



Australian Government

Department of Education, Employment and Workplace Relations

CHCDIS507C Design and adapt surroundings to group requirements

Release: 1

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Modification History

Not Applicable

Unit Descriptor

Descriptor

This unit describes the knowledge and skills required by staff to design and implement measures to maximise convenience of use of various physical settings in the community at large for people with disabilities as a group through assessing and adapting locations and designing new locations

Application of the Unit

Application

This unit may apply to work with people with a disability in a range of community service contexts

Licensing/Regulatory Information

Not Applicable

Pre-Requisites

Not Applicable

Employability Skills Information

Employability Skills

This unit contains Employability Skills

Elements and Performance Criteria Pre-Content

Elements define the essential outcomes of a unit of competency.

The Performance Criteria specify the level of performance required to demonstrate achievement of the Element. Terms in italics are elaborated in the Range Statement.

Elements and Performance Criteria

ELEMENT

1. Assess *locations*

PERFORMANCE CRITERIA

1.1 Assess group's requirements in the context of the existing location with active participation of people with disabilities and other staff involved

1.2 Assess physical entry and exit and discuss any problems with active participation of people with disabilities involved

1.3 Identify requirements for aids, environmental modification and support and develop strategies to deal with these with active participation of people with disabilities involved

1.4 Recognise and explain individual and cultural differences relating to assessment of locations, and develop strategies to deal with these

ELEMENT**PERFORMANCE CRITERIA**

- | | |
|--|---|
| 2. Design and/or use appropriate aids | 2.1 Discuss options for adaptations and design of aids and justify choices |
| | 2.2 Design appropriate aids according to group requirements |
| | 2.3 Carry out adaptations to location and environment in response to identified group requirements |
| | 2.4 Put in place a process for evaluation and review of adaptations, including setting dates and identifying people to contribute |
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| 3. Design new location to group requirements | 3.1 Actively involve people with disabilities, significant others and other support staff in process of identifying building requirements |
| | 3.2 Plan and note physical entry and exit with group's requirements in mind |
| | 3.3 Identify and record requirements for aids, environmental design and support, and strategies to deal with these |
| | 3.4 Recognise own limitations and seek <i>expert assistance</i> where necessary |
| | 3.5 Make reports and recommendations on building requirements to managers or <i>boards of management</i> |
| | 3.6 Recognise and describe individual and cultural differences impacting on the design of locations and develop strategies to deal with these |

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This describes the essential skills and knowledge and their level required for this unit.

Essential knowledge:

The candidate must be able to demonstrate essential knowledge required to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

These include knowledge of:

- Organisation policies and procedures relating to the design and adoption of group surroundings
- Impact of disabilities on people with disabilities
- Occupational health and safety guidelines
- Ergonomics
- Range of available aids
- Depending on the work role or services provided, specific knowledge of particular groups or issues may be required

See additional information for assessors regarding the following:

- alcohol and other drugs (AOD) abuse
- cultural and linguistic diversity
- risk of self-harm
- women
- men
- community education
- Aboriginal and Torres Strait Islander people
- mental health

Essential skills:

It is critical that the candidate demonstrate the ability to:

- Identify specific requirements of people with disabilities
- Apply consultation requirements relating to proposed adaptations
- Demonstrate application of skills in:
 - designing

REQUIRED SKILLS AND KNOWLEDGE

- assessment
- communication with individuals and groups

Evidence Guide

EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment Guidelines for this Training Package.

Critical aspects for assessment and evidence required to demonstrate this unit of competency:

- The individual being assessed must provide evidence of specified essential knowledge as well as skills
- This unit will be most appropriately assessed in the workplace or in a simulated workplace and under the normal range of workplace conditions
- Consistency in performance should consider the particular requirements of services and workplaces

Access and equity considerations:

- All workers in community services should be aware of access, equity and human rights issues in relation to their own area of work
- All workers should develop their ability to work in a culturally diverse environment
- In recognition of particular issues facing Aboriginal and Torres Strait Islander communities, workers should be aware of cultural, historical and current issues impacting on Aboriginal and Torres Strait Islander people
- Assessors and trainers must take into account relevant access and equity issues, in particular relating to factors impacting on Aboriginal and/or Torres Strait Islander clients and communities

EVIDENCE GUIDE

Context of and specific resources for assessment:

- This unit can be assessed independently, however holistic assessment practice with other community services units of competency is encouraged
- Resources required for assessment of this unit include access to:
 - a relevant workplace or an appropriately simulated environment where assessment may take place
 - relevant organisation policy, protocols and procedures
 - equipment and resources normally used in the workplace

Method of assessment may include:

- Observation in the workplace
- Written assignments/projects
- Case study and scenario analysis
- Questioning
- Role play simulation

Range Statement

RANGE STATEMENT

The Range Statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Add any essential operating conditions that may be present with training and assessment depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts.

Locations may refer to:

- Workplaces
- Community centres
- Residences
- Educational and recreational facilities
- Various service facilities

RANGE STATEMENT

Examples of physical exit and entry issues involve:

- Curbs
- Lifts
- Lighting
- Signs

Environmental support may involve:

- Volunteers
- Co-workers
- Training officers being trained to support the person with a disability

Examples of assessment processes include:

- Job or activity analysis
- Task analysis

Expert assistance may come from:

- Architects
- Builders
- Other specialists

Examples of boards of management include:

- Appointed management committees
- Elected management committees
- Chief executive officers

Unit Sector(s)

Not Applicable