



**Australian Government**

**Department of Education, Employment and Workplace Relations**

# **CHCDIS404C Design procedures for support**

**Release: 1**

## **CHCDIS404C Design procedures for support**

### **Modification History**

Not Applicable

### **Unit Descriptor**

#### **Descriptor**

This unit describes the knowledge and skills required by staff to design models for support including assessing requirements and designing and implementing procedures

### **Application of the Unit**

#### **Application**

This unit may apply to work with people with a disability in a range of community service contexts not necessarily within the disability sector

### **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

### PERFORMANCE CRITERIA

1. Assess personal support requirements of person with a disability

- 1.1 Actively involve the person with a disability, *significant others* and other support staff in the assessment process and/or encourage them to participate
- 1.2 Identify, analyse and record all *relevant information* on person with disability and his/her personal support requirements according to organisation procedures
- 1.3 Identify and minimise safety issues and risks associated with addressing personal support requirements of person with a disability

2. Design individual personal support procedures

- 2.1 Discuss options for designing procedures and justify choices within relevant organisation policies and procedures
- 2.2 Implement process for evaluation and review of the procedure

**ELEMENT****PERFORMANCE CRITERIA**

- |   |  |
|---|--|
| 3. Implement individual personal support procedures | 3.1 Identify support procedures for person with disability                                 |
|   | 3.2 Train staff to apply support procedures  |
|   | 3.3 Evaluate implementation of the support procedure and change procedures where necessary |

## 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:

- Role and responsibilities of self and others in the organisation
- Impact of disability on person with disability
- Impact of disabilities upon people with disabilities
- Assessment processes
- Support procedures for daily living
- Program planning
- Basic training processes
- 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

## REQUIRED SKILLS AND KNOWLEDGE

- mental health
- acquired brain injury

### *Essential skills:*

It is critical that the candidate demonstrate the ability to:

- Match client support requirements with support procedures
- Identify and evaluate effectiveness of support procedures

In addition, the candidate must be able 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 the ability to:

- Address occupational health and safety issues to minimise risk
- Demonstrate application of skills in:
  - communication
  - casework assessment skills
  - program design and planning
  - informal or formal training

## 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

## EVIDENCE GUIDE

requirements of particular support procedures

- 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
- 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
- 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.

*Significant others include:*

- Family
- Friends
- Other support people and advocates
- Carers

*Relevant information includes:*

- Written and verbal records
- Observations
- Requests

*Implementation of the support procedures may be evaluated through:*

- Observation
- Reviewing objectives and outcomes of procedures
- Feedback from people with disabilities and their significant others

## Unit Sector(s)

Not Applicable