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| **PRACTICAL CONTINUOUS ASSESSMENT**  **(PENILAIAN BERTERUSAN PRAKTIKAL)** | | | |
| NOSS  (CODE NOSS) | **CHILDREN WITH AUTISM CENTRE OPERATION**  **(CC-018-3:2016)** | | |
| Competency Unit Title  (CU CODE) | **ARRIVAL AND DEPARTURE ORGANISING**  **(CC-018-3:2016 CU10)** | LEVEL | **3** |
| Competency Unit Descriptor | This competency unit describes a systematic approach used to manage and guide students during arrival and departure.  A competent trainee will be able to identify arrival and departure activities requirements, as well as plan, conduct and evaluate arrival and departure activities.  The outcome of this competency unit is efficiency in training students the necessary skills in arrival and departure activities. | | |
| Candidate Name |  | | |
| Candidate I/C  Number |  | | |
| Company’s Name |  | | |

**CU WORK ACTIVITY STATEMENT : Implement arrival and departure activities**

**DURATION : 126 Hours**

**SETTING GOAL**

You are required to implement arrival and departure organising activities based on the performance criteria below:

* 1. Student’s level of support needed determined and confirmed according to student’s profile
  2. Student’s baseline performance determined and confirmed from student’s file
  3. Student’s reinforcers determined and confirmed according to student preference
  4. Developmental milestone, family background, medical and language used determined and confirmed from student’s file
  5. Types of arrival and departure activities determined and confirmed according to centre’s standard practice
  6. Types of arrival and departure materials determined and confirmed according to center’s standard practice
  7. Student’s belongings determined and confirmed according to the arrival and departure routine
  8. Flow of arrival and departure process determined and confirmed according to centre’s standard practice
  9. Safety and health requirements determined and confirmed according to centre’s standard operating procedure (SOP)
  10. Arrival and departure routine implementation procedures determined and confirmed according to centre’s standard practice
  11. Arrival and departure activities assisted and guided based on evidence-based practices according to current literature
  12. Positive interactional strategies determined and confirmed according to the student’s requirements
  13. Augmentative and Alternative Communication (ACC) determined and confirmed according to student’s requirements
  14. Student’s behaviour and safety monitored according to Individual Education Plan (IEP) and centre’s standard operating procedure (SOP)
  15. Arrival and departure area cleanliness ensured according to centre’s standard operating procedure (SOP)
  16. Arrival and departure work process assessed according to centre’s standard practice
  17. Student’s belongings checked and confirmed during arrival and departure

**PLANNING**

You are required to plan activities to achieve listed setting goal of implementing arrival and departure organising activities by using resources listed below:

* 1. Identify arrival and departure organising activity tools, equipment & materials.

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| **ITEMS** | **RATIO (TEM : Trainees)** |
| 1. Attendance form 2. Visual card | 1:1  1:1 |

* 1. Identify arrival and departure organising activity procedures, flow charts and sequences.
  2. Estimate duration and time of arrival & departure activity procedures.
  3. Estimate manpower in arrival and departure activity.
  4. Refer to references below as guidance to perform this activity
     1. Salmiah, B., Hasnah, T. & Suziyani, M. (2015). Siri Pendidikan Autisme:Kaedah Bercerita. Selangor:Fakulti Pendidikan UKM.
     2. Mahfuzah Z. (2014). Teknik Persediaan Sensori Dalam Pendidikan Khas:Galaksi kreatif Sdn. Bhd.

**DECISION MAKING**

You are required to get coach approval before arrival and departure organising activities

**EXECUTING & MONITORING**

You are required to implement arrival and departure organising activities according to the steps below:

* 1. Obtain information from student’s file to:

3.1.1 Determine student’s level of support needed from doctor’s or other professional’s report.

3.1.2 Determine student’s baseline performance

3.1.2.1 Review student’s baseline performance from student’s current report (cognitive, behaviour, motor, sensory, socio emotion and communication, etc.)

3.1.3 Determine student’s reinforcers

3.1.4 Determine student’s history

* 1. Determine list of arrival and departure activities
     1. Check arrival and departure activities according to centre’s standard practice
  2. Determine types of arrival and departure materials according to centre’s standard practice
     1. What are the materials used during arrival and departure activities?
     2. Check student’s belongings during arrival and departure
     3. Prepare visual support for use during arrival and departure activities
  3. Organise arrival and departure flow
     1. Check flow of arrival and departure process according to centre’s standard practice
  4. Observe arrival and departure safety and health guidelines
     1. Check student’s body upon arrival
     2. Check student’s body before departure
     3. Handover student to authorised person
  5. Assist to plan arrival and departure activities
     1. Apply procedures during arrival and departure activities
  6. Stimulate student’s language & communication
     1. Check student’s language abilities and method of communication in student’s file
     2. Enhance student’s language & communication according to Individual Education Plan (IEP)
  7. Monitor student’s behavior
     1. Ensure student is able to understand instruction and carry out arrival and departure activity
     2. Apply prompting method when necessary
  8. Ensure student safety
     1. Monitor student’s safety during arrival and departure activity
     2. Conduct first emergency response when necessary
  9. Ensure arrival and departure activities area cleanliness
     1. Arrival and departure cleanliness according to centre’s standard operating procedure (SOP)
  10. Evaluate arrival and departure activities according to centre’s standard practice
      1. Fill in arrival and departure checklist
      2. Record performance in student’s file

3.14 Comply with attitude, safety and environmental listed below when implementing this activity.

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| **Attitude** | **Safety** | **Environmental** |
| Meticulous in determining student’s level of support needed | Observant with changes of student’s behaviour and health status | Clean arrival and departure facilities |
| Thorough and accurate in identifying student’s arrival and departure skills | Ensure safety of arrival and departure area | Disabled friendly access |
| Resourceful in gathering information | Ensure student’s safety |  |
| Systematic and well-organised in assisting to plan arrival and departure activities |  |  |
| Well-organised in conducting arrival and departure activities |  |  |
| Committed in implementing the activities |  |  |
| Detailed in evaluating arrival and departure activities skills assessment |  |  |
| Alert and responsible in handing over students to authorised person |  |  |
| Clear and precise in interpreting data collection |  |  |

* 1. Apply core activities listed below when implementing this activity.

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| **Social Skills** | **Core Abilities** |
| Communication skills | 01.01 Identify and gather information.  02.03 Communicate clearly.  02.06 Write memos and letters.  03.06 Respond appropriately to people and situations. |
| Conceptual skills | 01.11 Apply thinking skills and creativity.  02.01 Interpret and follow manuals, instructions and SOP's.  02.05 Read/Interpret flowcharts and pictorial information.  03.16 Identify and assess client/customer needs.  04.04 Apply problem solving strategies. |
| Interpersonal skills | 03.01 Apply cultural requirement to the workplace.  03.02 Demonstrate integrity and apply practical practices.  03.07 Resolve interpersonal conflicts. |
| Learning skills | 06.04 Adapt competencies to new situations / systems. |
| Leadership skills | 03.12 Provide coaching / on-the-job training.  03.17 Identify staff training needs and facilitate access to training.  05.02 Inspect and monitor work done and/or in progress. |
| Multitasking and prioritising | 01.03 Utilize basic IT applications.  01.05 Utilize the Internet to locate and gather information.  02.04 Prepare brief reports and checklist using standard forms.  04.02 Set and revise own objectives and goals.  06.03 Identify and highlight problems. |
| Self-discipline | 01.02 Document information procedures or processes.  02.09 Prepare flowcharts.  02.10 Prepare reports and instructions.  03.03 Accept responsibility for own work and work area.  03.05 Demonstrate safety skills.  04.01 Organize own work activities.  04.03 Organize and maintain own workplace.  05.01 Implement project / work plans. |
| Teamwork | 03.08 Develop and maintain cooperation within work group.  03.13 Develop and maintain team harmony and resolve conflicts.  03.14 Facilitate and coordinate teams and ideas. |

**EVALUATING**

You are required to evaluate arrival and departure organising using checklist below.

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| **A** | **ASSESSMENT CRITERIA**  **(60%)** | **MARKS GIVEN BY APPRENTICE** | | | | | **MARKS GIVEN BY**  **COACH** | | | | |
| 0 | 1-2 | 3-4 | 5-6 | 7 | 0 | 1-2 | 3-4 | 5-6 | 7 |
| 1 | Types of arrival and departure activities listed out verbally |  |  |  |  |  |  |  |  |  |  |
| 2 | Types of arrival and departure materials listed out verbally |  |  |  |  |  |  |  |  |  |  |
| 3 | Arrival and departure duration explained |  |  |  |  |  |  |  |  |  |  |
| 4 | Arrival and departure safety and health guidelines observed |  |  |  |  |  |  |  |  |  |  |
| 5 | Arrival and departure activities plan prepared and explained |  |  |  |  |  |  |  |  |  |  |
| 6 | Implement arrival and departure activities |  |  |  |  |  |  |  |  |  |  |
| 7 | Monitor student’s behavior and safety |  |  |  |  |  |  |  |  |  |  |
| 8 | Ensure arrival and departure activities area cleanliness |  |  |  |  |  |  |  |  |  |  |
| 9 | Arrival and departure activities assessment criteria listed and explained |  |  |  |  |  |  |  |  |  |  |
|  | **SUBTOTAL** | **A1** | | | | | **A2** | | | | |
|  | **FULL MARKS** | **63** | | | | | **63** | | | | |

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| **B13** | **ATTITUDE/ SAFETY/ ENVIRONMENT**  **(20%)** | **MARKS GIVEN BY APPRENTICE** | | | | | **MARKS GIVEN BY**  **COACH** | | | | |
| 0 | 1-2 | 3-4 | 5-6 | 7 | 0 | 1-2 | 3-4 | 5-6 | 7 |
| 1 | Attitude. |  |  |  |  |  |  |  |  |  |  |
| 2 | Safety. |  |  |  |  |  |  |  |  |  |  |
| 3 | Environment. |  |  |  |  |  |  |  |  |  |  |
|  | **SUBTOTAL** | **B1** | | | | | **B2** | | | | |
|  | **FULL MARKS** | **21** | | | | | **21** | | | | |
| **C** | **EMPLOYABILITY SKILLS**  **(SOCIAL SKILLS)**  **(20%)** | **MARKS GIVEN BY APPRENTICE** | | | | | **MARKS GIVEN BY**  **COACH** | | | | |
| 0 | 1-2 | 3-4 | 5-6 | 7 | 0 | 1-2 | 3-4 | 5-6 | 7 |
| 1 | Communication skills |  |  |  |  |  |  |  |  |  |  |
| 2 | Conceptual skills |  |  |  |  |  |  |  |  |  |  |
| 3 | Interpersonal skills |  |  |  |  |  |  |  |  |  |  |
| 4 | Learning skills |  |  |  |  |  |  |  |  |  |  |
| 5 | Leadership skills |  |  |  |  |  |  |  |  |  |  |
| 6 | Multitasking and prioritizing |  |  |  |  |  |  |  |  |  |  |
| 7 | Self-discipline |  |  |  |  |  |  |  |  |  |  |
| 8 | Teamwork |  |  |  |  |  |  |  |  |  |  |
|  | **SUBTOTAL** | **C1** | | | | | **C2** | | | | |
|  | **FULL MARKS** | **56** | | | | | **56** | | | | |

**CALCULATION TABLE**

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|  | MARKS GIVEN BY APPRENTICE | MARKS GIVEN BY COACH | WEIGHTED MARKS GIVEN BY  APPRENTICE | WEIGHTED MARKS GIVEN BY COACH |
| **ASSESMENT CRITERIA** | A1 | A2 | A1 / 63 X 60 | A2 / 63 X 60 |
| **ATTITUDE/SAFETY/ENVIRONMENT** | B1 | B2 | B1 / 21X 20 | B2 / 35X 20 |
| **EMPLOYABILITY SKILLS (SOCIAL SKILLS)** | C1 | C2 | C1 / 56X 20 | C2 / 35X 20 |
| Total | | | X | Y |
| Ratio of Percentage (Apprentice: Coach) | | | P% | Q% |
| Grand Total | | | (P/100 x X) + (Q/100 x Y) | |

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| COMMENTS/ RECOMMENDATIONS BY COACH |

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COACH: APPRENTICE:

DATE: DATE: