



**Australian Government**

# **CHCDIS009 Facilitate ongoing skills development using a person-centred approach**

**Release: 1**

# CHCDIS009 Facilitate ongoing skills development using a person-centred 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 plan, implement and review formal and informal ongoing skills development, in collaboration with a person with disability and incorporate into the person's individualised plan.

This unit applies to workers in varied disability contexts. Work performed requires a range of well developed, person-centred skills where some discretion and judgement is required and workers will take responsibility for their own outputs.

*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

### PERFORMANCE CRITERIA

*Elements define the essential outcomes*

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

1. Identify individual skill development needs

1.1 Identify the person with disability's skill development needs using a person-centred approach

1.2 Document development needs in line with organisation program guidelines

1.3 Identify skills development opportunities in collaboration with the person and/or family and/or carer and/or other relevant person for inclusion in the individualised plan

**ELEMENT****PERFORMANCE CRITERIA**

*Elements define the essential outcomes*

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

1.4 Make referrals to other staff or specialist services according to the persons needs

2. Plan person-centred, ongoing skill development

2.1 Use appropriate communication techniques to engage the person in identifying learning goals

2.2 Identify a range of learning strategies and opportunities to address the person's goals

2.3 Develop formal ongoing skills development activities using a person-centred approach and, where appropriate, in conjunction with other relevant personnel

2.4 Document ongoing skills development in the person's individualised plan

3. Implement person-centred, ongoing skills development strategies

3.1 Work with the person to implement ongoing skills development strategies in a manner that is respectful, motivating and empowering

3.2 Inform and support colleagues and relevant others to implement person-centred ongoing skills development in line with the person's individualised plan

3.3 Access and utilise equipment and resources as required to facilitate the learning process

3.4 Document outcomes in the person's individualised plan

4. Evaluate skills development and review plan

4.1 Monitor the person's development and provide feedback to the person and/or carer and/or relevant other regarding progress towards objectives and goals

4.2 Evaluate effectiveness of ongoing skills development using the person's records and update plan to meet changing needs of the person

4.3 Identify opportunities for ongoing skill development

5. Identify and implement

5.1 Identify situations that can act as potential informal

**ELEMENT****PERFORMANCE CRITERIA**

*Elements define the essential outcomes*

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

incidental learning opportunities to enhance skills development

learning opportunities and encourage learning

5.2 Provide appropriate constructive advice to the person and/or family and/or carer and/or relevant other as soon as possible in appropriate format

5.3 Provide encouragement when the person takes initiative in learning situations

5.4 Withdraw support to an appropriate level in order to encourage experiential learning and development

**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 CHCDIS009 Facilitate ongoing skills development using a person-centred 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:

- developed, implemented and monitored ongoing skills development, using a person-centred approach, for at least 3 people with disability

### Knowledge Evidence

The candidate must be able to demonstrate essential knowledge required to effectively manage 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:

- key aspects of current practices, philosophies and theories, including:
  - the social model of disability
  - competency and image enhancement as a means of addressing devaluation
  - strengths-based practice
  - active support
  - person-centred practice
  - rightful place in community
  - self-determination
- local community education opportunities and their potential use in capacity building
- assessment processes relating to ongoing skills development
- relevant services and resources available to people with learning needs

## 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:

- access to individualised plans and any equipment outlined in the plan
- recognised assessment and planning tools

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

## Links

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