Assessment Requirements for CHCDIS011 Contribute to ongoing skills development using a strengths-based approach

Release: 1

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Modification History

Not applicable.

Performance Evidence

Evidence of the ability to complete tasks outlined in elements and performance criteria of this unit in the context of the job role, and:

- contribute to ongoing skills development, using a strengths-based approach, for at least three people with disability according to their individualised plan, two in simulation and one in the workplace, including:
  - identifying existing skills, preferences and goals of the person and strategies and resources to employ to meet their goals
  - using positive approaches and strategies that upholds the dignity and respects the rights of the person
  - supporting the involvement of the person's carer or family
  - providing feedback to the person
  - monitoring strategies and adapting support to meet changing needs of the person, in consultation with the person and others
  - completing reports and documentation according to organisational policies and procedures.

Knowledge Evidence

Demonstrated knowledge required to complete the tasks outlined in elements and performance criteria of this unit:

- current practices, philosophies and theories relevant to skills development using a strengths-based approach:
  - human rights framework of service
  - impact of social devaluation on a person's quality of life
  - competency and image enhancement as a means of addressing devaluation
  - practices which focus on the individual person
  - strengths-based practice
  - positive behaviour support
  - active support
  - person-centred practice
  - community education and capacity building
  - social and emotional wellbeing frameworks
- concepts of vulnerability, power, independence and interdependence

- roles and responsibilities of people involved in provision of disability support:
  - support worker
  - supervisor
  - carer
  - family
  - health professionals
- concepts of individual and structural discrimination
- assessment processes relating to ongoing skills development
- assessments processes and protocols used by the organisation or service
- communication needs, strategies and resources
- strategies for consulting with the person and others
- strategies and techniques for advocating on behalf of the person with disability
- 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
- 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
- organisational policies and procedures for:
  - documentation, including the importance of timely, accurate, objective and detailed records
  - storage of information.

Assessment Conditions

All aspects of the performance evidence must be demonstrated using simulation prior to being demonstrated in the workplace, as outlined in the performance evidence.

Assessment must ensure access to:

- facilities, equipment and resources that reflect real working conditions and model industry operating conditions and contingencies
- organisational policies and procedures

- individualised plans
- equipment and resources outlined in individualised plans
- opportunities for engagement with people with disability or people who participate in simulations and scenarios that involve provision of disability support in a range of contexts.

Assessors must satisfy the Standards for Registered Training Organisations' 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