwealth of Australia. Australian Training Products Ltd (ATP).

OBSERVATION CHECKLIST CASE MEETING/CASE CONFERENCE

EXPECTED PERFORMANCE

A workplace assessor would be looking for the specific criteria to be assessed in particular the critical aspects. A candidate must demonstrate competency in the critical aspects in order to be assessed as competent. The critical aspects are those written in bold. Use the observation questionnaire designed to accompany the observation to help assess competency in these elements.

| | | | |
|---|--|---|---|
| Candidate name: | | | |
| Assessor name: | | | |
| Date of assessment: | | | |
| Elements to be assessed: | <ul style="list-style-type: none"> - Conduct case management meetings - Develop an approach to case management - Develop an appropriate case management plan - Manage case work activities and processes | | |
| <input type="checkbox"/> = competent <input type="checkbox"/> = not yet competent <input type="checkbox"/> = not yet assessed | | | |
| Specific criteria to be assessed | | | |
| During the demonstration of skills, did the candidate | 1 | 2 | 3 |
| • Facilitate the introduction of participants and their roles | | | |
| • Outline the purpose, objectives and agenda | | | |
| • Facilitate the identification of the rights and responsibilities of participants and gain agreement on role boundaries | | | |
| • Identify, negotiate and record any outcomes of the case management meeting | | | |
| • Facilitate any processes for monitoring or reviewing the case plan | | | |
| • Apply appropriate conflict resolution techniques where relevant | | | |
| • Successfully negotiate with relevant parties any proposed changes arising from case review | | | |
| Feedback to candidate: | | | |
| | | | |
| | | | |
| | | | |
| | | | |

OBSERVATION CHECKLIST CASE MEETING/CASE CONFERENCE continued

| | | | |
|--|--------------------------|--------------------------|--------------------------|
| Further evidence required: | | | |
| | | | |
| | | | |
| | | | |
| | | | |
| | | | |
| | | | |
| | Competent | Not Competent | Further Action Required |
| The candidate's performance was | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Candidate's signature and Date: | | | |
| Assessor's signature and Date: | | | |

OBSERVATION QUESTIONNAIRE

Questions to support observation of case meeting/case conference

EXPECTED PERFORMANCE

Satisfactory responses to the following questions support your observation of the candidate facilitating a case meeting/case conference. If after observing the candidate you identified elements requiring further evidence you may wish to develop additional questions. For example, you may not have seen an opportunity to observe the candidate facilitate conflict resolution skills so you may decide to ask a question about how they might do this.

These questions should be recorded under the section other questions. Remember in order for a candidate to be deemed competent they must demonstrate competency in the critical aspects. The questions that relate specifically to the critical aspects are bolded.

| | | | |
|---|--|------------------------------|--------------------------|
| Candidate name: | | | |
| Assessor name: | | | |
| Date of assessment: | | | |
| Name of workplace: | | | |
| Element/s being assessed: | <ul style="list-style-type: none"> - Conduct case management meetings - Develop an approach to case management - Develop an appropriate case management plan - Manage case work activities and processes | | |
| Questions to be answered by the candidate: | | Satisfactory response | |
| | | Yes | No |
| Q.1 | Explain the relevant legislation and statutory mandates and how they apply to the case management process. | <input type="checkbox"/> | <input type="checkbox"/> |
| Q.2 | Describe some cultural considerations you may need to consider when undertaking case management and explain how you would integrate them into your case management planning. | <input type="checkbox"/> | <input type="checkbox"/> |
| Q.3 | Describe how you would ensure that the needs, rights and responsibilities of all parties involved were protected. | <input type="checkbox"/> | <input type="checkbox"/> |
| Q.4 | Explain what process you would use to identify, and gain agreement on role boundaries. | <input type="checkbox"/> | <input type="checkbox"/> |
| Q.5 | Describe how you would acknowledge and incorporate the experiences, values and skills of the client in the case management process. | <input type="checkbox"/> | <input type="checkbox"/> |
| Q.6 | Explain how the differing value systems of participants can impact on the case management process. | <input type="checkbox"/> | <input type="checkbox"/> |

OBSERVATION QUESTIONNAIRE continued

Other Questions:

The candidate's knowledge was:

Competent

Not Competent

Further Evidence
Required

Feedback to candidate:

Candidate's signature:

Assessor's signature:

EVALUATION OF PORTFOLIO OF EVIDENCE

EXPECTED PERFORMANCE

The candidate can provide evidence in the form of a portfolio of work samples. The portfolio may provide support to evidence already gathered via observation and questioning or it maybe the primary method of providing evidence. The candidate must demonstrate competency in the critical aspects. The critical aspects are those highlighted in bold. Use the portfolio questionnaire to help assess competency in these elements.

| | | | |
|--|--|--------------------------|-------------------------------------|
| Candidate Name: | | | |
| Assessor Name: | | | |
| Date of Assessment: | | | |
| Elements to be Assessed: | <ul style="list-style-type: none"> - Conduct case management meetings - Develop an approach to case management - Develop an appropriate case management plan - Manage case work activities and processes | | |
| [1] = competent [2] = not yet competent [3] = not yet assessed | | | |
| Specific Criteria to be Assessed | Yes | No | Additional Evidence Required |
| Element 1: Conduct case management meetings | | | |
| Element 1.1: (Critical aspect) | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Element 1.2: (Critical aspect) | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Element 1.3: (Critical aspect) | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Element Outcome 2: Develop an appropriate approach to case management | | | |
| Element 2.1: (Critical aspect) | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Element 2.2: (Critical aspect) | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Element 2.3: | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Element 2.4: | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Element 3: Develop an appropriate case management plan | | | |
| Element 3.1: | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Element 3.2: | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Element 3.3: (Critical aspect) | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Element 3.4: | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Element 3.5: | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Element 3.6: | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Element 3.7: | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Element 4: Management case work activities and processes | | | |
| Element 4.1: | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Element 4.2: | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Element 4.3: | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Element 4.4: | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

EVALUATION OF PORTFOLIO OF EVIDENCE continued

| | | | |
|---|--------------------------|--------------------------|------------------------------|
| Additional Evidence is required in the following elements: | | | |
| | | | |
| | | | |
| | | | |
| | | | |
| | | | |
| | | | |
| | Competent | Not Compe | Additional Evidence Required |
| The candidate's performance was: | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Assessor Comments: | | | |
| | | | |
| Candidate's signature and Date | | | |
| Assessor's signature and Date | | | |

PORTFOLIO QUESTIONNAIRE

Questions to support assessment of portfolio

EXPECTED PERFORMANCE

Satisfactory responses to the following questions support your assessment of the portfolio of evidence. If after reviewing the portfolio you identified elements requiring further evidence you may wish to develop additional questions. These questions should be recorded under the section other questions. Remember in order for a candidate to be deemed competent they must demonstrate competency in the critical aspects. The questions that relate specifically to the critical aspects are bolded.

| | | | |
|---|---|--|--|
| Candidate name: | | | |
| Assessor name: | | | |
| Date of assessment: | | | |
| Name of workplace: | | | |
| Element/s being assessed: | <ul style="list-style-type: none"> - Conduct case management meetings - Develop an approach to case management - Develop an appropriate case management plan - Manage case work activities and processes | | |
| Questions to be answered by the candidate: | | Satisfactory response | |
| | | Yes | No |
| Q.1 | Describe how you inform your client about their right of appeal and avenues of complaint | <input type="checkbox"/> | <input type="checkbox"/> |
| Q.2 | When you developed your action plan with the client, describe how you : <ul style="list-style-type: none"> – identified the clients immediate , short and long term needs – negotiated agreed goals – implemented a range of strategies to address agreed goals including strategies to deal with complex or high risk situations – engaged the appropriate resources and negotiated agreed responsibility in supporting the implementation of the action plan. | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| Q.3 | Explain how your agency ensures a case plan’s requirements are appropriately matched to a worker. | <input type="checkbox"/> | <input type="checkbox"/> |
| Q.4 | Expalin how when developing the action plan the development of strategies remains realistic and client focussed. | <input type="checkbox"/> | <input type="checkbox"/> |
| Q.5 | Describe how you continuously monitor the case management processes and ensure stakeholder satisfaction. | <input type="checkbox"/> | <input type="checkbox"/> |
| Q.6 | Describe your organisatin’s procedures for case closure. | <input type="checkbox"/> | <input type="checkbox"/> |

PORTFOLIO QUESTIONNAIRE continued

| | | | |
|--------------------------------|------------------------------------|--|--|
| Other Questions: | | | |
| | | | |
| The candidate's knowledge was: | Competent <input type="checkbox"/> | Not Competent <input type="checkbox"/> | Further Evidence Required <input type="checkbox"/> |
| Feedback to candidate: | | | |
| | | | |
| | | | |
| | | | |
| Candidate's signature: | | | |
| Assessor's signature: | | | |

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BOOK 4

ALCOHOL AND DRUG TREATMENT ASSESSORS KIT

**DEVELOP, FACILITATE AND
MONITOR ALL ASPECTS OF
CASE MANAGEMENT**



Non Government Alcohol and Other Drug Treatment Workers Training and Workplace Assessment Resource Package for “Case Management”

