



Australian Government

Department of Education, Employment and Workplace Relations

CHCDIS509E Maximise participation in work by people with disabilities

Release: 1

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Modification History

CHC08 Version 3	CHC08 Version 4	Description
CHCDIS509D Maximise participation in work by people with disabilities	CHCDIS509E Maximise participation in work by people with disabilities	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 prepare for employment and maximise their performance through working safely and effectively, matching jobs and people and understanding related industrial issues

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

1. Prepare people with disabilities to work in open and supported employment

PERFORMANCE CRITERIA

- 1.1 Identify and adapt various job search techniques and teach to people with disabilities where necessary
- 1.2 Refer people with disabilities to, or register them with, appropriate agencies
- 1.3 Provide people with disabilities with information about their working conditions, rights and responsibilities
- 1.4 Assist clients to identify work health and safety (WHS) issues associated with work

ELEMENT**PERFORMANCE CRITERIA****2. Match workplace/job and person with a disability**

- 2.1 Assess work requirements, abilities and interests of person with disability in accordance with organisation procedures
- 2.2 Follow relevant organisation procedures to match person with disability and job
- 2.3 Redesign jobs where necessary to match ability of person and requirements of job or employer
- 2.4 Provide information and/or training re disabilities as necessary, to *others* in selected workplace
- 2.5 Ensure working conditions are negotiated between the *relevant parties*
- 2.6 Ensure relevant parties are aware of specific WHS issues related to work for each client and potential co-workers

3. Assess skills and productivity for wages

- 3.1 Analyse job and tasks involved to identify productive units and record information
- 3.2 Determine the pro rata legal wage to be paid to workers with a disability who cannot work at full productive capacity, using a transparent wage assessment tool or process that complies with relevant legislation
- 3.3 Conduct regular wage reviews according to the requirements of the legal wage agreement under which the worker with a disability is paid

4. Provide information on the industrial relations system as it relates to the employment of people with disabilities

- 4.1 Provide people with disabilities with information about industrial awards and their implications for employment
- 4.2 Provide people with disabilities with information about the role of relevant *industrial parties*

ELEMENT**5. Monitor employment opportunities****PERFORMANCE CRITERIA**

5.1 Develop and maintain positive relationships with (potential) employers of people with disabilities

5.2 Evaluate job vacancies to determine their relevance to interests of people with disabilities

5.3 *Identify relevant job vacancies* and refer to people with disabilities as appropriate

5.4 Initiate, conduct and document research into identified employers' businesses and jobs

5.5 Monitor and document trends in industry to enhance the placement of people with disabilities in the long term

5.6 Evaluate job vacancies to determine their relevance to interests of people with disabilities

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:

- Up-to-date knowledge of employment opportunities and/or programs for clients (targeted to people with disabilities, or general)
- Federal and state government programs and assistance relating to workplace participation by people with disabilities
- Relevant industrial legislation listed in this unit's Range Statement
- Marketing theory and techniques
- Negotiation techniques
- Impact of disability on people with disabilities
- Potential WHS issues and risks associated with person with a disability undertaking specific work
- Human development - psychological, cognitive, social and physical
- 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:

- Maximise participation in work based on available jobs or employment opportunities

REQUIRED SKILLS AND KNOWLEDGE

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:
 - task or job analysis
 - marketing
 - negotiation
- Maintain documentation as required, including effective use of relevant information technology in line with WHS guidelines

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 requirements of particular work roles and responsibilities

EVIDENCE GUIDE

- 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:*
- 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.

Types of employment include:

- Supported
- Open

Relevant parties include:

- Employer
- Person with a disability
- Support networks for workers
- Union representative
- Wage assessor
- Carer

Industrial and statutory conditions include:

- Awards
- Registered agreements
- Other relevant wage/salary systems relating to employment for people with disabilities
- Knowledge of incentives and other assistance available to employer and apprentice including Disabled Apprentice Wage Support Scheme
- Individual contracts

Industrial parties include:

- Unions
- Employer organisations
- Industrial commissions

RANGE STATEMENT

Others include:

- People with disabilities
- Other staff
- Other organisations
- Carers

Identify relevant job vacancies will consider:

- Preferences of clients
- Chosen career options of clients
- Alternative opportunities

Potential employers include:

- Community organisations
- Private organisations
- Government organisations

Unit Sector(s)

Not Applicable