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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

#### CHCDIS010 Provide person-centred services to people with disability with complex needs

##### 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 provide person-centred services to people with disability with complex or special support needs under the supervision of a relevant professional.

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.*

##### Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
<i>Elements define the essential outcomes</i>	<i>Performance criteria describe the performance needed to demonstrate achievement of the element.</i>

## 2.2 Unit of competency assessment requirements

### Assessment Requirements for CHCDIS010 Provide person-centred services to people with disability with complex needs

#### 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>evaluated and prioritised the needs of at least 3 people with complex support issues and developed individualised plans to meet their needs</li> <li>coordinated the delivery, monitoring, evaluation and review of at least 3 individualised plans</li> </ul>
Knowledge Evidence	<p>The candidate must be able to demonstrate essential knowledge required to effectively manage 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>factors that would lead to someone being classified as having complex needs rather than basic needs</li> <li>physiology and psychology as it applies to a range of disability types</li> <li>nutrition and dietetics as it applies to a range of disability types</li> <li>common issues and challenges facing people with disability</li> <li>manifestations and presentation of common health problems as well as behavioural issues associated with different disability types</li> <li>formal and informal assessment approaches for assessment of people with complex and/or special needs</li> <li>organisation policies and procedures related to developing and managing individualised plans including the role of family</li> </ul>

## 3.2 Learning mapping

CHCDIS010 *Provide person-centred services to people with disability with complex needs*, Release 1

Unit of competency	Content	Practice tasks	Learning checkpoint
<b>Element 1: Evaluate and prioritise the needs of a person with complex support issues</b>	<b>Topic 1: Evaluate and prioritise the needs of a person with complex support issues</b>	n/a	n/a
1.1 Identify and prioritise the needs of the person, taking into account the possibility of co-existing issues	1A Identify and prioritise the needs and coexisting issues of the person	1	LC1: Part A 4
1.2 Identify specific problems, issues and challenges for the person in line with job role and organisation procedures	1B Identify specific problems, issues and challenges for the person	2	LC1: Part A 5
1.3 Analyse and interpret data, with assistance from health professionals and other relevant personnel	1C Analyse and interpret data with assistance from health professionals	3	LC1: Part A 6 Part B 3
1.4 Recognise the impact of complex support issues on the persons family	1D Recognise the impact of complex support issues on the person's family	4	LC 1: Part A 7 Part B 4
1.5 Establish priorities for support with the person and/or family and/or carer and/or relevant other	1E Establish priorities for support with the person and relevant others	5	LC 1: Part A 4 Part B 1
<b>Element 2: Develop an individualised plan to achieve maximum quality of life</b>	<b>Topic 2: Develop an individualised plan to achieve maximum quality of life</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	
Training organisation name:	
Candidate name:	
Phone number:	
Date:	
Email:	
Assessor name:	
Unit of competency:	CHCDIS010 Provide person-centred services to people with disability with complex needs, 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

*CHCDIS010 Provide person-centred services to people with disability with complex needs, Release 1*

Unit of competency	Part A – Questions	Part B – Case study questions	Practical placement
<b>Element 1: Evaluate and prioritise the needs of a person with complex support issues</b>			
1.1 Identify and prioritise the needs of the person, taking into account the possibility of co-existing issues			O1
1.2 Identify specific problems, issues and challenges for the person in line with job role and organisation procedures			O7
1.3 Analyse and interpret data, with assistance from health professionals and other relevant personnel		CS1, CS2	O8
1.4 Recognise the impact of complex support issues on the persons family		CS3	O12
1.5 Establish priorities for support with the person and/or family and/or carer and/or relevant other	Q12		
<b>Element 2: Develop an individualised plan to achieve maximum quality of life</b>			
2.1 Utilise best practice guidelines when developing strategies to address complex and/or special needs			O13
2.2 Liaise with relevant experts and/or health professionals when developing individualised plans			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

<b>Training organisation name:</b>		
<b>Candidate name:</b>		
<b>Unit code and title:</b>	CHCDIS010 Provide person-centred services to people with disability with complex needs, 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>	