Assessment Requirements for CHCDIS001 Contribute to ongoing skills development using a strengths-based approach

Release: 1

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Modification History

Release	Comments
Release 1	This version was released in *CHC Community Services Training Package release 2.0* and meets the requirements of the 2012 Standards for Training Packages. Significant change to the elements and performance criteria. New evidence requirements for assessment including volume and frequency requirements. Significant changes to knowledge evidence.

Performance Evidence

The candidate must show evidence of the ability to complete tasks outlined in elements and performance criteria of this unit, manage tasks and manage contingencies in the context of the job role. There must be evidence that the candidate has:

- contributed to ongoing skills development, using a strengths-based approach, for at least 3 people with disability

Knowledge Evidence

The candidate must be able to demonstrate essential knowledge required to effectively complete tasks outlined in elements and performance criteria of this unit, manage tasks and manage contingencies in the context of the work role. This includes knowledge of:

- current practices, philosophies and theories, including:
  - the social model of disability
  - the impact of social devaluation on an individual's quality of life
  - competency and image enhancement as a means of addressing devaluation
  - practices which focus on the individual person
  - strengths-based practice
  - active support
  - person-centred practice
  - community education and capacity building
- concepts of vulnerability, power, independence and interdependence
- assessment processes relating to ongoing skills development
- assessments processes and protocols used by the organisation or service

- communication needs, strategies and resources
- principles of access and equity
- legal and ethical considerations for working with people with disability:
    - duty of care
    - dignity of risk
    - human rights, including the *United nations convention on the rights of persons with disabilities* (UNCRPD)
    - privacy, confidentiality and disclosure
- tools, equipment and other resources used in the learning process
- various teaching and learning strategies
- strategies for identifying and maximising informal learning opportunities
- services and resources available to people with special needs
- prompting, principles of prompting and fading prompting
- strategies to create independence
- reinforcing techniques and when and how to use them
- motivators, de-motivators and blocks to learning
- incidental learning and the importance of recognising opportunities for learning

Assessment Conditions

Skills must have been demonstrated in the workplace or in a simulated environment that reflects workplace conditions. The following conditions must be met for this unit:

- use of suitable facilities, equipment and resources, including:
    - individualised plans and any relevant equipment outlined in the plans
    - information/documentation associated with individualised plans
- modelling of industry operating conditions, including access to people with disability

Assessors must satisfy the Standards for Registered Training Organisations (RTOs) 2015 /AQTF mandatory competency requirements for assessors.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=5e0c25cc-3d9d-4b43-80d3-bd22cc4f1e53