



Australian Government

Department of Education, Employment and Workplace Relations

CHCDIS511A Coordinate services for people with disabilities

Release: 1

CHCDIS511A Coordinate services for people with disabilities

Modification History

Not Applicable

Unit Descriptor

Descriptor

This unit describes the knowledge and skills required by staff to develop and monitor supports and programs according to the needs of people with disabilities and within a legislative and ethical framework to ensure the provision of high quality service delivery which supports the rights and interests of people with disabilities

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. Demonstrate commitment to high quality services for people with disabilities

PERFORMANCE CRITERIA

- 1.1 Demonstrate consideration and understanding of the *context*, models of service delivery, *underpinning values and philosophies of the sector*, in all work undertaken
- 1.2 Ensure all work undertaken is consistent with current relevant policies and legislative requirements for models of best practice service delivery for people with disabilities
- 1.3 In all work, demonstrate understanding of *issues* facing people with disabilities and their carers
- 1.4 Demonstrate *commitment to access and equity principles* through all work in the sector

ELEMENT

2. Develop and implement programs for meeting client needs

PERFORMANCE CRITERIA

2.1 Undertake appropriate planning to ensure client needs are met

2.2 Put in place mechanisms to ensure client service information is recorded, maintained and applied to future client dealings so service developments are well informed and appropriate

2.3 Develop required programs

2.4 Review client services in consultation with clients and other relevant people

2.5 Ensure client service delivery upholds the organisation's reputation, addresses individual client differences and meets duty of care responsibility

2.6 Identify and address problems in addressing client needs in accordance with organisation procedures

2.7 Maintain all relevant documentation relating to clients and the service delivery and communicate in accordance with organisation procedures

2.8 Maintain high standards of client service delivery in line with procedural and legislative requirements

2.9 Seek provision of services from other workers or agencies as required

2.10 Facilitate *strategies* and opportunities to meet the needs of people with disability and develop according to organisation policies and procedures

2.11 Facilitate individual differences, *rights*, needs and preferences within programs

2.12 Incorporate special needs in the development of programs and services

2.13 Communicate the needs of clients to carers and other workers as appropriate

2.14 Make available appropriate program resources

ELEMENT**PERFORMANCE CRITERIA**

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|----------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------|
| 3. Review and monitor programs | 3.1 Ensure changes to client service are within policy and budgetary frameworks |
| | 3.2 Undertake training as required for implementation to meet changing client needs and community expectations |
| | 3.3 Modify specified aspects of the service or service delivery as needed to meet changing client and service requirements |
| | 3.4 Ensure changes to client service are within procedural and legislative requirements and maintain high standards of delivery |
| | 3.5 Undertake appropriate planning to ensure client needs are met |
| | 3.6 Develop required programs |
| | 3.7 Make referrals to external services as appropriate |
| 4. Support rights, <i>interests</i> and <i>needs</i> of people with disabilities | 4.1 Support and encourage people with disabilities to exercise their rights and independence where appropriate |
| | 4.2 Recognise <i>different client requirements</i> in service delivery |
| | 4.3 Comply with legal and ethical responsibilities and duty of care |
| 5. Develop and implement a framework for quality service delivery | 5.1 Devise strategies to ensure the delivery of high quality services continue to reflect best practice |
| | 5.2 Establish and implement <i>protocols</i> and procedures for managing service delivery to reflect best practice in the disability sector |
| | 5.3 Identify and address <i>barriers</i> in the organisation that may impact on delivery of high quality service |
| | 5.4 Regularly update procedures for managing service delivery to reflect current best practice, relevant legislative changes, and changing client needs |

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:

- Relevant legislation relating to disability issues
 - Relevant specific culture and language used by people with disabilities
 - Working with families and family systems
 - Understanding different client requirements according to different disabilities
 - Networks in the disability sector
 - Consumer needs and rights including duty of care
 - Principles of empowerment/disempowerment in relation to people with disabilities
 - Principles of access and equity
 - Current issues facing clients and existing services for addressing needs and rights
 - Principles and practices of confidentiality
 - Working with people from culturally and linguistically diverse backgrounds
 - Working with people at risk of self-harm
 - Organisation policies, practices and programs relating to the work role
 - Organisation occupational health and safety policies and procedures
 - Organisation philosophy and guidelines
 - Rights and responsibilities of people with disabilities
 - Understanding of stereotypes of people with disabilities
 - Available client services
 - Awareness of own attitudes to people with disabilities
 - Awareness of discriminatory actions
 - Common risks to safety
 - 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

REQUIRED SKILLS AND KNOWLEDGE

- 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:

- Coordinate service or a range of services in the disability sector
- Develop or influence policy relating to quality service delivery

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:
 - interpersonal communication with clients and other stakeholders
 - program development, review and revision

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

- The individual being assessed must provide evidence of specified essential knowledge as well as skills
- This unit will be most appropriately assessed in the

EVIDENCE GUIDE

competency:

workplace or in a simulated workplace and under the normal range of workplace conditions

- Consistency in performance should relate to requirements of the particular workplace

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

EVIDENCE GUIDE

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.

Protocols include:

- Communication with clients
- Assessment of client needs
- Collection, recording and reporting of information
- Processes for decision-making for consideration of client needs

RANGE STATEMENT

Context includes:

- Statutory framework within which work takes place
- Historical context of work e.g. changing attitudes; changing approaches to working with clients
- Changing social context of work e.g. consumer centred approach, changing government and societal views, approaches to working with clients
- Political context e.g. government policies and initiatives
- Economic context e.g. the current economic situation as it relates to and affects people with disabilities and the subsequent impact on client needs
- Facts/myths about disability

Issues include:

- Access to services for people with disabilities and their carers
- Meeting individual needs and personal goals of people with disabilities
- Family and support structures
- Income and employment service
- Training for people with disabilities
- Participation and integration in the community
- Grieving and loss

Different models of work in the sector may include:

- Community development and education
- Health promotion
- Case management
- Working with families
- Peer support/self help
- Residential services
- Community access respite care
- Home based support
- Behaviour management
- Advocacy
- Employment support
- Lifestyle support
- Business services support
- Education and training

RANGE STATEMENT

The underpinning values and philosophies of the sector may include:

- A holistic and consumer-centred approach
- Community education
- Targeting of appropriate services
- Commitment to meeting the needs and upholding the rights of clients
- Commitment to empowering clients

Different client requirements may depend upon:

- Type of disability e.g.
 - physical
 - sensory
 - intellectual
 - psychiatric
 - cognitive
- Support availability including:
 - family
 - carer
 - financial
 - physical and emotional
 - behaviour management
 - employment
 - education and training

Policy and legislative requirements include:

- Disability Discrimination Act
- Disability Service Standards
- Disability Services Act
- Equal Employment Opportunity principles
- Guardianship Board
- Individual rights
- Medical Act
- Medication regulations
- Nurses Act
- Privacy Act
- Restrictive practices legislation

RANGE STATEMENT

A commitment to access and equity principles includes:

- Creation of a client oriented culture
- A non-discriminatory approach to all people using the service, their family and friends, the general public and co-workers
- Ensuring the work undertaken takes account of, and caters for differences including: cultural, physical, religious, economic, social, developmental, behavioural, emotional and intellectual

Rights include principles expressed in:

- Charters of rights
- Outcomes standards documents
- General human rights
- Freedom from discrimination
- Freedom of information

Rights may be detailed in:

- Legislation
- Resident handbooks
- Mission statements
- Industry and organisation service standards

Rights include:

- Privacy
- Confidentiality
- Common law
- To be treated in a dignified, safe and comfortable manner
- To express own feelings
- Freedom of association
- Choice to participate
- Access to complaint mechanisms

Interests include:

- Financial
- Accommodation
- Services
- Recreation

RANGE STATEMENT

Needs may include:

- Personal
- Security
- Safety

Strategies include those to address:

- Service access
- Individual needs
- Decision-making and choice
- Privacy, dignity and confidentiality
- Participation and integration
- Valued status
- Complaints and disputes
- Service management
- Abuse prevention

Barriers may include:

- Negative personal attitudes and values of staff
- Organisation procedures and practices
- Client service strategies
- Social, cultural and religious
- Physical and economic

Unit Sector(s)

Not Applicable