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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
<b>Australian Qualifications Framework</b> 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. 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.	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: <a href="http://www.aqf.edu.au">www.aqf.edu.au</a> .
<b>Volume of learning</b> 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: <a href="http://www.aqf.edu.au/wp-content/uploads/2013/06/Volume-of-Learning-Explanation.pdf">www.aqf.edu.au/wp-content/uploads/2013/06/Volume-of-Learning-Explanation.pdf</a>	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.

## Section 2: Unit of competency information

### 2.1 Unit of competency

#### CHCDIS003 Support community participation and inclusion

##### 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 people with disability in community participation and social inclusion using a person-centred approach. This involves enabling people to make choices to maximise their participation in various community settings, functions and activities to enhance psychosocial well-being and lifestyle in accordance with the person's needs and preferences.

This unit applies to workers in varied disability services 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.*

## 2.2 Unit of competency assessment requirements

### Assessment Requirements for CHCDIS003 Support community participation and inclusion

#### 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"> <li>supported at least 1 person with disability, by working with them to identify skills and interests and find matching options within the broader community</li> </ul>
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"> <li>rights and responsibilities of people with disability</li> <li>principles of: <ul style="list-style-type: none"> <li>strengths-based practice</li> <li>person-centred practice</li> <li>community inclusion and best practice examples</li> </ul> </li> <li>strategies for strengthening options, networks and services for people with disability</li> <li>local agencies and services, and resources to obtain community information about sporting, cultural and specific-interest groups</li> <li>active citizenship and what this means for people with a disability</li> <li>role of carers and/or families and/or relevant others</li> </ul>

## 3.2 Learning mapping

CHCDIS003 Support community participation and inclusion, Release 1

Unit of competency	Content	Practice tasks	Learning checkpoint
<b>Element 1: Identify opportunities for community participation and social inclusion</b>	<b>Topic 1: Identify opportunities for community participation and social inclusion</b>	n/a	n/a
1.1 Assist in identifying interests, abilities, preferences and requirements of the person with disability to engage with a social network	1A Assist a person with disability to identify strengths, preferences and requirements for social engagement	1	LC1: Part A 1 Part B 1
1.2 Provide information on community participation options, networks and services to meet the needs, wants and preferences of the person with disability	1B Provide information on community participation to meet requirements of the person with disability	2	LC1: Part B 2, 3, 4
1.3 Identify and access appropriate community participation resources, programs, agencies, transport services, aids and equipment according to the person's preferences and needs	1C Identify and access appropriate community participation options and services according to the person's needs	3	LC1: Part B 1, 3, 5
1.4 Recognise and accommodate the cultural and religious needs of the person with disability	1D Recognise and accommodate the cultural and religious needs of the person with disability	4	LC1: Part A 2
<b>Element 2: Implement strategies for community participation and inclusion according to the individualised plan</b>	<b>Topic 2: Implement strategies for community participation and inclusion according to the individualised plan</b>	n/a	n/a

## 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.

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

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	
<b>Training organisation name:</b>	
<b>Candidate name:</b>	
<b>Phone number:</b>	
<b>Date:</b>	
<b>Email:</b>	
<b>Assessor name:</b>	
<b>Unit of competency:</b>	CHCDIS003 Support community participation and inclusion, Release 1
<b>Assessment tasks to be undertaken:</b>	<input type="checkbox"/> Part A – Questions <input type="checkbox"/> Part B – Case study questions <input type="checkbox"/> Practical placement
<b>Ready for assessment declaration:</b>	<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

CHCDIS003 Support community participation and inclusion, Release 1

Unit of competency	Part A – Questions	Part B – Case study questions	Practical placement
<b>Element 1: Identify opportunities for community participation and social inclusion</b>			
1.1 Assist in identifying interests, abilities, preferences and requirements of the person with disability to engage with a social network	Q1, Q2		O1
1.2 Provide information on community participation options, networks and services to meet the needs, wants and preferences of the person with disability	Q4, Q5		O3
1.3 Identify and access appropriate community participation resources, programs, agencies, transport services, aids and equipment according to the person's preferences and needs		CS2, CS3, CS4, CS5	O6
1.4 Recognise and accommodate the cultural and religious needs of the person with disability	Q6	CS1	
<b>Element 2: Implement strategies for community participation and inclusion according to the individualised plan</b>			
2.1 Assist the person to identify and access community options that will meet needs identified in their individualised plan	Q9	CS6	O8
2.2 Support the person to access opportunities to establish connections through shared interests	Q11		



## 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

<b>Training organisation name:</b>		
<b>Candidate name:</b>		
<b>Unit code and title:</b>	CHCDIS003 Support community participation and inclusion, Release 1	
<b>Assessor name:</b>		
<b>Assessor email:</b>		
<b>Assessor phone number:</b>		
<b>Assessment tasks:</b>		<b>Satisfactorily completed</b>
	Part A – Questions	<input type="checkbox"/>
	Part B – Case study questions	<input type="checkbox"/>
	Practical placement	<input type="checkbox"/>
<b>Declaration:</b>	<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>	