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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
Australian Qualifications Framework 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: www.aqf.edu.au .
Volume of learning 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	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

CHCDIS008 Facilitate community participation and social 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>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 develop and facilitate person-centred strategies for participation in various community settings, functions and activities to enhance the psychosocial well being and lifestyle of a person with disability.

This unit applies to workers in varied disability 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 CHCDIS008 Facilitate community participation and social inclusion

Modification History

Release	Comments
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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"> assisted at least 3 people with disability to develop and implement community engagement plans within their individualised plan
Knowledge Evidence	<p>The candidate must be able to demonstrate essential knowledge required to effectively manage the 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"> elements of best practice in the area of community participation and social inclusion the social model of disability and the impact of social devaluation on an individual's quality of life principles of: <ul style="list-style-type: none"> active support lifespan development strengths-based and person-centred practice risk assessment and mitigation funding frameworks and their impact on community participation legal and ethical considerations relevant to working with people with disability: <ul style="list-style-type: none"> duty of care dignity of risk human rights, including the <i>United nations convention on</i>

2.3 Aspire resources available for this unit

Aspire's resources are structured to meet the requirements of the unit of competency. They are designed to **complement**, not replace, the learning and assessment strategies you or your training organisation have put in place.

As the trainer, **you are in the best position to judge** the full training and assessment requirements of a unit of competency. The judgments that you make in this regard should form part of your training organisation's broader training and assessment strategy.

The following Aspire resources are available to support delivery in this unit.

Resource	General overview/how to use
Learner guide	<p>The learner guide's preliminary pages include information on:</p> <ul style="list-style-type: none">• how to work through the learner guide• foundation skills. <p>The preliminary pages also include a checklist the learner can use to identify the topics they may already know.</p> <p>Each topic matches an element in the unit of competency.</p> <p>The learner guide content is presented in plain English so it is easy for the learner to understand. It describes procedures and current industry practice, and includes examples, checklists, documents, images and case studies. There are also illustrations or diagrams to add interest and aid learning.</p> <p>The topic summaries provide an opportunity to review the topic content.</p> <p>The learner guide practice tasks and learning checkpoints can be used to consolidate and evaluate learning. It is up to you and the learner to decide which ones are necessary. Remember, these tasks and activities are not finite. You can add to them, change them or substitute your own tasks according to the interest level, the experience of the learners and the specific situation. Encourage learners to keep their answers to activities as these will build towards their evidence and demonstration of competency.</p> <p>A final assessment is included in the learner guide, which is designed to assess the learner's competency across the whole unit. Features of the final assessment include:</p> <ul style="list-style-type: none">• information about the assessment and its scope• an 'Are you ready for assessment?' checklist that the candidate can use to confirm they hold the skills and knowledge required to undertake the final assessment• an overview of the final assessment tasks, outlining task options• an assessment plan that the assessor and candidate can use to determine the tasks to be undertaken• the final assessment tasks themselves, which cover questioning, project/report and observation methods of assessment• a record of outcome for the assessor to use to confirm competency.
eBook	An eBook version of the learner guide is also available from Aspire.

3.2 Learning mapping

CHCDIS008 Facilitate community participation and social inclusion, Release 1

Unit of competency	Content	Practice tasks	Learning checkpoint
Element 1: Support person to identify and engage in social networks within the broad community	Topic 1: Support person to identify and engage in social networks within the broad community	n/a	n/a
1.1 Work with the person with disability to identify their strengths, interests, abilities and support requirements so they may engage with a social network within the broad community	1A Work with the person to identify their strengths, interests, abilities and support requirements	1	LC1: Part B 1, 11
1.2 Research, identify and network with relevant services to explore community inclusion opportunities for the client	1B Research, identify and network with relevant services to explore community inclusion opportunities	2	LC1: Part B 6
1.3 Match relevant services and networks to the needs of the person, taking into account their cultural and individual differences	1C Match services and networks to the person's requirements, taking into account their cultural and individual differences	3	LC1: Part B 5,10
1.4 Work with the person to actively engage in a social network and identify any supports they may need	1D Work with the person to actively engage in a social network and identify any supports they may need	4	LC1: Part B 4
1.5 Work with the person to identify any possible barriers to participation and inclusion and develop strategies to overcome these	1E Work with the person to identify barriers to participation and develop strategies to overcome these	5	LC1: Part B 7

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.

Complete the following task	<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.
Refer to the Aspire <i>Practical placement logbook</i> for this unit	<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:	CHCDIS008 Facilitate community participation and social inclusion, 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

CHCDIS008 Facilitate community participation and social inclusion, Release 1

Unit of competency	Part A – Questions	Part B – Case study questions	Practical placement
Element 1: Support person to identify and engage in social networks within the broad community			
1.1 Work with the person with disability to identify their strengths, interests, abilities and support requirements so they may engage with a social network within the broad community	Q1, Q2, Q3, Q4, Q5, Q6		O1
1.2 Research, identify and network with relevant services to explore community inclusion opportunities for the client		CS1	O2
1.3 Match relevant services and networks to the needs of the person, taking into account their cultural and individual differences	Q7, Q8	CS2	
1.4 Work with the person to actively engage in a social network and identify any supports they may need	Q10		O4
1.5 Work with the person to identify any possible barriers to participation and inclusion and develop strategies to overcome these	Q9	CS3	
1.6 Identify and access appropriate resources according to organisation policy and protocols	Q11		O5
1.7 Provide information about options available to the person with disability, family and/or carer and/or relevant other		CS5	O7
Element 2: Assist person and relevant others to develop and implement a community support plan as part of the individualised plan			

4.4 Assessment solutions and marking guidance

General guidance

Assessors should review the solutions provided and adapt and/or contextualise them (and the final assessment tasks themselves where necessary) to suit the training and assessment context as part of their assessment planning activities.

The solutions to final assessment tasks presented in this section should serve as a reliable guide to the type of information that should be included in the assessment candidate's response. The answers provided by the assessment candidate will vary due to a number of factors, including the:

- candidate's own experiences
- candidate's workplace experiences
- interpretation of the assessment task by the assessment candidate/assessor
- type of organisation, work practices, processes and systems encountered by the candidate.

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 assessors should account for other possible correct responses.
- For activities that involve responding to a scenario, Aspire has provided an example of how the candidate may respond. Depending on the question, the terminology used will indicate either what the candidate should have included in their response, or may have included. However, assessors should take into account different phrasing used by the candidate, or different responses that may be equally correct.
- For activities that take place in the workplace or involve workplace documentation, assessors should consider whether the candidate has achieved the intent of the activity, taking into account the candidate's workplace context.
- For activities that involve writing reports or completing documentation provided, Aspire can only provide an example response. Assessors should again consider whether the candidate's response is appropriate to the task within the context of the candidate's training and/or workplace.

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:	CHCDIS008 Facilitate community participation and social inclusion, 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>	