Community Services Training Package
(CHC99)

Disability Work
National Competency Standards
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Preface

This document contains specific national competency standards and qualifications relating to Disability Work. The standards and qualifications form part of the Community Services Training Package. The Community Services Training Package has been developed by Community Services and Health Training Australia and funded by the Australian National Training Authority.

This document must be used in conjunction with the following documents:

- Assessment Guidelines
- Qualifications Framework
- Community Services Common Competency Standards
- attachment to Aged Care and Disability: selected Ancillary/Support Work competency standards

The Community Services Training Package integrates national competency standards, qualifications and assessment guidelines in the following areas:

- Aged Care Work
- Alcohol and Other Drugs Work
- Child Protection/Juvenile Justice/Statutory Supervision
- Childrens Services
- Community Work
- Community Housing Work
- Disability Work
- Mental Health Work (non clinical)
- Youth Work

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Introduction

Background
The need to meet the vocational education and training needs of employees in the disability sector has been identified and welcomed as a national priority by Community Services and Health Training Australia and the Australian National Training Authority. Enhanced education and training is seen as critical to sustaining ongoing improvements in services to clients.

Industry needs for training development and delivery are articulated through Training Packages which include national competency standards, assessment guidelines and national qualifications.

National competency standards
• skills, knowledge and attributes applied to complete a job role are called competencies
• the level at which the competency is performed is called the standard
• together these make up competency standards
• competency standards are relevant to actual workplaces around Australia; and
• are understandable and useable by the range of intended audiences

National competency standards are not
• curriculum documents
  Competency Standards define the outcomes that may be achieved through training, but do not define the nature of the training, which may be formal or informal, on the job or by simulation and provided publicly or privately.
• assessment strategies
  The performance criteria of standards are a guide to assessors, but they do not infer assessment strategies or techniques. The range of variables and evidence guide of each unit provide additional information to enable contextualising of the assessment of units whilst maintaining consistency in outcomes.
• lists of tasks
  Competency standards encompass a much broader notion of work required than merely the ability to perform tasks. Competency includes the capacity to manage a number and variety of tasks, to manage contingencies and to perform effectively in a whole work role/ work environment.
• a definition of the Ideal "worker"
  Rather than expressing a wish list of desirable skills, competencies reflect actual work requirements, albeit in a changing work environment.
• expression of competencies held by some workers or particular workplaces
  National standards are based on work required at a particular level now and in the future, across the industry in different states/territories, regional areas and sizes of organisations.
• service or program/organisation standards
  Service, program or organisation standards can be linked to competency standards because in defining requirements of workers they indicate ways of measuring individual effectiveness.
Workers covered by these National Competency Standards

These national Competency Standards cover all levels of staff from base level direct support staff to managers working in the full range of disability services:

- residential facilities and related support services whether in institutions, in community-based settings or in people with disabilities' own homes
- services related to employment, from services which place, train and support people with disabilities in open employment, to services which operate as the employer (including supported employment services and sheltered workshops)
- recreation services
- adult day training services
- advocacy services
- respite services
- peer support programs

Other projects cover those workers who primarily provide ancillary/support or indirect services such as administration/clerical, management support, training and policy development.

The vocational sector includes those workers who may obtain qualifications such as certificates 1 to 4, diplomas and advanced diplomas. Training may be obtained in the workplace, at TAFE colleges or from private training providers. Qualifications can only be awarded by Registered Training Organisations.
How were these Competency Standards developed?

These standards have been developed through extensive industry consultation. Sources of information included:

- existing competency standards
- consultations with clients
- consultations with workers
- workshops and advice provided by members of the project management committee and
- common units of competency for the Community Services Training Package.

Who managed the development of the standards?

The project to develop the standards was initially managed by a committee comprising representatives from the disability sector. The Board of Community Services and Health Training Australia now manages the standards.
How are National Competency Standards structured?

To enable easy reading of the enclosed competency standards it is necessary to explain how they are set out, and how to understand them.

Competency standards have 5 parts:
1. The unit of competency or skill
2. The elements or tasks that make up the competency
3. The performance criteria or outcome of what a worker actually does
4. The range of variables to help better understand the competency
5. The evidence guide to assess the competency or skill

UNIT TITLE

A key work outcome or competency is called a Unit.

Every unit describes the outcomes from the application of a complete set of skills and tasks that are needed to do part of a job. A fully competent person will be able to demonstrate all of the skills contained in a unit.

UNIT DESCRIPTOR

This adds additional descriptive information to assist in achieving a common understanding from users of the standards, of what the unit of competency is about.

ELEMENTS

Elements are lists of contributory outcomes that make up the unit. All the elements together fully describe the unit.

PERFORMANCE CRITERIA

Performance Criteria specify the work activities and level of performance required of the worker. They are attached to elements of a unit but relate to the unit as a whole, and to the combinations of units in a package, at a particular level. They detail how we can see the job is being performed correctly and what the worker will actually do to achieve the outcome that the elements describe.

RANGE OF VARIABLES

Range Of Variables specify a range of situations in which work may be performed.

EVIDENCE GUIDE

Evidence Guide is a guide for assessors and developers of training. It provides additional information, such as underpinning knowledge and skills that a worker must have to achieve/demonstrate competency. It also provides assessors with a guide as to where and how the competency may be best assessed (eg on the job or by simulation) and prerequisite units or combinations of units for assessment/training purposes.
Packaging to a Qualification

Packaging units of competency to a qualification
Packaging links individual units of competency into groups. These groupings relate to levels of work, which are meaningful across the disability sector. Packaging provides a means of indicating to trainees, employers, trainers and assessors the combination of competencies required for the workplace.

A qualification is gained when a student/worker can demonstrate competence in all units that have been packaged together. In the Community Services Training Package, packaging incorporates:

- specialisation units of competency which apply to a specific sector within the industry at a range of AQF levels;
- common units of competency which apply across all sectors of the industry at a range of AQF levels; and
- optional units of competency.

Disability specialisation units of competency
These incorporate those skills that are special, different or specific to working with disability issues.

Community services common units of competency
The common competencies are those units of competency that may occur in all community services. They are common competencies rather than core or fundamental competencies. Thus being common does not mean that they necessarily underpin or are prerequisites to other units of competency.

Some common competencies apply to all sectors in community services and these are identified as compulsory. Other common competencies apply across some but not all sectors of the industry and these may be identified as compulsory or elective by the industry sector. Common competencies enhance the portability of skills across the community services and health industries.

The community services common units have been grouped and each of the units has been linked to AQF levels as a guide to packaging. Groups of units of competency make up a package that is aligned to a qualification. The level of qualification is determined by the industry sector in relation to a total package of units of competency, the package comprising common units, specialisation units and optional units.

Each of the 13 common areas has a code:

<table>
<thead>
<tr>
<th>Advocacy</th>
<th>AD</th>
</tr>
</thead>
<tbody>
<tr>
<td>Administration</td>
<td>ADMIN</td>
</tr>
<tr>
<td>Assessor and workplace training</td>
<td>BSZ</td>
</tr>
<tr>
<td>Community development</td>
<td>CD</td>
</tr>
<tr>
<td>Case management</td>
<td>CM</td>
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<tr>
<td>Casework intervention</td>
<td>CWI</td>
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<tr>
<td>Communication</td>
<td>COM</td>
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<tr>
<td>Client service</td>
<td>CS</td>
</tr>
<tr>
<td>Information management</td>
<td>INF</td>
</tr>
<tr>
<td>Networking</td>
<td>NET</td>
</tr>
<tr>
<td>Organisational management</td>
<td>ORG</td>
</tr>
<tr>
<td>Policy and research</td>
<td>P&amp;R</td>
</tr>
<tr>
<td>Working with groups</td>
<td>GROUP</td>
</tr>
</tbody>
</table>
The community services common competencies are not included in this document. They are included in the document titled *Community Services Common National Competency Standards*.

**Optional units of competency**
To ensure that the flexibility required by individual organisations can be accommodated in the packaging of standards, additional units can be included as optional.

Optional units will generally include the following however specific requirements are indicated in each qualification:
- elective units
- compulsory units
- units from endorsed standards from other industries
- enterprise specific units

Both the common and the specialisation units of competency are divided into compulsory (required by all workers) and elective (required according to work functions) units. Thus units of competency may be:
- specialisation or common and
- compulsory or elective
Customisation and Flexibility

The community services competency standards identify the knowledge and skills that are needed to deliver high quality services to meet community and individual/client needs. The standards have been drafted so they are relevant to different organisations and are flexible enough to address the needs of workplaces of varying size and function.

It is intended that the qualifications will be packaged to reflect specific structures, standards and modes of service delivery within individual organisations/enterprises. Further application for specific purposes can be achieved through customisation of units of competency.

The following advice sets the boundaries of change accepted within the qualifications framework and where extensions or additions may be made through customising units of competency.

Existing flexibility in the Training Package is delivered via:
- contextualisation of units
- application of the packaging rules
- incorporation of enterprise unit/s

Customisation may be via:
- additions to the units

Any customisation or contextualisation of units of competency must ensure the integrity of:
- industry skill requirements
- industry portability requirements
- the national competency standards system and the Australian Qualification Framework qualifications

Contextualisation of units
The units of competency can be contextualised for specific uses as long as the original intent and integrity of the unit of competency is not compromised.

An organisation can contextualise individual units for its own purposes by using workplace relevant information. This may be achieved by changing terminology in the performance criteria, range of variables and the evidence guides (e.g. to refer to particular legislation or work practices under which it conducts its business). These changes do not require endorsement as long as assessment against the unit meets the outcomes identified in it.

Applying the packaging rules
The Community Services competency standards are drafted to have application across a full range of organisations, regardless of location, type or size. Existing flexibility allows particular organisations, enterprises and individuals to select competencies to suit their specific needs through application of the packaging rules. This includes:

- choosing electives from both the specialisation and common units of competency
- choosing optional units from the Community Services Training Package or other endorsed National Training Packages. When selecting optional units from other Training Packages any additional assessment requirements should be incorporated
- adding an enterprise unit according to the packaging rules for optional units
If training requirements are not met by existing qualification packaging then standards users may:

- record statements of attainment for individual competencies or groups of competencies
- consult State Training Authorities regarding qualifications outside the coverage of National Training Packages
- develop new national competency standards and qualifications (see below for further information regarding customisation for enterprises and the development of new standards and qualifications)

**Customisation of units**

Expansion of units may include the addition of elements, performance criteria, range of variables items or evidence guide statements. Standards users should consider, when making substantial additions or expansion to units, whether utilisation of other units or the development of new units may be more appropriate.

Standards users should note that the addition of units and elements may increase resource requirements for assessment and training. One example where this may be an issue is the Federal Government's New Apprenticeships system where qualifications will be funded according to minimum requirements.

**Customisation and flexibility for enterprises**

Where enterprises have developed their own set of standards, there are a number of options for incorporating these into national qualifications:

- mapping the enterprise standards to the relevant qualification package. Where the enterprise standards match it may be that the organisation chooses to continue to use them for training (and other enterprise requirements such as human resources functions) but to gain a national qualification, assessment must be against the national standards
- adding enterprise specific content to the package according to the unit contextualisation options listed above
- application of the qualification packaging rules or adding units to the minimum number of units required for a qualification as shown above
- seeking endorsement as national enterprise specific standards (see below for information on the development of new standards)
New National Competency Standards and Qualifications

Development of new standards or qualifications may be initiated according to various industry priorities or influences including:

- enterprise specific requirements
- emerging or changing work practices
- work roles or functions not yet covered by the Training Package
- competencies covering a sector or area of work

Standards developers must adhere to guidelines for the development of national competency standards. National competency standards development must meet the following requirements:

- adherence to National Training Framework Committee quality criteria as well as up to date ANTA guidelines for Training Package developers
- compliance with the Community Services Training Package qualifications framework and assessment guidelines
- evidence of national support for standards development and/or evidence of national validation for standards that are already developed
- standards must be referred to Community Services and Health Training Australia for submission to the National Training Framework Committee
Assessment against the Standards

Assessment is a process which shows that an individual is competent (i.e. has the skills, knowledge and attitudes) to work at a particular level in the industry.

The Assessment Guidelines are available from Community Services and Health Training Australia on 02 9263 3589 or on our home page (www.home.aone.net.au/cshta).

Relationship between assessment and a national qualification
Under the Community Services Training Package, individuals will be assessed directly against the national competency standards in a manner consistent with the assessment guidelines to gain a national qualification.

Issuing qualifications under the Community Services Training Package
Registered Training Organisations (RTOs) are the only organisations that can issue qualifications. They are registered by a State or Territory government to provide a range of services (including assessment and training) under the national training system. Registered training organisations must:

• satisfy the requirements of the assessment guidelines for the Community Services Training Package
• use assessors with the qualifications outlined in the Community Services Assessment Guidelines
• follow the standards and qualifications framework for the Community Services Training Package
• be registered by a State or Territory government

Assessment in the Community Services Industry
Work in the Community Services industry centres around skills in interacting with people, many of whom may be experiencing hardship, stress or long term disadvantage. A high level of competence in communication, collaboration and negotiation is usually required compared with other industries. The community services industry is also multicultural and has a high proportion of participants experiencing cultural disadvantage. It is a significant employer (paid and unpaid) of people from non-English speaking and Aboriginal and Torres Strait Islander backgrounds.

Assessment of competency cannot only rely on a measurement approach alone. Assessment evidence often needs to consider how the person brings together knowledge, an understanding of the work context, a decision about what to do, attitudes, values and ethics, as well as what the person actually does to perform the role.

Principles for assessment in Community Services
Assessment under Community Services Training Package should be:

• valid
• authentic
• reliable
• consistent
• current
• sufficient
• flexible
• fair
Assessor qualifications
Registered training organisations must use assessors who possess the qualifications outlined in the assessment guidelines to conduct assessments under the Community Services Training Package.

Choosing an appropriate training program for assessors in community services
The assessment guidelines give some information to consider when selecting assessor training programs.

Conducting assessments
An assessment strategy for an individual or groups of individuals must be designed and implemented to address a range of issues. The requirements for conducting assessments are outlined in the assessment guidelines.

The qualities to look for in a registered training organisation
The assessment guidelines give some points to consider when selecting a registered training organisation.
Australian Qualifications Framework (AQF) descriptors

To determine the relevant AQF qualification, groupings or packages of units representing work functions in the community services industry are related to the descriptors of the levels of the AQF which indicate breadth and complexity of work.

The development of the national Competency Standards Framework for Community Services has paid due attention to all the variables that impact on AQF alignment:

- the package of units is aligned (not individual units). This enables flexibility in packaging and customising
- packaging will reflect realistic outcomes required of individual work roles and focus on what makes work roles substantially different in outcomes (assuming it could be an interplay of all, or any of the variables identified in the AQF descriptors)
- differentiation of qualification levels in community services, in certain circumstances, is reliant on agreement of the industry parties. Where this is possible, it is specified in the relevant qualification
- a greater number of units with similar content (as far as complexity, breadth of knowledge and skills, and degree of judgment and autonomy) will not necessarily lead to higher qualification. Rather the package will need to reflect higher level competencies in the content and outcomes of the units in accordance with the AQF descriptors
- there can be a number of work levels covered within a single AQF descriptor, reflecting enterprise differences and negotiations

Certificate II

- competency involves application of knowledge and skills to a range of tasks and roles
- defined range of contexts where the choice of actions required is usually clear, with limited scope in the choice
- competencies normally used within established routines, methods and procedures, in some cases involving discretion and judgement about possible actions
- competencies likely to be applied under routine guidance with intermittent checking, but may take the form of general guidance and considerable autonomy if working in teams
- responsibility for some roles may be involved if working in a team

Certificate III

- competency involves the application of knowledge with depth in some areas and a broad range of skills
- a range of tasks and roles in a variety of contexts, with some complexity in the extent and choice of actions required
- competencies normally used within routines, methods and procedures where some discretion and judgement is required in selection of equipment, work organisation, services, actions and achieving outcomes within time constraints
- competencies likely to be applied under limited guidance with checking related to overall progress, but may take the form of broad guidance and autonomy if working in teams
- responsibility for the work of others and/or team coordination may be involved

Certificate IV

- competency involves the application of knowledge with depth in some areas and a broad range of skills
- a wide range of tasks and roles in a variety of contexts, with complexity in the range and choices of actions required
- competencies are normally used within routines, methods and procedures where discretion and judgement is required, both for self and others, in planning and selection of equipment, work organisation, services, actions, and achieving outcomes within time constraints
• competencies are likely to be applied with only general guidance on progress and outcomes sought
• the work of others may be supervised, or teams guided or facilitated
• responsibility for and limited organisation of the work of others may be involved

Diploma
• competency involves the self-directed application of knowledge with substantial depth in some areas, and a range of technical and other skills to tasks, roles and functions in both varied and highly specific contexts
• competencies are normally used independently and both routinely and non-routinely
• judgement is required in planning and selecting appropriate equipment, services, techniques and work organisation for self and others
• competencies are likely to be applied under broad guidance
• the work of others may be supervised or teams guided
• responsibility for the planning and management of the work of others may be involved

Advanced Diploma
• competency involves the self-directed development of knowledge with substantial depth across a number of areas and/or mastery of a specialised area with a range of skills
• application is to major functions in either varied or highly specific contexts
• competencies are normally used independently and are substantially non-routine
• significant judgement is required in planning, design, technical or supervisory functions related to products, services, operations or processes
• competencies are likely to be applied under limited guidance in line with a broad plan, budget or strategy
• responsibility and defined accountability for the management and output of the work of others and for a defined function of functions may be involved

Australian National Training Authority Qualification Codes

All national qualifications have been assigned a code for inclusion on ANTA's National Training Information Service. The following codes apply to qualifications for the Disability Work:

CHC20599 Certificate II in Community Services (Disability Work)
CHC30799 Certificate III in Community Services (Disability Work)
CHC40799 Certificate IV in Community Services (Disability Work)
CHC50799 Diploma of Community Services (Disability Work)
CHC60799 Advanced Diploma of Community Services (Disability Work)
# CHC20599 Certificate II in Community Services (Disability Work)

## Packaging to gain a national qualification

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Compulsory</td>
<td>6</td>
</tr>
<tr>
<td>Elective</td>
<td>4 (one must be a disability unit)</td>
</tr>
<tr>
<td>Optional</td>
<td>1</td>
</tr>
<tr>
<td><strong>Total number of units of competency</strong></td>
<td><strong>11</strong></td>
</tr>
</tbody>
</table>

## Optional competencies

- Elective units at this or higher levels
- Compulsory units at higher levels
- units from endorsed standards in any industry at this or higher levels
- Enterprise specific units

Note 1: One elective unit in Certificate II in Community Services (Disability Work) is equivalent to 4 Ancillary/Support units. The relevant Ancillary/Support units are listed over the page.

Note 2: Where enterprise units are included as options, these must be nationally endorsed (see introduction regarding new units and customisation).

## Disability specialisation competencies

<table>
<thead>
<tr>
<th>Compulsory</th>
<th>Elective</th>
</tr>
</thead>
<tbody>
<tr>
<td>CHCDIS1A Orientation to disability work</td>
<td>CHCDIS3A Provide services to people with disabilities</td>
</tr>
<tr>
<td>CHCDIS5A Contribute to positive learning</td>
<td>CHCDIS8A Support people with disabilities as workers</td>
</tr>
<tr>
<td>CHCDIS10A Provide care and support</td>
<td></td>
</tr>
</tbody>
</table>

## Common competencies

<table>
<thead>
<tr>
<th>Compulsory</th>
<th>Elective</th>
</tr>
</thead>
<tbody>
<tr>
<td>CHCCOM1A Communicate with people accessing the services of the organisation</td>
<td>CHCADMIN1A Undertake basic administrative duties</td>
</tr>
<tr>
<td>CHCCS0A Deliver service to clients</td>
<td>CHCAD1A Advocate for clients</td>
</tr>
<tr>
<td>CHCORG1A Follow the organisation’s policies, procedures and programs</td>
<td>CHCCD7A Support community resources</td>
</tr>
<tr>
<td>CHCORG2A Work with others</td>
<td>CHCCD12A Undertake work in the community services industry</td>
</tr>
<tr>
<td>CHCORG4A Follow the organisation’s occupational health and safety policies</td>
<td>CHCCOM2A Communicate appropriately with clients and colleagues</td>
</tr>
<tr>
<td></td>
<td>CHCC55A Identify and address specific client needs</td>
</tr>
<tr>
<td></td>
<td>CHCGROUP1A Support the activities of existing groups</td>
</tr>
<tr>
<td></td>
<td>CHCGROUP2A Support group activities</td>
</tr>
<tr>
<td></td>
<td>CHCNET1A Participate in networks</td>
</tr>
</tbody>
</table>

## Electives from Other Community Services Sectors

- CHCAC1A Provide care support to aged people
- CHCAC2A Assist with aged people’s personal needs
- CHCAC3A Orientation to aged care work
- CHCAC4A Assist in the provision of an appropriate environment
- CHCAC5A Contribute to service delivery
- CHCAOD1A Introduction to the alcohol and other drugs sector
- CHCH1A Orientation to work in the community housing sector
- CHCMH1A Orientation to work in the mental health sector
- CHCPROM1A Operate within a statutory environment
- CHCYTH1A Work effectively with young people
### CHC20599 Certificate II in Community Services (Disability Work) continued

<table>
<thead>
<tr>
<th>Electives from Ancillary/Support Units</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Cleaning services</strong></td>
</tr>
<tr>
<td>PRMCL01A Maintain hard floor surfaces</td>
</tr>
<tr>
<td>PRMCL03A Replace hard floor finish</td>
</tr>
<tr>
<td>PRMCL04A Maintain soft floors</td>
</tr>
<tr>
<td>PRMCL05A Remove stains and spillages from soft floors</td>
</tr>
<tr>
<td>PRMCL07A Remove dirt and soil from soft floors or fabric upholstery</td>
</tr>
<tr>
<td>PRMCL09A Wash and squeegee glass surfaces to remove all visible dirt and grime</td>
</tr>
<tr>
<td>PRMCL10A Maintain ceiling surfaces and fittings</td>
</tr>
<tr>
<td>PRMCL12A Wash external surfaces to remove all visible dirt and grime</td>
</tr>
<tr>
<td>PRMCL13A Undertake detailed clean of window coverings to remove all dirt and grime</td>
</tr>
<tr>
<td>PRMCL14A Maintain a clean room environment with no traces of visible dust</td>
</tr>
<tr>
<td>PRMCL15A Maintain furniture and fittings and dress an area or room</td>
</tr>
<tr>
<td>PRMCL11A Spot clean external surfaces to remove all visible marks</td>
</tr>
<tr>
<td>PRMCL17A Maintain wet area in an odour free, soil and hazard free condition</td>
</tr>
<tr>
<td>PRMCL19A Remove waste to maintain a tidy environment/area</td>
</tr>
<tr>
<td><strong>Client/patient services</strong></td>
</tr>
<tr>
<td>CHCCPS2A Handle and transport goods</td>
</tr>
<tr>
<td>CHCCPS3A Prepare a bed for occupancy</td>
</tr>
<tr>
<td>CHCCPS6A Transport specimens and deceased persons</td>
</tr>
<tr>
<td><strong>Food services</strong></td>
</tr>
<tr>
<td>CHCFP1A Present food</td>
</tr>
<tr>
<td>CHCFP4A Prepare appetisers, salads and sandwiches</td>
</tr>
<tr>
<td>CHCT2A Receive, transport and store food in a safe and hygienic manner</td>
</tr>
<tr>
<td>CHCT7A Wash dishes</td>
</tr>
<tr>
<td>CHCT8A Deliver food/beverages</td>
</tr>
<tr>
<td>CHCT9A Collect meal trays/beverage utensils</td>
</tr>
<tr>
<td>CHCT10A Support food services in menu processing</td>
</tr>
<tr>
<td>CHCT11A Provide support to clinical/nutrition services</td>
</tr>
<tr>
<td>CHCT12A Assist client/patient with nutrition care</td>
</tr>
<tr>
<td><strong>Laundry services</strong></td>
</tr>
<tr>
<td>LMXPRLAU-01A Collect, receive and sort product</td>
</tr>
<tr>
<td>LMXPRLAU-08A Repair damaged products</td>
</tr>
<tr>
<td>LMXPRLAU-02A Operate washing machines</td>
</tr>
<tr>
<td>LMXPRLAU-04A Perform linen rewash</td>
</tr>
<tr>
<td>LMXPRLAU-06A Perform conditioning and/or drying processes</td>
</tr>
<tr>
<td>LMXPRDCG-04A Operate dry cleaning machines</td>
</tr>
<tr>
<td>LMXPRDCG-05A Operate wet cleaning machines</td>
</tr>
<tr>
<td>LMXPRDCG-06A Operate finishing equipment</td>
</tr>
<tr>
<td>CHCOD9A Perform pre and post spotting</td>
</tr>
<tr>
<td>LMXPRDCG-10A Prepare products for storage or dispatch</td>
</tr>
<tr>
<td>LMXPRLAU-11A Coordinate and process products for storage/dispatch</td>
</tr>
<tr>
<td>CHCPASD4A Process linen</td>
</tr>
</tbody>
</table>

The Ancillary / Support Work units of competency are included in a separate document title Selected Ancillary / Support Competency Standards for the Community Services Training Package.
CHC30799 Certificate III in Community Services (Disability Work)

Packaging to gain a national qualification

| Compulsory | 6 |
| Elective | 5 (one must be a disability unit) |
| Optional | 2 |
| Total number of units of competency | 13 |

Optional competencies

- elective units at this or higher levels
- compulsory units at higher levels
- units from endorsed standards in any industry at this or higher levels
- enterprise specific units

Note 1: One elective unit in CHC30799 Certificate III in Community Services (Disability Work) is equivalent to 4 Ancillary/Support units. The relevant Ancillary/Support units are listed over the page.

Note 2: Where enterprise units are included as options, these must be nationally endorsed (see introduction regarding new units and customisation).

Disability specialisation

| Compulsory |
| CHCDIS1A Orientation to disability work |
| CHCDIS3A Provide services to people with disabilities |
| CHCDIS5A Contribute to positive learning |
| CHCDIS8A Support people with disabilities as workers |
| CHCDIS9A Maximise participation in work by people with disabilities |
| CHCDIS10A Provide care and support |

| Elective |
| CHCCAD1A Advocate for clients |
| CHCCADMIN2A Provide administrative support |
| CHCCD7A Support community resources |
| CHCCD12A Undertake work in the community services industry |
| CHCCM1A Undertake case management |
| CHCCCOM3A Utilise specialist communication skills |
| CHCCS6A Assess and deliver services to clients with complex needs |
| CHCCWI1A Operate under a case work framework |
| CHCGROUP2A Support group activities |
| CHCNET1A Participate in networks |
| CHCNET2A Maintain effective networks |
| CHCP&R1A Participate in policy development |
| BSZ404A Train small groups |

Common competencies

| Compulsory |
| CHCCOM2A Communicate appropriately with clients and colleagues |
| CHCCS1A Deliver and monitor service to clients |
| CHCINF1A Process and provide information |
| CHCORG3A Participate in the work environment |
| CHCORG4A Follow the organisation’s occupational health and safety policies |

<p>| Elective |
| CHCAD1A Advocate for clients |
| CHCCADMIN2A Provide administrative support |
| CHCCD7A Support community resources |
| CHCCD12A Undertake work in the community services industry |
| CHCCM1A Undertake case management |
| CHCCCOM3A Utilise specialist communication skills |
| CHCCS6A Assess and deliver services to clients with complex needs |
| CHCCWI1A Operate under a case work framework |
| CHCGROUP2A Support group activities |
| CHCNET1A Participate in networks |
| CHCNET2A Maintain effective networks |
| CHCP&amp;R1A Participate in policy development |
| BSZ404A Train small groups |</p>
<table>
<thead>
<tr>
<th>Code</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>CHCAC1A</td>
<td>Provide care support to the aged people</td>
</tr>
<tr>
<td>CHCAC2A</td>
<td>Assist with aged people’s personal needs</td>
</tr>
<tr>
<td>CHCAC3A</td>
<td>Orientation to aged care work</td>
</tr>
<tr>
<td>CHCAC4A</td>
<td>Assist in the provision of an appropriate environment</td>
</tr>
<tr>
<td>CHCAC5A</td>
<td>Contribute to service delivery strategy</td>
</tr>
<tr>
<td>CHCAC12A</td>
<td>Provide services to meet aged people’s personal needs</td>
</tr>
<tr>
<td>CHCAOD2A</td>
<td>Orientation to the alcohol and other drugs sector</td>
</tr>
<tr>
<td>CHCCH1A</td>
<td>Orientation to work in the community housing sector</td>
</tr>
<tr>
<td>CHCMH1A</td>
<td>Orientation to work in the mental health sector</td>
</tr>
<tr>
<td>CHCPROT2A</td>
<td>Operate within a statutory environment</td>
</tr>
<tr>
<td>CHCYTH1A</td>
<td>Work effectively with young people</td>
</tr>
</tbody>
</table>
### CHC30799 Certificate III in Community Services (Disability Work) continued

<table>
<thead>
<tr>
<th>Electives from Ancillary/Support Units</th>
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</thead>
<tbody>
<tr>
<td><strong>Cleaning services</strong></td>
</tr>
<tr>
<td>PRMCL01A</td>
</tr>
<tr>
<td>PRMCL03A</td>
</tr>
<tr>
<td>PRMCL04A</td>
</tr>
<tr>
<td>PRMCL05A</td>
</tr>
<tr>
<td>PRMCL07A</td>
</tr>
<tr>
<td>PRMCL09A</td>
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<td>PRMCL10A</td>
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<tr>
<td>PRMCL12A</td>
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<tr>
<td>PRMCL13A</td>
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<td>PRMCL14A</td>
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<tr>
<td>PRMCL15A</td>
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<tr>
<td>PRMCL11A</td>
</tr>
<tr>
<td>PRMCL17A</td>
</tr>
<tr>
<td>PRMCL19A</td>
</tr>
<tr>
<td><strong>Client/patient services</strong></td>
</tr>
<tr>
<td>CHCCPS2A</td>
</tr>
<tr>
<td>CHCCPS3A</td>
</tr>
<tr>
<td>CHCCPS6A</td>
</tr>
<tr>
<td><strong>Food services</strong></td>
</tr>
<tr>
<td>CHCFP1A</td>
</tr>
<tr>
<td>CHCFP4A</td>
</tr>
<tr>
<td>CHCT2A</td>
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<td>CHCT7A</td>
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<td>CHCT8A</td>
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<tr>
<td>CHCT9A</td>
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<tr>
<td>CHCT10A</td>
</tr>
<tr>
<td>CHCT11A</td>
</tr>
<tr>
<td>CHCT12A</td>
</tr>
<tr>
<td><strong>Laundry services</strong></td>
</tr>
<tr>
<td>LMXPRPLAU-01A</td>
</tr>
<tr>
<td>LMXPRPLAU-08A</td>
</tr>
<tr>
<td>LMXPRPLAU-02A</td>
</tr>
<tr>
<td>LMXPRPLAU-04A</td>
</tr>
<tr>
<td>LMXPRPLAU-06A</td>
</tr>
<tr>
<td>LMXPRDCG-04A</td>
</tr>
<tr>
<td>LMXPRDCG-05A</td>
</tr>
<tr>
<td>LMXPRDCG-06A</td>
</tr>
<tr>
<td>CHCOD9A</td>
</tr>
<tr>
<td>LMXPRDCG-10A</td>
</tr>
<tr>
<td>LMXPRPLAU-11A</td>
</tr>
<tr>
<td>CHCPSD4A</td>
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</table>

The Ancillary / Support Work units of competency are included in a separate document title *Selected Ancillary / Support Competency Standards for the Community Services Training Package.*
## CHC40799 Certificate IV in Community Services (Disability Work)

### Packaging to gain a national qualification

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
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<tbody>
<tr>
<td>Compulsory</td>
<td>9</td>
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<tr>
<td>Elective</td>
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<tr>
<td><strong>Total number of units of competency</strong></td>
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</table>

### Optional competencies

- elective units at this or higher levels
- compulsory units at higher levels
- units from endorsed standards in any industry at this or higher levels
- enterprise specific units

Note 1: Where enterprise units are included as options, these must be nationally endorsed (see introduction regarding new units and customisation)

### Disability specialisation

<table>
<thead>
<tr>
<th></th>
<th>Compulsory</th>
<th>Elective</th>
</tr>
</thead>
<tbody>
<tr>
<td>CHCDIS1A</td>
<td>Orientation to disability work</td>
<td>Design procedures for support</td>
</tr>
<tr>
<td>CHCDIS2A</td>
<td>Maintain an environment designed to empower people with disabilities</td>
<td>Plan and implement community integration</td>
</tr>
<tr>
<td>CHCDIS3A</td>
<td>Provide services to people with disabilities</td>
<td>Design and adapt surroundings to group requirements</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Maximise participation in work by people with disabilities</td>
</tr>
</tbody>
</table>

### Common competencies

<table>
<thead>
<tr>
<th></th>
<th>Compulsory</th>
<th>Elective</th>
</tr>
</thead>
<tbody>
<tr>
<td>CHCCOM3A</td>
<td>Utilise specialist communication skills</td>
<td>Advocate for clients</td>
</tr>
<tr>
<td>CHCCS2A</td>
<td>Deliver and develop client service</td>
<td>Undertake administrative work</td>
</tr>
<tr>
<td>CHCINF2A</td>
<td>Maintain organisation’s information systems</td>
<td>Support community participation</td>
</tr>
<tr>
<td>CHCNET2A</td>
<td>Maintain effective networks</td>
<td>Provide community education programs</td>
</tr>
<tr>
<td>CHCORG4A</td>
<td>Follow the organisation’s occupational health and safety policies</td>
<td>Meet information needs of the community</td>
</tr>
<tr>
<td>CHCORG5A</td>
<td>Maintain an effective work environment</td>
<td>Develop and implement community programs</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Develop community resources</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Assess and deliver services to clients with complex needs</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Plan and conduct group activities</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Contribute to policy development</td>
</tr>
<tr>
<td>CHCADMIN3A</td>
<td></td>
<td>Undertake research activities</td>
</tr>
<tr>
<td>CHCCD1A</td>
<td></td>
<td></td>
</tr>
<tr>
<td>CHCCD2A</td>
<td></td>
<td></td>
</tr>
<tr>
<td>CHCCD3A</td>
<td></td>
<td></td>
</tr>
<tr>
<td>CHCCD4A</td>
<td></td>
<td></td>
</tr>
<tr>
<td>CHCCD5A</td>
<td></td>
<td></td>
</tr>
<tr>
<td>CHCCD6A</td>
<td></td>
<td></td>
</tr>
<tr>
<td>CHCGROUP3A</td>
<td></td>
<td></td>
</tr>
<tr>
<td>CHCP&amp;R2A</td>
<td></td>
<td></td>
</tr>
<tr>
<td>CHCP&amp;R3A</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**These 4 competencies are co-requisite and count for one elective/option**

**BSZ404A** Train small groups

**BSZ405A** Plan and promote a training program

**BSZ406A** Plan a series of training programs

**BSZ407A** Deliver training sessions

**BSZ408A** Review training
## CHC50799 Diploma of Community Services (Disability Work)

### Packaging to gain a national qualification

<table>
<thead>
<tr>
<th>Compulsory</th>
<th>Elective</th>
<th>Optional</th>
</tr>
</thead>
<tbody>
<tr>
<td>9</td>
<td>6</td>
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<tr>
<td><strong>Total number of units of competency</strong></td>
<td><strong>16</strong></td>
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</table>

### Optional competencies
- elective units at this or higher levels
- compulsory units at higher levels
- units from endorsed standards in any industry at this or higher levels
- enterprise specific units

Note 1: Where enterprise units are included as options, these must be nationally endorsed (see introduction regarding new units and customisation)

### Disability specialisation

<table>
<thead>
<tr>
<th>Compulsory</th>
<th>Elective</th>
</tr>
</thead>
<tbody>
<tr>
<td>CHCDIS11A</td>
<td>CHCDIS2A</td>
</tr>
<tr>
<td>Coordinate work in the disability sector</td>
<td>Maintain an environment designed to empower people with disabilities</td>
</tr>
<tr>
<td>CHCDIS4A</td>
<td>CHCDIS7A</td>
</tr>
<tr>
<td>Design procedures for support group requirements</td>
<td>Design and adapt surrounding environment</td>
</tr>
<tr>
<td>CHCDIS9A</td>
<td></td>
</tr>
<tr>
<td>Maximise participation in work by people with disabilities</td>
<td></td>
</tr>
</tbody>
</table>

### Common competencies

<table>
<thead>
<tr>
<th>Compulsory</th>
<th>Elective</th>
</tr>
</thead>
<tbody>
<tr>
<td>CHCAD1A</td>
<td>CHCAD1A</td>
</tr>
<tr>
<td>Advocate for clients</td>
<td>Advocate for clients</td>
</tr>
<tr>
<td>CHADMIN4A</td>
<td>CHADMIN4A</td>
</tr>
<tr>
<td>Manage the organisation’s finances, accounts and resources</td>
<td>Manage the organisation’s finances, accounts and resources</td>
</tr>
<tr>
<td>CHCCD2A</td>
<td>CHCCD2A</td>
</tr>
<tr>
<td>Provide community education programs</td>
<td>Provide community education programs</td>
</tr>
<tr>
<td>CHCCD4A</td>
<td>CHCCD4A</td>
</tr>
<tr>
<td>Develop and implement community programs</td>
<td>Develop and implement community programs</td>
</tr>
<tr>
<td>CHCCS7A</td>
<td>CHCCS7A</td>
</tr>
<tr>
<td>Coordinate the assessment and delivery of services to clients with particular needs</td>
<td>Coordinate the assessment and delivery of services to clients with particular needs</td>
</tr>
<tr>
<td>CHCGROUP3A</td>
<td>CHCGROUP3A</td>
</tr>
<tr>
<td>Plan and conduct group activities</td>
<td>Plan and conduct group activities</td>
</tr>
<tr>
<td>CHCINF3A</td>
<td>CHCINF3A</td>
</tr>
<tr>
<td>Plan and implement policy</td>
<td>Plan and implement policy</td>
</tr>
<tr>
<td>CHCP&amp;R4A</td>
<td>CHCP&amp;R4A</td>
</tr>
<tr>
<td>Manage research activities</td>
<td>Manage research activities</td>
</tr>
<tr>
<td>CHCP&amp;R5A</td>
<td>CHCP&amp;R5A</td>
</tr>
<tr>
<td></td>
<td>Manage research activities</td>
</tr>
</tbody>
</table>

* These 3 competencies are co-requisite and count for one elective/option

** These 4 competencies are co-requisite and count for one elective/option
CHC60799 Advanced Diploma of Community Services
(Disability Work)

Packaging to gain a national qualification

<p>| | |</p>
<table>
<thead>
<tr>
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</thead>
<tbody>
<tr>
<td>Compulsory</td>
<td>9</td>
</tr>
<tr>
<td>Elective</td>
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<tr>
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<td>1</td>
</tr>
<tr>
<td>Total number of units of competency</td>
<td>15</td>
</tr>
</tbody>
</table>

Optional competencies

- elective units at this or higher levels
- compulsory units at higher levels
- units from endorsed standards in any industry at this or higher levels
- enterprise specific units

Note 1: Where enterprise units are included as options, these must be nationally endorsed (see introduction regarding new units and customisation)

Disability specialisation

<table>
<thead>
<tr>
<th>Compulsory</th>
<th>Elective</th>
</tr>
</thead>
<tbody>
<tr>
<td>CHCDIS11A</td>
<td>Coordinate work in the disability sector</td>
</tr>
</tbody>
</table>

Common competencies

<table>
<thead>
<tr>
<th>Compulsory</th>
<th>Elective</th>
</tr>
</thead>
<tbody>
<tr>
<td>CHCADMIN4A Manage the organisation’s finances, accounts and resources</td>
<td>CHCCD6A Establish and develop community organisations</td>
</tr>
<tr>
<td>CHCCOM3A Utilise specialist communication skills</td>
<td>CHCCM4A Promote high quality case management</td>
</tr>
<tr>
<td>CHCCOM4A Develop, implement and promote effective communication techniques</td>
<td>CHCCM5A Develop practice standards</td>
</tr>
<tr>
<td>CHCCS4A Manage the delivery of quality client service</td>
<td>CHCC57A Coordinate the assessment and delivery of services to clients particular needs</td>
</tr>
<tr>
<td>CHCINF4A Manage the organisation’s information systems</td>
<td>CHCINF5A Manage statutory and organisation information requirements</td>
</tr>
<tr>
<td>CHCORG7A Manage workplace issues</td>
<td>CHCINF6A Manage information strategically</td>
</tr>
<tr>
<td>CHCORG11A Lead and develop others</td>
<td>CHCORG9A Manage projects and strategies</td>
</tr>
<tr>
<td>CHCORG17A Implement and monitor occupational health and safety policies, procedures and programs</td>
<td>CHCORG10A Manage organisational change</td>
</tr>
<tr>
<td>CHCORG12A Review organisational effectiveness</td>
<td>CHCORG12A Review organisational effectiveness</td>
</tr>
<tr>
<td>CHCORG13A Manage organisational strategic and business planning</td>
<td>CHCORG13A Manage organisational strategic and business planning</td>
</tr>
<tr>
<td>CHCORG14A Manage a service organisation</td>
<td>CHCORG14A Manage a service organisation</td>
</tr>
<tr>
<td>CHCORG15A Promote the organisation</td>
<td>CHCORG15A Promote the organisation</td>
</tr>
<tr>
<td>CHCORG16A Manage training</td>
<td>CHCORG16A Manage training</td>
</tr>
<tr>
<td>CHCORG17A Establish and manage new programs or services</td>
<td>CHCORG17A Establish and manage new programs or services</td>
</tr>
<tr>
<td>CHCP&amp;R6A Coordinate policy development</td>
<td>CHCP&amp;R6A Coordinate policy development</td>
</tr>
<tr>
<td>CHCP&amp;R7A Manage policy development</td>
<td>CHCP&amp;R7A Manage policy development</td>
</tr>
</tbody>
</table>

* These 3 competencies are co-requisite and count for one elective/option

*BSZ401A Plan assessment
*BSZ402A Conduct assessment
*BSZ403A Review assessment
# Units of competency

## Disability Work Units and Elements

<table>
<thead>
<tr>
<th>Unit title</th>
<th>Elements</th>
</tr>
</thead>
</table>
| **CHCDIS1A** Orientation to disability work | 1. Demonstrate commitment to quality services for people with disabilities  
2. Support rights, interests and needs of people with disabilities  
3. Respond to situations of risk or potential risk to people with disabilities |
| **CHCDIS2A** Maintain an environment designed to empower people with disabilities | 1. Enhance communication by people with disabilities  
2. Enhance the independence of people with disabilities  
3. Uphold the rights and responsibilities of people with disabilities  
4. Contribute to the development and review of policies  
5. Work as a member of a team to research the development of policies on empowerment |
| **CHCDIS3A** Provide services to people with disabilities | 1. Assist people with disabilities to identify their needs  
2. Support people with disabilities to meet their needs  
3. Review client work  
4. Manage challenging behaviour |
| **CHCDIS4A** Design procedures for support | 1. Assess the person with a disability's personal support requirements  
2. Design individual personal support procedures  
3. Implement individual personal support procedures |
| **CHCDIS5A** Contribute to positive learning | 1. Enhance people with disabilities development or maintenance of abilities through incidental learning opportunities  
2. Implement skill development or maintenance plan |
| **CHCDIS6A** Plan and implement community integration | 1. Plan community support with people with disabilities  
2. Assess locations with people with disabilities  
3. Adapt environment or equipment of relevant locations to individual requirements  
4. Liaise with families and significant others  
5. Enhance the ability of people with disabilities to access and participate in other services and activities |
| **CHCDIS7A** Design and adapt surroundings to group requirements | 1. Assess locations  
2. Design and/or use appropriate aids  
3. Design new location to group requirements |
| **CHCDIS8A** Support people with disabilities as workers | 1. Enhance people with disabilities safety at work  
2. Monitor work performance |
| **CHCDIS9A** Maximise participation in work by people with disabilities | 1. Prepare people with disabilities to work in open and supported employment  
2. Match workplace/job and person with a disability  
3. Assess skills and productivity for wages  
4. Provide information on the industrial relations system as it relates to the employment of people with disabilities  
5. Monitor employment opportunities |
| **CHCDIS10A** Provide care and support | 1. Establish and maintain an appropriate relationship with people with disabilities  
2. Provide appropriate support to people with disabilities  
3. Assist in maintaining an environment that enables maximum independent living |
| **CHCDIS11A** Coordinate work in the disability sector | 1. Demonstrate commitment to high quality services for people with disabilities  
2. Support rights, interests and needs of people with disabilities  
3. Develop and implement a framework for quality service delivery |
Additional Information for Assessors

This section includes additional information assessors may draw upon, depending on the context of particular workplaces or client groups.

The underpinning knowledge section of the Evidence Guide in specialisation units may contain an entry about specific knowledge relating to the following issues or groups:

- alcohol and other drugs
- cultural and linguistic diversity
- risk of self harm
- women
- men
- community education
- Aboriginal and Torres Strait Islanders
- mental health

Assessors may access the following aspects of underpinning knowledge as further information for determining competency in particular contexts.

**Underpinning knowledge for working with clients with alcohol and other drugs issues:**
- the relationship between alcohol and other drugs use and mental health
- agency policies and procedures for working with clients with alcohol and other drugs issues
- agency policies and procedures for working with agencies providing alcohol and other drugs services
- harm minimisation
- context of the alcohol and other drugs sector
- central philosophies of the alcohol and other drug sector

**Underpinning knowledge for working with people from culturally and linguistically diverse backgrounds:**
- particular cultural issues and history specific to client group
- cultural and language barriers to health
- how clients may be distressed by a culturally inappropriate environment
- location and protocols for accessing accredited interpreters
- a range of community multicultural organisations

**Underpinning knowledge for working with people at risk of self harm:**
- suicide risk awareness
- risk factors for suicide
- legal and ethical obligations regarding clients at risk of self harm
- suicide prevention services and resources
- depression

**Underpinning knowledge for working with gender issues and experiences of women and/or men:**
- particular life experiences of men and/or women and how this impacts on working with them
- help-seeking behaviours eg. self harm, aggression, violence
- violence including: sexual, domestic and other forms of abuse
- sexuality - issues concerning choice of partner and gender identity as well as issues such as homophobia
- particular health issues relating to women or men
- parental issues: grief issues such as loss of children at birth; through miscarriage; through fostering, adoption and custody
- depression
Underpinning knowledge specific to community education:
- community education programs
- life skills program
- strategies for community education delivery
- community education resources

Underpinning knowledge for working with Aboriginal and Torres Strait Islander clients:
- emotional and spiritual wellbeing
- cultural knowledge, understanding and experience
- Aboriginal ways of thinking, working and reflecting
- appreciation of Aboriginal diversity of culture and traditional values
- historical, cultural, political and economic realities
- cultural sensitivity
- cultural diffusion
- holistic view of health
- grief and loss
- separation

Underpinning knowledge for working with clients with mental health issues:
- the difference between major mental illnesses and a range of emotional issues including distress and anxiety
- how people suffer from mental illnesses as a result of particular drugs
- de-institutionalisation and social issues
- mental health agencies
- agency policies and procedures for working with other related agencies
- eating disorders
- self harm and suicide risk awareness and assessment
# DISABILITY WORK NATIONAL COMPETENCY STANDARDS

## Alignment with Mayer Key Competencies

### Levels of Competency

<table>
<thead>
<tr>
<th>Level 1</th>
<th>Level 2</th>
<th>Level 3</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Carries out established processes</td>
<td>• Manages processes</td>
<td>• Establishes principles and processes</td>
</tr>
<tr>
<td>• Makes judgements of quality using given criteria</td>
<td>• Selects the criteria for the evaluation process</td>
<td>• Evaluates and reshapes processes</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Establishes criteria for evaluation</td>
</tr>
</tbody>
</table>

### Unit Code and Title

<table>
<thead>
<tr>
<th>Unit Code</th>
<th>Unit Title</th>
<th>Collecting Information</th>
<th>Communication</th>
<th>Planning</th>
<th>Work with Others</th>
<th>Maths</th>
<th>Solve Problems</th>
<th>Use Technology</th>
</tr>
</thead>
<tbody>
<tr>
<td>CHCDIS1A</td>
<td>Orientation to disability work</td>
<td>1</td>
<td>3</td>
<td>2</td>
<td>3</td>
<td>-</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>CHCDIS2A</td>
<td>Maintain an environment designed to empower people with disabilities</td>
<td>1</td>
<td>3</td>
<td>2</td>
<td>3</td>
<td>2</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>CHCDIS3A</td>
<td>Provide services to people with disabilities</td>
<td>1</td>
<td>3</td>
<td>2</td>
<td>3</td>
<td>2</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>CHCDIS4A</td>
<td>Design procedures for support</td>
<td>3</td>
<td>3</td>
<td>2</td>
<td>3</td>
<td>2</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>CHCDIS5A</td>
<td>Contribute to positive learning</td>
<td>2</td>
<td>3</td>
<td>2</td>
<td>3</td>
<td>2</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>CHCDIS6A</td>
<td>Plan and implement community integration</td>
<td>2</td>
<td>3</td>
<td>3</td>
<td>3</td>
<td>2</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>CHCDIS7A</td>
<td>Design and adapt surroundings to group requirements</td>
<td>1</td>
<td>3</td>
<td>3</td>
<td>3</td>
<td>2</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>DIS8</td>
<td>Support people with disabilities as workers</td>
<td>3</td>
<td>3</td>
<td>3</td>
<td>3</td>
<td>2</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>CHCDIS9A</td>
<td>Maximise participation in work by people with disabilities</td>
<td>3</td>
<td>3</td>
<td>3</td>
<td>3</td>
<td>3</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>CHCDIS10A</td>
<td>Provide care and support</td>
<td>1</td>
<td>3</td>
<td>1</td>
<td>3</td>
<td>2</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>CHCDIS11A</td>
<td>Coordinate work in the disability sector</td>
<td>1</td>
<td>3</td>
<td>1</td>
<td>3</td>
<td>2</td>
<td>1</td>
<td></td>
</tr>
</tbody>
</table>
### CHCDIS1A Orientation to disability work

Work is performed ethically, supports the rights and interests of people with disabilities and follows appropriate reporting mechanisms to meet duty of care requirements.

<table>
<thead>
<tr>
<th>Elements</th>
<th>Performance criteria</th>
</tr>
</thead>
</table>
| 1. Demonstrate commitment to quality services for people with disabilities | • all work reflects an understanding of key issues facing people with disabilities and their carers  
• all work undertaken reflects the context of policy, regulatory, legislative and legal requirements as they apply to the area of work  
• all work in the sector demonstrates a commitment to access and equity principles  
• organisational procedures for client participation are followed  
• personal values and attitudes regarding disability are taken into account when planning and implementing all work activities  
• information from within the workplace is accessed routinely and used to respond to client needs |
| 2. Support rights, interests and needs of people with disabilities | • people with disabilities are supported and encouraged to exercise their rights and independence  
• different client requirements are acknowledged  
• legal responsibilities and duty of care are complied with |
| 3. Respond to situations of risk or potential risk to people with disabilities | • respond to situations of risk and report to appropriate people  
• report uncharacteristic or inappropriate behaviour  
• report situations of risk which may have an adverse effect on the health of people with disabilities |

### Range of variables

**Context includes:**
- statutory framework within which work takes place  
- historical context of work eg. changing attitudes, changing approaches to working with clients  
- changing social context of work eg. consumer centred approach, changing government and societal views, approaches to working with clients  
- political context eg. government policies and initiatives  
- economic context eg. the current economic situation as it relates to and affects people with disabilities and the subsequent impact on client needs  
- facts/myths about disability

**Issues include:**
- access to services for people with disabilities and their carers  
- meeting individual needs and personal goals of people with disabilities
Different models of work in the sector may include:
- community development and education
- health promotion
- case management
- working with families
- peer support/self help
- residential services
- respite care
- home based support
- community access
- advocacy
- employment support
- lifestyle support
- business services support

The underpinning values and philosophies of the sector may include:
- a holistic and consumer-centred approach
- community education
- delivery of appropriate services
- commitment to meeting the needs and upholding the rights of clients
- commitment to empowering clients

Different client requirements may depend upon:
- type of disability eg:
  - physical
  - sensory
  - intellectual
  - psychiatric
- support availability including:
  - family
  - financial
  - physical and emotional
  - employment
  - education and training
  - presence of a terminal illness/condition

Policy and legislative requirements include:
- Disability Services Act
- Disability Discrimination Act
- Privacy Act
- Equal Employment Opportunity principles
- Guardianship Board
- Individual rights
- Disability Service Standards
- Nurses Act
- Medical Act
- Medication regulations

A commitment to principles of access and equity includes:
- creation of a client oriented culture
- a non-discriminatory approach to all people using the service, their family and friends, the general public and co-workers
• ensuring the work undertaken takes account of and caters for differences including: cultural, physical, religious, economic, social, developmental, behavioural, emotional and intellectual

Rights include principles expressed in:
• charters of rights
• outcomes standards documents
• general human rights
• freedom from discrimination
• freedom of information

Rights include:
• privacy
• confidentiality
• common law
• to be treated in a dignified, safe and comfortable manner
• to express own feelings
• friendship
• freedom of association
• choice to participate
• access to complaint mechanisms

Interests include:
• financial
• accommodation
• services
• recreation

Appropriate people include:
• supervisors
• relatives
• colleagues
• health workers
• administrators
• emergency services
• health care services

Responding to situations of risk in the context of the work role may include:
• identifying risks
• providing information on risks or potential risks
• risk minimisation
• strategies for preventing abuse of people with disabilities

Evidence Guide

Critical aspects of assessment:
• current issues facing clients and existing services for addressing needs and rights
• rights and responsibilities of people with disabilities
• understanding the stereotype of people with disabilities
• awareness of own attitudes to people with disabilities
Underpinning knowledge:
- knowledge of specific culture and language used by people with disabilities
- knowledge specific to working with families and family systems
- understanding different client requirement according to different disabilities
- knowledge of networks in the disability sector
- holistic and client-centred care
- consumer needs and rights including duty of care
- principles of empowerment/disempowerment in relation to people with disabilities
- principles of access and equity
- principles and practices of confidentiality
- organisational policies, practices and programs relating to the work role
- organisational occupational health and safety policies and procedures
- organisational philosophy and guidelines
- awareness of discriminatory actions
- common risks to safety
- depending on the work role or services provided, specific knowledge of particular groups or issues may be required. See additional information for assessors (pg. 24) regarding the following:
  - alcohol and other drugs abuse
  - cultural and linguistic diversity
  - risk of self harm
  - women
  - men
  - community education
  - Aboriginal and Torres Strait Islander people
  - mental health

Underpinning skills:
- interpersonal communication with clients and other stakeholders

Resource implications:
- access to a relevant workplace or an appropriately simulated environment where assessment may take place

Consistency in performance:
- consistency in performance should consider the particular workplace context

Context of assessment:
- this unit is best assessed in the workplace or in a simulated workplace under the normal range of conditions
**CHC99 - Disability Work**

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### CHC210C Maintain an environment designed to empower people with disabilities

This unit describes the competencies used by those working with people with disabilities aimed at: enhancing the ability of people with disabilities to communicate and be independent; upholding the rights and responsibilities of people with disabilities; applying the organisation's philosophy and contributing to the design and review of policies and procedures for empowerment.

<table>
<thead>
<tr>
<th>Elements</th>
<th>Performance criteria</th>
</tr>
</thead>
</table>
| 1. Enhance communication by people with disabilities | • people with disabilities are actively encouraged and supported to communicate  
• any difficulties with communication are identified and strategies to deal with these are implemented  
• if required people with disabilities are assisted to develop skills in assertive communication according to organisational resources and procedures  
• colleagues are encouraged to support people with disabilities to communicate for themselves  
• strategies which respect differences are implemented to promote effective communication |
| 2. Enhance the independence of people with disabilities | • Independent action and thinking by people with disabilities is encouraged and supported  
• options for action on relevant issues are identified and discussed with people with disabilities and/or their advocates  
• where required, ongoing support is provided to maximise independence  
• colleagues are encouraged to support the independence of people with disabilities  
• people with disabilities' decisions and opinions are listened to and acted upon within the constraints of organisational policies and procedures  
• people with disabilities' participation in appropriate forums is supported with information and training if required  
• strategies are developed which promote independence, taking differences into account |
| 3. Uphold the rights and responsibilities of people with disabilities | • the rights of people with disabilities and options for achieving these are described and discussed with them and/or their advocates  
• the responsibilities of people with disabilities are described and discussed with them and/or their advocates  
• colleagues are encouraged and assisted to uphold the rights and responsibilities of people with disabilities  
• strategies are developed which promote the rights and responsibilities of people with disabilities and take into account differences  
• own reactions and limitations regarding differences are recognised and appropriate assistance is sought to ensure the rights of people with disabilities are upheld |
4. Contribute to the development and review of policies

- implementation issues related to relevant organisational policies and legislation are identified and discussed with colleagues or team
- people with disabilities and their advocates are encouraged to express their views about policies, legislation and empowerment

5. Work as a member of a team to research the development of policies on empowerment

- research and consultation tasks appropriate to the worker's role in the research process are identified and planned with team
- research and consultation tasks are implemented as directed within time frames, resource constraints and agreed processes
- research and consultation outcomes are collated and reported as directed

Range of Variables

Where people with disabilities are very young or unable to express themselves the client may be the family group or other support people.

In this context the word "environment" refers to the philosophical or even spiritual environment rather than the physical environment.

Examples of strategies to deal with communication difficulties include:
- learning an appropriate means of communication eg. signing
- using communication technology
- using an interpreter

Examples of colleagues include:
- other staff
- volunteers
- families
- friends

Examples of strategies to encourage colleagues include:
- providing examples of appropriate behaviour
- counselling
- training or referral to training
- referral to superior staff members

Examples of appropriate forums include:
- internal and external committees
- seminars
- conferences
Rights involve those enshrined in legislation and policies including:
- Commonwealth Disability Services Act 1986
- National Disability Service Standards
- Commonwealth Disability Discrimination Act 1992
- relevant State/Territory Acts
- EEO or anti discrimination acts
- organisation mission statements
- organisational policies

Differences include:
- individual (age, gender, ability, history, personal preferences)
- cultural
- spiritual
- sexual preference

Examples of rights would include at least those to:
- choose for oneself
- have meaningful work
- privacy
- dignity
- confidentiality
- self determination
- appropriate support
- skill development
- advocacy
- being treated as a valued individual
- fair treatment
- right to enter into relationships
- right to express sexuality

Examples of responsibilities include those to:
- act within the law
- treat others with consideration and respect
- abide by family obligations
- abide by the policies and procedures of the service being used

Examples of philosophies incorporated in organisational mission statements and policies involve core principles from current theories or ideas such as:
- Least Restrictive Alternative
- social justice
- equity
- Social Role Valorisation (SRV)
- Normalisation

Evidence Guide

Critical aspects of assessment:
- understanding the processes of developments and implementation of workplace policies relating to empowerment of people with disabilities

Interdependent assessment of units:
- this unit should be assessed with CHCCOM3A Utilise specialist communication skills
Underpinning knowledge
- relevant organisational policies and procedures
- organisational philosophy and goals
- legislative provisions relating to the rights of people with disabilities
- basic knowledge of human, social, psychological, cognitive and physical development
- depending on the work role or services provided, specific knowledge of particular groups or issues may be required. See additional information for assessors (pg. 24) regarding the following:
  ◊ alcohol and other drugs abuse
  ◊ cultural and linguistic diversity
  ◊ risk of self harm
  ◊ women
  ◊ men
  ◊ community education
  ◊ Aboriginal and Torres Strait Islander people
  ◊ mental health

Underpinning skills
- communication
- team work
- negotiation

Resource implications:
- access to a relevant workplace or an appropriately simulated environment where assessment may take place

Consistency in performance:
- consistency in performance should consider the requirements for maintaining an environment which empowers people with disabilities in particular workplaces

Context of assessment:
- this unit is best assessed in the workplace or by simulation under the normal range of conditions
CHCDIS3 Provide services to people with disabilities

This unit describes the competencies associated with responding to the physical, medicinal, health and safety, personal care and home maintenance requirements of people with disabilities. Clients will have differing support requirements and workers will manage physical contact, challenging behaviour and the use of equipment.

<table>
<thead>
<tr>
<th>Elements</th>
<th>Performance criteria</th>
</tr>
</thead>
</table>
| 1. Assist people with disabilities to identify their needs | • strategies to meet the needs of people with disabilities are identified, discussed and implemented  
• the dignity, privacy and personal choice of people with disabilities in relationship to needs are upheld within organisational constraints  
• client is assisted to evaluate and select strategies to meet their requirements and achieve their goals |
| 2. Support people with disabilities to meet their needs | • information and skills required by people with disabilities to meet their needs are identified  
• opportunities to obtain information and develop skills are provided or developed  
• individual and group support is provided in accordance with resources and organisational policies and procedures  
• people with disabilities rights and responsibilities are explained  
• people with disabilities are assisted in maintaining a safe and healthy environment  
• confidentiality is maintained in accordance with organisational policies and procedures  
• appropriate physical contact is encouraged when providing support |
| 3. Review client work | • work with client is reviewed within organisational policies and procedures and strategies to meet ongoing needs are adapted as appropriate  
• outcomes of client work are reviewed with supervisor and/or colleagues in accordance with organisational policies and procedures |
| 4. Manage challenging behaviour | • the type, frequency and triggers of challenging behaviour of a person with a disability is assessed and strategies developed to minimise the behaviour  
• strategies for the prevention and management of challenging behaviour are implemented according to organisational procedures  
• organisational procedures on safety in the context of challenging behaviour are implemented |

Range of Variables

This competency applies to staff assisting people with disabilities who may have high support requirements.
Personal needs may include providing assistance with:

- **daily living including:**
  - maintaining personal safety
  - communication (speech, writing, non-verbal communication)
  - eating and drinking
  - eliminating
  - breathing
  - mobilising and transferring (moving from place to place and position to position)
  - attending to personal hygiene (bathing, laundering personal linen)
  - dressing and undressing
  - attending own spiritual needs
  - grooming and expressing sexuality

- **physical/instrumental activities of daily living:**
  - accessing education and employment
  - accessing financial resources and allowances
  - paying bills and regular outgoings
  - shopping
  - preparing meals
  - climbing stairs
  - maintaining household (cleaning, laundry, decor, repairs)
  - travelling by private and public transport
  - interacting with others and socialising
  - accessing leisure, recreational and sporting activities

- **assisting with self-administration of medication according to:**
  - organisational practice and policy
  - government regulation, policy and legislation

- **physical comfort and rest**

- **pain management**

- **maximisation of independence and personal preferences**

- **empowerment eg. enhancing of clients ability to communicate, act independently and uphold rights and responsibilities**

Strategies to meet needs may include:

- responding to requirements arising from differences
- utilising personal support equipment eg. chair lifts, wheelchairs, hearing impaired phones, etc
- enlisting specialist skills

The encouragement of appropriate physical contact may include:

- working in the context of organisational policies and procedures
- following organisational policies and procedures for the management of inappropriate physical contact
- recognition of own reactions and limitations regarding physical contact
- seeking assistance to ensure appropriate physical contact where necessary
- recognition of differences impacting on physical contact and strategies to deal with these

Support may be provided:

- in the clients home
- at residential or other services

Relevant legislation and policies include:

- occupational health and safety legislation
- state health acts
- EEO legislation
• organisational policies and guidelines

**Hazardous materials include:**
- cleaning chemicals
- medicines
- medical treatments

**Relevant organisational policies and procedures include those on:**
- daily living
- medication
- dealing with changes in physical or mental wellbeing
- occupational health and safety
- sexual harassment
- abuse prevention

**Prevention and management of challenging behaviour include:**
- recognising triggers and deflecting them
- using active listening and observation skills
- ensuring effective communication
- seeking expert assistance

**Differences may include:**
- individual (age, gender, ability, history, personal preferences etc)
- cultural
- spiritual
- sexual preference

**Evidence Guide**

**Critical aspects of assessment:**
- ability to provide services that meet particular needs of people with disabilities

**Interdependent assessment of units:**
- completion of this unit removes the requirement to complete CHCCS1A Deliver and monitor

**Underpinning knowledge:**
- role and responsibility of self and others in the organisation
- organisation’s definition of challenging behaviour
- relevant support equipment (and technologies) and related occupational health and safety requirements regarding their use
- impact of particular types of disability
- principles of empowerment/disempowerment in relation to people with disabilities
- organisational policies, procedures and philosophy
- occupational health and safety guidelines
- basic human, social, psychological, cognitive and physical development
- cultural factors affecting people with disabilities requirements
- understanding of regulations and guidelines governing the handling of medication
- depending on the work role or services provided, specific knowledge of particular groups or issues may be required. See additional information for assessors (pg. 24) regarding the following:
  ◊ alcohol and other drugs abuse
  ◊ cultural and linguistic diversity
  ◊ risk of self harm
◊ women
◊ men
◊ community education
◊ Aboriginal and Torres Strait Islander people
◊ mental health

Underpinning skills:
• use of equipment
• interpersonal communication
• negotiation
• observation as required by job role
• assessment as required by job role

Resource implications:
• access to a relevant workplace or an appropriately simulated environment where assessment may take place

Consistency in performance:
• consistency in performance should consider the particular services provided by workers

Context of assessment:
• this unit is best assessed in the workplace or by simulation under the normal range of workplace conditions
CHCDIS4 Design procedures for support

This unit describes the competencies used by staff to design models for support including assessing requirements and designing and implementing procedures.

<table>
<thead>
<tr>
<th>Elements</th>
<th>Performance Criteria</th>
</tr>
</thead>
</table>
| 1. Assess the person with a disability's personal support requirements | • the person with a disability, significant others and other support staff are actively involved in the assessment process and/or are encouraged to participate  
• all relevant information on the person with a disability and his/her personal support requirements is identified, analysed and recorded according to organisational procedures |
| 2. Design individual personal support procedures | • options for designing procedures are discussed and choices justified within relevant organisational policies and procedures  
• a process for evaluation and review of the procedure is implemented |
| 3. Implement individual personal support procedures | • support procedures for the person with a disability are identified  
• staff are trained to apply support procedures  
• implementation of the support procedure is evaluated and changes are made to support procedures where necessary |

Range of Variables

Significant others include:
• family
• friends
• other support people and advocates

Relevant information includes:
• written and verbal records
• observations
• requests

Implementation of the support procedures may be evaluated through:
• observation
• reviewing objectives and outcomes of procedures
• feedback from people with disabilities and their significant others

Evidence Guide

Critical aspects of assessment
• ability to match client support requirements with support procedures
• effectiveness of support procedures and worker's ability to evaluate effectiveness
Underpinning knowledge:
- role and responsibilities of self and others in the organisation
- impact of disability on person with disability
- impact of disabilities upon people with disabilities
- assessment processes
- support procedures for daily living
- program planning
- basic training processes
- depending on the work role or services provided, specific knowledge of particular groups or issues may be required. See additional information for assessors (pg. 24) regarding the following:
  ◊ alcohol and other drugs abuse
  ◊ cultural and linguistic diversity
  ◊ risk of self harm
  ◊ women
  ◊ men
  ◊ community education
  ◊ Aboriginal and Torres Strait Islander people
  ◊ mental health

Underpinning skills:
- communication
- casework assessment skills
- program design and planning
- informal or formal training

Resource implications:
- access to a relevant workplace or an appropriately simulated environment where assessment may take place

Consistency in performance:
- consistency in performance should consider the requirements of particular support procedures

Context of assessment:
- this unit is best assessed in the workplace or in a simulated workplace under the normal range of conditions
CHCDIS5A Contribute to positive learning

This unit describes the competencies needed by workers to support people with disabilities in maintaining and enhancing their skills and abilities with the aim of maximising independence.

<table>
<thead>
<tr>
<th>Elements</th>
<th>Performance Criteria</th>
</tr>
</thead>
</table>
| 1. Enhance people with disabilities development or maintenance of abilities through incidental learning opportunities | • situations that can be used as possible informal learning opportunities are identified, and learning encouraged  
• a range of informal learning opportunities are identified and described in the context of organisational policies and procedures  
• the appropriate level of support is withdrawn when directed, in order to encourage learning  
• appropriate constructive advice and feedback is provided to people with disabilities as soon as possible |
| 2. Implement skill development or maintenance plan | • recommended training methods are identified from plan and implemented  
• the required tools, equipment and other resources are organised to support the learning process  
• opportunities are provided for feedback to the trainee and any suggestions for changing the skill development or maintenance plan are noted and passed on to the nominated person  
• learning outcomes are monitored and recorded against the skill development or maintenance plan |

Range of Variables

Examples of situations that can be used as learning opportunities may include:
• residential  
• vocational settings

Skill development may be in:
• life  
• vocational  
• social  
• personal support skills

Examples of an appropriate range of learning opportunities include:
• taking risks in the context of self determination and dignity of risk  
• using action learning

Examples of trainees include:
• people with disabilities  
• families  
• significant others  
• volunteers  
• other staff
Examples of nominated people include:
- supervisor
- other staff

Evidence Guide

Critical aspects of assessment:
- ability to incorporate skill development activities into work with people with disabilities

Underpinning knowledge
- the individual's disability/disabilities and its/their interaction with the individual's personality
- services available to people with disabilities
- knowledge of learning and development
- depending on the work role or services provided, specific knowledge of particular groups or issues may be required. See additional information for assessors (pg. 24) regarding the following:
  - alcohol and other drugs abuse
  - cultural and linguistic diversity
  - risk of self harm
  - women
  - men
  - community education
  - Aboriginal and Torres Strait Islander people
  - mental health

Underpinning skills:
- interpersonal communication

Resource implications:
- access to a relevant workplace or an appropriately simulated environment where assessment may take place

Consistency in performance:
- consistency in performance should related to particular learning activities carried out by workers

Context of assessment:
- this unit is best assessed in the workplace or in a simulated workplace under the normal range of conditions
**CHCDIS6A Plan and implement community integration**

This unit describes the competencies used by staff to maximise the integration of people with disabilities in various community settings through planning, assessing locations, making necessary adaptations, liaising with families, and enhancing access to other services.

<table>
<thead>
<tr>
<th>Elements</th>
<th>Performance Criteria</th>
</tr>
</thead>
</table>
| 1. Plan community support with people with disabilities | • the relevant interests, abilities and requirements of the person with a disability are identified and discussed with the active involvement of that person, significant others and other staff where required  
• relevant options and services are identified and matched to the requirements of the person with disabilities with his/her involvement and/or that of significant others  
• appropriate resources are identified and organised according to organisational procedures  
• all relevant information on the person with a disability and his/her community support requirements is summarised and recorded according to organisational procedures  
• individual and cultural differences impacting on planning for community integration are recognised and described, and strategies to deal with these are identified |
| 2. Assess locations with people with disabilities | • physical entry and exit is assessed and any problems identified with the active involvement of the person with a disability  
• the type of work/activity is assessed with the employer/operator and the person with a disability, compared to that person's abilities and any problems identified  
• transport issues are discussed with the person with a disability and strategies to address these are identified  
• the personnel and procedures of the location are identified and discussed with the person with a disability  
• requirements for aids, environmental modification and support and strategies to deal with these are identified with the active involvement of the person with a disability  
• own limitations are recognised and advice is sought when necessary |
### 3. Adapt environment or equipment of relevant locations to individual requirements

- options for adaptations and design of aids are described and discussed, and choices justified
- appropriate aids are designed according to individual requirements
- adaptations to location are carried out or recommendations made to relevant people in response to identified individual requirements
- any safety problems are noted and the employer or operator is advised if appropriate
- appropriate environmental support as identified through assessment is organised and implemented
- a process for evaluation and review of the adaptations is put in place including dates set and people identified to contribute

### 4. Liaise with families and significant others

- the person with a disability and his/her significant others are consulted about the person with a disability’ abilities, requirements and interests
- liaison is provided between the person with a disability and his/her family and/or significant others to ensure his/her rights are maintained within organisational policies and procedures
- the need for privacy, values and opinions of family members and/or significant others are described and strategies to deal with these identified and followed through
- family and household routines are identified and recorded where necessary and adaptations made to fit into these
- the impact of having a person with a disability in the family is recognised, discussed, and strategies to deal with this identified and implemented
- individual and cultural differences impacting on relationships with families and significant others are recognised and described, and strategies to deal with these identified

### 5. Enhance the ability of people with disabilities to access and participate in other services and activities

- people with disabilities are encouraged and/or supported to access appropriate services and to participate in community activities
- barriers to participation are identified and strategies to address these are implemented

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#### Range of Variables

*Locations concerned may be:*
- workplaces
- community centres
- residences
- educational and recreational facilities
- various service facilities
Examples of physical exit and entry issues involve:

- curbs
- lifts
- lighting
- signs

Examples of assessment processes include:

- job or activity analysis
- task analysis

Environmental support may involve:

- volunteers
- co-workers
- training officers being trained to support the person with a disability

Examples of relevant people include:

- specialists
- employers of people with disability
- funding bodies

Examples of the impact on the family include:

- grieving
- financial problems
- added stress

Examples of activities include those provided by:

- social clubs
- training organisations
- recreational facilities

The organisation of appropriate resources may include:

- accessing skills/services
- establishing appropriate groups
- community development activity

Evidence Guide

Critical aspects of assessment:

- ability to coordinate a wide range of activities for the facilitation of community integration
- upholding rights and responsibilities of people with disabilities throughout community integration

Underpinning knowledge:

- organisational and other guidelines for community integration
- group dynamics
- organisational cultures
- impact of disabilities on people with disabilities
- basic human development - psychological, cognitive, social and physical
- depending on the work role or services provided, specific knowledge of particular groups or issues may be required. See additional information for assessors (pg. 24) regarding the following:
  - alcohol and other drugs abuse
  - cultural and linguistic diversity
◊ risk of self harm
◊ women
◊ men
◊ community education
◊ Aboriginal and Torres Strait Islander people
◊ mental health

Underpinning skills:
• job/activity analysis
• task analysis
• observation
• assessment
• negotiation
• communication and consultation
• planning

Resource implications:
• access to a relevant workplace or an appropriately simulated environment where assessment may take place

Consistency in performance:
• consistency in performance should consider particular requirements and processes of community integration

Context of assessment:
• this unit is best assessed in the workplace or in a simulated workplace under the normal range of conditions
**CHC7011A Design and adapt surroundings to group requirements**

This unit describes the competencies used by staff to design and implement measures to maximise convenience of use of various physical settings in the community at large for people with disabilities as a group through assessing and adapting locations and designing new locations.

<table>
<thead>
<tr>
<th>Elements</th>
<th>Performance Criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>1. Assess locations</strong></td>
<td>• assess group's requirements in the context of the existing location with the active participation of the people with disabilities and other staff involved&lt;br&gt;• physical entry and exit is assessed and any problems discussed with the active participation of the people with disabilities involved&lt;br&gt;• requirements for aids, environmental modification and support and strategies to deal with these are developed with the active participation of the people with disabilities involved&lt;br&gt;• individual and cultural differences relating to the assessment of locations are recognised, explained and strategies to deal with these developed</td>
</tr>
<tr>
<td><strong>2. Design and/or use appropriate aids</strong></td>
<td>• options for adaptations and design of aids are discussed and choices justified&lt;br&gt;• appropriate aids are designed according to group requirements&lt;br&gt;• adaptations to location and environment are carried out in response to identified group requirements&lt;br&gt;• a process for evaluation and review of the adaptations is put in place including dates set and people identified to contribute</td>
</tr>
<tr>
<td><strong>3. Design new location to group requirements</strong></td>
<td>• people with disabilities, significant others and other support staff are actively involved in the process of identifying building requirements&lt;br&gt;• physical entry and exit is planned and noted with groups requirements in mind&lt;br&gt;• requirements for aids, environmental design and support, and strategies to deal with these are identified and recorded&lt;br&gt;• own limitations are recognised and expert assistance is sought where necessary&lt;br&gt;• reports and recommendations are made on building requirements to managers or boards of management&lt;br&gt;• individual and cultural differences impacting on the design of locations are recognised and described and strategies to deal with these are developed</td>
</tr>
</tbody>
</table>
Range of Variables

Locations concerned may be:
- workplaces
- community centres
- residences
- educational and recreational facilities
- various service facilities

Examples of physical exit and entry issues involve:
- curbs
- lifts
- lighting
- signs

Environmental support may involve:
- volunteers
- co-workers
- training officers being trained to support the person with a disability

Examples of assessment processes include:
- job or activity analysis
- task analysis

Expert assistance may come from:
- architects
- builders; or
- other specialists

Examples of boards of management include:
- appointed management committees
- elected management committees
- chief executive officers

Evidence Guide

Critical aspects of assessment:
- identification of specific requirements of people with disabilities
- consultation requirements relating to proposed adaptations

Underpinning knowledge:
- organisational policies and procedures relating to the design and adoption of group surroundings
- impact of disabilities on people with disabilities
- occupational health and safety guidelines
- ergonomics
- range of available aids
- depending on the work role or services provided, specific knowledge of particular groups or issues may be required. See additional information for assessors (pg. 24) regarding the following:
  - alcohol and other drugs abuse
  - cultural and linguistic diversity
  - risk of self harm
◊ women
◊ men
◊ community education
◊ Aboriginal and Torres Strait Islander people
◊ mental health

Underpinning skills:
• designing skills
• assessment
• communication with individuals and groups

Resource implications:
• access to a relevant workplace or an appropriately simulated environment where assessment may take place

Consistency in performance:
• consistency in performance should consider the particular requirements of services and workplaces

Context of assessment:
• this unit is best assessed in the workplace or in a simulated workplace under the normal range of conditions
CHCDIS8A Support people with disabilities as workers

This unit describes the competencies performed by staff who support people with disabilities in a workplace to maximise their performance through working safely and effectively.

<table>
<thead>
<tr>
<th>Elements</th>
<th>Performance Criteria</th>
</tr>
</thead>
</table>
| 1. Enhance people with disabilities' safety at work | • ensures equipment is adapted and modified to be safe and meet occupational health and safety guidelines where required  
• people with disabilities are supported to work safely within organisational policies and procedures  
• organisational and legislative health and safety procedures are identified and followed |
| 2. Monitor work performance | • performance is monitored within established criteria and constructive feedback given  
• strategies are developed and implemented to improve performance where necessary |

Range of Variables

Types of work include:
- supported employment
- on-the-job training
- open employment

Examples of organisational and legislative policies and procedures include those on:
- occupational health and safety
- infection control

Examples of processes used to monitor work performance may include:
- quality assurance
- total quality management

Strategies to improve performance may include:
- reworking of product
- changing the work method
- changing the work equipment

Evidence Guide

Critical aspects of assessment:
- appropriate understanding of work carried out by people with disabilities
- working within procedures for supporting people with disabilities as workers
Underpinning knowledge

- quality measures used in quality assurance or total quality management
- relevant production processes
- organisational and legislative policies and procedures relating to people with disabilities as workers
- impact of disability/disabilities on people with disabilities
- depending on the work role or services provided, specific knowledge of particular groups or issues may be required. See additional information for assessors (pg. 24) regarding the following:
  ◊ alcohol and other drugs abuse
  ◊ cultural and linguistic diversity
  ◊ risk of self harm
  ◊ women
  ◊ men
  ◊ community education
  ◊ Aboriginal and Torres Strait Islander people
  ◊ mental health

Underpinning skills:

- relevant production processes
- applying appropriate competencies outlined in standards belonging to the relevant industry or occupation
- communication and consultation with workplace clients and stakeholders

Resource implications:

- access to a relevant workplace or an appropriately simulated environment where assessment may take place

Consistency in performance:

- consistency in performance should consider the particular work role

Context of assessment:

- this unit is best assessed in the workplace or by simulation under the normal range of conditions
### CHCDIS9A Maximise participation in work by people with disabilities

This unit describes the competencies performed by staff who support people with disabilities in a workplace to prepare for employment and maximise their performance through working safely and effectively, matching jobs and people and understanding related industrial issues.

<table>
<thead>
<tr>
<th>Elements</th>
<th>Performance Criteria</th>
</tr>
</thead>
</table>
| 1. Prepare people with disabilities to work in open and supported employment | • various job search techniques are identified, adapted and taught to people with disabilities where necessary  
• people with disabilities are referred to, or registered with, appropriate agencies  
• people with disabilities are provided with information about their working conditions, rights and responsibilities |
| 2. Match workplace/job and person with a disability | • the person with a disability’s work requirements, abilities, and interests are assessed in accordance with organisational procedures  
• relevant organisational procedures are followed to match the person with a disability and job  
• jobs are redesigned where necessary to match the ability of the person and the requirements of the job or employer  
• information or training regarding disabilities is provided to others in the selected workplace as necessary  
• working conditions are negotiated between the relevant parties |
| 3. Assess skills and productivity for wages | • the job and tasks involved are analysed to identify productive units and information recorded  
• the skills and productivity of the person with a disability are compared to that of co-workers with similar levels of experience in order to determine appropriate wage levels  
• wages are negotiated with the relevant parties in order to reach agreement in accordance with current industrial and statutory conditions  
• regular wage reviews are conducted at least every twelve months according to statutory and organisational procedures |
| 4. Provide information on the industrial relations system as it relates to the employment of people with disabilities | • people with disabilities are provided with information about the industrial awards and their implications for employment  
• people with disabilities are provided with information about the role of relevant industrial parties |
5. Monitor employment opportunities

- positive relationships are developed and maintained with (potential) employers of people with disabilities
- job vacancies are evaluated to determine their relevance to the interests of people with disabilities
- relevant job vacancies are identified and referred to people with disabilities as appropriate
- research into identified employers’ businesses and jobs is initiated, documented, and conducted
- trends in industry are monitored and documented to enhance the placement of people with disabilities in the long term
- job vacancies are evaluated to determine their relevance to the interests of people with disabilities

Range of Variables

Types of employment include:
- supported
- open

Relevant parties include:
- employer
- person with a disability
- support networks for workers
- union representative
- wage assessor

Industrial and statutory conditions include:
- awards
- registered agreements
- other relevant wage/salary systems relating to employment for people with disabilities
- individual contracts

Industrial parties include:
- unions
- employer organisations
- industrial commissions

Others include:
- people with disabilities
- other staff
- other organisations

Identification of relevant job vacancies will consider:
- preferences of clients
- chosen career options of clients
- alternative opportunities

Potential employers include:
- community organisations
- private organisations
- government organisations
Evidence Guide

Critical aspects of assessment:
- up-to-date knowledge of employment opportunities and/or programs for clients (targeted to people with disabilities, or general)
- ability to maximise participation in work based on available jobs or employment opportunities

Underpinning knowledge:
- federal and state government programs and assistance relating to workplace participation by people with disabilities
- relevant industrial legislation listed in this unit’s range of variables
- marketing theory and techniques
- negotiation techniques
- impact of disability on people with disabilities
- depending on the work role or services provided, specific knowledge of particular groups or issues may be required. See additional information for assessors (pg. 24) regarding the following:
  ◊ alcohol and other drugs abuse
  ◊ cultural and linguistic diversity
  ◊ risk of self harm
  ◊ women
  ◊ men
  ◊ community education
  ◊ Aboriginal and Torres Strait Islander people
  ◊ mental health

Underpinning skills:
- task or job analysis
- marketing
- negotiation

Resource implications:
- access to a relevant workplace or an appropriately simulated environment where assessment may take place

Consistency in performance:
- consistency in performance should consider the requirements of particular work roles and responsibilities

Context of assessment:
- this unit is best assessed in the workplace or a simulated workplace under the normal range of conditions
CHCDIS10A Provide care and support

Providing support and assistance to maintain quality care for people with disabilities.

<table>
<thead>
<tr>
<th>Elements</th>
<th>Performance criteria</th>
</tr>
</thead>
</table>
| 1. Establish and maintain an appropriate relationship with people with disabilities | • all dealings with people with disabilities are aimed at generating a trusting relationship, and includes protecting confidentiality, privacy, individual choice and decision making  
• respect for individual differences is demonstrated in all dealings with people with disabilities  
• support for the interests, rights and decision making of people with disabilities is demonstrated in all dealings |
| 2. Provide appropriate support to people with disabilities | • all support to people with disabilities is provided in accordance with their needs, rights and self determination  
• assistance is provided to people with disabilities according to organisational guidelines  
• support is provided to people with disabilities in meeting their cultural needs  
• assistance is sought when it is not possible to provide appropriate support to people with disabilities |
| 3. Assist in maintaining an environment that enables maximum independent living | • all support provided to people with disabilities is planned to enable them to direct their own care where appropriate, and is within organisational procedures  
• assistance is provided in maintaining a safe and healthy environment, including minimising physical dangers and risks  
• people with disabilities are provided with support in maintaining a clean and comfortable environment  
• situations of risk to health and safety are responded to in accordance with organisational procedures |

Range of variables

*Individual differences may be:*
- culture  
- age  
- economic  
- social  
- gender  
- physical  
- emotional  
- intellectual  
- language

*Rights may be detailed in:*
- service/outcomes standards documents  
- legislation  
- organisational policies and practices
Support will be in the context of services offered including:
- personal support
- employment support
- community access
- accommodation support
- lifestyle support

Assistance may include:
- providing information
- assistance with mobility or providing specific support such as transport
- encouragement and support for decisions and actions
- general household assistance and maintenance

Evidence guide

Critical aspects of assessment:
- ability to provide appropriate support to the range of clients accessing the services of the organisation

Underpinning Knowledge:
- relevant organisational policies and procedures and responsibilities within it
- relevant policies, protocols, and practices of the organisation in relation to own work activities
- basic knowledge of different types of disabilities and their effect on client needs
- understanding of support requirements for people with disabilities
- different religious, cultural, spiritual, physical and ceremonial perspectives
- depending on the work role or services provided, specific knowledge of particular groups or issues may be required. See additional information for assessors (pg. 24) regarding the following:
  - alcohol and other drugs abuse
  - cultural and linguistic diversity
  - risk of self harm
  - women
  - men
  - community education
  - Aboriginal and Torres Strait Islander people
  - mental health

Underpinning skills:
- interpersonal skills appropriate to work with people with disabilities
- oral communication skills (language skills) necessary to develop a trusting relationship with people with disabilities. Language may be English or community language as required by service or organisation

Resource implications:
- access to a relevant workplace or an appropriately simulated environment where assessment may take place

Consistency in performance:
- consistency in performance should consider the range of clients and situations encountered in the workplace

Context of assessment:
• this unit is best assessed in the workplace or a simulated workplace under the range of normal conditions
CHCDIS11A Coordinate work in the disability sector

Performing work within a legislative and ethical framework to ensure the provision of high quality service delivery which supports the rights and interests of people with disabilities.

<table>
<thead>
<tr>
<th>Elements</th>
<th>Performance criteria</th>
</tr>
</thead>
</table>
| 1. Demonstrate commitment to high quality services for people with disabilities | • all work undertaken demonstrates consideration and understanding of the context, models of service delivery, underpinning values and philosophy of the sector  
• all work undertaken is consistent with current relevant policies and legislative requirements for models of best practice service delivery for people with disabilities  
• all work reflects an understanding of the issues facing people with disabilities and their carers  
• all work in the sector demonstrates a commitment to access and equity principles |
| 2. Support rights, interests and needs of people with disabilities | • people with disabilities are supported and encouraged to exercise their rights and independence where appropriate  
• different client requirements are incorporated in service delivery  
• legal and ethical responsibilities and duty of care are complied with |
| 3. Develop and implement a framework for quality service delivery | • strategies are devised to ensure that the delivery of high quality services continue to reflect best practice  
• protocols and procedures are established and implemented for managing service delivery to reflect best practice in the disability sector  
• barriers within the organisation which will impact on the delivery of high quality service delivery are identified and addressed  
• procedures implemented for management of service delivery are regularly updated to reflect current best practice, relevant legislative changes, and changing client needs |

Range of Variables

*Protocols include:*
- communication with clients
- assessment of client needs
- collection, recording and reporting of information
- processes for decision making for consideration of client needs

*Context includes:*
- statutory framework within which work takes place
- historical context of work eg. changing attitudes; changing approaches to working with clients
- changing social context of work eg. consumer centred approach, changing government and societal views, approaches to working with clients
- political context eg. government policies and initiatives
- economic context eg. the current economic situation as it relates to and affects people with disabilities and the subsequent impact on client needs
• facts/myths about disability

**Issues include:**
• access to services for people with disabilities and their carers
• meeting individual needs and personal goals of people with disabilities
• family and support structures
• income and employment service
• training for people with disabilities
• participation and integration in the community
• grieving and loss

**Different models of work in the sector may include:**
• community development and education
• health promotion
• case management
• working with families
• peer support/self help
• residential services
• respite care
• home based support
• community access
• advocacy
• employment support
• lifestyle support
• business services support
• education and training

**The underpinning values and philosophies of the sector may include:**
• a holistic and consumer-centred approach
• community education
• targeting of appropriate services
• commitment to meeting the needs and upholding the rights of clients
• commitment to empowering clients

**Different client requirements may depend upon:**
• type of disability eg:
  ◦ physical
  ◦ sensory
  ◦ intellectual
  ◦ psychiatric
• support availability including:
  ◦ family
  ◦ financial
  ◦ physical and emotional
  ◦ employment
  ◦ education and training
Policy and legislative requirements include:

- Disability Services Act
- Disability Discrimination Act
- Privacy Act
- Equal Employment Opportunity principles
- Guardianship Board
- Individual rights
- Disability Service Standards
- Nurses Act
- Medical Act
- Medication regulations

A commitment to principles of access and equity includes:

- Creation of a client oriented culture
- A non-discriminatory approach to all people using the service, their family and friends, the general public and co-workers
- Ensuring the work undertaken takes account of, and caters for differences including: cultural, physical, religious, economic, social, developmental, behavioural, emotional and intellectual

Rights include principles expressed in:

- Charters of rights
- Outcomes standards documents
- General human rights
- Freedom from discrimination
- Freedom of information

Rights may be detailed in:

- Legislation
- Resident handbooks
- Mission statements
- Industry and organisational service standards

Rights include:

- Privacy
- Confidentiality
- Common law
- To be treated in a dignified, safe and comfortable manner
- To express own feelings
- Freedom of association
- Choice to participate
- Access to complaint mechanisms

Interests include:

- Financial
- Accommodation
- Services
- Recreation

Needs may include:

- Personal
- Security
- Safety
**Strategies include those to address:**
- service access
- individual needs
- decision making and choice
- privacy, dignity and confidentiality
- participation and integration
- valued status
- complaints and disputes
- service management
- abuse prevention

**Barriers may include**
- negative personal attitudes and values of staff
- organisational procedures and practices
- client service strategies
- social, cultural and religious
- physical and economic

**Evidence Guide**

**Critical aspects of assessment:**
- ability to coordinate service or a range of services in the disability sector
- ability to develop or influence policy relating to quality service delivery

**Underpinning knowledge:**
- relevant legislation relating to disability issues
- knowledge of relevant specific culture and language used by people with disabilities
- knowledge specific to working with families and family systems
- understanding different client requirements according to different disabilities
- knowledge of networks in the disability sector
- consumer needs and rights including duty of care
- principles of empowerment/disempowerment in relation to people with disabilities
- principles of access and equity
- current issues facing clients and existing services for addressing needs and rights
- principles and practices of confidentiality
- knowledge specific to working with people from culturally and linguistically diverse backgrounds
- knowledge specific to working with people at risk of self harm
- organisational policies, practices and programs relating to the work role
- organisational occupational health and safety policies and procedures
- organisational philosophy and guidelines
- rights and responsibilities of people with disabilities
- understanding of stereotypes of people with disabilities
- available client services
- awareness of own attitudes to people with disabilities
- awareness of discriminatory actions
- common risks to safety
- depending on the work role or services provided, specific knowledge of particular groups or issues may be required. See additional information for assessors (pg. 24) regarding the following:
  ◊ alcohol and other drugs abuse
  ◊ cultural and linguistic diversity
  ◊ risk of self harm
◊ women
◊ men
◊ community education
◊ Aboriginal and Torres Strait Islander people
◊ mental health

Underpinning skills:
• interpersonal communication with clients and other stakeholders
• program development, review and revision

Resource implications:
• access to a relevant workplace or an appropriately simulated environment where assessment may take place

Consistency in performance:
• consistency in performance should relate to requirements of the particular workplace

Context of assessment:
• this unit is best assessed on the job or in a simulated workplace under the normal range of conditions