



Australian Government

Department of Education, Employment and Workplace Relations

CHCDIS408D Support people with disabilities as workers

Release: 1

CHCDIS408D Support people with disabilities as workers

Modification History

CHC08 Version 3	CHC08 Version 4	Description
CHCDIS408C Support people with disabilities as workers	CHCDIS408D Support people with disabilities as workers	Unit updated in V4. ISC upgrade changes to remove references to old OHS legislation and replace with references to new WHS legislation. No change to competency outcome.

Unit Descriptor

Descriptor

This unit describes the knowledge and skills required by staff to support people with disabilities in a workplace to maximise their performance through working safely and effectively

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

PERFORMANCE CRITERIA

- | | |
|--|---|
| 1. Enhance safety at work for people with disabilities | 1.1 Ensure equipment is adapted and modified to be safe and meet work health and safety (WHS) guidelines where required |
| | 1.2 Support people with disabilities to work safely within organisation policies and procedures |
| | 1.3 Ensure organisation and legislative health and safety procedures are identified and followed |
| 2. Monitor work performance | 2.1 Monitor performance within established criteria and provide constructive feedback |
| | 2.2 Develop and implement <i>strategies to improve performance</i> 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:

- Quality measures used in quality assurance or total quality management
- Relevant production processes
- Organisation and legislative policies and procedures relating to people with disabilities as workers
- Impact of disability/disabilities on people with disabilities
- 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:

- Apply appropriate understanding of work carried out by people with disabilities
- Work within procedures for supporting people with disabilities as workers

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:

- Demonstrate application of skills in:

REQUIRED SKILLS AND KNOWLEDGE

- relevant production processes
- applying appropriate competencies outlined in standards belonging to the relevant industry or occupation
- communication and consultation with workplace clients and stakeholders

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

Method of assessment:

- In cases where the learner does not have the opportunity to cover all relevant aspects in the work environment, the remainder should be assessed through realistic simulations, projects, previous relevant experience or oral questioning on 'What if?' scenarios
- Assessment of this unit of competence will usually include observation of processes and procedures, oral and/or written questioning on Essential knowledge and skills and consideration of required attitudes
- Where performance is not directly observed and/or is required to be demonstrated over a 'period of time' and/or in a 'number of locations', any evidence should be authenticated by colleagues, supervisors, clients or other appropriate persons

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.

RANGE STATEMENT

Types of work include:

- Supported employment
- On-the-job training
- Open employment

Examples of organisation and legislative policies and procedures include those on:

- WHS
- Infection control

Examples of processes used to monitor work performance may include:

- Quality assurance
- Total quality management

Strategies to improve performance may include:

- Reworking of product
- Changing the work method
- Changing the work equipment

Unit Sector(s)

Not Applicable