**Australian Government**

# CHCDIS010 Provide person-centred services to people with disability with complex needs

**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. |

## Application

This unit describes the skills and knowledge required to provide person-centred services to people with disability with complex or special support needs under the supervision of a relevant professional.

This unit applies to workers in varied disability contexts. Work performed requires a range of well developed, person-centred skills where some discretion and judgement is required and workers will take responsibility for their own outputs.

*The skills in this unit must be applied in accordance with Commonwealth and State/Territory legislation, Australian/New Zealand standards and industry codes of practice.*

## Elements and Performance Criteria

| ELEMENT | PERFORMANCE CRITERIA |
|---------|---------------------|
| *Elements define the essential outcomes* | *Performance criteria describe the performance needed to demonstrate achievement of the element.* |
| 1. Evaluate and prioritise the needs of a person with complex support issues | 1.1 Identify and prioritise the needs of the person, taking into account the possibility of co-existing issues |
| | 1.2 Identify specific problems, issues and challenges for the person in line with job role and organisation procedures |
| | 1.3 Analyse and interpret data, with assistance from health professionals and other relevant personnel |
| | 1.4 Recognise the impact of complex support issues on |

| ELEMENT | PERFORMANCE CRITERIA |
|---|---|
| *Elements define the essential outcomes* | *Performance criteria describe the performance needed to demonstrate achievement of the element.* |
| | the persons family |
| | 1.5 Establish priorities for support with the person and/or family and/or carer and/or relevant other |
| 2. Develop an individualised plan to achieve maximum quality of life | 2.1 Utilise best practice guidelines when developing strategies to address complex and/or special needs |
| | 2.2 Liaise with relevant experts and/or health professionals when developing individualised plans |
| | 2.3 Negotiate and establish goals with the person and/or family and/or carer and/or relevant other |
| | 2.4 Access and negotiate resources in order to deliver identified services |
| | 2.5 Access community support agencies to facilitate the achievement of established goals |
| 3. Coordinate the delivery of the individualised plan | 3.1 Ensure services and support activities are undertaken by appropriately skilled workers |
| | 3.2 Recognise when a service and/or support worker is no longer able to provide the level of service required |
| | 3.3 Support all stakeholder involved in the service provision to understand the individualised plan and their roles and responsibilities within that plan |
| 4. Coordinate the monitoring, evaluation and review of the individualised plan | 4.1 Seek feedback from all stakeholder when evaluating effectiveness of the individualised plan and re-prioritising support needs |
| | 4.2 Seek feedback from the person and/or carer and/or relevant other when evaluating effectiveness of the individualised plan |
| | 4.3 Seek advice and assistance when the person's goals and needs are not being achieved |
| | 4.4 Make necessary revisions to the individualised plan in line with role, organisation and/or program guidelines and in consultation with the person and/or family and/or |

| ELEMENT | PERFORMANCE CRITERIA |
|---|---|
| *Elements define the essential outcomes* | *Performance criteria describe the performance needed to demonstrate achievement of the element.* |
| | carer and/or relevant other |

## Foundation Skills

*The Foundation Skills describe those required skills (such as language, literacy, numeracy and employment skills) that are essential to performance.*

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency.

## Unit Mapping Information

No equivalent unit.

## Links

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