



CHCDIS020

Work effectively in Disability Support

Assessment 2 of 2

Video and Reporting Assessment



Assessment Details

This section is for SUT VE Quality and Compliance review and feedback and must be deleted in the student version of the assessment.

SECTION 1		
UNIT OF COMPETENCY DETAILS		
Code	Title	
CHCDIS020	Work Effectively in Disability Support	
COURSE AND MODULE DETAILS		
<i>Assessments may be published in more than one course. Add lines for additional courses as needed.</i>		
Course Code (UPed)	Module Number (Order)	Module Code (UPed)
SOE3ISA21A	14	M00568B
ASSESSMENT TYPE		
Assessment Method:	Written Assessment	Choose an item. Choose an item.
<i>Select all that apply.</i>		

SECTION 2
STUDENT INSTRUCTIONS
<i>The following instructions detail the requirements of the assessment and are captured in the LMS assessment page. This includes a description of the student instructions, associated files and submission instructions.</i>
Student instructions
This is assessment 2 of 2 for CHCDIS020 Work effectively in disability support , in addition to the portfolio, third-party report and interview questionnaire completed in the SWLA process.
This assessment requires you to read the case studies provided, conduct simulated role plays and answer the questions to test your knowledge and understanding required of this unit.
To be assessed as competent, you must complete all tasks in the spaces required.
You are required to download your assessment by clicking on the assessment document icon below (see Let's begin) and upload your completed assessment for submission.

STUDENT:

Student name: <<Insert student name here>>

Student number: <<Insert student number here>>

Supporting documents

To answer some of the questions, you will need to access the following documents:

- Access to your learning materials.
- Access to a computer and the Internet.
- Access to workplace's (or work placement) policies and procedures.

Files for submission

Submit the assessment document with all tasks completed in the spaces provided.

Submit the following files:

- Assessment document

Submission instructions

PDF File Submissions

Please save all Word documents as PDF files before submitting.

IMPORTANT: Word documents will **not** be accepted.

Most modern web browsers can open and display a PDF file. If you have an older operating system, however, you may need a PDF reader installed on your device such as the Acrobat Reader, available from Adobe.

Windows: Word 2013 and newer

Choose **File > Export > Create PDF/XPS**.

Windows: Word 2010

Click the **File** tab

Click **Save As**

To see the Save As dialog box in Word 2013 and Word 2016, you have to choose a location and folder

In the **File Name** box, enter a name for the file, if you haven't already

In the **Save as type** list, click **PDF (*.pdf)**.

If you want the file to open in the selected format after saving, select the Open file after publishing check box.

If the document requires high print quality, click Standard (publishing online and printing).

If the file size is more important than print quality, click Minimum size (publishing online).

Click **Options** to set the page to be printed, to choose whether markup should be printed, and to select output options. Click **OK** when finished.

Click **Save**.

macOS: Office for Mac

To save your file as a PDF in Office for Mac follow these easy steps:

Click the **File**

Click **Save As**

Click **File Format** towards the bottom of the window

Select **PDF** from the list of available file formats

STUDENT:

Student name: <<Insert student name here>>

Student number: <<Insert student number here>>

Give your file a name, if it doesn't already have one, then click **Export**

For more detailed instructions refer to [Microsoft Support](#).

SECTION 3

ASSESSMENT TASK CRITERIA AND OUTCOME

This assessment will be graded as Satisfactory (S) or Unsatisfactory (US).

To achieve Satisfactory; valid, sufficient, authentic, and current evidence of meeting the criteria must be submitted.

Refer to the mapping spreadsheet for details for this unit.

SECTION 4

ASSESSMENT DETAILS

Please refer to SECTION 2 to confirm how the assessment tools will be built and the methods that will be used to collect evidence i.e., Student's will type answers directly into LMS or will upload of files of completed assessment tasks.

STUDENT:

Student name: <<Insert student name here>>

Student number: <<Insert student number here>>

The *STUDENT INSTRUCTIONS* above will be added directly into the LMS.

All associated files will be accessed via the LMS, as will any Assessor Guides, Matrix, Templates etc.

Students and Assessors have restricted permissions in the LMS. Assessor Guides, including model answers, will be available to Assessors ONLY.

The following pages contain the draft assessment which will be built into the LMS once reviewed. This includes:

- Instructions to students
- Questions /tasks
- Templates /tables where applicable
- Links to supporting files /websites
- Instructions to assessors
- Sample answers /examples of benchmark answers

SECTION 5

STAKEHOLDERS AND SIGN OFF

List all that apply for each of the stakeholder roles below.

UPed Learning Designer/Author name	EduWorks
SOE Quality and Compliance Manager name	
SUT VE Quality Compliance name	
Date approved	

STUDENT:

Student name: <<Insert student name here>>

Student number: <<Insert student number here>>

Assessment Instructions

Task overview

Title: Family Violence and Disability Films.

Objective: The purpose of this assessment is to evaluate your understanding of the topic of abuse within disability and your ability to analyse and reflect on the content presented in the video.

This is a video based reflective question and answers assessment.

To complete this task, you will be required to watch a video that is provided with this assessment and answer the reflective questions based on the video.

You will be required to complete all the questions and they must be based on the video presentation.

Student Note

Before commencing this task, please read the Trigger Warning as per the task instructions provided below and if you have any concerns, please contact your Trainer /Assessor regarding this tasks.

Task 1

You are required to watch the video and complete the reporting template provided in this document and reflective question.

Additional resources and supporting documents:

- Access to LMS learning content
- Access to the Video link – you can access the video link provided below in the task instructions alternatively you can also find the video link within the LMS in the assessment page

STUDENT:

Student name: <<Insert student name here>>

Student number: <<Insert student number here>>

Assessment Information

Submission

You are entitled to three (3) attempts to complete this assessment satisfactorily. Incomplete assessments will not be marked and will count as one of your three attempts.

All questions must be responded to correctly to be assessed as satisfactory for this assessment.

Answers must be typed into the space provided and submitted electronically via the LMS. Hand-written assessments will not be accepted unless previously arranged with your assessor.

Reasonable adjustment

Students may request a reasonable adjustment for assessment tasks.

Reasonable adjustment usually involves varying:

- the processes for conducting the assessment (e.g. allowing additional time)
- the evidence gathering techniques (e.g. oral rather than written questioning, use of a scribe, modifications to equipment)

However, the evidence collected must allow the student to demonstrate all requirements of the unit.

Refer to the Student Handbook or contact your Trainer for further information.



Please consider the environment before printing this assessment.

STUDENT:

Student name: <<Insert student name here>>

Student number: <<Insert student number here>>

Task 1 - Task Instructions:

There are three (3) parts to this task to be completed for this assessment. You must complete all the parts.

Student Instructions

Title: Family Violence and Disability Films.

Objective: The purpose of this assessment is to evaluate your understanding of the topic of abuse in disability and your ability to analyse and reflect on the content presented in a video.

STUDENT NOTE

Before commencing this task, please read the Trigger Warning and if you have any concerns, please contact your Trainer/Assessor regarding this tasks.

Trigger Warning

This video contains explicit content related to abuse. Viewer discretion is advised, especially for those who may find this content distressing. The purpose of this video is to raise awareness about abuse within disability and to assess your ability to identify the signs of abuse and report it. If you are sensitive to this topic or find the content emotionally challenging, you have the option to discuss this with your Trainer and Assessor. Resources and support are available if you need assistance. Remember that viewing this video is part of completing the assessment requirements, and you can contact your trainer and assessor for an opportunity for discussion and debriefing.

Assessor note: Please approach this task with sensitivity and care. If a student approaches you with any concerns regarding this assessment, please ensure that they understand the purpose of viewing this content and the assessment's objectives. Please offer students an opportunity for a discussion and debriefing session if they feel the need to share their thoughts or emotions before or after viewing the video. Assess the student's written response based on their comprehension of the video content, critical thinking skills, and ability to apply knowledge to real-world scenarios. Provide constructive feedback to the student, highlighting areas of strength and areas that may require improvement. Please ensure that you maintain a supportive and understanding approach throughout this assessment, given its sensitive nature.

Assessment instructions

1. Click on the provided link below to access the Family Violence and Disability Films video.
2. Watch the entire video from start to finish.
3. After watching the video, complete the report . Be sure to provide clear and concise responses based on the information presented in the video.
4. Complete a reflective question.

STUDENT:

Student name: <<Insert student name here>>

Student number: <<Insert student number here>>

5. Formatting Requirements:
 - Use clear and concise language.
 - Ensure your responses are well-structured and organized.
 - Cite specific examples or quotes from the video to support your answers where relevant.
6. Save this document and submit your completed assignment via the online learning platform

Student note:

Grading: Your assignment will be assessed based on the accuracy and depth of your responses, as well as your ability to incorporate information from the video into your answers. Critical thinking and clear communication are essential for a successful assessment.

- a) Watch the video in the link provided below, if you are unable to access or view this video from the link provided here, the link is also provided in the LMS on the assessment page.

[Family Violence and Disability Films](#)

- b) After watching the video, read the below instructions to complete the reporting template provided within this document

Student instructions

In the report you are required to:

- Identify the two(2) types of abuse evident from the video
- Briefly describe the situation
- Identify and write two (2) examples from the video that demonstrate clear signs of two (2) types of abuse you identified and explain why these examples signify recognisable signs of abuse.

You must complete all parts of the report and save this document and submit it for assessment.

Assessor note: Students must identify the two(2) types of abuse as per the answers provided in the completed report template as per below. The student must describe the situation/incident as they witnessed in the video recording and as per the sample answers provided in the completed report template below however the wording may vary. The student must identify the two examples that correspond correctly to the type of abuse and be able to explain why the signs are recognisable as signs of abuse as per the sample answers provided.

STUDENT:

Student name: <<Insert student name here>>

Student number: <<Insert student number here>>

Disability Abuse Incident Report Form – Template

Please complete this form if you receive information that makes you suspect or confirm that a form of abuse within disability is occurring. Once completed, please forward to your supervisor (or insert contact appropriate to your agency).

Name of Person Completing this form:			
First Name:	Student name	Family Name:	Student Family name
Position:	Student	Name of the service:	N/A
Email:	[Add student email address]	Phone (direct):	N/A
Date:	[Add the date when you saw the video]	Time:	[Add the time witnessing the video]
Was there any volunteer/ other person involved in the disclosure	N/A		

STUDENT:

Student name: <<Insert student name here>>

Student number: <<Insert student number here>>

Name of client experiencing abuse:					
First Name:	Kerry	Family Name:	N/A		
Address:	N/A				
Suburb:	N/A	State:	N/A	Postcode:	N/A
Is the client [Tick the information as relevant]	<input type="checkbox"/> Aboriginal or Torres Strait Islander or CALD Background		<input type="checkbox"/> Suffering from Dementia		<input checked="" type="checkbox"/> N/A

Category of the abuse	
Form of Abuse	Tick the box for the types of Abuse
Financial	<input type="checkbox"/>
Physical	<input checked="" type="checkbox"/>
Verbal	<input checked="" type="checkbox"/>
Sexual	<input type="checkbox"/>
Emotional/Psychological	<input checked="" type="checkbox"/>
Neglect	<input type="checkbox"/>

Details of the situation:			
Date of disclosure:	[Date the student watched the video]	Time of disclosure:	[when the student watched the video]
Location when disclosure was made	[Online video]		
<p>Details of the situation</p> <ul style="list-style-type: none"> Briefly describe the incident explaining what happened in the video. <p>(Approximate word count 120-130 words)</p> <p>In this scenario/video a woman (Kerry's friend) has approached Kerry's house and can hear screaming and smashing of things within the house. A man is seen exiting the house and the woman puts her head down and winds the window up, indicating the probable fear of confrontation by the person coming from the house. The woman enters the house and sees her friend "Kerry" staring out the window. She then asks her if she is ok. Kerry is trying to minimise the altercation between her and her partner. The woman see's the bruise on Kerry's arm and asks her if that is a bruise. Kerry quickly pulls down the sleeve of her jumper and tells her friend that it is not a bruise.</p> <ul style="list-style-type: none"> Who is involved? <p>Kerry, her partner, and woman (Kerry's friend)</p> <ul style="list-style-type: none"> Identify and write two (2) examples from the video that demonstrate clear signs of two (2) types of abuse you identified and explain why these examples signify recognizable signs of abuse? <p>(Approximate word count 115-120 words)</p> <p>Emotional abuse:</p> <ul style="list-style-type: none"> Screaming and yelling: Kerry's friend arrives in her car and can hear things smashing and can also hear yelling. Fear: Kerry's friend appears afraid when she sees Kerry's partner walk out the door. She puts her head down and winds window up. Kerry's partner appears to be smashing things within the home which is a form of emotional abuse including threatening and controlling behaviour. <p>Verbal abuse</p> <ul style="list-style-type: none"> Kerry's partner appears to be yelling at her which is a form of verbal abuse <p>Physical abuse</p> <ul style="list-style-type: none"> When Kerry's friend walks into the room, Kerry appears distant. She then tries to playdown the incident. Kerry's friend notices a bruise on her wrist which Kerry attempts to hide. 			

Date:	[Add the date of submission]
Name:	[Add your name]
Tick box to submit to supervisor:	<input checked="" type="checkbox"/>

c) After the report document is completed answer the following question:

List and briefly explain the three(3) initial steps, that a support worker must take when reporting abuse, in accordance with the standardised policies and procedures employed by disability organisations?

Assessor note: Sample answers provided below student's answers must be as per the sample answers.

(Approximate word count 105-110 words)

1.	Immediate Action: Ensure Safety: The immediate priority is to ensure the safety and well-being of the individual. If they are in immediate danger, the support worker should call emergency services (000 in Australia) if necessary.
2.	Report to Supervisor: The suspected abuse must be reported to the support worker's immediate supervisor or manager within the organisation.
3.	Complete an Incident Report: The organisation will have specific incident report forms that need to be completed to document the details of the suspected abuse. This form typically includes information about the date, time, location, people involved, and a description of the incident.

Student note: You must save this document and submit it as a PDF document for marking.

Assessment checklist:

Students must have completed all tasks within this assessment before submitting. This includes:

Task 1		
1	Completed the tasks 1 requirements and review questions	<input type="checkbox"/>



Congratulations you have reached the end of Assessment 2!

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