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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

CHCDIS005 Develop and provide person-centred service responses

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>Significant changes to the elements and performance criteria. New evidence requirements for assessment including volume and frequency requirements. Minimum work hours added. Significant changes to knowledge evidence.</p>

Application

This unit describes the skills and knowledge required to develop, implement and monitor service responses with a person with disability. Work is undertaken within a legislative and ethical framework to ensure the provision of high quality, person-centred service delivery which supports the person's aspirations, needs, rights and interests.

This unit applies to workers in varied disability service 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 CHCDIS005 Develop and provide person-centred service responses

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 changes to the elements and performance criteria. New evidence requirements for assessment including volume and frequency requirements. Minimum work hours added. 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"> followed procedures for person-centred service delivery in line with the organisation's quality system, including: <ul style="list-style-type: none"> developed and implemented at least 3 different person-centred service responses to meet the aspirations, needs, rights and preferences for people with disability, 2 in a simulated environment and 1 in the workplace reviewed and monitored at least 3 individual service responses and made changes that are necessary to improve quality service delivery; met changing needs of the person; addressed barriers and responded to legislative changes, 2 in a simulated environment and 1 in the workplace performed the activities outlined in the performance criteria of this unit during a period of at least 120 hours of direct support work
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"> relevant networks and services in the broader community current best practice approaches for service delivery legal and ethical considerations for working with people with disability: <ul style="list-style-type: none"> discrimination

3.2 Learning mapping

CHCDIS005 Develop and provide person-centred service responses, Release 1

Unit of competency	Content	Practice tasks	Learning checkpoint
Element 1: Work with the person to develop and implement person-centred responses			
1.1 Collaborate with the person with disability and/or their family and/or carer and/or relevant others in actively developing responses that meets the individual's aspirations, needs, rights and preferences	1A Collaborate when developing responses to meet the person's aspirations, needs, rights and preferences	1	LC 1: 1
1.2 Put in place mechanisms to ensure the person's support information is accurately recorded, maintained and applied to future support activities and responses	1B Ensure support information is accurately recorded, maintained and applied to future support activities and responses	2	LC 1: 2
1.3 Develop the required responses that cater to individual differences, rights, needs and preferences	1C Develop responses that cater to individual differences, rights, needs and preferences	3	LC 1: 3
1.4 Communicate the needs of the person to family and/or carer and/or relevant others as appropriate	1D Communicate needs of a person to appropriate people	4	LC 1: 4
1.5 Make available appropriate resources	1E Make appropriate resources available	5	LC 1: 5
1.6 Seek provision of services from other workers or agencies as required	1F Seek services from other workers or agencies as required	6	LC 1: 6

3.3 Solutions – general guidance

Practice tasks and learning checkpoints within Aspire's learner guides are designed for formative assessment only; that is, for the purpose of determining how well a learner is progressing in their learning. These activities are not designed for use in summative (final) assessments.

The solutions to practice tasks and learning checkpoints presented in sections 3.4 and 3.5 should serve as a reliable guide to the type of information that should be included in the learner's response. Refer to the learning checkpoints when evaluating learner responses.

The answers provided by the learner will vary due to a number of factors, including the:

- learner's own experiences
- learner's workplace experiences
- training situations and strategies presented by the trainer
- interpretation of the activity by the learner/trainer
- type of organisation, work practices, processes and systems encountered by the learner.

The nature and variety of the tasks presented means that, in some cases, there will be numerous correct responses and the solutions provided cannot cater for all contexts and eventualities.

In general terms:

- For questions with a single answer, Aspire has provided the correct answer.
- For questions that do not have a single answer, it is understood that answers will vary within certain parameters.
- For questions where the candidate has to list a certain number of items, Aspire has provided a more comprehensive listing from which candidate responses may be drawn. However, this list may not in all cases be definitive, and trainers should account for other possible correct responses.
- For activities that involve responding to a case study, Aspire has provided an example of how the learner may respond. Depending on the question, the terminology used will indicate either what the learner should have included in their response, or may have included. However, trainers should take into account different phrasing used by the learner, or different responses that may be equally correct.
- For activities that take place in the workplace or involve workplace documentation, Aspire can only provide an example response. Trainers should consider whether the learner has achieved the intent of the activity, taking into account the learner's workplace context.
- For activities that involve writing reports or completing documentation provided, Aspire can only provide an example response. Trainers should again consider whether the learner's response is appropriate to the task within the context of the learner's training and/or workplace.

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:	CHCDIS005 Develop and provide person-centred service responses, Release 1
Assessment tasks to be undertaken:	<input type="checkbox"/> Part A – Questions <input type="checkbox"/> Part B – Case study questions <input type="checkbox"/> Part C – Observation <input type="checkbox"/> Practical placement

4.3 Assessment mapping

CHCDIS005 Develop and provide person-centred service responses, Release 1

Unit of competency	Part A – Questions	Part B – Case study questions	Part C – Observation	Practical placement
Element 1: Work with the person to develop and implement person-centred responses				
1.1 Collaborate with the person with disability and/or their family and/or carer and/or relevant others in actively developing responses that meets the individual's aspirations, needs, rights and preferences	Q1, 2, 3, 4, 5, 6		O2	O2
1.2 Put in place mechanisms to ensure the person's support information is accurately recorded, maintained and applied to future support activities and responses	Q7	CS8		
1.3 Develop the required responses that cater to individual differences, rights, needs and preferences		CS5	O5	O5
1.4 Communicate the needs of the person to family and/or carer and/or relevant others as appropriate	Q8		O7	O7
1.5 Make available appropriate resources		CS6	O8	O8
1.6 Seek provision of services from other workers or agencies as required			O9	O9
1.7 Maintain all relevant documentation relating to the person and the service delivery and communicate in accordance with organisation procedures	Q10		O10	O10
Element 2: Review and monitor person-centred responses				

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:	CHCDIS005 Develop and provide person-centred service responses, 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"/>
	Part C – Observation	<input type="checkbox"/>
	Practical placement	<input type="checkbox"/>