



Australian Government

Department of Education, Employment and Workplace Relations

CHCDIS400C Provide care and support

Release: 1

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Modification History

Not Applicable

Unit Descriptor

Descriptor

This unit describes the knowledge and skills required by staff to provide support and assistance to maintain quality care for 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 not necessarily within the disability sector

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

PERFORMANCE CRITERIA

1. Establish and maintain an appropriate relationship with people with disabilities

- 1.1 Ensure all dealings with people with disabilities aim to generate a trusting relationship, and include protecting confidentiality, privacy, individual choice and decision-making
- 1.2 Demonstrate respect for *individual differences* in all dealings with people with disabilities
- 1.3 Demonstrate support for the interests, *rights* and decision-making of people with disabilities in all dealings

2. Provide appropriate *support* to people with disabilities

- 2.1 Support people with disabilities in accordance with their needs, rights and self determination
- 2.2 *Assist* people with disabilities according to organisation guidelines
- 2.3 Support people with disabilities to meet their cultural needs
- 2.4 Seek assistance when it is not possible to provide appropriate support to people with disabilities

ELEMENT**PERFORMANCE CRITERIA**

3. Assist in maintaining an environment that enables maximum independent living

- 3.1 Plan all support for people with disabilities to enable them to direct their own care where appropriate, within organisation procedures
- 3.2 Assist in maintaining a safe and healthy environment, including minimising physical dangers and risks
- 3.3 Support people with disabilities to maintain a clean and comfortable environment
- 3.4 Respond to situations of risk to health and safety in accordance with organisation procedures

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 organisation policies and procedures and responsibilities within it
- Relevant policies, protocols, and practices of the organisation in relation to own work activities
- Basic knowledge of different types of disabilities and their effect on client needs
- Understanding of support requirements for people with disabilities
- Different religious, cultural, spiritual, physical and ceremonial perspective
- 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
- acquired brain injury

Essential skills:

It is critical that the candidate demonstrate the ability to:

- Provide appropriate support to the range of clients accessing the services of the organisation

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:
 - interpersonal relationship appropriate to work with people with disabilities
 - oral communication necessary to develop a trusting relationship with people with disabilities:
 - language may be English or community language as required by service or organisation

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 range of clients and situations encountered in the workplace

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.

Individual differences may be:

- Culture
- Age
- Economic
- Social
- Gender
- Physical
- Emotional
- Cognitive
- Intellectual
- Language

Rights may be detailed in:

- Service/outcomes standards documents
- Legislation
- Organisation policies and practices

Support will be in the context of services offered including:

- Personal support
- Employment support
- Community access
- Accommodation support
- Lifestyle support

RANGE STATEMENT

Assist may include:

- Providing information
- Assistance with mobility or providing specific support such as transport
- Encouragement and support for decisions and actions
- General household assistance and maintenance

Unit Sector(s)

Not Applicable