



Australian Government

CHCDIS018 Facilitate ongoing skills development using a person-centred approach

Release: 1

CHCDIS018 Facilitate ongoing skills development using a person-centred approach

Modification History

Not applicable.

Application

This unit describes the performance outcomes, 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 standards and industry codes of practice.

No occupational licensing, certification or specific legislative requirements apply to this unit at the time of publication.

Pre-requisite Unit

Nil

Unit Sector

Disability Support

Elements and Performance Criteria

ELEMENTS

Elements describe the essential outcomes

1. Identify individual skill development needs.

PERFORMANCE CRITERIA

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

- 1.1. Work with the person with disability to identify their skill development needs using a person-centred approach.
- 1.2. Document identified skill development needs according to organisational policies and procedures.
- 1.3. Identify skills development opportunities in collaboration with the person, their family, carer or others identified by the person, for inclusion in the individualised plan.
- 1.4. Consult with the person to make referrals to other staff or specialist services according to the person's needs.

2. Plan person-centred, ongoing skill development.
 - 2.1. Use appropriate communication techniques to engage the person in identifying learning goals.
 - 2.2. Work with the person to identify learning strategies and opportunities to address their goals.
 - 2.3. Develop formal ongoing skills development activities using a person-centred approach in conjunction with the person with disability and colleagues.
 - 2.4. Document ongoing skills development in the person's individualised plan according to organisational policies and procedures.
3. Implement person-centred, ongoing skills development strategies.
 - 3.1. Work with the person with disability to implement ongoing skills development strategies in a manner that is respectful, motivating and empowering.
 - 3.2. Inform and support colleagues and others involved in service provision to implement person-centred ongoing skills development in line with the person's individualised plan.
 - 3.3. Work with the person to facilitate access and utilise equipment and resources required to enable the learning process.
 - 3.4. Document outcomes in the person's individualised plan according to organisational policies and procedures.
4. Evaluate skills development and review plan.
 - 4.1. Monitor the person's development and provide feedback to the person, their family, carer or others identified by the person regarding progress towards objectives and goals.
 - 4.2. Work with the person to evaluate effectiveness of ongoing skills development using the person's records and update plan to meet changing needs of the person.
 - 4.3. Consult with the person to identify opportunities for ongoing skill development.
5. Identify and implement incidental learning opportunities to enhance skills development.
 - 5.1. Work with the person to identify situations that can act as informal learning opportunities and encourage learning.
 - 5.2. Promptly provide constructive advice to the person with disability, their family, carer or others identified by the person in a format that can be understood.
 - 5.3. Provide encouragement when the person takes initiative in learning situations.
 - 5.4. Work with the person to adapt support to encourage experiential learning and development.

Foundation Skills

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

Unit Mapping Information

Supersedes and is equivalent to CHCDIS009 Facilitate ongoing skills development using a person-centred approach.

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 CHCDIS018 Facilitate ongoing skills development using a person-centred approach

Modification History

Not applicable.

Performance Evidence

Evidence of the ability to complete tasks outlined in elements and performance criteria of this unit in the context of the job role, and:

- develop, implement and monitor ongoing skills development, using a person-centred approach, for at least three people with disability, two in simulation and one in the workplace, including:
 - identifying skills development needs and opportunities and identifying learning goals, in collaboration with the person
 - using positive approaches that are motivating and empowering and demonstrate respect for the person's rights
 - monitoring development and providing feedback to the person regarding progress towards goals
 - identifying and implementing incidental learning opportunities
 - updating individualised plans and completing reports and documentation according to organisational policies and procedures.

Knowledge Evidence

Demonstrated knowledge required to complete the tasks outlined in elements and performance criteria of this unit:

- key aspects of current practices, philosophies and theories:
 - human rights framework for service delivery
 - competency and image enhancement as a means of addressing devaluation
 - strengths-based practice
 - active support
 - person-centred practice
 - rightful place in community
 - self-determination
 - systemic and structural issues impacting service and choice
 - social and emotional wellbeing frameworks
- 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
- organisational policies and procedures for:

- documenting information
- evaluating and updating plans.

Assessment Conditions

All aspects of the performance evidence must have been demonstrated using simulation prior to being demonstrated in the workplace, as outlined in the performance evidence.

Assessment must ensure access to:

- facilities, equipment and resources that reflect real working conditions and model industry operating conditions and contingencies
- recognised assessment and planning tools
- organisational policies and procedures
- individualised plans and any equipment outlined in the plans
- opportunities for engagement with people with disability.

Assessors must satisfy the Standards for Registered Training Organisations' requirements for assessors.

Links

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