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Section 1: Meeting VET sector requirements

Training organisations have a range of requirements that they must meet in developing and implementing quality training and assessment strategies and practices for course programs. As a trainer, you also have a range of requirements that must be considered when implementing programs for your specific group of learners.

1.1 How Aspire's resources assist in meeting requirements

The following section outlines a range of VET sector requirements and how Aspire's resources may assist you and your training organisation in implementing a quality learning experience.

VET sector requirement	Aspire's approach
<p>Australian Qualifications Framework</p> <p>The Australian Qualifications Framework is the national policy for regulated qualifications in the Australian education and training system. The AQF incorporates the quality assured qualifications from each education and training sector into a single comprehensive national qualifications framework.</p> <p>You and your training organisation must be aware of the requirements of the relevant AQF qualification or course requirements, from the endorsed training package, as you implement course delivery.</p>	<p>Aspire's learning resources, practice tasks and learning checkpoints have been pitched at a level suitable for the unit of competency and the qualifications for which it is relevant, based on the specifications in the Australian Qualifications Framework (AQF) (Second edition, January 2013). For more information regarding these specifications, and to download the Australian Qualifications Framework, visit the AQF website at: www.aqf.edu.au.</p>
<p>Volume of learning</p> <p>When developing training and assessment strategies for this unit and the qualification for which it is relevant, you and your training organisation must take into account the volume of learning requirements as defined by the Australian Qualifications Framework. An explanation of volume of learning can be accessed at: www.aqf.edu.au/wp-content/uploads/2013/06/Volume-of-Learning-Explanation.pdf</p>	<p>Aspire ensures that each unit of competency is covered completely and in depth in both the learning content and the assessment. This approach will help you meet volume of learning requirements as you develop your training and assessment strategies.</p>

Section 2: Unit of competency information

2.1 Unit of competency

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

Modification history

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

Application

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

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

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

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
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2.2 Unit of competency assessment requirements

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

Modification History

Release	Comments
Release 1	<p>This version was released in <i>CHC Community Services Training Package release 2.0</i> and meets the requirements of the 2012 Standards for Training Packages.</p> <p>Significant change to the elements and performance criteria. New evidence requirements for assessment including volume and frequency requirements. Significant changes to knowledge evidence.</p>
Performance Evidence	<p>The candidate must show evidence of the ability to complete tasks outlined in elements and performance criteria of this unit, manage tasks and manage contingencies in the context of the job role. There must be evidence that the candidate has:</p> <ul style="list-style-type: none"> contributed to ongoing skills development, using a strengths-based approach, for at least 3 people with disability
Knowledge Evidence	<p>The candidate must be able to demonstrate essential knowledge required to effectively complete tasks outlined in elements and performance criteria of this unit, manage tasks and manage contingencies in the context of the work role. This includes knowledge of:</p> <ul style="list-style-type: none"> current practices, philosophies and theories, including: <ul style="list-style-type: none"> the social model of disability the impact of social devaluation on an individual's quality of life competency and image enhancement as a means of addressing devaluation practices which focus on the individual person strengths-based practice active support person-centred practice community education and capacity building concepts of vulnerability, power, independence and interdependence assessment processes relating to ongoing skills development assessments processes and protocols used by the organisation

3.2 Learning mapping

CHCDIS001 *Contribute to ongoing skills development using a strengths-based approach*, Release 1

Unit of competency	Content	Practice tasks	Learning checkpoint
Element 1: Contribute to skills assessment	Topic 1: Contribute to skills assessment	n/a	n/a
1.1 Observe the person's skills and competencies in a manner that respects the rights of the person	1A Observe the person's skills and competencies in a manner that respects the rights of the person	1	LC1: Part A 7–10
1.2 Support the engagement of family and/or carers and/or relevant other in the skills assessment	1B Support engagement of family, carers or relevant other in skills assessment	2	LC1: Part A 7
1.3 Record all observations accurately and objectively in consultation with supervisor and using terms that can be clearly understood	1C Record observations accurately and objectively in consultation with supervisor	3	LC1: Part A 8
1.4 Provide feedback to supervisor about any changes in the person's demonstration of skills in different environments and any changes in the person's status likely to impact on skills development	1D Provide feedback about changes in demonstration of skills likely to impact on skills development	4	LC1: Part A 11
Element 2: Assist with ongoing skills development according to individualised plan	Topic 2: Assist with skills development in accordance with individualised plan	n/a	n/a
2.1 Encourage the person with disability to engage as actively as possible in all activities and provide them with information, skills and support to do so	2A Encourage and support person with disability to engage in activities	5	LC2: Part A 5 Part B 6, 10

Final assessment tasks

The final assessment provided in Aspire's print learner guide or online resource includes an overview that is laid out as follows (or similar):

To demonstrate your competency using this final assessment you must successfully complete four assessment tasks.

<p>Complete the following task</p>	<ul style="list-style-type: none"> • Part A – Questioning You will demonstrate a sound knowledge of the unit requirements in your responses. • Part B – Case study questions You will demonstrate a sound knowledge of the unit requirements in your responses. • Part C – Observation You will demonstrate your skills and knowledge in a simulated workplace environment.
<p>Refer to the Aspire <i>Practical placement logbook</i> for this unit</p>	<ul style="list-style-type: none"> • Practical placement Your performance will be assessed in the workplace.

Please note that Part C is only included where the Assessment requirements for the unit of competency specify aspects of performance evidence that must be demonstrated in a simulated environment before practical placement. In all other cases, observation tasks have been incorporated into the practical placement assessment. Please refer to Aspire's *Practical placement logbook – User guide* for further information.

How to use the assessment plan

Once assessment tasks and options have been discussed with the candidate, required and preferred tasks should be selected and documented in the assessment plan. An example of the assessment plan is provided here.

Assessment plan	
Training organisation name:	
Candidate name:	
Phone number:	
Date:	
Email:	
Assessor name:	
Unit of competency:	<i>CHCDIS001 Contribute to ongoing skills development using a strengths-based approach Release 1</i>
Assessment tasks to be undertaken:	<input type="checkbox"/> Part A – Questions <input type="checkbox"/> Part B – Case study questions <input type="checkbox"/> Practical placement
Ready for assessment declaration:	<p>I confirm that the purpose and procedures of this assessment have been clearly explained to me. I have been consulted about any special needs I might have in relation to the assessment process. The criteria to be used for this assessment have been discussed with me, as have the consequences and possible outcomes of the assessment.</p> <p>I have accessed and understand general assessment information as provided by my training organisation.</p> <p>I have been given fair notice of the date, time, venue and other arrangements for this assessment. I have completed a self-assessment of my performance of the skills and knowledge for this unit and confirm that I am ready for assessment.</p>

4.3 Assessment mapping

CHCDIS001 Contribute to ongoing skills development using a strengths-based approach, Release 1

Unit of competency	Part A – Questions	Part B – Case study questions	Practical placement
Element 1: Contribute to skills assessment			
1.1 Observe the person's skills and competencies in a manner that respects the rights of the person			O1
1.2 Support the engagement of family and/or carers and/or relevant other in the skills assessment		CS1, CS2, CS3, CS4	O3
1.3 Record all observations accurately and objectively in consultation with supervisor and using terms that can be clearly understood	Q14		O6
1.4 Provide feedback to supervisor about any changes in the person's demonstration of skills in different environments and any changes in the person's status likely to impact on skills development			O8
Element 2: Assist with ongoing skills development according to individualised plan			
2.1 Encourage the person with disability to engage as actively as possible in all activities and provide them with information, skills and support to do so	Q15		O10
2.2 Interpret and follow skills development strategies identified in the individual plan	Q16		O13
2.3 Encourage and assist the person to identify personal strengths and personal goals for ongoing skill development		CS5, CS6, CS7	O15

4.5 Completing the record of outcome

Once all required assessment tasks and options have been completed satisfactorily by the candidate, the final assessment record of outcome form must be completed.

This must be submitted to your training organisation's records administration as soon as possible after the final assessment tasks are completed and marked. An example is provided here.

Record of outcome

Training organisation name:		
Candidate name:		
Unit code and title:	<i>CHCDIS001 Contribute to ongoing skills development using a strengths-based approach, Release 1</i>	
Assessor name:		
Assessor email:		
Assessor phone number:		
Assessment tasks:		Satisfactorily completed
	Part A – Questions	<input type="checkbox"/>
	Part B – Case study questions	<input type="checkbox"/>
	Practical placement	<input type="checkbox"/>
Declaration:	<p>In completing this assessment, I confirm that the candidate has demonstrated all unit outcomes through consistent and repeated application of skills and knowledge with competent performance demonstrated in multiple instances over a period of time.</p> <p>Evidence collected has been confirmed as:</p>	