



RPL Project 2010

CHC30408 Certificate III in Disability

Details of the Units of Competency

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Background

This document provides the user with information taken from the Community Services Training Package which was endorsed in 2008.

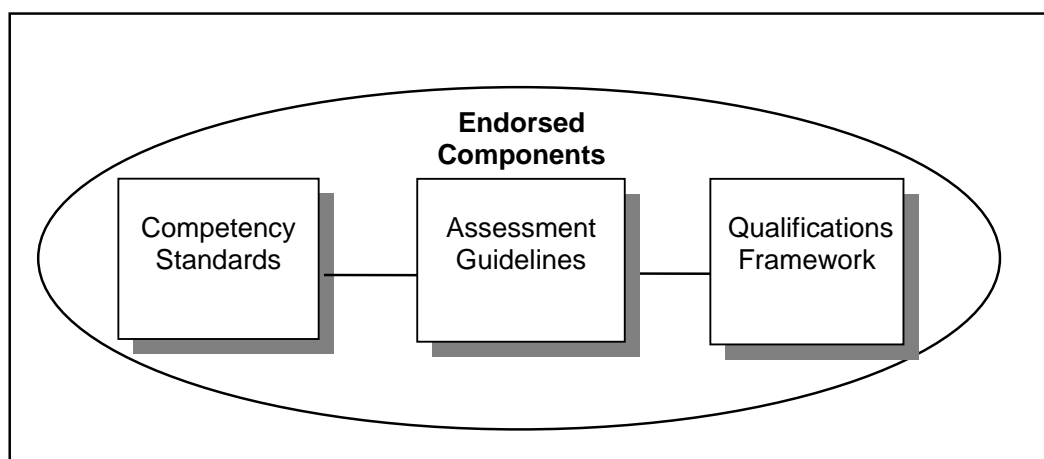
The information is provided in support of the recognition of prior learning project that is being undertaken for the Certificate III in Disability in 2010.

Training Package components

Training Packages are made up of mandatory components endorsed by the NQC, and optional support materials.

Training Package endorsed components

The nationally endorsed components include the Competency Standards, Assessment Guidelines and Qualifications Framework. These form the basis of training and assessment in the Training Package and, as such, they must be used.



Competency Standards

Each unit of competency identifies a discrete workplace requirement and includes the knowledge and skills that underpin competency as well as language, literacy and numeracy; and occupational health and safety requirements. The units of competency must be adhered to in training and assessment to ensure consistency of outcomes.

Assessment Guidelines

The Assessment Guidelines provide an industry framework to ensure all assessments meet industry needs and nationally agreed standards as expressed in the Training Package and the *Standards for Registered Training Organisations*. The Assessment Guidelines must be followed to ensure the integrity of assessment leading to nationally recognised qualifications.

Assessment-only or RPL pathway

Competencies already held by individuals can be formally assessed against the units of competency in this Training Package, and should be recognised regardless of how, when or where they were achieved.

In an assessment-only or recognition of prior learning (RPL) pathway, the candidate provides current, quality evidence of their competency against the relevant unit of competency. This process may be directed by the candidate and verified by the

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assessor, such as in the compilation of portfolios; or directed by the assessor, such as through observation of workplace performance and skills application, and oral and/or written assessment. Where the outcomes of this process indicate that the candidate is competent, structured training is not required. The RPL requirements of the AQTF 2007 must be met.

As with all assessment, the assessor must be confident that the evidence indicates that the candidate is currently competent against the endorsed unit of competency. This evidence may take a variety of forms and might include certification, references from past employers, testimonials from clients, and work samples. The onus is on candidates to provide sufficient evidence to satisfy assessors that they currently hold the relevant competencies.

In judging evidence, the assessor must ensure that the evidence of prior learning is:

- authentic (the candidate's own work)
- valid (directly related to the current version of the relevant endorsed unit of competency)
- reliable (shows that the candidate consistently meets the endorsed unit of competency)
- current (reflects the candidate's current capacity to perform the aspect of the work covered by the endorsed unit of competency), and
- sufficient (covers the full range of elements in the relevant unit of competency and addresses the four dimensions of competency, namely task skills, task management skills, contingency management skills, and job/role environment skills).

For further information please refer to www.ntis.gov.au

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CHCCS411A Work effectively in the community sector

Descriptor	This unit of competency describes the skills and knowledge required to work effectively in a community work or service delivery setting with communities, clients, carers, staff, visitors, suppliers and others to meet established work requirements
Employability Skills	This unit contains Employability Skills
Application	<p>This unit applies to work in a range of community work or service delivery settings such as:</p> <ul style="list-style-type: none"> • specific communities • community, regional or remote service provider • department of a large institution or organisation • specialised service or organisation • private provider • non government services <p>Application of this unit should be contextualised within the qualification in which it is being delivered to reflect specific workplace requirements and practices</p>

ELEMENT

Elements define the essential outcomes of a unit of competency.

1. Work ethically

PERFORMANCE CRITERIA

The Performance Criteria specify the level of performance required to demonstrate achievement of the Element. Terms in *italics* are elaborated in the Range Statement.

- 1.1 Follow ethical guidelines in decision-making in all work undertaken with an awareness of potential ethical complexity in own work role
- 1.2 Reflect understanding and compliance with the principles of duty of care and legal responsibilities in all work undertaken
- 1.3 Refer any breach or non adherence to standard procedures or adverse event to appropriate personnel
- 1.4 Maintain confidentiality of any client matter in line with *organisation policy* and procedure, regulatory requirements and/or code of practice
- 1.5 Show respect for rights and responsibilities of others through considered application of work practices
- 1.6 Reflect current working knowledge and understanding of *employee and employer rights and responsibilities* in all work undertaken
- 1.7 Recognise, avoid and/or address any conflict of interest

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ELEMENT	PERFORMANCE CRITERIA
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 <i>italics</i> are elaborated in the Range Statement.
2. Communicate effectively in a community work or service delivery setting	<p>2.1 Develop, review and revise personal skills in communication as an ongoing priority to address work role requirements</p> <p>2.2 Exercise caution in communicating personal information by oral and written means to ensure confidentiality of client and staff matters</p> <p>2.3 Routinely apply workplace protocols and procedures in all workplace communication to support accuracy and understanding of information provided and received</p> <p>2.4 Recognise individual and cultural differences and make any adjustments in communication needed to facilitate the achievement of identified outcomes</p> <p>2.5 Conduct interpersonal communication with <i>clients</i> and colleagues in a manner that enhances a <i>person-centred</i> or community-centred approach consistent with work role requirements</p> <p>2.6 Take appropriate measures to resolve conflict and interpersonal differences in the workplace</p>
3. Work effectively within the community services system	<p>3.1 Develop knowledge of <i>different sectors</i> involving community work and/or service delivery and how inter-relationships between these sectors affect own work</p> <p>3.2 Work with awareness of the roles of various organisations involved in community work and/or service delivery</p> <p>3.3 Demonstrate respect for workers from different sectors, levels and agencies within the industry</p> <p>3.4 Gain and maintain awareness of current issues influencing community work and/or service delivery, including issues for Aboriginal and Torres Strait Islander peoples</p>
4. Demonstrate commitment to relevant <i>values and philosophy underpinning work in the sector</i>	<p>4.1 Demonstrate consideration and understanding of the underpinning values and philosophy of the sector and the work area</p> <p>4.2 Demonstrate a commitment to <i>access and equity principles</i> in work in the sector</p> <p>4.3 Identify personal values and attitudes and take into account when implementing work activities</p>

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ELEMENT	PERFORMANCE CRITERIA
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 <i>italics</i> are elaborated in the Range Statement.
5. Maintain work standards	<p>5.1 Identify relevant organisation policies and procedures relating to awards, standards and legislative <i>requirements of own work role</i> and clarify any uncertainties with appropriate personnel</p> <p>5.2 Contribute to <i>identifying and implementing improved work practices</i></p> <p>5.3 Comply with relevant accreditation and standards applying to work undertaken</p> <p>5.4 Demonstrate understanding and focus on achieving organisation goals and objectives in all work undertaken</p> <p>5.5 Respond positively to changes to improve work practices and procedures in accordance with organisation requirements</p> <p>5.6 Identify <i>issues requiring mandatory notification</i> and report to supervisor and/or an appropriate authority</p> <p>5.7 Reflect and identify own scope of practice within each work context</p>
6. Take responsibility for personal skill development	<p>6.1 Seek advice from appropriate persons on areas for skill and knowledge development</p> <p>6.2 Identify options for accessing relevant skill development opportunities and initiate action in consultation with manager</p> <p>6.3 Undertake <i>designated skill and knowledge development</i> and maintenance activities of the organisation</p> <p>6.4 Identify and prioritise personal work goals in accordance with organisation requirements</p>
7. Reflect on own practice	<p>7.1 Undertake self-evaluation in conjunction with supervisors and/or peers</p> <p>7.2 Provide and receive open and evaluative feedback to and from co-workers</p> <p>7.3 Actively seek constructive feedback relevant to work role and accept it non-defensively</p>

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 perform task skills; task management skills; contingency management skills and job/role environment skills as outlined in elements and performance criteria of this unit

These include knowledge of:

- Own responsibilities within the workplace
- Meaning of duty of care, confidentiality of information and ethical decision-making in relation to specific work role duties and responsibilities, as well as understanding of what constitutes a breach of these and potential ramifications of such a breach
- Values, principles and ethics underpinning work in the sector including:
 - holistic and person-centred support and services
 - community work
 - people's needs and rights including duty of care
 - principles of access and equity and human rights
 - principles of client safety
- Broad knowledge of legal and ethical framework in community work and/or service delivery, including:
 - occupational health and safety (OHS)
 - access and equity
 - anti-discrimination
 - privacy
 - responsibilities in relation to child protection and other mandatory reporting requirements where relevant
- Role, function and objectives of the organisation, and relevance to specific work role
- Broad understanding of relevant organisation procedures, policies, awards, standards and legislation and how to access them
- Organisation procedures relating to:
 - safety issues and prevention in community services work, including basic home fire safety
 - emergency response
 - security
- Purpose of accreditation process and quality improvement practice and their application in specific work area
- Basic knowledge of contemporary employment terms and conditions in the workplace
- Contemporary approaches to work in the industry, associated rationales and supporting behaviours
- Current issues facing people and the sector
- Awareness of own biases, beliefs and emotional issues
- Understanding of difference and diversity in relation to individual needs, discrimination and social vulnerability
- Knowledge and understanding of professional boundaries and need to refer appropriately

REQUIRED SKILLS AND KNOWLEDGE

This describes the essential skills and knowledge and their level required for this unit.

Essential skills:

It is critical that the candidate demonstrate the ability to:

- Demonstrate knowledge of the ramifications of breaches of duty of care, confidentiality, ethical guidelines and other relevant policies and legislation
- Identify own responsibilities and role within the workplace

In addition, the candidate must be able to demonstrate relevant task skills; task management skills; contingency management skills and job/role environment skills

These include the ability to:

- Demonstrate functional literacy skills needed for written and oral information about workplace requirements
- Demonstrate communication skills as required by specific work role, including:
 - interpreting and following verbal and/or written instructions
 - seeking clarification of tasks
 - providing information
 - reporting incidents in line with organisation requirements
- Accurately follow organisation procedures relevant to own role
- Address safety issues relevant to own work role
- Apply decision-making and problem solving skills as required to constructively achieve identified outcomes in line with work role
- Use initiative in responding to challenging situations and individuals
- Demonstrate interpersonal communication with people
- Work as part of a team or as a sole worker
- Work in a non-judgemental manner
- Participate in appropriate professional development activities on an ongoing basis, including:
 - maintaining own skills and knowledge and ongoing development
 - being open to learning new ideas and techniques in a range of settings
 - sharing workplace information with others

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.

Requirements of own work role may include:

- Level of responsibility
- Organisation guidelines
- Individual awards and benchmarks
- Legislation relevant to work area
- Accreditation standards

Organisation policy on confidentiality may relate to:

- Storage of records
- Destruction of records
- Access to records
- Release of information
- Verbal and written communication

Organisation policies, protocols and procedures refer to:

- Guidelines and practices to be applied in the work role, such as:
 - Formal, documented guidelines of an organisation
 - Informal practices used by an organisation or individual owner/operator

Organisation procedures, policies, awards, standards and legislation may relate to:

- Sector specific legislation and standards, for example:
 - home and community care standards
 - aged care accreditation standards
 - disability service standards
 - housing regulation and standards
- Federal and state legislation
- Quality management policy and practice
- Current Australian standards
- Accreditation and service provision standards of other relevant industry organisations
- Service delivery standards
- Employment and vocational training standards

Client may include

- Individual person
- Family, carers, significant others, legal guardians
- Communities or groups

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RANGE STATEMENT

- Stakeholders and representatives may include:*
- Clients
 - Friends, peers and target group
 - Families and care givers
 - Local community
 - Community organisations
 - Government representatives and service providers
 - Specialists/experts
 - Peak bodies and networks in the sector
 - Services
 - Management, colleagues, supervisor, team members
- Different sectors within community services may include but are not limited to:*
- Aged care
 - Home and community care
 - Disability services
 - Alcohol and other drugs
 - Family and domestic violence
 - Mental Health
 - Housing
 - Community development
 - Community work
 - Youth work and juvenile justice
 - Children's services
 - Child protection
 - Employment services
- Different models of work in the sector may include:*
- Developmental
 - Service delivery
 - Person-centred
 - Participatory
 - Community development
 - Community education
 - Case management
 - Working with families
 - Advocacy
 - Inter-agency approach

Information on Units of Competency to support the RPL Project for Certificate III in Disability

RANGE STATEMENT

Values and philosophy underpinning work in the sector may include:

- A holistic and person-centred approach, embracing:
 - promotion of well being of staff, clients and communities
 - early identification of problems
 - delivery of appropriate services
 - commitment to meeting the needs and upholding the rights of people
 - commitment to empowering the person and/or the community
 - ethical behaviour
 - preventative strategies
 - exercise of responsibilities and accountabilities within the context of duty of care for clients

A commitment to access and equity principles must be demonstrated by:

- A non-discriminatory approach to all people using the service, their family and friends, the general public and co-workers

A person-centred approach includes:

- Putting people and carers at the centre of service delivery
- When the person is a child or young person, service delivery strategies may need to be modified to ensure child safety and provide a child friendly, supportive environment
- Including people in decision-making relating to their care
- Involving people in discussions about service delivery options and issues
- Obtaining the person's consent to examine, treat or work with them
- Effective customer service
- Listening to and addressing complaints within scope of own work role

Employee rights and responsibilities may relate to:

- Duty of care responsibilities
- Leave entitlements
- Attendance requirements
- Obeying lawful orders
- Confidentiality and privacy of organisation, client and colleague information
- Adherence to OHS
- Protection from discrimination and sexual harassment in the workplace
- The right to union representation
- Organisation policies and procedures

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RANGE STATEMENT

Issues requiring mandatory notification may include:

- Protection of children and others identified to be at risk
- Issues defined by jurisdictional legislation and/or regulatory requirements
- Issues specifically identified by under organisation policies

Identifying and implementing improved work practices may include:

- Reporting and implementing suggested improvements
- Seeking and addressing customer feedback
- Monitoring tasks
- Responding to surveys and questionnaires
- Assessing/observing/measuring environmental factors
- Checking equipment
- Developing and implementing child safe, child friendly resources, environment and work tools to support staff and volunteers working with people under 18 years of age
- Application of safety practices, including for work in a range of contexts, such the person's home

Basic home fire safety includes knowledge of:

- High fire risk groups
- Behaviour that may contribute to fire injury and/or fatality
- Role of a working smoke alarm
- Types of smoke alarms
- Optimum placement of smoke alarms
- Smoke alarm testing and cleaning
- Referring client for smoke alarm installation and maintenance

Employer rights and responsibilities may relate to:

- Legislative requirements for employee dismissal i.e. Workplace Relations Act
- Legislative requirements to provide a safe work environment free from discrimination and sexual harassment (see State and Commonwealth anti-discrimination legislation)
- Enterprise workplace agreements
- Relevant State and Territory employment legislation i.e. wage rates, employment conditions

RANGE STATEMENT

Designated skill and knowledge development may, for example, relate to:

- Hazard control
- OHS
- Manual handling
- First aid
- Cultural awareness
- Child protection
- Cardiopulmonary resuscitation emergency response and notification protocols
- Fire emergency response procedures for notification and containment of fire, use of fire fighting equipment and fire safety procedures
- Security procedures
- Quality improvement policy and practice
- Discrimination, harassment and bullying in the workplace
- Formal and informal resolution of grievances
- Waste management
- Customer service, including the provision of a child friendly environment that values, respects and welcomes children and young people
- Communication, conflict resolution

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 is most appropriately assessed in the workplace or in a simulated workplace setting under the normal range of workplace conditions
- Consistency in performance should consider the work environment, worker's role and responsibilities in the 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:

- Assessment should relate to an identified work role and associated workplace conditions
- Resources essential for assessment include any documents specific to the work context such as:
 - instructions for the use of equipment
 - specific instructions for staff
 - emergency response procedures
 - fire safety policies and procedures
 - security procedures
 - relevant accreditation standards
 - waste management policies and procedures

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.

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

Employability Skills This unit contains Employability Skills

Application	This unit may apply to work with people with a disability in a range of community service contexts
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ELEMENT

Elements define the essential outcomes of a unit of competency.

PERFORMANCE CRITERIA

The Performance Criteria specify the level of performance required to demonstrate achievement of the Element. Terms in *italics* are elaborated in the Range Statement.

1. Demonstrate an understanding of the delivery of quality services for people with disabilities
 - 1.1 Demonstrate understanding of key *issues* facing people with disabilities and their carers
 - 1.2 Work with understanding of the *context* of policy, regulatory, legislative and legal requirements as they apply to the area of disability work
 - 1.3 Demonstrate *commitment to access and equity principles*
 - 1.4 Take into account personal values and attitudes regarding disability when planning and undertaking work with people with disabilities
 - 1.5 Demonstrate understanding of different impacts on clients of specific disabilities, including acquired and developmental disabilities

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ELEMENT	PERFORMANCE CRITERIA
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 <i>italics</i> are elaborated in the Range Statement.
2. Communicate effectively with people with a disability	<p>2.1 Identify specific communication needs of people with a disability including, where appropriate:</p> <ul style="list-style-type: none"> - identifying and using techniques, devices and aids specific to each person with a disability - translation and language interpreters - cultural interpreters - referral to specialists <p>2.2 Identify areas of mistrust or conflict that may require conflict resolution</p> <p>2.3 Identify need to include additional people including trusted friends, case workers, family members or adults</p> <p>2.4 Select from a range of appropriate communication strategies and employ to:</p> <ul style="list-style-type: none"> - establish rapport - exchange information - facilitate resolution of issues - defuse potentially difficult situations <p>2.5 Apply effective communication where appropriate to provide a brief intervention</p> <p>2.6 Give feedback and advice in a way which reflects current identified good practice</p> <p>2.7 Show due regard to individual differences, needs and <i>rights</i> in communicating with clients and colleagues</p> <p>2.8 Communicate referrals to other staff, manager or specialist services as appropriate to ensure duty of care responsibilities are met in situations where break downs in communication occur</p>
3. Demonstrate the capacity to support <i>rights, interests and needs</i> of people with disabilities	<p>3.1 Demonstrate understanding of strategies that assist people with disabilities to exercise their rights and independence</p> <p>3.2 Acknowledge <i>different client requirements</i> and adapt approach to address specific requirements of each person, using positive practices in all interactions with people with disabilities</p> <p>3.3 Comply with legal responsibilities and duty of care</p> <p>3.4 Report situations that may pose health or safety issues according to organisation procedures</p> <p>3.5 Apply <i>different models for working in the sector</i> as required to meet client needs</p>

Information on Units of Competency to support the RPL Project for Certificate III in Disability

ELEMENT	PERFORMANCE CRITERIA
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.
4. Demonstrate the capacity to provide support across a range of disability types	<p>4.1 Apply fundamental knowledge of physical and psychological <i>stages of human development</i></p> <p>4.2 Apply fundamental knowledge of factors that may enhance or inhibit human development</p> <p>4.3 Demonstrate understanding of a range of support practices for people with an intellectual disability, sensory disability, neurological impairment, acquired brain injury, physical disability or developmental delay</p> <p>4.4 Demonstrate understanding and application of support practices for a range of types of disability</p>
5. Respond to situations of risk or potential risk to people with disabilities	<p>5.1 Identify and <i>respond to situations of risk</i> and report to <i>appropriate people</i></p> <p>5.2 Report uncharacteristic or inappropriate behaviour</p> <p>5.3 Report situations of risk which may adversely effect the health of people with disabilities</p> <p>5.4 Identify indications of possible abuse and/or neglect and report according to organisation policy and protocol</p>

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 perform task skills; task management skills; contingency management skills and job/role environment skills as outlined in elements and performance criteria of this unit

These include knowledge of:

- Fundamental knowledge of stages of biological and psychological development of the human being throughout the lifespan
- Varying emotional, relationship building and dependence and independence issues and responses associated with differing life stages
- A range of developmental and acquired disabilities, including:
 - intellectual disability
 - neurological impairment
 - acquired brain injury
 - developmental delay
 - physical disability
 - sensory disability, including hearing, vision impairment
 - cognitive disability
 - speech/language disability
 - autism spectrum disorder
- Different types of requirements likely to be associated with different disabilities
- Networks in the disability sector
- Consumer needs and rights including duty of care
- Communication needs, strategies and resources in relation to people with disabilities
- Underpinning philosophies and values, 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
 - holistic and client-centred approach
 - community education and capacity building
 - delivery of person-centred services
 - commitment to meeting the needs and upholding the rights of clients
 - self determination
 - strengths-based support
 - commitment to empowering clients
 - rightful place in community
- Principles and practices of:
 - empowerment/disempowerment in relation to people with disabilities
 - access and equity
 - confidentiality

continued ...

REQUIRED SKILLS AND KNOWLEDGE

Essential knowledge (contd):

- Awareness of discriminatory actions
- Common risks to safety
- Role of guardianship board, public trustee and independent advocate
- Awareness and understanding of consent and strategies utilised to determine ability to consent
- Indicators of abuse and/or neglect in relation to people with disabilities
- Relevant legislation, regulations and policies, including legalities associated with using restrictive and prohibitive practices

Essential skills:

It is critical that the candidate demonstrate the ability to:

- Demonstrate understanding of:
 - the rights and responsibilities of people with disabilities
 - stereotypes that may exist about people with disabilities
 - the impact of own attitudes on working with people with disabilities
- Respond to situations of risk or potential risk
- Make informed observations and report appropriately

In addition, the candidate must be able to demonstrate relevant task skills; task management skills; contingency management skills and job/role environment skills

These include the ability to:

- Communicate effectively with people with a range of different disabilities
- Apply skills in interpersonal communication with clients and other stakeholders

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.

Context includes:

- The relevant statutory framework
- 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

Stages of human development may relate to:

- Stages of physical development
- Stages of psychosocial development
- Stages of cognitive development

Issues may include:

- Access to services for people with disabilities and their carers
- Support in meeting individual needs and personal goals of people with disabilities
- Family and carer issues
- Grief and loss

RANGE STATEMENT

Different models for working in the sector may include:

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

The underpinning values and philosophies of the sector may include:

- A holistic and person-centred approach
- Community education
- Delivery 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, including:
 - physical
 - sensory
 - intellectual
 - cognitive
 - psychiatric
- Support availability including:
 - family
 - financial
 - physical, emotional and behavioural
 - employment
 - education and training
- Presence of a chronic illness/condition

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RANGE STATEMENT

Policy and legislative requirements include:

- Disability Discrimination Act and associated standards
- Disability Service Standards
- Disability Services Acts (Commonwealth and State)
- Equal employment opportunity principles
- Guardianship Board
- Medical legislation
- Medication regulations
- Nurses Act
- Office of the Public Advocate
- Privacy Act
- Restrictive practices legislation

Commitment to access and equity principles includes:

- Implementation of person-centred practices
- 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 human rights
- Disability standards
- Freedom from discrimination
- Freedom of information

Rights include:

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

Information on Units of Competency to support the RPL Project for Certificate III in Disability

RANGE STATEMENT

Interests include:

- Financial
- Accommodation
- Services
- Recreation

Appropriate people include:

- Carers
- Supervisors
- Relatives
- Colleagues
- Health workers
- Administrators
- Emergency services
- Health care services
- Disability services
- Home and community care services

Respond to situations of risk in the context of the work role may include:

- Identifying risks
- Providing information on risks or potential risks
- Risk minimisation
- Strategies for preventing abuse of people with disabilities

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 is best assessed in the workplace or in a simulated workplace under the normal range of conditions
- Consistency in performance should consider the particular workplace context

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 delivered and 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:
 - an appropriate workplace where assessment can take place or simulation of realistic workplace setting for assessment

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.

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

CHCDIS302A Maintain an environment to empower people with disabilities

Descriptor	This unit describes the knowledge and skills required by the worker to facilitate the empowerment of a people with disability by fostering self determination, independence and strengths
Employability Skills	This unit contains Employability Skills
Application	<p>The skills and knowledge of this unit of competency requires the worker to foster independence and strengths in people with disability</p> <p>The skills and knowledge should be applied in conjunction with an individualised support plan</p>

ELEMENT

Elements define the essential outcomes of a unit of competency.

PERFORMANCE CRITERIA

The Performance Criteria specify the level of performance required to demonstrate achievement of the Element. Terms in italics are elaborated in the Range Statement.

- | | |
|---|--|
| <p>1. Work to enhance the independence and 'self-determination' of the person with a disability</p> | <p>1.1 Encourage and support independent action and thinking by the person with the disability</p> <p>1.2 Identify options for action on relevant issues and discuss with the person with the disability and/or their advocate/s /carer</p> <p>1.3 Listen to and act upon decisions and/or preferred options of the person with the disability and/or their advocate/s /carer are within organisation policies and protocols</p> <p>1.4 Provide assistance to person with a disability, their carers and significant others as appropriate to enhance communication of their needs, interests and requirements</p> |
| <p>2. Foster the independence of a person with a disability</p> | <p>2.1 Develop and support strategies to promote independence, taking differences into account</p> <p>2.2 Provide on-going support, where required, to maximise independence of person with disability</p> <p>2.3 Encourage colleagues to promote independence of <i>people with disability</i></p> <p>2.4 Encourage people with disability to participate in appropriate <i>forums</i> and provide them with information and skills to do so</p> <p>2.5 Identify and utilise compensatory aids and modifications in the environment that promote individual strengths and capacities</p> |

Information on Units of Competency to support the RPL Project for Certificate III in Disability

ELEMENT

Elements define the essential outcomes of a unit of competency.

PERFORMANCE CRITERIA

The Performance Criteria specify the level of performance required to demonstrate achievement of the Element. Terms in italics are elaborated in the Range Statement.

3. Contribute to the development and review of *policy and legislation* related to disabilities and disability services

- 3.1 Encourage people with disability and/or their advocate/s /carer to express their views about policies, legislation and empowerment
- 3.2 *Report* non-compliance with legislation and/or policy and protocols to an appropriate person
- 3.3 Contribute to review of legislation and policy frameworks
- 3.4 Provide feedback from consumers through appropriate mechanisms
- 3.5 Work as member of team to research and contribute to policies on empowerment

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 perform task skills; task management skills; contingency management skills and job/role environment skills as outlined in elements and performance criteria of this unit

These include knowledge of:

- Relevant policies, protocols and practices of the organisation in relation to Unit Descriptor and work role
- Understanding of the legislative processes related to the rights of people with disability
- Strategies for supporting independent action and thinking
- Basic principles of person-centred practice
- Basic principles of strengths-based practice
- Basic principles of active support
- Basic principles of lobbying
- Strategies for reinforcing the rights of people with disability to contribute and to be heard
- Concepts of self-advocacy
- Social justice principles
- Roles and responsibilities in contributing to the review of legislation and policy frameworks
- Principles and practices of public speaking
- Mechanisms for providing feedback to consumers

REQUIRED SKILLS AND KNOWLEDGE

Essential skills:

It is critical that the candidate demonstrate the ability to:

- Demonstrate understanding and adherence to own work role and responsibilities
- Follow organisation policies, protocols and procedures
- Liaise and report appropriately to supervisor
- Demonstrate understanding and application of legislation and policy related to providing services in the disability sector
- Promote the self-determination and empowerment of people with disability
- Support strengths-based practices
- Demonstrate understanding of impact of personal values and attitudes on providing an effective service

In addition, the candidate must be able to demonstrate relevant task skills; task management skills; contingency management skills and job/role environment skills

These include the ability to:

- Apply reading and writing skills required to fulfil work role in a safe manner and as specified by the organisation/service:
 - this requires a level of skill that enables the worker to follow and give work-related instructions and directions and the ability to seek clarification and comments from clients, colleagues, health professionals and other service providers
 - industry work roles will require workers to possess a literacy level that will enable them to, read and write client's service delivery plans, record in health records, and write reports and submissions
- Apply oral communication skills required to fulfil work role in a safe manner and as specified by the organisation:
 - this requires a level of skill that enables the worker to follow work-related instructions and directions and the ability to seek clarification and comments from supervisors, clients and colleagues
 - industry work roles will require workers to possess oral communication skills that will enable them to ask questions, clarify understanding, recognise and interpret non-verbal cues, provide information and express encouragement and support and speak in small and large public forums
- Apply problem solving skills that require negotiation and mediation skills to resolve problems of an intermediate nature within organisation protocols
- Work effectively with clients, colleagues and supervisors.
- Implement education programs for individuals and small groups in relation to sexuality
- Examine impact of personal values and attitudes on service delivery
- Support diversity in relationships and sexual expression

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.

People with disability may include:

- Individuals at any stage of the life span
- Individuals living in the community, either alone or with family or carers
- Individuals living in supported community accommodation
- Individuals living in funded residential facilities
- Prospective individuals to the service or services

Contexts may include:

- An individual's own dwelling
- Shared households or group dwellings
- Specialist residential facilities
- Community centres
- Supported employment venues
- Open employment venues
- Community/government agencies

Policy and legislation may include those related to:

- Access and equity
- Building codes and standards
- Criminal acts
- Disability discrimination
- Disability service standards
- Disability services
- Equal employment opportunity
- Freedom of information
- Guardianship
- Occupational health and safety
- Privacy
- Public health
- Restrictive practices

Report may include:

- Verbal:
 - telephone
 - face-to-face
- Non-verbal (written):
 - progress reports
 - case notes
 - incident reports

RANGE STATEMENT

Forums may include:

- Internal and external committees
- Seminars
- Conferences
- Open meetings
- Political campaign meetings
- Court and tribunal appearances

Strategies for supporting people with disability to express their ideas and opinions may include:

- Role modelling
- Training
- Provision of information to support views
- Connecting individual's with lobbyist and people with appropriate expertise
- Assistance with preparation of reports/submissions and speech writing

Sexuality and identity needs may include:

- Love and affection
- Relationships and intimacy
- Touch
- Physical appearance
- Need for privacy and discretion
- Access to assistive/protective devices
- Safety
- Sexual health
- Contraception
- Pregnancy, child birth and parenting

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
- It is recommended that assessment or information for assessment will be conducted or gathered over a period of time and cover the normal range of workplace situations and settings

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:
 - an appropriate workplace where assessment can take place
 - relevant organisation policy, protocols and procedures
 - equipment and resources normally used in the workplace

Information on Units of Competency to support the RPL Project for Certificate III in Disability

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.

Method of assessment may include:

- Observation in the workplace
- Written assignments/projects
- Case study and scenario analysis
- Questioning
- Role play simulation

CHCDIS322A Support community participation and inclusion

Descriptor This unit describes the knowledge and skills required by the worker to maximise the participation of a person with a disability into various community settings, functions and activities to enhance their psychosocial well being and lifestyle

Employability Skills This unit contains Employability Skills

Application The knowledge and skills of this unit of competency are used within the framework of an individualised support plan

ELEMENT

Elements define the essential outcomes of a unit of competency.

1. Support the person with a disability to engage with a *social network* and the broad community

PERFORMANCE CRITERIA

The Performance Criteria specify the level of performance required to demonstrate achievement of the Element. Terms in italics are elaborated in the Range Statement.

- 1.1 Identify interests, abilities and requirements of person with disability in order that they may engage with a social network
- 1.2 Match relevant options, networks and services to requirements of person with disability
- 1.3 Identify and access *appropriate resources* according to organisation policy and protocols
- 1.4 Provide information about options available to person with disability and/or their advocate/s /carer
- 1.5 Recognise and accommodate individual choices and cultural differences

Information on Units of Competency to support the RPL Project for Certificate III in Disability

ELEMENT	PERFORMANCE CRITERIA
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 <i>italics</i> are elaborated in the Range Statement.
2. Support strategies for community participation and inclusion according to <i>individualised plan</i>	<p>2.1 Support the person and, where appropriate their family, to implement strategies to address barriers to participation, according to the individualised plan</p> <p>2.2 Assist the person and, where appropriate their family, to identify and access community options that will meet needs identified in the individualised plan</p> <p>2.3 Support the person and, where appropriate their family, to access opportunities to establish connections through shared interests</p> <p>2.4 Assist the person, if appropriate, to become an active member of their local neighbourhood</p> <p>2.5 Provide the person and, where appropriate their family, the necessary supports for participation, according to the individualised plan</p> <p>2.6 Assist person with disability and, where appropriate their family to select activities that will enhance successful integration</p> <p>2.7 Provide support in a manner that provides a positive role model and promotes development and/or maintenance of the person's skills</p> <p>2.8 Identify aspects of involvement in the individualised plan outside scope of knowledge, skills and/or job role and seek appropriate support</p> <p>2.9 Identify strategies for community participation and inclusion that may require review and report to supervisor</p>
3. Assist in minimising isolation for <i>people with disabilities</i>	<p>3.1 Assess physical barriers to participation and identify solutions with involvement of person with disability</p> <p>3.2 Recognise own limitations in addressing issues and seek advice when necessary</p> <p>3.3 Assist the person and, where appropriate their family, to implement strategies to address transport issues according to the individualised plan</p>

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 perform task skills; task management skills; contingency management skills and job/role environment skills as outlined in elements and performance criteria of this unit

These include knowledge of:

- Relevant policies, protocols and practices of the organisation in relation to Unit Descriptor and work role
- Understanding of the legislative processes related to the rights and responsibilities of people with a disability
- Understanding of elements of best practice in the area of community inclusion
- Strategies for identifying the psychosocial interests, abilities and requirements of a person with a disability
- Strategies for matching options, networks and services to the requirements of people with a disability
- Knowledge of programs and agencies that support community integration
- Transport services available for people with various types of disabilities
- Strategies for providing community education
- Aids and equipment used to facilitate community integration
- Group dynamics
- Working with families and family systems
- Role of carers

REQUIRED SKILLS AND KNOWLEDGE

Essential skills:

It is critical that the candidate demonstrate the ability to:

- Demonstrate understanding of and adherence to own work role and responsibilities
- Follow organisation policies, protocols and procedures
- Liaise and report appropriately to agencies
- Promote community integration to enhance the psychosocial well being of people with a disability
- Uphold rights and responsibilities of people with a disability through community integration
- Implement a wide range of activities for facilitation of community integration
- Implement individualised community support plan
- Apply aids and equipment as required to facilitate community participation

In addition, the candidate must be able to demonstrate relevant task skills; task management skills; contingency management skills and job/role environment skills

These include the ability to:

- Apply reading and writing skills required to fulfil work role in a safe manner and as specified by the organisation/service:
 - this requires a level of skill that enables the worker to follow and give work-related instructions and directions and the ability to seek clarification and comments from clients, colleagues, health professionals and other service providers
 - industry work roles will require workers to possess a literacy level that will enable them to, read and write client's service delivery plans, record in health records, complete assessment tools and write reports and submissions
- Apply oral communication skills required to fulfil work role in a safe manner and as specified by the organisation:
 - This requires a level of skill that enables the worker to follow work-related instructions and directions and the ability to seek clarification and comments from supervisors, clients and colleagues
 - industry work roles will require workers to possess effective verbal and non-verbal communication skills that will enable them to ask questions, clarify understanding and meaning, recognise and interpret non-verbal cues, adapt communication styles to meet specific needs, provide information and express encouragement and support
- Apply problem solving skills that require negotiation and mediation skills to resolve problems of a difficult nature within organisation protocols
- Collaborate and network with a variety of stakeholders in order to achieve service objectives

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.

People with disabilities may include:

- Individuals at any stage of the life span
- Individuals living in the community, either alone or with family or carers
- Individuals living in supported community accommodation
- Prospective individuals to the service or services

Contexts may include:

- An individual's own dwelling
- Shared households or group dwellings
- Specialist residential facilities
- Community centres
- Respite services
- Supported employment venues
- Community/government agencies

Social network may include:

- Family groups
- Support groups
- Direct neighbourhood or local community
- Work groups
- Sports and other recreation groups
- Age-related groups (youth or senior citizens)
- Community centres
- Clubs

Individualised plan may include:

- Relevant stakeholders
- Community inclusion goals
- Strategies
- Who is responsible for actioning
- Review dates

Elements of inclusion best practice may include:

- Person-centred support
- Capacity thinking
- Building alliances within the community
- Create understanding
- Open choices and opportunities
- Raising expectations
- Nurture relationships

RANGE STATEMENT

Appropriate resources may include:

- Specialised transport
- Mobility aids
- Communication aids
- Personnel

Examples of physical entry and exit issues may include:

- Kerbs
- Lifts
- Ramps
- Lighting
- Signs
- Amenities

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
- It is recommended that assessment or information for assessment will be conducted or gathered over a period of time and cover the normal range of workplace situation and settings

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:
 - appropriate workplace where assessment can take place
 - relevant organisation policy, protocols and procedures
 - equipment and resources normally used in the workplace

Information on Units of Competency to support the RPL Project for Certificate III in Disability

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.

Method of assessment may include:

- Observation in the workplace
- Written assignments/projects
- Case study and scenario analysis
- Questioning
- Role play simulation

Related units:

This unit should be assessed after or in conjunction with related units:

- CHCDIS301A Work effectively with people with a disability
- CHCDIS302A Maintain an environment designed to empower people with disabilities

CHCDIS323A Contribute to skill development and maintenance

Descriptor This unit describes the knowledge and skills required to participate in supporting people with disability to develop and maintain skills in order to maximise independence

Employability Skills This unit contains Employability Skills

Application This unit may apply to working with people with disability in a range of residential and community service contexts

ELEMENT

Elements define the essential outcomes of a unit of competency.

1. Work within a context of *skill development* and maintenance

PERFORMANCE CRITERIA

The Performance Criteria specify the level of performance required to demonstrate achievement of the Element. Terms in italics are elaborated in the Range Statement.

- 1.1 Demonstrate an understanding of *current philosophies, theories and practices* relating to skill development and maintenance for *people with disability*
- 1.2 Demonstrate an understanding of the importance of skills and competency to a sense of independence and empowerment
- 1.3 Demonstrate an understanding of the impact of incidental learning
- 1.4 Demonstrate a person-centred approach in all interactions with the client

2. Contribute to skills assessment

- 2.1 Provide information about client demonstration of *skills* in different environments to the planning process
- 2.2 Conduct review of client skills and competencies as required to address organisation policy and procedures
- 2.3 Provide feedback to supervisor about any changes in client's status likely to have an impact on skill development and maintenance
- 2.4 Participate in assessment in a manner that respect a client's rights and dignity
- 2.5 Where appropriate, support the engagement of *relevant others* in the assessment process

Information on Units of Competency to support the RPL Project for Certificate III in Disability

ELEMENT	PERFORMANCE CRITERIA
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.
3. Provide strengths-based support	3.1 Encourage client to identify strengths 3.2 Work in a manner that acknowledges the client as their own expert 3.3 Provide support for the client to identify resources to compliment strengths 3.4 Encourage support to mobilise their strengths
4. Provide active support	4.1 Encourage people with disability to engage as actively as possible in all living activities 4.2 Monitor level of engagement for possible changes 4.3 Identify strategies and opportunities to maximise engagement
5. Utilise incidental learning opportunities to enhance skills development	5.1 Identify situations as potential informal learning opportunities and encourage learning 5.2 Withdraw support to an appropriate level as directed in order to encourage experiential learning 5.3 Provide appropriate constructive information and feedback to person with disability as soon as possible in appropriate format 5.4 Provide encouragement when person with disability takes initiative in learning situation 5.5 Identify and describe a range of informal learning opportunities in context of organisation policies and procedures
6. Support implementation of person-centred skills development plans	6.1 Interact with person with a disability in a manner that is motivating and empowering and demonstrates respect for the person 6.2 Communicate with supervisor or relevant others if experiencing difficulty in implementing the skills development plan 6.3 Collate and maintain records to assist with monitoring and review of person-centred skills development plan

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 perform task skills; task management skills; contingency management skills and job/role environment skills as outlined in elements and performance criteria of this unit

These include 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
 - rightful place in community
 - community education and capacity building
 - self determination
- Foundation knowledge of lifespan development
- Concepts and their relationship, including:
 - vulnerability
 - power
 - independence
- Basic knowledge of assessment processes relating to skills development and maintenance
- Knowledge of assessments processes and protocols used by the organisation/service
- Understanding of communication needs, strategies and resources
- Principles of access and equity
- Principles and practices of confidentiality
- 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 learning needs
- Basic knowledge of:
 - task analysis
 - prompting, principles of prompting and fading prompting
 - strategies to create independence
 - reinforcers
 - motivators to learn
 - common de-motivators and blocks
- Understanding of maintenance techniques and generalisation
- Understanding of incidental learning

REQUIRED SKILLS AND KNOWLEDGE

Essential skills:

It is critical that the candidate demonstrate the ability to:

- Communicate effectively with people with a range of different disabilities
- Use communication techniques / devices that meet the client's communication needs
- Identify skill and competency requirements
- Apply skills in interpersonal communication with clients and other stakeholders
- Demonstrate understanding of and adherence to own work role and responsibilities
- Follow organisation policies and protocols
- Liaise and report to relevant personnel
- Demonstrate and apply knowledge of learning and development in order to implement skills development plans for a person with a disability
- Collaborate and network with a variety of personnel in order to achieve learning and development objectives
- Use communication techniques that encourage and motivate
- Demonstrate appropriate prompting during training session
- Demonstrate appropriate application of reinforcers during training session
- Demonstrate understanding of incidental learning opportunities

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.

Current philosophies, theories and practices includes:

- Practices which focus on the individual person
- Strengths-based practice
- Active support
- Person-centred practice

Skills may include:

- Communication
- Personal hygiene
- Meal preparation
- Transport
- Money handling
- Dressing
- Grooming
- Eating
- Working
- House hold tasks
- Recreational activities

People with disability may include:

- Individuals at any stage of the life span
- Individuals living in the community, alone, with a partner, sharing with others or with family or carers
- Individuals living in supported community accommodation
- Individuals living in funded residential facilities

Contexts may include:

- An individual's own dwelling
- Shared households or group dwellings
- Specialist residential facilities
- Community centres
- Supported employment venues
- Open employment venues
- Community/government agencies
- Open employment venues
- Voluntary agencies
- Training agencies

RANGE STATEMENT

Skills development may be in:

- Life skills
- Vocational skills
- Social skills
- Personal support skills
- Developing and maintaining relationships including intimate relationships
- Maintaining physical health including sexual health
- Safety

Learning strategies may include:

- Role modelling
- Demonstration
- Skills component mastery
- Contextualisation
- Drama and role plays
- Peer education

Relevant others may include:

- Advocate/s
- Behavioural consultants (for acquired brain injury)
- Carers
- Colleagues
- Development officers
- Disability support workers
- Educational psychologists
- Employment officers
- Family
- Friends
- Occupational therapists
- Outreach workers
- Programming staff
- Relatives
- Supervisors
- Teachers
- Technicians

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
- It is recommended that assessment or information for assessment will be conducted or gathered over a period of time and cover the normal range of workplace situation and settings

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 delivered and 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:
 - an appropriate workplace where assessment can take place or simulation of realistic workplace setting for assessment

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.

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

Information on Units of Competency to support the RPL Project for Certificate III in Disability

CHCICS301A

Provide support to meet personal care needs

Descriptor

This unit describes the knowledge and skills required by workers within their designated role and responsibilities to support or assist a client with their personal care needs within the framework of an individualised care support plan

Employability Skills

This unit contains Employability Skills

Application

This unit is appropriate for application in a residential, home care or community care environment with clients who require support to address their personal needs and whose specific support requirements have been assessed and documented in an *individualised care support plan*

ELEMENT

Elements define the essential outcomes of a unit of competency.

1. Apply understanding of client's *personal support requirements*

PERFORMANCE CRITERIA

The Performance Criteria specify the level of performance required to demonstrate achievement of the Element. Terms in italics are elaborated in the Range Statement.

- 1.1 Review *personal care support plan* with client to confirm support requirements to address personal care needs
- 1.2 Confirm *personal support* requirements within scope of knowledge, skills and/or job role and seek appropriate support/inputs for those outside scope
- 1.3 Consider the *potential impact* that provision of personal care support may have on the client and confirm with supervisor
- 1.4 Consider specific cultural needs of the client relevant to personal support
- 1.5 Consider risks associated with the provision of support and confirm with supervisor
- 1.6 Identify *equipment, processes and aids* for providing assistance and promoting independence
- 1.7 Identify aspects of processes and aids outside skills and knowledge and/or job role and seek appropriate support

2. Provide support within the context of maximum client participation

- 2.1 Confirm procedures with the client
- 2.2 Consider and confirm the client's level of participation in meeting their personal care needs
- 2.3 Confirm the client's preferences
- 2.4 Provide the client with information to assist them in meeting their own personal care needs

Information on Units of Competency to support the RPL Project for Certificate III in Disability

ELEMENT	PERFORMANCE CRITERIA
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 <i>italics</i> are elaborated in the Range Statement.
3. Address personal support requirements	<p>3.1 Prepare and use necessary processes, equipment, aids and appliances in an appropriate and safe manner</p> <p>3.2 Provide support or assistance according to the personal care plan and organisation policies, protocols and procedures</p> <p>3.3 Provide support or assistance in the context of identified risks</p> <p>3.4 Assist client, as required, with:</p> <ul style="list-style-type: none"> - showering - bed bathing - shaving - dressing, undressing and grooming - toileting and the use of continence aids - eating and drinking using appropriate feeding techniques - oral hygiene - mobility and transfer including in and out of vehicles and falls recovery techniques <p>3.5 Provide support or assistance with <i>technical care</i> activities according to the personal care plan and organisation policies, protocols and procedures</p> <p>3.6 Clarify difficulties in providing support to meet client needs with client and a supervisor and address within organisation protocols</p> <p>3.7 Maintain confidentiality, privacy and dignity of the client with organisation policy and protocols</p> <p>3.8 Perform work to the standard required by the organisation</p>
4. Recognise and report changes in client health and/or personal support requirements	<p>4.1 Identify variations in personal care support requirements and <i>report</i> to supervisor</p> <p>4.2 Work with person and supervisor to identify required changes to processes and aids</p> <p>4.3 Identify variations and concerns about client's health</p> <p>4.3 Report variations and concerns about client's health to the supervisor</p>

Information on Units of Competency to support the RPL Project for Certificate III in Disability

ELEMENT

Elements define the essential outcomes of a unit of competency.

PERFORMANCE CRITERIA

The Performance Criteria specify the level of performance required to demonstrate achievement of the Element. Terms in italics are elaborated in the Range Statement.

5. Complete reporting and documentation

- 5.1 Comply with the organisation's *reporting requirements*, including reporting observations to supervisor
- 5.2 Complete documentation according to organisation policy and protocols
- 5.3 Maintain documentation in a manner consistent with reporting requirements
- 5.4 File documentation according to organisation policy and protocols

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 perform task skills; task management skills; contingency management skills and job/role environment skills as outlined in elements and performance criteria of this unit

These include knowledge and understanding of:

- Understanding of own work role and responsibilities
- Processes and strategies to support people with personal care needs
- Basics of body hygiene and grooming
- Basics of oral hygiene
- Knowledge to interpret a personal care support plan, including terminology, basic understanding/knowledge of human body systems, goals, objectives, actions
- Personal safety and security risks associated with provision of personal care support
- Strategies to minimise personal safety and security risks associated with provision of personal care support
- Role of carers
- Common equipment and aids utilised in provision of personal care support
- Principles and practices of confidentiality and privacy
- Principles and practices in undertaking technical skills associated with supporting/assisting people to meet personal care needs
- Significance of service setting including specific contexts of supporting personal care needs in a residential care setting and in a client's private home
- Occupational health and safety issues and procedures, (including those related to manual handling and infection control)

REQUIRED SKILLS AND KNOWLEDGE

Essential skills:

It is critical that the candidate demonstrate the ability to:

- Follow organisation policies and protocols
- Liaise and report appropriately to supervisor and/or health professionals
- Make informed observations and report appropriately
- Adhere to own work role and responsibilities
- Obtain relevant information from a personal care support plan
- Provide physical and psychosocial support to the person when assisting with personal care needs
- Provide personal care support within the individual personal care context
- Respond to a client's personal preferences wherever appropriate
- Provide general hygiene and grooming including physical ability to:
 - perform personal care tasks
 - provide oral hygiene
 - perform client lifting and use moving methods
 - use aids and equipment
- Support a person's direction and participation in provision of personal care support
- Use processes, aids and equipment appropriately in provision of personal care support
- Communicate effectively with people requiring personal care support
- Identify variations to personal care support requirements
- Identify and respond to risks associated with providing personal care support
- Demonstrate safe and effective use of workplace technology in line with occupational health and safety (OHS) guidelines

REQUIRED SKILLS AND KNOWLEDGE

Essential skills (contd):

In addition, the candidate must be able to demonstrate relevant task skills; task management skills; contingency management skills and job/role environment skills

These include the ability to:

- Apply reading and writing skills required to fulfil work role in a safe manner and as specified by the organisation/service:
 - this requires a level of skill that enables the worker to follow work-related instructions and directions and the ability to seek clarification and comments from supervisors, clients and colleagues
 - industry work roles will require workers to possess a literacy level that will enable them to interpret international safety signs, read client's service delivery plans, make notations in clients records and complete workplace forms and records
- Apply oral communication skills required to fulfil work role in a safe manner and as specified by the organisation:
 - this requires a level of skill that enables the worker to follow work-related instructions and directions and the ability to seek clarification and comments from supervisors, clients and colleagues
 - industry work roles will require workers to possess oral communication skills that will enable them to ask questions, clarify understanding, recognise and interpret non-verbal cues, provide information and express encouragement
- Apply numeracy skills required to fulfil work role in a safe manner and as specified by the organisation:
 - industry work roles will require workers to be able to perform basic mathematical functions, such as addition and subtraction up to three digit numbers and multiplication and division of single and double-digit numbers
- Apply basic problem solving skills to resolve problems of limited difficulty within organisation protocols
- Work effectively with clients, colleagues and supervisors

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.

Personal support context may include:

- People living in a residential care environment
- People living in the community
- Students in schools
- Involvement of carer

Individualised care support plan may include:

- A stand alone personal care plan
- Personal care aspects embedded in a wider individualised plan

Personal support requirements may include:

- Assisting with personal hygiene
 - assisting with eating and drinking and use feeding techniques
 - assisting with oral hygiene and health care
 - assisting with toileting and use of continence aids
 - bed bathing
 - dressing and grooming including assisting with pressure stocking
 - shaving
 - showering
 - elimination
- Hydration and nutrition including dysphagia
- Maintenance of skin integrity and pressure area prevention
- Mobility and transfer including in and out of vehicles and falls recovery techniques
- Monitoring medication as appropriate to work role
- Nail care
- Pain, rest and sleep
- Respiration
- Technical care activities according to the personal care support plan and organisation policies, protocols and procedures

RANGE STATEMENT

Simple technical skills may include:

- Simple dressing
- Catheter care (not including insertion or removal of tubes)
- Application of prostheses
- Application of anti-thrombotic stockings
- Assistance with breathing tubes (under direct supervision of a health professional)
- Simple eye care

Potential impact may include:

- Embarrassment
- Fear
- Disempowerment
- Humiliation
- Discomfort

Equipment, processes and aids may include:

- Wheelchairs and other transport devices
- Mobility aids
- Lifting and transferring aids
- Beds
- Breathing devices
- Scales
- Continence aids
- Personal audio-visual aids
- Modified feeding aids

Situations of risk or potential risk, may include:

- Evidence of self-neglect
- Behaviours of concern
- Impaired judgement and problem solving abilities
- Impaired cognitive functioning
- Sudden or unexpected change in health status include sensory loss
- Home environmental hazards
 - slippery or uneven floor surfaces
 - physical obstructions (e.g. furniture and equipment)
 - poor home maintenance
 - poor or inappropriate lighting
 - inadequate heating and cooling devices
 - inadequate security
- Social rights infringements

RANGE STATEMENT

Report may include:

- Verbal:
 - telephone
 - face-to-face
- Non-verbal (written):
 - progress reports
 - case notes
 - hazard and incident reports
 - care plans

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
- It is recommended that assessment or information for assessment will be conducted or gathered over a period of time and cover the normal range of workplace situations and settings
- This unit must be assessed in a work context and under the normal range of workplace conditions
- Where, for reasons of safety, space, or access to equipment and resources, some assessment takes place away from the workplace, the assessment environment should represent workplace conditions as closely as possible

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 include access to:
 - appropriate workplace where assessment can take place
 - relevant organisation policy, protocols and procedures
 - OHS industry guides
 - health care checklists, health management plans, personal healthcare diaries
 - equipment and resources normally used in the workplace

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.

Method of assessment may include:

- Observation in the workplace
- Written assignments/projects
- Case study and scenario analysis
- Questioning
- Role play simulation

Related units:

This unit must be assessed in relation to the specific context in which it will (or may) be applied

In the case of working with older people, this unit is recommended (but not required) to be assessed in conjunction with:

- CHCAC318A Work effectively with older people

OR

In the case of working with people with disabilities, it is recommended (but not required) to be assessed in conjunction with:

- CHCDIS301A Work effectively with people with a disability

CHCICS302A Participate in the implementation of individualised plans

Descriptor This unit describes the knowledge and skills required to provide support for people to sustain quality of life according to individualised plans

Employability Skills This unit contains Employability Skills

Application This unit is appropriate for application in a residential, home care or community care environment with clients who require support to address their personal needs and whose specific support requirements have been assessed and documented in an individualised care support plan

In some settings, aspects of the plan may be assessed and delegated by a health professional and, in these cases, participation in these tasks must be within the limits established by the health professional

ELEMENT

Elements define the essential outcomes of a unit of competency.

PERFORMANCE CRITERIA

The Performance Criteria specify the level of performance required to demonstrate achievement of the Element. Terms in *italics* are elaborated in the Range Statement.

- | | |
|--|--|
| <p>1. Plan work activities according to an <i>individualised plan</i></p> | <p>1.1 Apply understanding of organisation's policies, protocols and procedures in relation to the individualised planning process</p> <p>1.2 Confirm <i>individualised plan</i> details with the client</p> <p>1.3 Work with client to identify actions and activities that support the individualised plan</p> <p>1.4 Prepare for <i>support</i> activities according to client's individualised plan, preferences and organisation policies, protocols and procedures</p> <p>1.5 Prepare for support activities that promote the client's participation and independence</p> <p>1.6 Clarify own role in implementing individualised plan and seek appropriate support for any aspects outside scope of own knowledge/skills or job role</p> |
| <p>2. Establish and maintain appropriate relationships with client (and carer)</p> | <p>2.1 Introduce oneself appropriately and maintain courtesy to the client, and carer where appropriate</p> <p>2.2 Conduct exchanges with the client in a manner that develops and maintains trust</p> <p>2.3 Maintain confidentiality and privacy of the client within organisation policy and protocols</p> <p>2.4 Conduct exchanges with the client in a manner that respects cultural sensitivities and needs</p> <p>2.5 Support the interests, rights and decision-making of the client in all dealings</p> |

Information on Units of Competency to support the RPL Project for Certificate III in Disability

ELEMENT	PERFORMANCE CRITERIA
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 <i>italics</i> are elaborated in the Range Statement.
3. Provide and monitor support according to the individualised plan	<p>3.1 Provide <i>support</i> according to the individualised plan, the client's preferences and organisation policies, protocols and procedures</p> <p>3.2 Provide support in a manner that contributes to the client's skill development and/or maintenance</p> <p>3.3 Provide support according to duty of care requirements</p> <p>3.4 <i>Monitor support activities</i> to determine capacity for the client's participation</p> <p>3.5 Monitor support activities to determine contribution to the client's independence</p> <p>3.6 Monitor support activities to determine contribution to the client's emotional well being</p> <p>3.7 Monitor support activities to determine relevance to the client's individualised plan</p> <p>3.8 Monitor aspects of the individualised plan that might need review and <i>report</i> to supervisor</p>
4. Contribute to ongoing relevance of the individualised plan	<p>4.1 Participate in discussion with the client and supervisor to identify areas of the individualised plan that require review</p> <p>4.2 Participate in discussion with the client and supervisor in a manner that acknowledges the client as their own experts</p> <p>4.3 Participate in discussion with the client and supervisor in a manner that supports client self determination</p>
5. Respond to situations of risk to the client within work role and responsibilities	<p>5.1 Provide assistance to maintain a safe and healthy environment</p> <p>5.2 Identify situations of risk, or potential risk, to the client and report to a supervisor</p> <p>5.3 Respond to <i>situations of risk, or potential risk</i> appropriately and communicate to a supervisor</p> <p>5.4 Implement strategies to minimise risk and communicate to a supervisor and colleagues</p> <p>5.5 Report <i>uncharacteristic or inappropriate behaviour</i> to a supervisor</p>

Information on Units of Competency to support the RPL Project for Certificate III in Disability

ELEMENT

Elements define the essential outcomes of a unit of competency.

PERFORMANCE CRITERIA

The Performance Criteria specify the level of performance required to demonstrate achievement of the Element. Terms in italics are elaborated in the Range Statement.

6. Complete documentation and reporting

- 6.1 Comply with the organisation's reporting requirements
- 6.2 Complete documentation according to organisation policy and protocols
- 6.3 Maintain documentation in a manner consistent with reporting requirements
- 6.4 File documentation in accordance with organisation policy and protocols

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 perform task skills; task management skills; contingency management skills and job/role environment skills as outlined in elements and performance criteria of this unit

These include knowledge of:

- Role and responsibilities of self and others in the organisation
- The importance and meaning of home and belongings to individuals
- Rationale and processes underpinning individualised planning to support client's strengths, interests, health and emotional well being and self determination
- Basic principles of person-centred practice, strengths-based practice and active support
- Duty of care requirements when supporting an individualised plan
- Contemporary social aspects relating to ageing and disability
- Factors contributing to a client's ability to participate in the community
- Role of carers
- Safety and security risks associated with ageing and with disability
- Strategies for minimising risk
- Principles and practices for establishing and maintaining appropriate relationships with people required to support an individualised plan
- Knowledge of and interaction with client assessment process and assessors
- Resources that will support the individualised plan
- Processes and practices that support skill development and/or maintenance
- Documentation and reporting requirements and procedures
- Principles and practices of confidentiality and privacy

REQUIRED SKILLS AND KNOWLEDGE

Essential skills:

It is critical that the candidate demonstrate the ability to:

- Match a client's support requirements with support procedures
- Monitor the effectiveness of support procedures
- Understand and follow individualised plan
- Respond to client's preferences
- Apply physical and psychosocial aspects of the client in supporting their individualised plan
- Identify and respond to risks associated with supporting the individualised plan
- Liaise and report appropriately to supervisor and/or other health professionals
- Adhere to own work role and responsibilities
- Demonstrate safe and effective use of workplace technology, including information technology, in line with occupational health and safety (OHS) guidelines
- Make informed observations and report appropriately

In addition, the candidate must be able to demonstrate relevant task skills; task management skills; contingency management skills and job/role environment skills

These include the ability to:

- Follow organisation policies and protocols
- Apply reading and writing skills required to fulfil work role in a safe manner and as specified by the organisation/service:
 - this requires a level of skill that enables the worker to follow work-related instructions and directions and the ability to seek clarification and comments from supervisors, clients and colleagues
 - industry work roles will require workers to possess a literacy level that will enable them to interpret international safety signs, read client's service delivery plans, make notations in clients records and complete workplace forms and records
- Apply oral communication skills required to fulfil work role in a safe manner and as specified by the organisation:
 - this requires a level of skill that enables the worker to follow work-related instructions and directions and the ability to seek clarification and comments from supervisors, clients and colleagues
 - industry work roles will require workers to possess oral communication skills that will enable them to ask questions, clarify understanding, recognise and interpret non-verbal cues, provide information and express encouragement
- Apply numeracy skills required to fulfil work role in a safe manner and as specified by the organisation:
 - industry work roles will require workers to be able to perform basic mathematical functions, such as addition and subtraction up to three digit numbers and multiplication and division of single and double-digit numbers
- Apply basic problem solving skills to resolve problems of limited difficulty within organisation protocols
- Work effectively with clients, colleagues and supervisors

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.

Individualised plan may include:

- Formally developed and documented plans
- Less formal, 'ad hoc' planning process

Individualised plan may address the requirements of:

- Older people
- Infants
- Children
- Young people'
- People with a disability

and may be implemented in:

- Residential settings
- Client's home
- A range of community services settings

Appropriate communication and relationship building processes may include:

- Courtesy
- Empathy
- Non-judgemental support
- Observing and listening
- Respect of individual differences

RANGE STATEMENT

Support may refer to:

- Personal care
- Support involving simple technical skills, such as:
 - active assistive exercises
 - application of anti-thrombotic stockings
 - application of prostheses
 - assistance with breathing tubes (under direct supervision of a health professional)
 - catheter care (not including insertion or removal of tubes)
 - deep breathing/coughing exercises
 - simple dressing
 - simple eye care

- Employment support
- Social support
- Community access
- Accommodation support
- Lifestyle support

and may also include:

- Home maintenance services
- Garden maintenance services
- Transport services
- Cleaning services
- Laundry services
- Meal preparation and/or delivery services
- Shopping services
- Home modification services

Monitor support activities may include:

- Feedback from person, family, carers and other interested people
- Observations
- Requests

Report may be, and include:

- Verbal:
 - telephone
 - face-to-face
- Non-verbal (written):
 - progress reports
 - case notes
 - hazard and incident reports
 - care plans

RANGE STATEMENT

Situations of risk or potential risk, may include:

- Evidence of self-neglect
- Evidence of self-harm
- Evidence of abuse
- Uncharacteristic or inappropriate behaviours
- Impaired judgement and problem solving abilities
- Impaired cognitive functioning
- Sudden or unexpected change in health status include sensory loss
- Environmental hazards
 - slippery or uneven floor surfaces
 - physical obstructions (e.g. furniture and equipment)
 - poor home maintenance
 - poor or inappropriate lighting
 - inadequate heating and cooling devices
 - inadequate security
- Social rights infringements

Uncharacteristic or inappropriate behaviour that may require reporting and support may include:

- Agitation
- Aggression (physical and/or verbal)
- Withdrawal
- Confusion
- Emotional distress
- Disinhibition
- Perseveration
- Self mutilation
- Substance abuse
- Sleeplessness
- Depression
- Disorientation
- Impulsivity
- Eating problems

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
- It is recommended that assessment or information for assessment will be conducted or gathered over a period of time and cover the normal range of workplace situations and settings
- This unit will be most appropriately assessed in the workplace and under the normal range of workplace conditions
- Where, for reasons of safety, space, or access to equipment and resources, assessment takes place away from the workplace, the assessment environment should represent workplace conditions as closely as possible

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 include access to:
 - appropriate workplace where assessment can take place
 - relevant organisation policy, protocols and procedures
 - equipment and resources normally used in the workplace

Information on Units of Competency to support the RPL Project for Certificate III in Disability

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.

Method of assessment may include:

- Observation in the workplace
- Written assignments/projects
- Case study and scenario analysis
- Questioning
- Role play simulation

Related units:

This unit must be assessed in relation to the specific context in which it will (or may) be applied

In the case of working with older people, this unit is recommended (but not required) to be assessed in conjunction with:

- CHCAC318A Work effectively with older people

OR

In the case of working with people with disabilities, it is recommended (but not required) to be assessed in conjunction with:

- CHCDIS301A Work effectively with people with a disability

CHCICS303A

Support individual health and emotional well being

Descriptor

This unit describes the knowledge and skills required by the worker to support a client's health and emotional well being

Employability Skills

This unit contains Employability Skills

Application

The skills and knowledge of this unit of competency will be applied according to an established individualised plan and with regard for the value and importance of people's health and well being

This unit of competency covers possible indicators of abuse and neglect and a requirement to report to a supervisor

ELEMENT

Elements define the essential outcomes of a unit of competency.

PERFORMANCE CRITERIA

The Performance Criteria specify the level of performance required to demonstrate achievement of the Element. Terms in italics are elaborated in the Range Statement.

1. Support the *client* to engage with a relevant social *network* and the wider community

- 1.1 Confirm the client's social and recreational preferences
- 1.2 Identify a client's social network (where possible)
- 1.3 Encourage and facilitate the client to attend social and recreational activities and wherever possible, involving their social network
- 1.4 Encourage and facilitate the client to attend social and recreational activities that promote the development of social networks
- 1.5 Recognise the need to modify or adapt social and recreational activities to meet specific needs of the client and *report to appropriate person*
- 1.5 Provide the client with information about *community networks* and activities available to them

Information on Units of Competency to support the RPL Project for Certificate III in Disability

ELEMENT	PERFORMANCE CRITERIA
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 <i>italics</i> are elaborated in the Range Statement.
2. Support the client's health	<p>2.1 Demonstrate basic understanding of the impact the client's circumstances may have on their health</p> <p>2.2 Identify processes, actions and circumstances that support the client's good health</p> <p>2.3 Provide support in a manner that promotes the client's good health</p> <p>2.4 Confirm aspects of supporting a client's health within scope of knowledge, skills and/or job role and seek appropriate support for those outside scope</p> <p>2.5 Identify <i>variations in a client's physical condition</i> and report to supervisor</p> <p>2.6 Recognise indications that client's experience of pain is affecting their well being and report according to organisation policy and protocol</p>
3. Support the person's emotional and psychological well being	<p>3.1 Demonstrate basic understanding of the impact of client's circumstances may have on <i>emotional and psychological</i> well being</p> <p>3.2 Identify processes, actions and circumstances that support the client's self-esteem and confidence</p> <p>3.3 Provide support in a manner that promotes the client's self-esteem and confidence</p> <p>3.4 Identify aspects of supporting a client's emotional well being outside scope of knowledge, skills and/or job role and seek appropriate support</p> <p>3.5 Identify variations to a client's emotional well being and report to supervisor</p> <p>3.6 Recognise and report possible indicators of client abuse and/or neglect and report according to organisation policy and protocol</p>
4. Recognise and accommodate a client's <i>cultural</i> and spiritual preferences	<p>4.1 Demonstrate acceptance of a client's cultural and <i>spiritual preferences</i></p> <p>4.2 Ensure work practices accommodate a client's modesty and privacy according to cultural requirements</p> <p>4.3 Demonstrate cultural sensitivity in communication practices</p> <p>4.4 Facilitate the client's participation in cultural and spiritual practices and celebrations</p> <p>4.5 Provide the client with information regarding relevant cultural and spiritual networks available in the community</p>

Information on Units of Competency to support the RPL Project for Certificate III in Disability

ELEMENT	PERFORMANCE CRITERIA
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.
5. Support client to create an <i>environment</i> suitable to needs and preferences	5.1 Encourage and assist client to maintain their environment 5.2 Assist client to feel secure and comfortable 5.3 Identify hazards and report to supervisor 5.4 Use appropriate aids to support comfort, safety and well being 5.5 Facilitate established routines, rhythms and customs of client where possible 5.6 Inform client of support services and encourage them to use services
6. Recognise and accommodate the client's <i>expressions of identity and sexuality</i>	6.1 Demonstrate understanding of the impact of the client's circumstances on an individual's expression of identity and sexuality 6.2 Recognise the impact of community values and attitudes regarding sexuality, ageing and disability 6.3 Avoid imposing own values and attitudes regarding sexuality on others 6.4 Support the person to express their sexuality 6.5 Respect different spiritual expressions of sexuality 6.6 Acknowledge unmet needs relating to sexuality and identity and refer to an appropriate person
7. Complete documentation	7.1 Comply with the organisation's reporting requirements 7.2 Complete documentation according to organisation policy and protocols 7.3 Maintain documentation in a manner consistent with reporting requirements 7.4 File documentation in accordance with organisation policy and protocols

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 perform task skills; task management skills; contingency management skills and job/role environment skills as outlined in elements and performance criteria of this unit

These include:

- Understanding of own work role and responsibilities
- Basic understanding of the emotional, psychological, spiritual, cultural and sexual needs of clients
- Indicators of possible emotional concerns and issues which may have an impact on general health and well being, such as prolonged sadness, distress, anxiety or depression; lack of engagement; or heightened level of emotional expression
- Indications of possible neglect or abuse, including physical, sexual, psychological or financial abuse and appropriate response in accordance with organisation and/or government guidelines
- Understanding basic requirements for good health, including:
 - diet
 - exercise
 - lifestyle
 - hygiene
 - oral health
- Strategies to facilitate community inclusion
- Supporting existing networks and developing new networks and facilitating choice
- Strategies for selecting recreational and leisure activities based on preferences and abilities
- Concepts of powerlessness and empowerment
- Strategies to meet the emotional needs of people
- Myths and stereotypes surrounding sexuality and sexual expression of aged people and people with disabilities
- Definition and explanation of the terms 'spirituality' and 'cultural'
- Expressions of spirituality and culture
- Effects of spirituality and culture on care delivery
- Resources and networks that can support the cultural and spiritual needs of people
- Definition and explanation of the terms 'sexuality' and 'personal identity'
- Expressions of sexuality
- Cultural and individual differences in expressing sexuality
- Issues surrounding sexuality and sexual expression in residential settings
- Strategies for managing inappropriate sexual behaviour

REQUIRED SKILLS AND KNOWLEDGE

Essential skills:

It is critical that the candidate demonstrate the ability to:

- Adopt a non-judgemental and accepting attitude when supporting the client to meet their emotional and psychosocial needs
- Apply basic problem solving skills to resolve problems within organisation protocols
- Work effectively with clients, social networks, colleagues, supervisors and other services/agencies
- Liaise and report to appropriate persons/agencies
- Adhere to own work role and responsibilities

In addition, the candidate must be able to demonstrate relevant task skills; task management skills; contingency management skills and job/role environment skills

These include the ability to:

- Follow organisation policies and protocols
- Apply reading and writing skills required to fulfil work role in a safe manner and as specified by the organisation/service:
 - this requires a level of skill that enables the worker to follow work-related instructions and directions and the ability to seek clarification and comments from supervisors, clients and colleagues
 - industry work roles will require a literacy level that will enable workers to interpret international safety signs, read client service delivery plans, make notations in client records and complete workplace forms and records
- Apply oral communication skills required to fulfil work role in a safe manner and as specified by the organisation:
 - this requires a level of skill and ability to follow work-related instructions and directions and to seek clarification and comments from supervisors, clients and colleagues
- Apply verbal and non-verbal communication skills:
 - industry work roles will require effective verbal and non-verbal communication skills to ask questions, clarify understanding and meaning, recognise and interpret non-verbal cues, adapt communication styles to meet specific needs, provide information and express encouragement and support including active listening and empathy

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.

Client may include:

- Individuals living in residential care environments
- Individuals living in the community
- Prospective individuals to the service or services
- Veterans/War widows
- People with disabilities
- Older people

Environment may include:

- Person's own dwelling
- Independent living accommodation
- Residential aged care facilities
- Community centres
- Employment services

Emotional needs may include:

- Freedom from fear
- Freedom from anger
- Freedom from loneliness
- Freedom from guilt
- Freedom from anxiety
- Acceptance of loss
- Dealing with pain, grief, bereavement and acceptance of death
- Love and affection
- Dealing with degenerative issues
- A sense of security and contentment
- Veterans'/war widows issues

Psychological needs may include:

- Freedom from undue stress
- A sense of control
- Self-esteem
- Self-determination
- Acceptance of disability
- Personal identity
- Sense of belonging
- Life stage acceptance
- Veteran/war widow related issues

Information on Units of Competency to support the RPL Project for Certificate III in Disability

RANGE STATEMENT

Variations in a client's physical condition may include:

- Client reporting feeling unwell
- Weight loss
- Weight gain
- Skin tone and colour
- Aches
- Pain
- Nail status
- Oral health anomalies

Spiritual preferences may include:

- Formal and informal religious observance
- Need for privacy and an appropriate environment to reflect and/or participate in spiritual activities
- Ceremonial observances

Cultural may refer to:

- Dress and dietary observance
- Ceremonial and festive observances
- Need for continued interaction with cultural community

Expressions of identity and sexuality may include:

- Love and affection
- Touch
- Physical appearance
- Need for privacy and discretion
- Access to assistive/protective devices

Appropriate communication and relationship building processes may include:

- Courtesy
- Empathy
- Non-judgemental care
- Observing and listening
- Respect for individual differences
- Cross-cultural communication

Network may include:

- Advocates
- Family members
- Carers
- Friends
- Clergy/pastoral care provider
- Veteran's/War widow organisations

Information on Units of Competency to support the RPL Project for Certificate III in Disability

RANGE STATEMENT

Community network may include:

- Ethno-specific organisations
- Clubs
- Community centres
- Support groups
- Sport and recreational groups
- Community welfare groups
- Voluntary organisations
- Veteran's/War widows organisations

Appropriate person may include:

- Supervisor
- Health professionals (registered nurse, doctor, social worker, diversional therapist, psychologist)
- Sex therapist
- Clergy/pastoral care provider
- National association of loss and grief
- Palliative care association
- Special associations providing support services to individuals with specific health problems/disorder
- Support group
- Veteran's organisations

Report may include:

- Verbal:
 - telephone
 - face-to-face
- Non-verbal (written):
 - progress reports
 - case notes
 - incident reports

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
- It is recommended that assessment or information for assessment will be conducted or gathered over a period of time and cover the normal range of workplace situations and settings
- Where, for reasons of safety, space, or access to equipment and resources, assessment takes place away from the workplace, the assessment environment should represent workplace conditions as closely as possible

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 include:
 - access to appropriate workplace where assessment can take place
 - relevant organisation policy, protocols and procedures

Information on Units of Competency to support the RPL Project for Certificate III in Disability

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.

Method of assessment may include:

- Observation in the workplace
- Written assignments/projects
- Case study and scenario analysis
- Questioning
- Role play simulation

Related units:

This unit must be assessed in relation to the specific context in which it will (or may) be applied

In the case of working with older people, this unit is recommended (but not required) to be assessed in conjunction with:

- CHCAC318A Work effectively with older people

OR

In the case of working with people with disabilities, it is recommended (but not required) to be assessed in conjunction with:

- CHCDIS301A Work effectively with people with a disability

CHCICS305A Provide behaviour support in the context of individualised plans

Descriptor This unit describes the knowledge and skills required to support and engage people to use positive and adaptive responses in their daily routines

Employability Skills This unit contains Employability Skills

Application The knowledge and skills of this unit of competency are applied within the context of a behaviour support plan or individualised support plan

ELEMENT

Elements define the essential outcomes of a unit of competency.

**1. Follow daily lifestyle
routines**

PERFORMANCE CRITERIA

The Performance Criteria specify the level of performance required to demonstrate achievement of the Element. Terms in italics are elaborated in the Range Statement.

- 1.1 Support people to maintain their routines in accordance with organisation policies and procedures
- 1.2 Locate and follow *staff routines* according to organisation policies and procedures
- 1.3 Provide a *safe and predictable environment* for people
- 1.4 Identify opportunities for skill development and/or maintenance within daily routines
- 1.5 Identify and act upon opportunities to engage people in daily activity
- 1.6 Identify opportunities for enjoyable experiences within daily routines
- 1.7 Identify and report changes in person's needs according to *organisation policies and procedures*
- 1.8 Make time requests of person appropriately and within person's capabilities
- 1.9 Consider person's individual needs, strengths and preferences when engaging in daily routines and activities
- 1.10 Identify problems with engaging clients and seek appropriate assistance
- 1.11 Provide an environment conducive to positive and adaptive responses
- 1.12 Use reinforcement appropriate to the individual

Information on Units of Competency to support the RPL Project for Certificate III in Disability

ELEMENT	PERFORMANCE CRITERIA
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 <i>italics</i> are elaborated in the Range Statement.
2. Contribute to the development of a behaviour support plan	<p>2.1 Observe and record the type, frequency and triggers of <i>behaviour likely to put the person and/or others at risk of harm</i></p> <p>2.2 Observe and record environmental context of behaviour likely to put the person and/or others at risk of harm</p> <p>2.3 Observe and record person's emotional well being in the context of behaviour likely to put the person and/or others at risk of harm</p> <p>2.4 Observe and record person's health status in the context of behaviour likely to put the person and/or others at risk of harm</p> <p>2.5 Observe and record person's medication in the context of behaviour likely to put the person and/or others at risk of harm</p> <p>2.6 Participate in the development of an individual response plan by providing accurate records of observations</p>
3. Provide support to the person to use positive and adaptive responses	<p>3.1 Follow <i>strategies</i> identified in the individual response plan</p> <p>3.2 Communicate with positive interactions</p> <p>3.3 Monitor strategies to determine effectiveness in developing and maintaining positive and adaptive responses</p> <p>3.4 Monitor strategies to determine reduction of risk of harm to the person and others</p> <p>3.5 Monitor strategies to determine level of intrusion on person's dignity and self-esteem</p>
4. Complete documentation	<p>4.1 Comply with the organisation's <i>reporting requirements</i></p> <p>4.2 Complete documentation according to organisation policy and protocols</p> <p>4.3 Maintain documentation in a manner consistent with reporting requirements</p> <p>4.4 File documentation organisation policy and protocols</p>

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 perform task skills; task management skills; contingency management skills and job/role environment skills as outlined in elements and performance criteria of this unit

These include knowledge and understanding of:

- Principles and practices which focus on the individual person
- 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
- Organisation policies and procedures relating to behaviour management (including restrictions on the use of aversive procedures), occupational safety and health, critical incidents, accident and incident reporting, dignity of risk and duty of care
- Basic knowledge of the causes of, influences on and functions of behaviour
- Evidence-based behavioural intervention
- Strengths-based support
- Principles of effective communication

Essential skills:

It is critical that the candidate demonstrate the ability to:

- Demonstrate knowledge and application of organisation policies and procedures relating to behaviour management, occupational safety and health, critical incidents, accident and incident reporting, dignity of risk and duty of care
- Identify strategies to remove or avoid the situations leading to aggression or violence, disinhibition, or other inappropriate behaviour
- Identify strategies to promote appropriate behaviour and engage client in activities (addresses lack of motivation or initiation, withdrawal, non compliance)
- Observe a person's behaviour in an objective, non-judgemental manner
- Collect behavioural information and data relevant to a response plan
- Observe circumstances that have an adverse impact on people

In addition, the candidate must be able to demonstrate relevant task skills; task management skills; contingency management skills and job/role environment skills

These include the ability to:

- Demonstrate application of knowledge and skills in:
 - crisis management (basic)
 - reporting procedures for incidents and accidents
 - referral procedures for specialist services
 - use of basic self protective strategies (e.g. passive self defence)
 - strategies that avoid behaviour escalation (basic)

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.

Client may be:

- Individual or groups

Routines may include:

- Written plans that describe an individual's daily activities and strategies for engaging them in their daily activities.

Staff routines may include:

- Written plans that guide the activities of the staff for the individual/s they are providing support to
- They include skills development activities and behaviour support plans

Safe and predictable environment includes:

- Consistent application of routines and procedures

Organisation policies and procedures may include:

- Behaviour management guidelines, occupational safety and health policies and procedures, emergency procedures

RANGE STATEMENT

Behaviour likely to put the person and/or others at risk of harm may include those that:

- Have the potential for physical harm or destruction (e.g. hurting self or others, damaging property)
- Last for an excessively long time (e.g. either in a single incident or in multiple incidents over time, continued screaming, persistent scratching causing skin irritation)
- Isolate the person, it stops them from engaging in valued roles (with friends, family, community access, work) e.g. disinhibition, perseveration
- Interferes with the person's learning and developing new skills
- Reduces their quality of life (e.g. lack of motivation, depression)
- Are disruptive or are outside the rules of community living (e.g. yelling or singing loudly in a supported residential service, going into other people's rooms, making constant demands or repeatedly asking questions)
- Limits or delays access to the use of ordinary community facilities (e.g. inability to attend day centre due to poor personal hygiene)
- That make others feel uncomfortable or distresses the person themselves (e.g. sexually inappropriate behaviour such as groping breasts or masturbating in public)

RANGE STATEMENT

*Strategies to assist in managing
behaviour may include:*

- Lifestyle enhancement
- Skills development
- Structure and routine
- Teaching functional communication
- Reinforcement schedules
- Increasing engagement
- Teaching relaxation
- Active listening and observation
- Using effective communication
- Compensatory strategies (memory aids such as whiteboard, diary)
- Proximity management
- Interrupt and redirect
- Instructional education/facilitation
- Stimulus change (changing environment)
- Antecedent management
- Consequences (highlight potential difficulties in applying consequences in an attempt to change behaviour for people with ABI who have memory impairment and executive system dysfunction)
- Time out strategies
- Emergency containment strategies
- Behaviour support plans
- Time out strategies
- Team work and consistency
- Positive solution focused approaches
- Seeking expert assistance

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
- Assessment should be conducted on more than one occasion to cover a variety of circumstances to establish consistency
- A diversity of assessment tasks is essential for holistic assessment

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

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.

*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
- Resource requirements include access to all relevant resources commonly provided in the service setting, including:
 - relevant organisation policy and procedure manuals, legislation and standards
 - organisation mission statement, strategic and business plan
 - other documentation relevant to the work context such as:
 - . individual routines
 - . staff routines
 - . neuropsychological reports
 - . behaviour support plans
 - . data collection techniques
 - . specific communication tools
 - . skills development plans
 - . accident and incident forms
 - . referral forms
 - . lifestyle review package

Method of assessment:

- Observation of work performance
- Written tasks
- Interview and questioning
- Authenticated portfolio/log book
- Supporting statement of supervisor/s
- Authenticated evidence of relevant work experience and/or formal/informal learning

CHCOHS312A Follow safety procedures for direct care work

Descriptor	<p>This unit is specifically designed to cater for safety aspects of work involving delivery of services in aged care, home and community care and disability services</p> <p>The unit focuses on maintaining safety of the worker, the people being supported and other community members</p>
Employability Skills	<p>This unit contains Employability Skills</p>
Application	<p>On completion of this unit, the worker in these particular sectors will be able to accurately identify the major occupational health and safety hazards, manual handling, together with other hazards that may include dealing with behaviours of concern, stress, etc</p> <p>The worker will also be able to assess related risk as well as follow instructions and procedures with minimal supervision and support</p> <p>The worker will also be capable of participating and contributing to occupational health and safety (OHS) management issues</p> <p>Where the worker is undertaking tasks delegated by a health professional specific instruction or policy should be provided in relation to infection control or the worker should have the skills and knowledge addressed in <i>HLTIN301A Comply with infection control policies and procedures in health work</i></p>

ELEMENT

Elements define the essential outcomes of a unit of competency.

1. Identify *sources of risk to personal safety*, assess the level of risk and follow risk minimisation procedures

PERFORMANCE CRITERIA

The Performance Criteria specify the level of performance required to demonstrate achievement of the Element. Terms in italics are elaborated in the Range Statement.

- 1.1 Identify environments, situations and client-related *risk factors*
- 1.2 Apply practical strategies and *organisation procedures* to minimise risk
- 1.3 Identify any behaviours of concern in the work context and follow organisation procedures to minimise risk
- 1.4 Identify risks associated with driving and travelling with and without clients and follow organisation procedures to minimise risk
- 1.5 Follow organisation policies and procedures when working in a new or unstable environment

Information on Units of Competency to support the RPL Project for Certificate III in Disability

ELEMENT	PERFORMANCE CRITERIA
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.
2. Identify manual handling hazards, assess related risk and follow risk minimisation procedures	2.1 Identify manual handling hazards 2.2 Assess the risk using the tools described in the Manual Handling Code of practice (or equivalent) for own State/territory 2.3 Apply recognised control measures for manual handling risk, including eliminating manual handling wherever possible 2.4 Follow established manual handling procedures and <i>work instructions</i> for minimising manual handling activity/risk
3. Identify sources of infection and apply industry accepted practice to minimise risk of infection to themselves, clients and others	3.1 Identify risks of infection 3.2 Apply <i>standard precautions</i> to prevent the spread of infection as part of own work routine 3.3 Recognise situations when additional infection control procedures are required 3.4 Apply <i>additional precautions</i> when standard precautions alone may not be sufficient to prevent transmission of infection 3.5 Identify other sources of infection for workers
4. Identify other hazards and assess risk	4.1 Identify other hazards in the work area during the performance of duties 4.2 Assess level of risk 4.3 Conduct environmental assessment to identify potential sources of risk to personal safety
5. Follow procedures and strategies for <i>risk control</i>	5.1 <i>Report hazards in the work area to designated personnel</i> according to workplace procedures 5.2 Follow accurately workplace procedures and work instructions for controlling risks with minimal supervision 5.3 Whenever necessary, within the scope of responsibilities and competencies, follow workplace procedures for dealing with incidents, fire and/or hazardous events

Information on Units of Competency to support the RPL Project for Certificate III in Disability

ELEMENT	PERFORMANCE CRITERIA
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.
6. Contribute to OHS in the workplace	<ul style="list-style-type: none">6.1 Describe employee rights and employer obligations regarding consultation on OHS matters6.2 Raise task and/or job specific OHS issues with appropriate people in accordance with workplace procedures and relevant OHS legislative requirements6.3 Contribute to participative arrangements for OHS management in the workplace within organisation procedures and the scope of responsibilities and competencies6.4 Provide feedback to supervisor on hazards in work area in line with organisation OHS policies and procedures6.5 Provide support in implementing procedures to control risks in accordance with organisation procedures

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 perform task skills; task management skills; contingency management skills and job/role environment skills as outlined in elements and performance criteria of this unit

These include:

- Awareness of all relevant workplace procedures including:
 - hazard management policies and procedures
 - care plans and work instruction
 - procedures for the use of manual handling and mobility equipment, personal protective equipment, duress and other alarms
 - emergency, fire and incident procedures
- Awareness that OHS issues are regulated by State/territory acts, regulations, codes of practice and industry standards
- Knowledge and understanding of the workplace OHS system sufficient to recognise situations affecting OHS and to take the appropriate action to rectify the situation, including specific awareness of manual handling hazards as well as general awareness of other hazards that occur in the sector
- Duty of care within the respective scope of responsibilities in accordance with general OHS acts and regulations as well as respective state and national standards
- Basic concepts of likelihood of occurrence and consequences (severity) of injury
- Meaning of OHS signs and symbols relevant to the work area
- Basic understanding of sources of infection and means to minimise transfer of infectious diseases
- Basic home fire safety
- Significance of service provision setting

Essential skills:

It is critical that the candidate demonstrate the ability to:

- Apply and describe procedures for:
 - recognising hazards, particularly with regard to manual handling, in the workplace
 - reporting hazards identified using documented organisation processes
- Identify manual handling risk and modify work practices appropriately
- Identify risks to personal safety and apply accepted practices to minimise risk
- Demonstrate standard infection control procedures, including use of approved hand washing techniques
- Work safely, and follow the enterprise's OHS policies and procedures
- Identify, report and manage workplace hazards (within the limits of worker control)
- Undertake appropriate observation and reporting

continued ...

REQUIRED SKILLS AND KNOWLEDGE

This describes the essential skills and knowledge and their level required for this unit.

Essential skills (contd):

In addition, the candidate must be able to demonstrate relevant task skills; task management skills; contingency management skills and job/role environment skills

These include the ability to:

- Access and use manual handling equipment commonly available in the industry sector to reduce risks associated with manual handling
- Use body biomechanics, as a supplement to other manual handling risk reduction strategies, to reduce the risk in routine tasks
- Identify client-related risk factors and modify approach and choice of equipment to minimise risk
- Exercise duty of care within the respective scope of responsibilities in accordance with general OHS acts and regulations as well as respective state and national standards
- Recognise potential situations that require action and then implement appropriate corrective action as much as possible to eliminate risk
- Implement work processes and practices to prevent or minimise risk
- Refer to and apply safe work practices
- Demonstrate correct use of equipment according to organisation and manufacturer instructions
- Communicate OHS issues to designated personnel
- Solve problems
- Use reading and writing skills – appropriate literacy competence – as required to fulfil job roles in a safe manner and as specified by organisation/service and to access information in care plans, read labels and workplace procedures:
 - literacy support in the workplace may range from having access to support or assistance from expert/mentor/supervisor, to having no communication supports available
 - literacy may be required in English, a community language, or Braille, etc, depending on the language used in pamphlets or workplace manual
- Apply communication skills – language competence – as required to fulfil job roles in a safe manner and as specified by the organisation/service:
 - assessors should look for skills in asking questions, providing clear information including to client and co-worker, listening to and understanding workplace instructions, and clarifying workplace instructions when necessary
 - service/organisation may require competence in English or community language, depending on client group

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.

Definition of hazard:

- A ‘hazard’ is something with the potential to cause injury or disease to people, damage to property or disruption to productivity
- Hazards arise, for example, from workplace environment; use of plant for example and equipment; poor work design; inappropriate systems, procedures and/or human behaviour

Legislative requirements include:

- The legislative requirements for manual handling and for OHS consultation and participation vary in different states and the requirements of the particular state should be reflected in the training and assessment processes including OHS industry guides

Examples of manual handling hazards in the aged care and disabilities sectors include:

- Lifting tasks such as moving a person in bed, assisting to stand, transfer to chair or wheelchair, lifting objects
- Pushing pulling tasks such as pushing trolleys, wheel chairs, shower chairs, dressing clients
- Carrying trays and other items
- Reaching and postural tasks such as feeding a person, showering
- Restraining tasks

The risk factors for manual handling are influenced by:

- Postures adopted
- Movement undertaken
- Forces exerted
- Environmental conditions such as underfoot conditions, lighting, heat
- Duration and frequency of the task
- In people-handling the risk is also affected by the:
 - ability of client to support/control part/whole of the body
 - predictability in movement and behaviours
 - pain levels
 - ability to follow instructions
 - any equipment attached to the client
e.g. catheters, IVs etc
 - client clothing

RANGE STATEMENT

Manual handling equipment may include:

- Client hoists
- Standing lifters
- Slide sheets
- Other manual handling assistive devices

Sources of risk to personal safety:

- Personal risks may arise from clients, client family, the public or animals
- Risk environments may be in access to work (e.g. car parking arrangements, access to private home) and in carrying out work
- Situations with a higher risk of threat and client related factors may be identified from incident reports, care plans, case management meetings
- Behaviours of concern
- Working new, isolated and/or potentially unstable environments

Examples of workplace hazards in aged care, home and community care and disabilities sectors (other than manual handling) may include:

- Equipment including suitability for purpose and fitness for use
- Work-related stress
- Biological hazards including body fluids; contaminated food; soiled clothing and linen; clinical waste; syringes and other 'sharps'; etc
- Personal threat by (e.g. through behaviours of concern) clients and/or visitors
- Chemicals (e.g. toxic or hazardous substances, gases and liquids under pressure, includes cleaning chemicals)
- Work-related environment (e.g. underfoot, lighting, space, noise, air quality, furniture/fittings, car parking etc)
- Electrical hazards related to use of equipment, faulty wiring
- Work organisation issues such as shift work or irregular hours/on call

RANGE STATEMENT

- | | |
|---|--|
| <i>Standard precautions include:</i> | <ul style="list-style-type: none">• Aseptic technique• Personal hygiene practices especially washing and drying hands (e.g. before and after client contact)• Use of personal protective equipment• Techniques to limit contamination• Surface cleaning and management of blood and body fluid spills• Safe handling of sharps• Safe disposal of sharps and other clinical waste• Appropriate reprocessing and storage of reusable instruments |
| <i>Additional precautions may include:</i> | <ul style="list-style-type: none">• Special ventilation requirements• Additional use of personal protective equipment• Dedicated equipment (e.g. to each client or as appropriate to work function) |
| <i>Organisation procedures for managing risks, including those related to manual handling may be:</i> | <ul style="list-style-type: none">• Hazard management policies and procedures (these may be integrated with quality, care or other documents or be separated as OHS policies and procedures)• Hazard management documents include policies and procedures on specific hazards as well as hazard and incident reporting (including follow up to sharps incidents) and investigation, workplace inspections, maintenance etc• Client assessment documents and care plans• Strategies for reducing the amount of manual handling required and manual handling risk• Supporting people with behaviours of concern• Communication, consultation and issue resolution procedures• Human resources management procedures such as harassment and grievance procedures, induction programs, team meetings, management of performance levels• Job procedures and work instructions• Post incident/injury management such as first aid, critical incident debriefing, compensation and return to work• Other related procedures including waste management, security |

RANGE STATEMENT

Work instructions may be:

- Verbal
- Written
- In English
- In a community language
- Provided visually e.g. video, OHS signs, symbols and other pictorial presentation, etc.
- Work instructions include care plans and there should be an awareness of their role in risk management especially in risks associated with manual handling and behaviours of concern

Designated personnel for OHS referrals may be:

- Employer
- Supervisor
- OHS nominee
- OHS Committee chairperson
- Elected OHS representative/employee representative
- Other personnel with OHS responsibilities

Examples of OHS issues which may be raised by workers with designated personnel may include:

- Hazards identified
- OHS impact of the changing condition of clients
- Problems encountered in managing risks associated with hazards, in particular, manual handling (e.g. availability and appropriateness of handling and mobility equipment) and behaviours of concern
- Clarification on understanding of OHS policies and procedures
- Communication and consultation processes, including carer input to care plans
- Follow up to reports and feedback
- Effectiveness of risk controls in place
- Training needs

Information on Units of Competency to support the RPL Project for Certificate III in Disability

RANGE STATEMENT

Examples of contributions may include:

- Recommendations on changes to work processes, equipment or practices
- Listening to the ideas and opinions of others in the team
- Sharing opinions, views, knowledge and skills
- Attendance at meetings
- Input to care plans
- Identifying and reporting risks and hazards
- Using equipment according to guidelines and operating manuals
- Behaviour that contributes to a safe working environment which includes following OHS procedures

Examples of participative arrangements may include:

- Regular information sessions (using clear and understandable language) on existing or new OHS issues
- Team meeting and case management meetings
- Formal and informal OHS meetings
- Meetings called by OHS representatives
- Health and safety committees
- Other committees such as consultative planning and purchasing
- Other means and processes for raising requests and concerns as well as contributing suggestions and reports to management
- Documented issue resolution processes
- Easy access to relevant written workplace information

Risk control in the work area may include:

Application of the hierarchy of control, namely:

- Eliminate the risk
- Reduce/minimise the risk through:
 - universal precautions
 - engineering controls
 - administrative controls including training
 - personal protective equipment

Controlling manual handling risks in the work area may include:

- Minimising amount of handling
- Provision of equipment
- Changes to workplace layout
- Changes to work organisation or work practices
- Changes to the load or client
- Task-specific training

RANGE STATEMENT

*Report hazards in the work area
may be verbal or written and
may include:*

- Face-to-face
- Phone messages
- Notes
- Memos
- Specially designed report forms

*Basic home fire safety includes
knowledge of:*

- High fire risk groups
- Behaviour that may contribute to fire injury and/or fatality
- Role of a working smoke alarm
- Types of smoke alarms
- Optimum placement of smoke alarms
- Smoke alarm testing and cleaning
- Referring client for smoke alarm installation and maintenance

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 of assessment:

- This unit is most appropriately assessed in the workplace or in a simulated workplace and under the normal range of workplace conditions
- Simulation should be based on the actual work setting and must include demonstration of practical skills such as use of appropriate equipment
- Simulations may also include the use of case studies, scenarios and role play
- In addition to the practical skills, this unit of competency requires a body of knowledge which may be assessed through questioning and the use of 'what if' scenarios both on site (during demonstration of normal procedures and walk throughs of abnormal ones) and off site (e.g. in transit, home visits, telephone counselling, etc)
- Assessment will occur over a range of situations that may include disruptions to normal smooth operations
- Assessment may need to be conducted over an extended period of time, or on more than one occasion to cover the relevant range of situations
- Within the limits of worker, client and public safety and the requirements of the competency, consideration must be given to workers whose literacy skills are limited and/or who are physically and/or intellectually disabled

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

Information on Units of Competency to support the RPL Project for Certificate III in Disability

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.

Context of and specific resources for assessment:

- Assessment will require access to:
 - Client handling and mobility devices commonly used in the industry sector including patient hoists, standing lifter, wheelchair, slide sheets and other client assistive devices and mobility aids
 - Recognised risk control strategies
 - Appropriate equipment
 - Workplace health and safety policies and procedures
 - Other related policies and procedures
 - Duties statements and/or job descriptions
 - Sample care plans

Method of assessment:

- Assessment may be best conducted using a range of practical exercises and scenarios/case studies/what ifs as well as through questions to check the reasoning behind the observable actions
- These assessment activities should include a range of routine problems that may have been generated from the past incident history and hazardous incidents in similar work contexts within the sector and/or industry
- A diversity of assessment tasks is essential for holistic assessment

CHCCS311C Deliver and monitor services to clients

Descriptor	This unit describes the knowledge and skills required to apply defined organisation guidelines in identifying client needs and matching them to services provided by the organisation
Employability Skills	This unit contains Employability Skills
Application	This unit may apply to service delivery in a range of community service contexts

ELEMENT

Elements define the essential outcomes of a unit of competency.

1. Identify client needs by collecting routine information

PERFORMANCE CRITERIA

The Performance Criteria specify the level of performance required to demonstrate achievement of the Element. Terms in *italics* are elaborated in the Range Statement.

- 1.1 Identify client needs and rights, and assessed opportunities for a targeted service to meet them
 - 1.2 Identify and select appropriate service to meet client needs within the scope of area of responsibility
 - 1.3 Where it is required, take appropriate immediate action to address urgent needs
 - 1.4 Identify special needs of *clients* and consider in providing and targeting services
 - 1.5 Identify potential areas of difficulty in *client service delivery*, and take appropriate actions to address them
 - 1.6 Maintain records of client interaction in accordance with organisation procedures
-
2. Deliver client service
 - 2.1 Establish appropriate rapport with clients to enable high quality *service delivery*
 - 2.2 Ensure all dealings with clients are consistent with accepted practice, duty of care responsibilities and the code of conduct of the organisation
 - 2.3 Plan and carry out individual work to ensure client service delivery is prompt and to the standard defined by the organisation
 - 2.4 Ensure service delivered to clients upholds the reputation of the organisation and is consistent with relevant statutory or legislative requirements
 - 2.5 Collect and maintain required information about client needs, issues, rights and the range of services available

Information on Units of Competency to support the RPL Project for Certificate III in Disability

ELEMENT

Elements define the essential outcomes of a unit of competency.

PERFORMANCE CRITERIA

The Performance Criteria specify the level of performance required to demonstrate achievement of the Element. Terms in *italics* are elaborated in the Range Statement.

3. Review client service

3.1 Monitor procedural aspects of service delivery and maintain records as required

3.2 Implement mechanisms to collect, record, analyse and report client service feedback

3.3 Modify client service as required within the area of responsibility

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 perform task skills; task management skills; contingency management skills and job/role environment skills as outlined in elements and performance criteria of this unit

These include knowledge of:

- Principles of effective client service delivery
- Specific services available and provided
- Differences in client needs and how to accommodate these needs in service delivery

Essential skills:

It is critical that the candidate demonstrate the ability to:

- Establish rapport with clients
- Incorporate requirements of a diverse range of clients into service delivery

In addition, the candidate must be able to demonstrate relevant task skills; task management skills; contingency management skills and job/role environment skills

These include the ability to:

- Apply oral communication skills required to fulfil the job role in the organisation/service
Oral communication skills may include listening, asking questions, providing encouragement
Language used may be English, sign language or community language depending on client group
- Apply literacy competence required to fulfil the procedures of the organisation/service, and according to the support available in the workplace
Language used may be English or community language depending on the client group
- Maintain documentation as required, including effective use of relevant information technology in line with occupational health and safety (OHS) guidelines

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.

Client service delivery includes:

- The full range of services offered by the organisation including direct care and support, provision of information, referral to relevant organisations and application of existing organisation services

Clients may include:

- Self referring or referred
- Individual members of the public
- Other organisations and community groups
- Other work areas of the organisation
- Individual members of the organisation
- Senior management

Special client needs could relate to:

- Disabilities
- Language
- Gender
- Culture
- Age
- Remote location

Service delivery is to occur within:

- Protocol
- Duty of care responsibility
- Codes of conduct and ethical performance
- Organisation standards

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 is most appropriately assessed in the workplace or in a simulated workplace setting under the normal range of workplace conditions
- Assessment may be conducted over one occasion but must include a range of client needs

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 include access to relevant workplace or simulated realistic workplace setting where assessment may take place

Method of assessment:

- Assessment may include observation, questioning and evidence gathered from a workplace environment

CHCGROUP302D Support group activities

Descriptor	This unit describes the knowledge and skills required to participate in and provide general support for a range of informal and formal groups in a variety of settings
Employability Skills	This unit contains Employability Skills
Application	This unit may be applied to group work in a range of community service settings

ELEMENT

Elements define the essential outcomes of a unit of competency.

1. Identify the purpose of the group

PERFORMANCE CRITERIA

The Performance Criteria specify the level of performance required to demonstrate achievement of the Element. Terms in italics are elaborated in the Range Statement.

- 1.1 Identify and determine with members of the group, activities which meet the group purpose
- 1.2 Discuss and establish with all group members, rules for group behaviour
- 1.3 Identify, acknowledge and respect *individual differences* of workers and group members
- 1.4 Seek, identify and accommodate goals, needs and expectations of participants according to available *resources*

Information on Units of Competency to support the RPL Project for Certificate III in Disability

ELEMENT	PERFORMANCE CRITERIA
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 <i>italics</i> are elaborated in the Range Statement.
2. Establish relationship with the group	<p>2.1 Define roles played by group members including the worker</p> <p>2.2 Encourage a suitable level of participation</p> <p>2.3 Inform group of resources available to meet group needs</p> <p>2.4 Assess capacity of the worker to respond to group's needs and communicate to the group, in an appropriate manner</p> <p>2.5 Identify and implement the most appropriate <i>support</i> to achieve the objectives of the activity</p> <p>2.6 Model <i>clear communication</i> to group members</p> <p>2.7 Encourage group members to use clear and appropriate communication</p> <p>2.8 Respect individual differences and needs in communication and interaction with group members</p> <p>2.9 Ensure communication and interactions with group are appropriate to aim and purpose of group</p> <p>2.10 Implement appropriate processes as necessary to address breaches of behaviour</p> <p>2.11 Encourage participants to agree on and abide by a set of appropriate guidelines</p> <p>2.12 Promote group achievements in a way which motivates and recognises participants' efforts</p> <p>2.13 Keep records of group interaction, where required, in a manner consistent with organisation's documentation requirements</p>
3. Organise resources for <i>group activities</i>	<p>3.1 Work to ensure adequate resourcing is available</p> <p>3.2 Communicate to group availability of resources and guidelines for use</p> <p>3.3 Encourage cooperative approach to the use of resources</p> <p>3.4 Complete <i>reports</i> on use of resources if required</p> <p>3.5 Ensure reports are completed to standard required by organisation</p>

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 perform task skills; task management skills; contingency management skills and job/role environment skills as outlined in elements and performance criteria of this unit

These include knowledge of:

- Dynamics of groups and the different styles of group leadership and decision-making
- Effective communication techniques
- Conflict management
- Organisation's policies, principles and procedures
- Relevant organisation and community resources
- Building and maintaining relationships
- Relevant models such as stages of group development and stages of change model

Essential skills:

It is critical that the candidate demonstrate the ability to:

- Support group activities for formal and informal groups
- Participate in a variety of group activity types identified in the Range Statement or in the workplace
- Provide support for appropriate target groups

In addition, the candidate must be able to demonstrate relevant task skills; task management skills; contingency management skills and job/role environment skills

These include the ability to:

- Apply oral communication skills including asking questions, clarifying issues/topics, providing information in the workplace setting:
 - language used may be English or community language, depending on the client group
- Apply written communication competence to complete reports required by the organisation:
 - complexity of reports may vary from completing an organisation proforma, to completing a unstructured report
 - literacy support for completing reports may vary from the availability of support from a supervisor to no support available in the workplace
 - reports may be written in English or community language depending on the organisation requirements
- Apply reading competence required to fulfil the job role:
 - this may vary from no competence required (if information on the availability of resources, materials etc for the group are conveyed verbally), to the ability to read work-related texts, which may include lists of available resources, names of group members, policy statements on use of equipment and resources etc
 - language in use may be English or community language depending on organisation

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.

Group activities may be:

- Formal or informal
- Structured
- Semi structured
- Unstructured

Group activities may relate to:

- Discussions
- Sporting and recreation activities
- Research, planning and management
- Informal and formal education
- Community action
- Special interest causes

Resources will include:

- Information/referrals
- Facilities
- Equipment/materials
- Administrative support
- Facilitation of meetings
- Worker skills/expertise

Support will include:

- Resources managed by the organisation
- Advice, information and facilitation
- Individual or group supervision

Individual differences may include differences in:

- Beliefs
- Values
- Age
- Cultural background
- Physical abilities

Clear communication will be:

- Communication related to group purpose and aims
- Communication that respects individual differences and abilities of group members

Reports may be:

- Verbal or written according to organisation procedures

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 is best assessed in the workplace or in a simulated workplace under the normal of range conditions
- Assessment may be conducted on one or more occasions but must include the normal range of client groups, group activities and types of groups in the 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:
 - an appropriate workplace where assessment can take place or simulation of realistic workplace setting for assessment

Method of assessment:

- Assessment may include observations, questioning or evidence gathered from the workplace

This unit describes the knowledge and skills required to ensure own work is carried out according to organisation guidelines and client needs

This unit contains Employability Skills

The skills described in this unit may be applied across a range of community services workplace contexts

PERFORMANCE CRITERIA

The Performance Criteria specify the level of performance required to demonstrate achievement of the Element. Terms in *italics* are elaborated in the Range Statement.

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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 perform task skills; task management skills; contingency management skills and job/role environment skills as outlined in elements and performance criteria of this unit

These include knowledge of:

- Own role and responsibilities delivery services
- Quality improvement processes of the organisation
- Roles and responsibilities of other workers
- Relevant policies, protocols, and practices of the organisation in relation to own work activities
- Basic knowledge of service delivery methodologies
- Basic knowledge of development processes
- Identification of the main needs of specific client groups
- Different religious, cultural, spiritual, physical and ceremonial perspectives
- Depending on the work role or services provided, specific knowledge of particular groups or issues may be required, including:
 - alcohol and other drugs (AOD)
 - 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:

- Contribute information and opinions to service delivery strategy

In addition, the candidate must be able to demonstrate relevant task skills; task management skills; contingency management skills and job/role environment skills

These include the ability to:

- Demonstrate application of skills in:
 - Oral communication skills (language competence) required to fulfil organisation procedures
 - language used may be English or community language
 - Written communication skills required to fulfil organisation procedures
 - these may vary from writing a few sentences on a work topic to completing forms
 - literacy competence may be required in English or community language

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.

Organisation procedures may include:

- Plan of care
- Program plan
- Workplace practices
- Care plan
- Code of conduct

Changes in needs and circumstances may include:

- Behaviour
- Physical capabilities
- Financial
- Emotional
- Family support
- Housing

Report may be verbal or written and may be:

- By telephone
- Face-to-face
- Verbal 'handovers' at the end of a shift
- Written:
 - notes
 - memos
 - reports
 - client records

Advice might be sought from appropriate persons who may include:

- Colleagues
- Immediate supervisor
- Registered or enrolled nurse
- General practitioner
- Other health workers
- Administrator
- Relatives

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 is recommended to be assessed in a workplace setting or one that accurately simulates workplace conditions under the normal range of workplace conditions
- Assessment may be gathered over one assessment period

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
- Resource requirements for assessment of this unit include access to:
 - an appropriate workplace where assessment can be conducted or simulation of realistic workplace setting for assessment

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.

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

Information on Units of Competency to support the RPL Project for Certificate III in Disability

ELEMENT

Elements define the essential outcomes of a unit of competency.

PERFORMANCE CRITERIA

The Performance Criteria specify the level of performance required to demonstrate achievement of the Element. Terms in italics are elaborated in the Range Statement.

- | | |
|--|---|
| 3. Communicate effectively with culturally diverse persons | 3.1 Show respect for cultural diversity in all <i>communication</i> with clients, families, staff and others |
| | 3.2 Use communication constructively to develop and maintain effective relationships, mutual trust and confidence |
| | 3.3 Where language barriers exist, make efforts to communicate in the most effective way possible |
| | 3.4 Seek assistance from interpreters or other persons as required |
| 4. Resolve cross-cultural misunderstandings | 4.1 Identify issues that may cause conflict |
| | 4.2 If difficulties or misunderstandings occur, consider the impact of cultural differences |
| | 4.3 Make an effort to sensitively resolve differences, taking account of cultural considerations |
| | 4.4 Address any difficulties with appropriate people and seek assistance when required |

REQUIRED SKILLS AND KNOWLEDGE

This describes the essential skills and knowledge and their level required for this unit.

Essential knowledge:

- Recognition of cultural diversity in Australian society with many individuals living in many cultures
- Recognition of cultural influences and changing cultural practices in Australia and its impact on diverse communities that make up Australian society
- Knowledge of own cultural conceptions and pre-conceptions and perspective of diverse cultures
- Recognition of impact of cultural practices and experiences on personal behaviour, interpersonal relationships, perception and social expectations of others
- Recognition of culture as a dynamic social phenomenon
- Recognition of culture as a range of social practices and beliefs evolving over time
- Recognition that the word 'normal' is a value-laden, excluding concept that often precludes acknowledgment of the diversity of people, their life experiences and situations
- Recognition of the unique way individuals may experience a culture and respond to past experiences
- Knowledge of the principles of equal employment opportunity, sex, race, disability, anti-discrimination and similar legislation and the implications for work and social practices
- Knowledge of availability of resources and assistance within and external to the organisation in relation to cultural diversity issues
- Knowledge of the role and use of language and cultural interpreters
- Special needs related to people seeking political asylum (experiencing trauma etc.)

Essential skills:

Ability to:

- Apply culturally respectful practices in the workplace and to demonstrate respect and inclusiveness of culturally diverse people in all work practices
- Sensitively and respectfully communicate with persons of diverse backgrounds and cultures
- Respond respectfully and sensitively to cultural beliefs and practices that may cause harm
- Form effective workplace relationships with co-workers and colleagues of diverse backgrounds and cultures
- Participate in identifying and implementing culturally safe work practices
- Use effective strategies to address and eliminate discrimination and bias in the workplace
- Use basic negotiation and conflict resolution skills if and when conflict arises

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.

- Work practices may relate to:***
- Dealing with persons of different gender, sexuality and age
 - Compliance with duty of care policies of the organisation
 - Collection and provision of information
 - Communication
 - Provision of assistance
 - Contact with families and carers
 - Physical contact
 - Care of deceased persons
 - Handling personal belongings
 - Provision of food services

Work practices that are culturally appropriate would be non-discriminatory and free of bias, stereotyping, racism and prejudice.

- Cultural diversity may include:***
- Ethnicity
 - Language
 - Cultural norms and values
 - Religion
 - Beliefs and customs
 - Kinship and family structure and relationships
 - Personal history and experience, which may have been traumatic
 - Gender and gender relationships
 - Age
 - Disability
 - Sexuality
 - Special needs

- Communication may be:***
- Verbal
 - Appropriate gestures and facial and physical expressions
 - Posture
 - Written
 - Signage
 - Through an interpreter or other person

RANGE STATEMENT

Strategies to eliminate bias and discrimination may include:

- Cross cultural work teams
- Cross cultural employee representation on committees
- Workplace free of culturally insensitive literature, posters, signage
- Inclusion in decision-making

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 competency unit:

- This unit is most appropriately assessed in the workplace or a simulated workplace environment under the normal range of work conditions
- Assessment should be conducted on more than one occasion to cover a variety of circumstances to establish consistency
- Holistic assessment of this competency unit is encouraged, to ensure application of these skills in conjunction with specific work functions. However, the unit may be delivered and assessed independently

Access and equity considerations:

- All workers in the health industry should be aware of access and equity 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 health issues facing Aboriginal and Torres Strait Islander communities, workers should be aware of cultural, historical and current issues impacting on health of 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 health of Aboriginal and/or Torres Strait Islander clients and communities