

Contents

About this guide	5
Section 1: Meeting VET sector requirements	7
1.1 How Aspire's resources assist in meeting requirements	7
1.2 Resource quality assurance processes	16
Section 2: Unit of competency information	17
2.1 Unit of competency	17
2.2 Unit of competency assessment requirements	20
2.3 Aspire resources available for this unit	22
2.4 Target groups	25
Section 3: Training requirements	26
3.1 Delivery approach	26
3.2 Learning mapping	27
3.3 Solutions – general guidance	34
3.4 Solutions to practice tasks	35
3.5 Solutions to learning checkpoints	46
Section 4: Assessment	58
4.1 Assessment approach	58
4.2 Assessment procedures	59
4.3 Assessment mapping	65
4.4 Assessment solutions and marking guidance	71
4.5 Completing the record of outcome	80
Section 5: Forms	88
Section 6: Glossary of VET terminology	89

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

CHCDIS004 – Communicate using augmentative and alternative communication strategies

Modification history

Release	Comments
Release 1	<p>This version was released in CHC Community Services Training Package release 2.0 and meets the requirements of the 2012 Standards for Training Packages.</p> <p>Minimal 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 communicate with people who have complex communication needs through effective use of Augmentative and Alternative Communication (AAC) strategies and systems.

AAC refers to methods that replace or supplement speech to address the needs of people whose oral speech skills limit their ability to meet their participation and communication needs.

AAC systems comprise communication aids, symbols, strategies, and techniques and methods that may be aided or unaided.

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

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

2.2 Unit of competency assessment requirements

Assessment Requirements for CHCDIS004 – Communicate using augmentative and alternative communication strategies

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>Minimal 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"> developed effective AAC strategies for at least 1 person with complex communication needs
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"> definitions of communication and different mechanisms people use to communicate how people with disabilities may communicate and how to facilitate/support their communication principles and practices of AAC basic AAC strategies and their correct use for the person's level of communication basic steps in the process for assessing an individual's needs for the use of AAC causes and conditions associated with communication impairment, including stroke and acquired brain injury (ABI) cross cultural communication protocols roles and functions of different professionals in the development, implementation and maintenance of AAC strategies and devices available range of communication aids and their correct use

3.2 Learning mapping

CHCDIS004 Communicate using augmentative and alternative communication strategies, Release 1

Unit of competency	Content	Practice tasks	Learning checkpoint
Element 1: Identify the current communication capacity and needs of the person	Topic 1: Identify the current communication capacity and needs of the person	n/a	n/a
1.1 Work in collaboration with the person, family and/or carer and/or relevant other, to identify communication needs	1A Work in collaboration with the person and others to identify communication needs	1	LC 1: Part A 1–9
1.2 Use appropriate supports to aid the person's current communication capacity	1B Use appropriate supports to aid the person's current communication capacity	2	LC 1: Part B 2
1.3 Document the outcomes of this process in line with organisation procedures	1C Document the outcomes of this process in line with organisation procedures	3	LC 1: Part A 10
1.4 Consult with additional people including family and/or carers and/or relevant others as required	1D Consult with additional people including family, carers and/or relevant others as required	4	LC 1: Part B 3, 4
1.5 Make appropriate referrals to professionals and other service providers as required in consultation with supervisor	1E Make appropriate referrals to professionals and other service providers as required in consultation with supervisor	5	LC 1: Part B 5
Element 2: Develop effective AAC strategies	Topic 2: Develop effective AAC strategies	n/a	n/a
2.1 Provide information to relevant professional/s about the person with disability in relation to their likes/dislikes, daily activities and current communication needs	2A Provide information about the person with disability in relation to their likes/dislikes, daily activities and current communication needs	6	LC 2: Part A 1

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:	CHCDIS004 <i>Communicate using augmentative and alternative communication strategies</i> , Release 1
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

CHCDIS004 *Communicate using augmentative and alternative communication strategies*, Release 1

Unit of competency	Part A – Questions	Part B – Case study questions	Practical placement
Element 1: Identify the current communication capacity and needs of the person			
1.1 Work in collaboration with the person, family and/or carer and/or relevant other, to identify communication needs		CS1	O1
1.2 Use appropriate supports to aid the person's current communication capacity		CS2	O3
1.3 Document the outcomes of this process in line with organisation procedures		CS3	O6
1.4 Consult with additional people including family and/or carers and/or relevant others as required		CS4	O9
1.5 Make appropriate referrals to professionals and other service providers as required in consultation with supervisor		CS6	O10
Element 2: Develop effective AAC strategies			
2.1 Provide information to relevant professional/s about the person with disability in relation to their likes/dislikes, daily activities and current communication needs		CS3	O11
2.2 Develop communication strategies to meet individual needs and level of communication, considering the person's history and preferences and in consultation with relevant senior staff/professionals		CS5	O12

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:	CHCDIS004 Communicate using augmentative and alternative communication strategies, Release 1	
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>	