



**Australian Government**

# **CHCDIS001 Contribute to ongoing skills development using a strengths-based approach**

**Release: 1**

# CHCDIS001 Contribute to ongoing skills development using a strengths-based approach

## Modification History

| Release   | Comments                                                                                                                                                                                                                                                                                                                                                                    |
|-----------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Release 1 | <p>This version was released in <i>CHC Community Services Training Package release 2.0</i> and meets the requirements of the 2012 Standards for Training Packages.</p> <p>Significant change to the elements and performance criteria. New evidence requirements for assessment including volume and frequency requirements. Significant changes to knowledge evidence.</p> |

## Application

This unit describes the skills and knowledge required to assist with supporting the ongoing skill development of a person with disability. It involves following and contributing to an established individual plan and using a positive, strengths-based approach.

This unit applies to individuals who work with people with disability in a range of community services and health contexts. Work performed requires some discretion and judgement and may be carried out under regular direct or indirect supervision.

*The skills in this unit must be applied in accordance with Commonwealth and State/Territory legislation, Australian/New Zealand standards and industry codes of practice.*

## Elements and Performance Criteria

### ELEMENT

#### Elements define the essential outcome

1. Contribute to skills assessment

### PERFORMANCE CRITERIA

*Performance criteria describe the performance needed to demonstrate achievement of the element*

- 1.1 Observe the person's skills and competencies in a manner that respects the rights of the person
- 1.2 Support the engagement of family and/or carers and/or relevant other in the skills assessment
- 1.3 Record all observations accurately and objectively in consultation with supervisor and using terms that can be clearly understood
- 1.4 Provide feedback to supervisor about any changes in the person's demonstration of skills in different

## ELEMENT

## PERFORMANCE CRITERIA

**Elements define the essential outcome**

*Performance criteria describe the performance needed to demonstrate achievement of the element*

environments and any changes in the person's status likely to impact on skills development

2. Assist with ongoing skills development according to individualised plan

2.1 Encourage the person with disability to engage as actively as possible in all activities and provide them with information, skills and support to do so

2.2 Interpret and follow skills development strategies identified in the individual plan

2.3 Encourage and assist the person to identify personal strengths and personal goals for ongoing skill development

2.4 Provide support for the person to identify resources to complement strengths

2.5 Provide positive support to mobilise strengths and to encourage ongoing development and application of skills for personal development

2.6 Provide constructive feedback to the person in an appropriate and respectful way

2.7 Discuss any difficulties experienced in implementing skills development activities with the person or relevant others

2.8 Monitor strategies to determine effectiveness and level of engagement in activities in consultation with supervisor

3. Support incidental learning opportunities to enhance skills development

3.1 Provide encouragement in real-life situations that can act as potential informal or incidental learning opportunities

3.2 Use positive approaches and strategies to promote enjoyment and maximise engagement

3.3 Withdraw support to an appropriate level to encourage experiential learning in consultation with supervisor

4. Complete documentation

4.1 Comply with the organisation's reporting requirements

4.2 Maintain documentation according to organisation's requirements

## Foundation Skills

*The Foundation Skills describe those required skills (such as language, literacy, numeracy and employment skills) that are essential to performance.*

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency.

## Unit Mapping Information

No equivalent unit.

## Links

Companion Volume implementation guides are found in VETNet -

<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=5e0c25cc-3d9d-4b43-80d3-bd22cc4f1e53>

## Assessment Requirements for CHCDIS001 Contribute to ongoing skills development using a strengths-based approach

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### Performance Evidence

The candidate must show evidence of the ability to complete tasks outlined in elements and performance criteria of this unit, manage tasks and manage contingencies in the context of the job role. There must be evidence that the candidate has:

- contributed to ongoing skills development, using a strengths-based approach, for at least 3 people with disability

### Knowledge Evidence

The candidate must be able to demonstrate essential knowledge required to effectively complete tasks outlined in elements and performance criteria of this unit, manage tasks and manage contingencies in the context of the work role. This includes knowledge of:

- current practices, philosophies and theories, including:
  - the social model of disability
  - the impact of social devaluation on an individual's quality of life
  - competency and image enhancement as a means of addressing devaluation
  - practices which focus on the individual person
  - strengths-based practice
  - active support
  - person-centred practice
  - community education and capacity building
- concepts of vulnerability, power, independence and interdependence
- assessment processes relating to ongoing skills development
- assessments processes and protocols used by the organisation or service

- communication needs, strategies and resources
- 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
- various 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

## Assessment Conditions

Skills must have been demonstrated in the workplace or in a simulated environment that reflects workplace conditions. The following conditions must be met for this unit:

- use of suitable facilities, equipment and resources, including:
  - individualised plans and any relevant equipment outlined in the plans
  - information/documentation associated with individualised plans
- modelling of industry operating conditions, including access to people with disability

Assessors must satisfy the Standards for Registered Training Organisations (RTOs) 2015 /AQTF mandatory competency requirements for assessors.

## Links

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