Competency Standards for Caribbean Vocational Qualifications (CVQ)

CCHER20203   **Level II in Disability Work (Special Education)**

Unit Number	Unit Title	Mandatory /Elective	Hours
HERCOR0011A	Orientation to disability work	Mandatory	20
HERCOR0651A	Follow the organisation's policies, procedures and programmes	Mandatory	15
HERDAW0131A	Contribute to positive learning	Mandatory	30
HERCOR0401A	Communicate appropriately with clients and colleagues	Mandatory	15
HERDAW0141A	Undertake basic administrative duties	Mandatory	15
HERDAW0561A	Process and provide information	Mandatory	20
HERCOR0022A	Provide services to people with disabilities	Mandatory	20
HERCOR0662A	Work with others	Mandatory	15
HERDAW0612A	Participate in the work environment	Mandatory	15
HERDAW0112A	Provide care and support	Mandatory	35
HERDAW0042A	Support people with disabilities at work and play	Mandatory	40
HERDAW1002A	Caring for the physical and nutritional needs of clients	Mandatory	20
HERDAW1012A	Contribute to the development of clients' communication abilities	Mandatory	50
HERDAW1022A	Promote and support the social and emotional development of clients	Mandatory	60
HERDAW1032A	Facilitate behaviour management	Mandatory	100
HERDAW1062A	Detecting and responding to signs of abuse in clients	Mandatory	60
HERCOR1093A	Contribute to the development of self and others	Mandatory	25
HERDAW0122A	Advocate for clients	Elective	35
HERDAW0962A	Work with the deaf and persons with hearing disabilities	Elective	270
HERDAW0972A	Work with persons with physical disabilities	Elective	60
HERDAW0982A	Work with the blind and persons who are visually impaired	Elective	200
HERDAW0992A	Work with persons with mental and psychological disorder	Elective	150
HERDAW1102A	Work with persons with mental retardation	Elective	150
HERDAW1042A	Work with clients with disabilities to promote their sensory and motor development	Elective	100
HERDAW1052A	Promote cognitive skills development in children with disabilities	Elective	100
HERDAW0243A	Support community resources	Elective	30
HERDAW0413A	Utilise specialist communication skills	Elective	150
HERDAW0033A	Maintain an environment designed to empower people with disabilities	Elective	25
HERDAW0543A	Support group activities	Elective	15
HERDAW0623A	Participate in networks	Elective	15

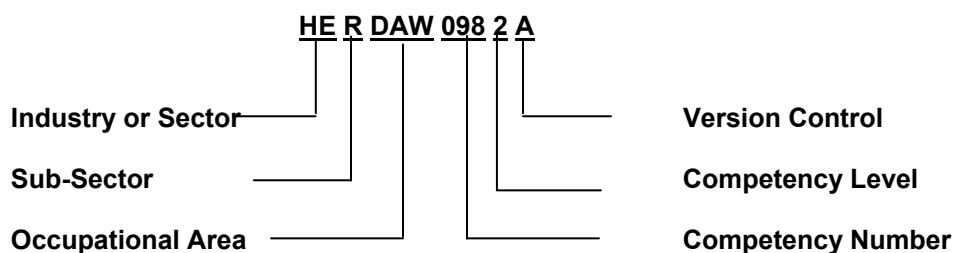**CCHER20203   Level II in Disability Work (Special Education)**

Unit Number	Unit Title	Mandatory /Elective	Hours
HERDAW0533A	Support the activities of existing groups	Elective	15
HERDAW0643 A	Maintain an effective work environment	Elective	15
HERDAW0183A	Support community participation in self- help endeavours Elective		30

To be awarded this Caribbean Vocational Qualification (CVQ) all core competency standards must be achieved. Electives achieved with the qualification will be awarded unit statement of competency.

The nominal training hours are a guide for planning the delivery of Training Programmes.

Legend to Unit Code

Example: HERDAW0982A

<u>HE R DAW 098 2 A</u>

Industry or Sector   **Version Control**

Sub-Sector   **Competency Level**

Occupational Area   **Competency Number**

KEY: Man – Mandatory; DAW – Disability Work; HER – Health Education & Rehabilitation

HERCOR0011A   Orientation to disability work

Competency Descriptor: This unit deals with the skills and knowledge required to perform work ethically, support the rights and interests of people with disabilities and follow appropriate reporting mechanisms to meet duty of care requirements.

Competency Field: Disability Work

ELEMENT OF COMPETENCY	PERFORMANCE CRITERIA	
1. Demonstrate commitment to quality services for people with disabilities	1.1	All work reflects an understanding of key issues facing people with disabilities and their careers.
	1.2	All work undertaken reflects the context of policy, regulatory, legislative and legal requirements as they apply to the area of work.
	1.3	All work in the sector demonstrates a commitment to access and equity principles.
	1.4	Organisational procedures for client participation are followed.
	1.5	Personal values and attitudes regarding disability are taken into account when planning and implementing all work activities.
	1.6	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	2.1	People with disabilities are supported and encouraged to exercise their rights and independence.
	2.2	Different client requirements are acknowledged.
	2.3	Legal responsibilities and duty of care are complied with.

3.	Respond to situations of risk or potential risk to people with disabilities	3.1	Respond to situations of risk and report to appropriate people.
		3.2	Report uncharacteristic or inappropriate behaviour.
		3.3	Report situations of risk which may have an adverse effect on the health of people with disabilities.

RANGE STATEMENTS

Orientation to disability work include but not limited to:

- special education
- 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.

Context includes:

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

Rights include principles expressed in:

- charters of rights
- access to information
- general human rights
- freedom from discrimination
- freedom of information

Issues include:

- access to services for people with disabilities and their carers
- meeting individual needs and personal goals of people with disabilities
- early identification and appropriate intervention and referrals
- 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
- professional ethics relating to case management

Different client requirements may depend upon:

type of disability egg:

- physical
- neurological (cp)
- sensory
- intellectual
- communication
- psychiatric

support availability including:

- family
- financial
- physical, emotional and attitudinal
- employment
- education and training
- presence of a terminal illness/condition
- 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:

- privacy
- religious/spiritual expression
- sexuality
- self advocacy
- leisure
- 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
- physical access to public buildings and vehicles

Interests include:

- financial
- accommodation
- services
- recreation
- special education
- health care

Appropriate people include:

- supervisors
- relatives
- colleagues
- health workers
- administrators
- emergency services
- health care services
- caregivers
- community members

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

Competency is to be demonstrated by the ability to respond to situations of risk in accordance with the performance criteria and the range listed within the range of variables statement.

(1)   Critical Aspects and Evidence

- current issues facing clients and existing services for addressing needs and rights
- rights and responsibilities of people with disabilities
- understanding the stereo types of people with disabilities
- awareness of own attitudes to people with disabilities

(2)   Pre-requisite Relationship of Units

- Nil

(3)   Underpinning Knowledge and Skills

Knowledge
Knowledge of:

- specific culture and language used by people with disabilities
- Issues specific to working with families and family systems
- different client requirements according to different disabilities
- 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.

Skill
The ability to:

- identify risks
- provide information on risks or potential risks
- minimise risks
- Implement strategies for preventing abuse of people with disabilities
- Plan and implement work activities
- Respond to client needs
- Support and encourage people with disabilities to exercise their rights and independence
- Promote and advocate on behalf of people with disabilities

(4)   Resource Implications

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

(5)   Method of Assessment

Competency shall be assessed while work is undertaken under direct supervision with regular checks, but may include some autonomy when working as part of a team. Competencies in this unit may be determined concurrently. Assessment must be in accordance with the performance criteria.

(6)   Context of Assessment

This unit may be assessed on or off the job. Assessment should include practical demonstration either in the workplace or through a simulation. This should be supported by a range of methods to assess underpinning knowledge

CRITICAL EMPLOYABILITY SKILLS

Three levels of performance denote level of competency required to perform a task. These levels do not relate to the NCTVET Qualification Framework. They relate to the seven areas of generic competency that underpin effective workplace practices.

Levels of Competency		
Level 1.	Level 2.	Level 3.
• Carries out established processes • Makes judgement of quality using given criteria	• Manages process • Selects the criteria for the evaluation process	• Establishes principles and procedures • Evaluates and reshapes process • Establishes criteria for evaluation

Collect, analyse and organise information	Level 3
Communicate ideas and information	Level 3
Plan and organise activities	Level 2
Work with others and in team	Level 2
Use mathematical ideas and techniques	Level 2
Solve problems	Level -
Use technology	Level 1

Please refer to the Assessment Guidelines for advice on how to use the Critical Employability Skills.

HERCOR0651A   Follow the organisation's policies, procedures and programmes

Competency Descriptor: This unit deals with the required competencies to effectively follow the organisation's policies, procedures and programmes.

Competency Field: Disability Work

ELEMENT OF COMPETENCY	PERFORMANCE CRITERIA	
1. Follow organisational guidelines	1.1	Workplace instructions and policies are followed.
	1.2	Organisational programmes and procedures are supported within the job role.
	1.3	Organisational resources are used for the purpose intended.
	1.4	Clarification is sought and obtained when necessary.
2. Work ethically	2.1	Decisions and actions are within the job description and are consistent with the organisational philosophy.
	2.2	Prompt and consistent performance of duties is applied to all workplace activities.
	2.3	Inappropriate gifts are not accepted.
	2.4	Client resources and possessions are used for the purpose intended.
	2.5	Care is taken to behave in a reasonable and careful manner at all times.
	2.6	Confidentiality is maintained.
	2.7	Difficulties in carrying out duties are reported to appropriate person/supervisor.
	2.8	Attention to personal situations does not minimize expected work output.
	2.9	Deportment is consistent with workplace standards.

RANGE STATEMENTS

Organisational guidelines relevant to work role may include those relating to:

- administrative systems of the workplace including: filing; record keeping; workplace programs and timetable management systems; use of equipment; staff rosters
- workplace agreements

- job descriptions
- occupational health and safety
- grievance procedures
- confidentiality requirements
- appropriate relationships with clients
- gifts and gratuities
- use of telephones
- time management

Workplace instructions and policies may be:

- written or verbal

Deportment include but not limited to:

- being courteous
- attire
- personal hygiene

Reports may be:

- notes
- memos
- records
- letters
- reports via phone
- face-to-face reports

EVIDENCE GUIDE

Competency is to be demonstrated by the ability to follow the organization's polices, procedures and programmes in accordance with the performance criteria and the range listed within the range of variables statement.

(1)   Critical Aspects and Evidence

- relevant policies, protocols, guidelines and procedures of the organisation in relation to workers activities are followed

(2)   Pre-requisite Relationship of Units

- Nil

(3)   Underpinning Knowledge and Skills

Knowledge
Knowledge of:

- organisational policies, procedures and programmes relating to the work role
- organisational occupational health and safety policies and procedures
- organisational philosophy
- specific characteristic in behaviour peculiar to persons with disability/ies

Skill
The ability to:

- follow workplace instructions and policies
- use organisational resources responsibly
- use client resources and possessions responsibly
- maintain confidentiality

(4)   Resource Implications

- access to appropriate workplace where assessment can be conducted or
- simulation of realistic workplace setting for assessment

(5)   Method of Assessment

- assessment may include observations, questioning and evidence gathered from the workplace environment
- assessment may be conducted on one occasion but must include normal range of workers' activities

(6)   Context of Assessment

This unit is most appropriately assessed in the workplace or in a simulated workplace and under the normal range of workplace conditions

CRITICAL EMPLOYABILITY SKILLS

Three levels of performance denote level of competency required to perform a task. These levels do not relate to the NCTVET Qualification Framework. They relate to the seven areas of generic competency that underpin effective workplace practices.

Levels of Competency		
Level 1.	Level 2.	Level 3.
• Carries out established processes • Makes judgement of quality using given criteria	• Manages process • Selects the criteria for the evaluation process	• Establishes principles and procedures • Evaluates and reshapes process • Establishes criteria for evaluation

Collect, analyse and organise information	Level 1	
Communicate ideas and information	Level 2	
Plan and organise activities	Level 1	
Work with others and in team	Level 2	
Use mathematical ideas and techniques	Level -	
Solve problems	Level 1	
Use technology	Level 1	

Please refer to the Assessment Guidelines for advice on how to use the Critical Employability Skills.

HERDAW0131A   Contribute to positive learning

Competency Descriptor: 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.

Competency Field: Disability Work

ELEMENT OF COMPETENCY	PERFORMANCE CRITERIA
1. Enhance people with disabilities development or maintenance of abilities through incidental learning opportunities	1.1 Situations that can be used as possible informal learning opportunities are identified, and learning encouraged.
	1.2 A range of informal learning opportunities are identified and described in the context of organisational policies and procedures.
	1.3 The appropriate level of support is withdrawn when directed, in order to encourage learning.
	1.4 Appropriate constructive advice and feedback is provided to people with disabilities as soon as possible.
2. Implement skill development or maintenance plan	2.1 Recommended training methods are identified from plan and implemented.
	2.2 The required tools, equipment and other resources are organised to support the learning process.
	2.3 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.
	2.4 Learning outcomes are monitored and recorded against the skill development or maintenance plan.

RANGE STATEMENTS

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 opportuniti es 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

EVIDENCE GUIDE

Competency is to be demonstrated by the ability to support people with disabilities in maintaining and enhancing their skills and abilities in accordance with the performance criteria and the range listed within the range of variables statement.

(1)   Critical Aspects and Evidence

- Ability to incorporate skill development activities into work with people with disabilities.

(2)   Pre-requisite Relationship of Units

- Nil

(3)   Underpinning Knowledge and Skills

Knowledge
Knowledge of:

- 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

Skill
The ability to apply:

- interpersonal communication
- Identify informal learning opportunities
- encourage learning by withdrawing support
- implement recommended training methods

Knowledge (Cont'd)
Knowledge

depending on the work role or services
provided, specific knowledge of particular
groups or issues may be required regarding
the following:

- alcohol and other drugs abuse
- cultural differences
- risk of self harm
- women
- men
- community education
- mental health

Skill (Cont'd)
The ability to apply:

- organise tools, equipment and other
  resources to support the learning
  process
  monitor and record learning outcomes

(4)   Resource Implications

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

(5)   Method of Assessment

Assessment may include observations, questioning or evidence gathered from the workplace.

(6)   Context of Assessment

This unit is most appropriately assessed in the workplace or in a simulated workplace and under the
normal range of workplace conditions.

CRITICAL EMPLOYABILITY SKILLS

Three levels of performance denote level of competency required to perform a task. These levels do not relate to the NCTVET Qualification Framework. They relate to the seven areas of generic competency that underpins effective workplace practices.

Levels of Competency		
Level 1.	Level 2.	Level 3.
• Carries out established processes • Makes judgement of quality using given criteria	• Manages process • Selects the criteria for the evaluation process	• Establishes principles and procedures • Evaluates and reshapes process • Establishes criteria for evaluation

Collect, analyse and organise information	Level 2	
Communicate ideas and information	Level 3	
Plan and organise activities	Level 2	
Work with others and in team	Level 3	
Use mathematical ideas and techniques	Level 2	
Solve problems	Level -	
Use technology	Level 1	

Please refer to the Assessment Guidelines for advice on how to use the Critical Employability Skills.

HERCOR0401A   **Communicate appropriately with clients and colleagues**

Competency Descriptor: This unit deals with the skills and knowledge required to exercise effective communication skills in the workplace.

Competency Field: Disability Work

ELEMENT OF COMPETENCY	PERFORMANCE CRITERIA	
1. Exercise effective communication techniques	1.1	All forms of communication with clients and colleagues reflect an understanding and respect for individual differences and needs.
	1.2	Self-introduction occurs appropriately.
	1.3	Alternate communication techniques are correctly and appropriately applied.
	1.3	Communication is clear and relevant to situation/activities undertaken.
	1.4	Touch and other non-verbal means of communication are used as appropriate.
	1.5	Advice about communication difficulties with clients or colleagues is sought and obtained from supervisor/appropriate person and implemented.
2. Follow routine instructions	2.1	Workplace instructions are carried out within agreed time frames.
	2.2	Clarification in understanding work instructions is sought, when required.
	2.3	Difficulties in carrying out instructions are referred to supervisor or appropriate person.
3. Complete reports as required	3.1	Reports are completed to the standard expected in the workplace.
	3.2	Reports are completed within identified time frames.
	3.3	Reports are clear and accurate.

RANGE STATEMENTS

Individual differences and needs may include:

- developmental
- cultural
- physical
- emotional
- behavioural
- intellectual

Communication includes:

- all verbal and non verbal interaction with clients and colleagues in a range of appropriate interpersonal contexts

Alternate communication techniques include but not limited to:

- signing
- Braille
- communication board
- information technology based aides

Exercising effective communication skills includes:

- being non judgemental
- active listening
- non verbal behaviour to indicate understanding of what is being said
- clarifying what is said
- responses that are culturally appropriate
- participating in group processes

Appropriate person may be from within or outside the organisations may be:

- colleagues
- immediate supervisor
- other health workers
- consultant

Instructions may include:

- manufacturer's/operating written instructions
- work unit guidelines and procedures
- supervisor's or management instructions

Instructions may be:

- written
- verbal

Reports may be verbal or written and may include:

- notes
- records
- memos
- letters
- clients records
- verbal 'hand over' at the end of a shift

EVIDENCE GUIDE

Competency is to be demonstrated by the ability to undertake work in the community services industry in accordance with the performance criteria and the range listed within the range of variables statement.

(1)   Critical Aspects and Evidence

Competency should be demonstrated over the range of communication methods used in the workplace (e.g. oral, written notes, memos, letters etc) and include communication with both clients and colleagues.

(2)   Pre-requisite Relationship of Units

- Nil

(3)   Underpinning Knowledge and Skills

Knowledge
Knowledge of:

- principles of effective communication
- dealing with cultural differences
- referral processes of organisation
- effect of sensory loss and cognitive impairment
- relevant guidelines and procedures, and a range of written material relevant to the job role

Skill
The ability to:

- adjust communication to meet differing needs
- be assertive
- apply active listening and recognition of non verbal triggers
- provide feedback
- minimise conflict and tensions
  apply reading and writing skills required to fulfil job roles as specified by organisation/service. The level of skill may range from the ability to understand symbols used on occupational health and safety signs, to reading workplace safety
- pamphlets or procedure manuals, to reading and handling chemicals such as cleaning fluids. Literacy support available in the workplace may range from having access to support and assistance from expert/mentor/supervisor, to having no communication supports available
- use oral communication skills required to fulfil job roles as specified by the organisation/service.

(4)   Resource Implications

- Access to appropriate workplace where assessment can be conducted or simulated of realistic workplace setting for assessment.

(5)   Method of Assessment

Assessment may include observation, questioning and evidence gathered from the workplace environment. Workplace evidence can include testimonials from clients and colleagues, portfolios etc.

(6)   Context of Assessment

This unit is most appropriately assess in the workplace or in a simulated workplace and under the normal range of workplace conditions

CRITICAL EMPLOYABILITY SKILLS

Three levels of performance denote level of competency required to perform a task. These levels do not relate to the NCTVET Qualification Framework. They relate to the seven areas of generic competency that underpin effective workplace practices.

Levels of Competency		
Level 1.	Level 2.	Level 3.
• Carries out established processes • Makes judgement of quality using given criteria	• Manages process • Selects the criteria for the evaluation process	• Establishes principles and procedures • Evaluates and reshapes process • Establishes criteria for evaluation

Collecting, analysing and organising ideas and information	Level 1	
Communicate ideas and information	Level 2	
Plan and organise activities	Level 1	
Work with others and in team	Level 2	
Use mathematical ideas and techniques	Level 1	
Solve problems	Level 1	
Use technology	Level 1	

Please refer to the Assessment Guidelines for advice on how to use the Critical Employability Skills.

HERDAW0141A   Undertake basic administrative duties

Competency Descriptor: This unit involves the carrying out of basic administrative duties.

Competency Field: Disability Work

ELEMENT OF COMPETENCY	PERFORMANCE CRITERIA	
1. Organisational reporting procedures are followed	1.1	Information is reported in accordance with organisational requirements.
	1.2	Details are reported clearly, and accurately.
	1.3	Reports are distributed according to organisation's policy and procedures.
	1.4	Records are kept secured according to organisation's policy and procedures.
	1.5	Materials and supplies are replenished according to organisation's policy and procedures.
2. Use workplace equipment	2.1	Equipment relevant to the work role is used according to instructions and guidelines.
	2.2	Assistance and guidance from other staff is sought and obtained as appropriate.
	2.3	Malfunctions are reported to the appropriate person.

RANGE STATEMENTS

Reporting procedures may include those for:

- written records
- supplies

Reports may be:

- verbal or written as required by the organisation/service

Records may include those relating to:

- administrative tasks
- staff e.g. job sheets, time sheets, rosters
- users of the service e.g. referral sheets, meal charts
- nursing reports
- specialised charts e.g. bowel charts
- other services

Competency is to be demonstrated by the ability to provide care and support for people with disabilities at work and play in accordance with the performance criteria and the range listed within the range of variables statement.

EVIDENCE GUIDE

(1)   Critical Aspects and Evidence

- relevant policies, guidelines and procedures of the organisation relating to administrative duties are followed
- completion of documentation, if required by organisation/service

(2)   Pre-requisite Relationship of Units

- Nil

(3)   Underpinning Knowledge and Skills

Knowledge
Knowledge of:

- organisational policies and procedures for recording information and keeping records
- organisational policies and procedures for maintaining supplies
- language, literacy and numeracy competence appropriate to the requirements of the organisation and client group. This may range from oral communication skills if reporting verbally, to writing skills if filling in work forms. Organisational forms may also vary in complexity
- use of workplace equipment appropriate to job role
- basic computer literacy

Skill
The ability to:

- follow organisational reporting procedures
- use workplace equipment
- seek assistance and guidance from other staff
- monitor materials and supplies

(4)   Resource Implications

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

(5)   Method of Assessment

Assessment may include observation, questioning and evidence gathered from the workplace environment. Workplace evidence can include testimonials, portfolios or completed workplace records/documentation.

Assessment may be conducted on one occasion but must include the normal range of workplace situations.

(6)   Context of Assessment

This unit is most appropriately assessed in the workplace under the normal range of workplace conditions

CRITICAL EMPLOYABILITY SKILLS

Three levels of performance denote level of competency required to perform a task. These levels do not relate to the NCTVET Qualification Framework. They relate to the seven areas of generic competency that underpin effective workplace practices.

Levels of Competency		
Level 1.	Level 2.	Level 3.
• Carries out established processes • Makes judgement of quality using given criteria	• Manages process • Selects the criteria for the evaluation process	• Establishes principles and procedures • Evaluates and reshapes process • Establishes criteria for evaluation

Collect, analyse and organise information	Level 1	
Communicate ideas and information	Level 3	
Plan and organise activities	Level 1	
Work with others and in team	Level 3	
Use mathematical ideas and techniques	Level 2	
Solve problems	Level 2	
Use technology	Level 1	

Please refer to the Assessment Guidelines for advice on how to use the Critical Employability Skills.

HERDAW0561A   Process and provide information

Competency Descriptor:

This unit describes the competencies associated with correctly handling organisational information including incoming and outgoing communications and enquiries

Competency Field: Disability Work

ELEMENT OF COMPETENCY	PERFORMANCE CRITERIA	
1. Process and prepare information	1.1	Incoming and outgoing information and correspondence is managed according to organisational procedures.
	1.2	Enquiries are responded to promptly and according to established procedures.
	1.3	Information is provided to other staff when relevant.
2. Store and maintain information	2.1	Information is kept in accordance with organisational guidelines.
	2.2	Access to information is provided to appropriate staff.
	2.3	Confidentiality and security of information is maintained
	2.4	Breaches of confidentiality are reported to supervisor or management.
3. Provide prepared information to promote access to services	3.1	The range of client services available is identified including the service provided by the organisation.
	3.2	Prepared information or details of a range of services are provided to clients when required.
	3.3	Where appropriate, specialist information, advice and assistance is sought from supervisor on behalf of client.
	3.4	Problems relating to providing information about services are referred to supervisor.

RANGE STATEMENTS

This competency applies to the processing and provision of information

Information includes:

Internal and external communications include:

- telephone calls
- facsimiles
- letters
- email
- memo

- publications
- internal office procedures
- personal visits

Prepared information may be:

- pamphlets on services
- literature
- website

Storage and recording mechanisms may be:

- paper based or
- electronic

Organisational procedures and policies include those relating to:

- filing and indexing
- security
- circulation
- confidentiality

EVIDENCE GUIDE

Competency is to be demonstrated by the ability to process and provide information in accordance with the performance criteria and the range listed within the range of variables statement.

(1)   Critical Aspects and Evidence

- relevant policies, guidelines and procedures of the organisation/service relating to organisational information are followed

(2)   Pre-requisite Relationship of Units

- Nil

(3)   Underpinning Knowledge and Skills

Knowledge
Knowledge of:

- organisational policies and procedures for security and circulation
- recording mechanisms
- organisational policies and procedures for incoming and outgoing mail
- locations and titles of personnel
- confidentiality requirements

Skill
The ability to:

- manage incoming and outgoing information and correspondence
- respond to enquiries
- provide to information
- maintain confidentiality and security of information

(4)   Resource Implications

- access to appropriate workplace where assessment can be conducted or simulation of realistic workplace setting for assessment

(5)   Method of Assessment

Assessment may include observations, questioning and evidence gathered from the workplace environment.

Assessment may be conducted on one occasion but must include the normal range of workplace situations regarding handling of organisational information.

(6)   Context of Assessment

This unit is most appropriately assessed in the workplace or in a simulated workplace and under the normal range of workplace conditions.

CRITICAL EMPLOYABILITY SKILLS

Three levels of performance denote level of competency required to perform a task. These levels do not relate to the NCTVET Qualification Framework. They relate to the seven areas of generic competency that underpin effective workplace practices.

Levels of Competency		
Level 1.	Level 2.	Level 3.
• Carries out established processes • Makes judgement of quality using given criteria	• Manages process • Selects the criteria for the evaluation process	• Establishes principles and procedures • Evaluates and reshapes process • Establishes criteria for evaluation

Collect, analyse and organise information	Level 1	
Communicate ideas and information	Level 1	
Plan and organise activities	Level 2	
Work with others and in team	Level 1	
Use mathematical i deas and techniques	Level -	
Solve problems	Level 1	
Use technology	Level 1	

Please refer to the Assessment Guidelines for advice on how to use the Critical Employability Skills.

HERCOR0022A   Provide services to people with disabilities

Competency Descriptor:

> This unit describes the competencies associated with responding to the physical, social and emotional well-being of people with disabilities. Clients will have differing support requirements and workers will manage physical contact, challenging behaviour and the use of equipment.

Competency Field: Disability Work

ELEMENT OF COMPETENCY	PERFORMANCE CRITERIA	
1. Assist in identifying the needs of people with disabilities	1.1	Strategies to meet the needs of people with disabilities are identified, discussed and implemented.
	1.2	The dignity, privacy and personal choice of people with disabilities in relationship to needs are upheld within organisational constraints.
	1.3	Client/duty bearer is assisted to evaluate and select strategies to meet their requirements and achieve their goals.
2. Initiate and support interventions to meet the needs of persons with disabilities	2.1	Information and skills required by people with disabilities to meet their needs are identified.
	2.2	Referrals are made according to established procedures.
	2.3	Opportunities to obtain information and develop skills are provided or developed.
	2.4	Individual and group support is provided in accordance with resources and organizational policies and procedures.
	2.5	People with disabilities are assisted in maintaining a safe and healthy environment.
	2.6	Confidentiality is maintained in accordance with organizational policies and procedures.
	2.7	Appropriate physical contact is encouraged when providing support.

3.	Monitor and review client interview initiated to assist persons with disabilities	3.1	Work with client is reviewed within organisational policies and procedures and strategies to meet ongoing needs are adapted as appropriate.
		3.2	Outcomes of client work are reviewed with supervisor and/or colleagues in accordance with organisational policies and procedures.
4.	Manage challenging behaviour	4.1	The type, frequency and triggers of challenging behaviour of a person with a disability are assessed and strategies developed to minimise the behaviour.
		4.2	Clients with challenging behaviour are provided with opportunities to substitute such behaviours with appropriate ones.
		4.3	Strategies for the prevention and management of challenging behaviour are implemented according to organisational procedures.
		4.4	Organisational procedures on safety and appropriate care in the context of challenging behaviour are implemented.

RANGE STATEMENTS

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
- toilet training
- breathing
- mobilising and transferring (moving from place to place and position to position)
- attending to personal hygiene (bathing, laundering personal clothing)
- dressing and undressing
- attending own spiritual needs
- grooming
- Appropriate expression of sexual behaviour (e.g. masturbation)

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

Differences may include:

- individual (age, gender, ability, history, personal preferences etc)
- cultural
- spiritual
- sexual preference

Relevant legislation and policies include:

- organisational policies and guidelines

- government regulations and legislation

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

Support may be provided:

- in the client's home
- at residential or other services
- negotiating public places

- government regulation, policy and legislation
- physical comfort and rest
- pain management
- maximisation of independence and personal preferences
- empowerment e.g. enhancing of clients ability to communicate, act independently and uphold rights and responsibilities
- family life education

Hazardous/inappropriate materials include:

- cleaning chemicals
- medicines
- medical treatments
- environmental waste

Strategies to meet needs may include:

- responding to requirements arising from differences
- utilising personal support equipment, assistive aids and devices e.g. chair lifts, wheelchairs, hearing impaired phones, etc
- enlisting specialist skills
- understanding instructions and compliance

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

EVIDENCE GUIDE

Competency is to be demonstrated by the ability to assist people with disabilities who may have high support requirements in accordance with the performance criteria and the range listed within the range of variables statement.

(1)   Critical Aspects and Evidence

- understanding the processes of developments and implementation of policies relating to empowerment of people with disabilities

(2)   Pre-requisite Relationship of Units

- Nil

(3)   Underpinning Knowledge and Skills

<u>Knowledge</u>
Knowledge of:

- relevant organisational policies and procedures
- organisational philosophy and goals
- 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 regarding the following:

- alcohol and other drugs abuse
- cultural differences
- risk of self harm
- women
- men
- community education
- mental health
- children
- referral options and procedures

<u>Skill</u>
The ability to:

- adapt and implement strategies to meet the needs of people with disabilities
- develop and provide opportunities to obtain information and develop skills
- provide individual and group support
- assess type, frequency and triggers of challenging behaviour of a person with a disability
- develop strategies to minimise challenging behaviour
- implement strategies for the prevention and management of challenging behaviour

(4)   Resource Implications

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

(5)   Method of Assessment

Competencies in this unit may be determined concurrently. Assessment must be in accordance with the performance criteria.

(6)   Context of Assessment

This unit is best assessed in the workplace or by simulation under the normal range of conditions

CRITICAL EMPLOYABILITY SKILLS

Three levels of performance denote level of competency required to perform a task. These levels do not relate to the NCTVET Qualification Framework. They relate to the seven areas of generic competency that underpin effective workplace practices.

Levels of Competency		
Level 1.	Level 2.	Level 3.
• Carries out established processes • Makes judgement of quality using given criteria	• Manages process • Selects the criteria for the evaluation process	• Establishes principles and procedures • Evaluates and reshapes process • Establishes criteria for evaluation

Collect, analyse and organise information	Level 2	
Communicate ideas and information	Level 3	
Plan and organise activities	Level 2	
Work with others and in team	Level 3	
Use mathematical ideas and techniques	Level 2	
Solve problems	Level -	
Use technology	Level 1	

Please refer to the Assessment Guidelines for advice on how to use the Critical Employability Skills.

HERCOR0662A   Work with others

Competency Descriptor: This unit deals with the interpersonal, communication and customer service skills required by all workers with particular reference to those who work with persons with disabilities.

Competency Field: Disability Work

ELEMENT OF COMPETENCY	PERFORMANCE CRITERIA	
1. Plan own workload with supervisor	1.1	Assistance and direction is actively sought as required.
	1.2	Sequence of tasks is planned with supervisor.
	1.3	Strategies to cope with unexpected demands are developed with supervisor.
2. Communicate with others about work matters	2.1	Information relevant to the work is shared with co-workers.
	2.2	Communication is clear, concise and focused on the issue.
	2.3	Opinions and suggestions of others are listened to appropriately.
	2.4	Workplace procedures are used to address concerns.
3. Work cooperatively with others	3.1	Different roles and responsibilities are identified and respected.
	3.2	Rights of other workers are respected.
	3.3	Work area is kept well organised and safe in accordance with relevant standards/policies.
	3.4	Assigned tasks are completed according to planned workload.

RANGE STATEMENTS

Co workers may include:

- other staff
- unpaid workers
- students on placements
- resources workers
- ancillary staff
- staff from other related organisations/agencies

Information which could be communicated with co workers includes:

- suggestions about the service
- equipment or materials required
- relevant information about a client
- opinions and suggestions

Communication may be:

- verbal
- signing
- Braille
- Written

Workloads may be recorded in the following manner:

- on whiteboards
- on rosters
- in diaries
- in verbal instructions

EVIDENCE GUIDE

Competency is to be demonstrated by the ability to respond to situation of risk in accordance with the performance criteria and the range listed within the range of variables statement.

(1)   Critical Aspects and Evidence

- knowledge of and adherence to own and others roles and responsibilities in the workplace
- work cooperatively with other workers

(2)   Pre-requisite Relationship of Units

- Nil

(3)   Underpinning Knowledge and Skills

Knowledge
Knowledge of:

- roles and responsibilities of self and others in the workplace
- grievance procedures of the organisation
- worker's rights and responsibilities as outlined in awards, workplace agreements, legislation etc.
- working conditions as outlined in award, workplace agreement, policy manuals etc.
- signing
- Braille

Skill
The ability to:

- to work with others cooperatively
- apply positive communication skills including active listening and appropriate use of body language
- apply language, literacy and numeracy competence appropriate to the requirements of the organisation, job role and client group.
- communicate by signing
- read and interpret Braille
- plan own workload
- work cooperatively with others

(4)   Resource Implications

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

(5)   Method of Assessment

Assessment may include observations, questioning and evidence gathered from the workplace.

Assessment may be conducted on one occasion but must include the worker interacting and co operating with the normal range of other workers from the workplace.

(6)   Context of Assessment

This unit is most appropriately assessed in the workplace or in a simulated workplace and under the normal range of workplace conditions

CRITICAL EMPLOYABILITY SKILLS

Three levels of performance denote level of competency required to perform a task. These levels do not relate to the NCTVET Qualification Framework. They relate to the seven areas of generic competency that underpin effective workplace practices.

Levels of Competency		
Level 1.	Level 2.	Level 3.
• Carries out established processes • Makes judgement of quality using given criteria	• Manages process • Selects the criteria for the evaluation process	• Establishes principles and procedures • Evaluates and reshapes process • Establishes criteria for evaluation

Collect, analyse and organise information	Level 2	
Communicate ideas and information	Level 3	
Plan and organise activities	Level 2	
Work with others and in team	Level 2	
Use mathematical ideas and techniques	Level 1	
Solve problems	Level 2	
Use technology	Level 1	

Please refer to the Assessment Guidelines for advice on how to use the Critical Employability Skills.

HERDAW0612A   Participate in the work environment

Competency Descriptor: This unit describes the competencies associated with working
effectively as an individual and in work groups to contribute to
achievement of organisational objectives.

Competency Field: Disability Work

ELEMENT OF COMPETENCY	PERFORMANCE CRITERIA	
1. Contribute to the effective operation of the workgroup	1.1	Job responsibilities of the worker and their contribution to service delivery are identified.
	1.2	Work is carried out within defined job role and responsibilities.
	1.3	Assistance and direction is sought and obtained as required.
	1.4	Work complements that of others according to polici es and rules of workplace practice.
	1.5	Activities are completed to the standard expected in the workplace.
	1.6	Carries out set tasks in a positive and courteous manner.
	1.7	Resources needed to carry out own work duties are identified.
	1.8	Shortages of resources are dealt with according to organisational practices.
	1.9	Work area is kept well organised and safe in accordance with relevant standards/policies.
2. Review and develop own work performance	2.1	Own work is monitored according to requirements for job quality and customer service.
	2.2	Work requirements unable to be met are reported to supervisor.
	2.3	A need for additional support to improve performance is communicated clearly to supervisor/appropriate person.
	2.4	Need for training is reported to supervisor, if required

		2.5	Where appropriate, training is undertaken.
		2.6	Support and supervision opportunities are undertaken as required.
3.	Work cooperatively with others	3.1	Problem solving is used when necessary so that work is completed according to organisational policies and practices.
		3.2	Workplace relationships respect individual differences of workers.
		3.3	Different roles and responsibilities are identified and respected.
		3.4	Displays appropriate behaviour in the workplace likely to promote cooperation.
		3.5	Information is shared with others in order to complete set activities.
		3.6	Conflicts in the workplace are reported to supervisor.
4.	Contribute to the development of policies, practices and structures of an organisation	4.1	Concerns regarding administrative policies, practices and procedures are reported to supervisor.
		4.2	Concerns regarding job responsibilities are reported to supervisor.
		4.3	Information, ideas and suggestions are provided to supervisor when requested.
		4.4	Participate in staff meetings/working groups, if required.

RANGE STATEMENTS

The contexts for working with others include:

- full time, part time, casual employee of an organisation government, non government
- working within a voluntary capacity for an organisation

Working with others will be carried out within requirements established by:

- state and commonwealth legislation
- organisational policy and procedures
- relevant program standards

Organisational requirements/constraints may include:

- time
- money
other resources

Resources may be:

- linen supplies
- pamphlets
- cleaning equipment
- office supplies

Reports to supervisors may be:

- provided in person or by telephone
- through discussion
- provided in writing or using workplace forms e.g. memos, notes
- email and electronic transfers

Communicating the need for additional support may be:

- in writing according to organisational practices
- conveyed in verbal exchanges
- during meetings

Information shared with others may be:

- by note/message/memo
- in person or by phone
- email and electronic transfers

Policies, practices and procedures include those relating to:

- equal employment opportunity
- occupational health and safety
- workplace harassment
- grievance resolution
- first aid
- infection control
- workplace behaviour

Organisational practices dealing with shortages of resources may include:

- telling a supervisor
- ordering more supplies

EVIDENCE GUIDE

Competency is to be demonstrated by the ability to work effectively as an individual and in work groups in accordance with the performance criteria and the range listed within the range of variables statement.

(1)   Critical Aspects and Evidence

- work is carried out within own role, responsibilities and organisational objectives in an effective manner
- worker interacts with both individuals and work groups in a co operative manner

(2)   Pre-requisite Relationship of Units

- Nil

(3)   Underpinning Knowledge and Skills

Knowledge
Knowledge of:

- organisational mission, philosophy, organisation structure, policies and procedures
- effective teams operation
- time management and work planning skills
- negotiation
- communication and interpersonal skills

Skill
The ability to:

- demonstrate awareness and understanding of effective teams operation
- demonstrate time management and work planning skills
- undertake basic negotiation
- demonstrate effective communication and interpersonal skills

(4)   Resource Implications

- access to appropriate workplace where assessment can be conducted or simulation of realistic workplace setting for assessment

(5)   Method of Assessment

Assessment may include observations, questioning and evidence gathered from the workplace environment, especially testimonials from colleagues.

Assessment is recommended to be conducted on more than one occasion or information for assessment gathered over time.

Assessment must include working with both individuals and work groups in the organisation/service.

(6)   Context of Assessment

- This unit is most appropriately assessed in the workplace or in a simulated workplace and under the normal range of workplace conditions

CRITICAL EMPLOYABILITY SKILLS

Three levels of performance denote level of competency required to perform a task. These levels do not relate to the NCTVET Qualification Framework. They relate to the seven areas of generic competency that underpin effective workplace practices.

Levels of Competency		
Level 1.	Level 2.	Level 3.
• Carries out established processes • Makes judgement of quality using given criteria	• Manages process • Selects the criteria for the evaluation process	• Establishes principles and procedures • Evaluates and reshapes process • Establishes criteria for evaluation

Collect, analyse and organise information	Level 2	
Communicate ideas and information	Level 3	
Plan and organise activities	Level 2	
Work with others and in team	Level 3	
Use mathematical ideas and techniques	Level 2	
Solve problems	Level -	
Use technology	Level 1	

Please refer to the Assessment Guidelines for advice on how to use the Critical Employability Skills.

HERDAW0112A: Provide care and support

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

Competency Field: Disability Work

ELEMENT OF COMPETENCY	PERFORMANCE CRITERIA	
1. Establish and maintain an appropriate relationship with people with disabilities	1.1	All dealings with people with disabilities are aimed at generating a trusting relationship, and includes protecting confidentiality, privacy, individual choice and decision making.
	1.2	Respect for individual differences is demonstrated in all dealings with people with disabilities.
	1.3	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	2.1	All support to people with disabilities is provided in accordance with their needs, rights and self determination.
	2.2	Assistance is provided to people with disabilities according to organisational guidelines.
	2.3	Support is provided to people with disabilities in meeting their cultural needs.
	2.4	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	3.1	All support provided to people with disabilities is planned to enable them to direct their own care where appropriate, and is within organisational procedures.
	3.2	Assistance is provided in maintaining a safe and healthy environment, including minimising physical dangers and risks.
	3.3	People with disabilities are provided with support in maintaining a clean and comfortable environment.
	3.4	Situations of risk to health and safety are responded to in accordance with organisational procedures.

RANGE STATEMENTS

Individual differences may be:

- culture
- age
- economic
- social
- gender
- physical
- emotional
- intellectual

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

Support will be in the context of services offered including*:*

- personal support
- employment support
- community access
- accommodation support
- lifestyle support

EVIDENCE GUIDE

Competency is to be demonstrated by the ability to provide care and support for people with disabilities at work and play in accordance with the performance criteria and the range listed within the range of variables statement**.**

(1)   Critical Aspects and Evidence

- ability to provide appropriate support to the range of clients accessing the services of the organisation

(2)   Pre-requisite Relationship of Units

- Nil

(3)   Underpinning Knowledge and Skills

Knowledge
Knowledge of:

- 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

Skill
The ability to apply:

- interpersonal skills appropriate to work with people with disabilities
- oral communication skills (language skills) necessary to develop a trusting relationship with people with disabilities

(4)   Resource Implications

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

(5)   Method of Assessment

Competencies in this unit may be determined concurrently. Assessment must be in accordance with the performance criteria.

(6)   Context of Assessment

This unit is best assessed in the workplace or by simulation under the normal range of conditions.

CRITICAL EMPLOYABILITY SKILLS

Three levels of performance denote l evel of competency required to perform a task. These levels do not relate to the NCTVET Qualification Framework. They relate to the seven areas of generic competency that underpin effective workplace practices.

Levels of Competency		
Level 1.	Level 2.	Level 3.
• Carries out established processes • Makes judgement of quality using given criteria	• Manages process • Selects the criteria for the evaluation process	• Establishes principles and procedures • Evaluates and reshapes process • Establishes criteria for evaluation

Collect, analyse and organise information	Level 1	
Communicate ideas and information	Level 3	
Plan and organise activities	Level 1	
Work with others and in team	Level 3	
Use mathematical ideas and techniques	Level 2	
Solve problems	Level 1	
Use technology	Level 1	

Please refer to the Assessment Guidelines for advice on how to use the Critical Employability Skills.

HERDAW0042A   Support people with disabilities at work and play

Competency Descriptor:

This unit describes the competencies performed by staff who supports people with disabilities to maximise their performance through working and playing safely and

Competency Field: Disability Work

ELEMENT OF COMPETENCY	PERFORMANCE CRITERIA	
1. Enhance people with disabilities' safety	1.1	Ensures equipment is adapted and modified to be safe and meets occupational health and safety guidelines where required.
	1.2	People with disabilities are supported to work safely within organisational policies and procedures.
	1.3	Organisational and legislative health and safety procedures are identified and followed.
2. Monitor work performance	2.1	Performance is monitored within established criteria and praise and timely feedback given.
	2.2	Strategies are developed and implemented to improve performance where necessary.
	2.3	Strategies are modified in ways that result in improved performance.
	2.4	Adaptive aids selected are appropriate and correctly used.
3. Provide opportunity for constructive play	3.1	Opportunities for play are provided consistent with established standards.
	3.2	Play opportunities are developmentally appropriate.
	3.3	Planned play activities are conducted in ways that meet stated objectives.
4. Facilitate recreational activities	4.1	Recreational activities are appealing and therapeutic.
	4.2	Strategies employed to encourage participation reflect respect for and tolerance of personal choice.

4.3   Tools applied in measuring the impact of recreational activities are appropriate and correctly used.

4.4   Need for corrective action is correctly determined and appropriate strategies implemented.

RANGE STATEMENTS

Types of work include:

- supported employment
- on-the-job training
- open employment

Examples of policies and procedures include those on:

- occupational health and safety
- infection control
- disability policy
- convention on the rights of the child

Objectives for play include:

- behaviour modification
- enhancement of developmental (motor, social, cognitive, emotional, self-help skills)

Processes used to monitor/measure play and recreational activities include:

- developmental checklist
- established criteria for measuring functional development
- denver11 developmental screening test
- baileys scale
- portage checklist
- educational assessment
- 10Q developmental assessment
- ADLQ (Activities of Daily Living Questionnaire)

Examples of processes used to monitor work performance may include:

- quality assurance
- total quality management
- guide to methodology appropriate for intervention strategies

Strategies to improve performance may include:

- reworking of product
- changing the work method
- changing the work equipment

Play activities include those for:

- motor skills development
- social and emotional development
- language
- problem solving
- eye-hand coordination
- physical strengthening and endurance
- enjoyment

EVIDENCE GUIDE

Competency is to be demonstrated by the ability to support people with disabilities at work and play in accordance with the performance criteria and the range listed within the range of variables statement.

(1)   Critical Aspects and Evidence

- appropriate understanding of work carried out by people with disabilities
- working within procedures for supporting people with disabilities

(2)   Pre-requisite Relationship of Units

- Nil

(3)   Underpinning Knowledge and Skills

Knowledge
Knowledge of:

- quality measures used in quality assurance or total quality management
- relevant production processes
- policies and procedures relating to people with disabilities as workers
- impact of disability/disabilities on people with disabilities

Skill
The ability to:

- support people with disabilities to work safely
- identify and follow organisational and legislative health and safety procedures
- monitor performance
- develop and implement strategies
- select adaptive aids
- modify strategies
- provide opportunities for play
- encourage participation in play and recreational activities
- measure the impact of recreational activities
- determine need for corrective action

(4)   Resource Implications

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

(5)   Method of Assessment

Competencies in this unit may be determined concurrently. Assessment must be in accordance with the performance criteria.

(6)   Context of Assessment

This unit is best assessed in the workplace or by simulation under the normal range of conditions.

CRITICAL EMPLOYABILITY SKILLS

Three levels of performance denote level of competency required to perform a task. These levels do not relate to the NCTVET Qualification Framework. They relate to the seven areas of generic competency that underpin effective workplace practices.

Levels of Competency		
Level 1.	Level 2.	Level 3.
• Carries out established processes • Makes judgement of quality using given criteria	• Manages process • Selects the criteria for the evaluation process	• Establishes principles and procedures • Evaluates and reshapes process • Establishes criteria for evaluation

Collect, analyse and organise information	Level 2	
Communicate ideas and information	Level 3	
Plan and organise activities	Level 2	
Work with others and in team	Level 3	
Use mathematical ideas and techniques	Level 3	
Solve problems	Level 2	
Use technology	Level 1	

Please refer to the Assessment Guidelines for advice on how to use the Critical Employability Skills.

HERDAW1002A   Caring for the physical and nutritional needs of clients

Competency Descriptor: This unit describes the skills and knowledge involved in caring for the physical and nutritional needs of clients.

Competency Field: Disability Work

ELEMENT OF COMPETENCY	PERFORMANCE CRITERIA	
1. Assist clients in getting food and drinks	1.1	Food and drinks provided for clients meet nutritional requirements.
	1.2	Type food is in accordance with clients' cultural and religious practices. .
	1.3	Method of food preparation complies with parent's expressed wishes
	1.4	Involvement of clients in the preparation and serving of food is safe and developmentally appropriate to the clients.
	1.5	Food and drinks are served at appropriate temperature and consistency.
	1.6	Food and drinks are presented in ways that are attractive and appetizing to the clients.
	1.7	Eating and drinking aids provided are appropriate to clients' level of development.
	1.8	Assistance given in the use of eating and drinking aids is consistent with the promotion of self-reliance.
	1.9	The eating environment is kept in a way that ensures the physical comfort of clients.
	1.10	Clients' enjoyment and development of language and social skills are promoted through social interaction at meal times

2.   Contribute to clients' personal hygiene

2.1   Areas where clients are washed and toileted are hygienically maintained.

2.2   Toiletry supplies and, protective clothing are of appropriate types and readily accessible.

2.3   Clients' rights to exclusive use of personal hygiene items are consistently ensured.

2.4   The disposal of waste products and soiled items is carried out in a safe and hygienic manner according to government standards

2.5   Routines for the maintenance of clients' personal hygiene complement those provided by parents/guardians

2.6   Methods of skin and hair care are suitable to various skin and hair types and are in accordance with parents/guardians cultural practices

2.7   The timing of and methods used in toilet training are appropriate and promote consistency of care.

2.8   Physical comfort is consistently maintained and "accidents" are dealt with promptly and in a way that does not undermine self esteem and privacy.

2.9   Independent self-care skills are encouraged in ways that are appropriate to proper hygiene practices.

2.10   Equipment is used or assistance given in encouraging independent self-care skills is consistent with the physical abilities of the client.

2.11   Signs of poor health, abnormality and/or infection are noted and reported to the relevant person

3.	Respond to clients' illness	3.1	Signs and symptoms, which might indicate illness/emerging chronic conditions, are recognized promptly, noted and appropriate person informed.
		3.2	The client is made as comfortable and reassured as possible.
		3.3	The client is isolated if necessary/appropriate to protect her/himself and the health of others
		3.4	The client's condition is closely monitored and medical attention is sought as appropriate.
		3.5	Medication is administered only if prescribed by a medical practitioner and on instruction by parents/guardians and the nature, amount and known side effects of medication are accurately recorded and reported
		3.6	Records of client health are maintained accurately, legibly and up to date and comply with any regulations or guidance for the setting
		3.7	Routines and activities are adapted as necessary to accommodate the needs of the sick client while reducing the risk of cross-infection.
4.	Provide opportunities for rest or sleep	4.1	Periods for rest and/or sleep within the daily routine are adhered to.
		4.2	The environment provided for rest and sleep is maintained satisfactory to public health and safety requirements.
		4.3	Furniture, equipment and bedding used by sleeping clients are safe in relation to the size and mobility of the individual client.
		4.4	The daily routines are organized to give clients time to unwind and to attend to their toileting needs prior to periods of rest or sleep.

		4.5	Clients are made as comfortable as possible and provided with their preferred comfort objects.
		4.6	A soothing and reassuring manner is adopted and methods used to encourage clients to rest or sleep.
		4.7	Clients who are not resting are provided with quiet activities and prevented from disrupting the rest or sleep of others.
		4.8	Waking clients are treated in a sympathetic and unhurried manner
5.	Plan routines for physical and nutritional care	5.1	Direct observation and dialogue with parents/guardians identify clients' particular needs for physical and nutritional routines.
		5.2	Planned physical and nutritional routines are consistent with identified needs of each client.
		5.3	Physical and nutritional routines are consistent with families' values and practices.
		5.4	Planned physical and nutritional routines enhance clients' enjoyment and development of confidence.
		5.5	Planned physical and nutritional routines include preparation for anticipated contingencies.
		5.6	Physical and nutritional plans are developed and adapted in consultation with parents, clients and colleagues
		5.7	Adequate periods of time are allotted to planned physical and nutritional routines
		5.8	Physical and nutritional routines are planned with sufficient flexibility.
		5.9	Assistance given to clients develops their self-help skills and sense of achievement in doing things for themselves.
		5.10	Records relating to clients' physical and nutritional routines are kept and shared with.
		5.11	Parents/guardians and colleagues as appropriate to the setting.

6.	Manage the physical care of clients	6.1	Hygiene practices ensure the health of clients and prevent cross infection.
		6.2	Physical care routine is sufficiently flexible to accommodate the individual needs of each client.
		6.3	Physical care involves communication and interaction with clients.
		6.4	Any unusual condition or deviations from usual patterns of behaviour for a client are reported as soon as possible to the appropriate person.
7.	Promote the physical growth and development of clients	7.1	Development of clients' hand/eye co-ordination involves appropriate methods and techniques.
		7.2	Full use is made of equipment and space to promote the physical growth and development of clients.
		7.3	Creation of opportunities for clients to exercise is consistent with their level of development
		7.4	Assistance and encouragement given are effective in facilitating development of mobility.
		7.5	Praise and encouragement given to clients reinforce their efforts and stimulate enjoyment in physical movement and development of new skills.
		7.6	Outdoor play and exercise activities are consistent with weather conditions, the nature of the setting and the health of the client.

RANGE STATEMENTS

Food and drinks to include:

- main meals, snacks

Range of clients include those from:

- birth - 1 year, 2 - 3 years, 4 – 7,
- 8 - 12 years
- teenagers, young adults/adults
- the aged

Characteristics of clients include:

- those with no feeding difficulties, special needs which make eating difficult, special dietary requirements including allergies and nutritional disorders; those who have poor appetite/eating habits

Hygiene relates to:

- bodily elimination, hand washing,
- skin and hair care
- use of germicidal supplies

Appropriateness of toilet training:

- relates to the client's level of development, readiness, physical abilities

Personal hygiene items:

- rags; toothbrushes; comb

Types of illness:

- minor ailments (cuts, bruises and simple discomforts); conditions (asthma, epilepsy, fits, sickle cell); sudden acute illness, unconsciousness, unusual temperatures); malnutrition

Types of opportunities:

- rest, sleep, quiet periods

EVIDENCE GUIDE

Competency is to be demonstrated by the ability to care for the physical and nutritional needs of clients in accordance with the performance criteria and the range listed within the range of variables statement.

(1)   Critical Aspects and Evidence

- Demonstrate an understanding of basic physical and nutritional needs of persons with disabilities.
- Demonstrate an understanding of staff responsibilities in the organization and own role in relating to different categories of persons with disabilities.
- Demonstrate an understanding of caring for the physical and nutritional needs of persons with disabilities.

(2)   Pre-requisite Relationship of Units

- Nil

(3)   Underpinning Knowledge and Skills

<u>Knowledge</u>
Knowledge of:

- the nutritional value of common foodstuffs and drinks and what constitutes a balanced diet
- the nutritional value in relation to size of portions and methods of preparation
- ways of presenting food and drink that are attractive to clients and easy to manage
- strategies for coaxing clients to eat
- health and safety requirements in relation to food preparation and storage
- common dietary requirements associated with religious and cultural practices
- the role of meal time interaction in social and cultural life and in shaping attitudes and behaviour
- the purpose, application and storage of toiletries, cleaning materials and equipment
- the causes of cross infection and procedures to prevent cross infection
- the methods of caring for the personal hygiene of young clients and how these may vary with family/cultural background, skin and hair types, and across client care settings

<u>Skill</u>
The ability :

- to prepare food for clients
- to create learning situations through the involvement of clients in the preparation and serving of food
- to provide and assist clients in adapting cutlery or other eating and drinking aids
- to maintain areas hygienically where clients are washed and toileted
- to perform toilet training
- to encourage independent self-care skills
- to use a thermometer to measure client's temperature
- to take correct first aid action in cases of diarrhoea and vomiting
- to take correct first aid action for asthma and fits
- to administer medication
- to plan routines based on identified needs
- to integrate routines into enjoyable and confidence building activities
- to assist clients to develop self help and achievement skills

**(4)   Underpinning Knowledge and Skills
         (Cont'd)**

- stereotypical assumption
- the ways in which toilet training and hygiene routines are said to shape attitudes and behaviour
- signs of poor health, infection, abrasions and other abnormalities including variation from normal stools and urine and their significance
- knowledge of referral procedures regarding health/ infection concerns
- importance of maintaining records of significant medical conditions and of medication administered
- management of asthma and epilepsy
- procedures for dealing with unconscious clients'
- the importance of rest/sleep or quiet periods as part of the daily routine
- methods of managing conflict between clients in choice of rest or activity
- when and how to involve clients in planning
- the role of routine in promoting security in clients and how to recognize signs of insecurity and distress

(4)   Resource Implications

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

(5)   Method of Assessment

Assessment may include observation, questioning and evidence gathered from the workplace environment.

Assessment may be conducted on one or more occasions, but should include the normal range of workplace activities.

(6) Context of Assessment

This unit is most appropriately assessed in the workplace or in a simulated workplace and under the normal range of workplace conditions

CRITICAL EMPLOYABILITY SKILLS

Three levels of performance denote level of competency required to perform a task. These levels do not relate to the NCTVET Qualification Framework. They relate to the seven areas of generic competency that underpin effective workplace practices.

Levels of Competency		
Level 1.	Level 2.	Level 3.
• Carries out established processes • Makes judgement of quality using given criteria	• Manages process • Selects the criteria for the evaluation process	• Establishes principles and procedures • Evaluates and reshapes process • Establishes criteria for evaluation

Collect, analyse and organise information	Level 2	
Communicate ideas and information	Level 2	
Plan and organise activities	Level 2	
Work with others and in team	Level 3	
Use mathematical ideas and techniques	Level 2	
Solve problems	Level 2	
Use technology	Level 1	

Please refer to the Assessment Guidelines for advice on how to use the Critical Employability Skills.

HERDAW1012A   Contribute to the development of clients' communication abilities

Competency Descriptor: This unit describes the skills and knowledge involved in influencing the abilities of clients to communicate with particular reference to persons with disabilities.

Competency Field: Disability Work

ELEMENT OF COMPETENCY	PERFORMANCE CRITERIA
1. Organize an environment suitable for stimulating communication skills development	1.1 Environment is stimulating and encourages exploration, investigation and discovery.
	1.2 The provision of adequate supervision and the use of age appropriate equipment and materials ensure the safety of clients at all times.
	1.3 Provision of toys and materials takes into account developmental stages, accepted safety requirements and is of appropriate variety.
	1.4 The daily routines are planned appropriate to the individual needs and level of development of the clients.
	1.5 Activities are provided to stimulate and satisfy clients' natural curiosity.
	1.6 Toys and materials selected are not stereotyped by gender and positively reflect a multi cultural environment.
	1.7 Techniques used to stimulate clients are appropriate to the age, developmental level and temperament of clients.
2. Provide stimulation to encourage development of clients' communication skills	2.1 Physical contact, actions and communication ensure clients are encouraged to respond, interact and communicate.
	2.2 Attempts to respond and communicate are recognized and positively reinforced.

2.3 Unusual or lack of responses to stimulation are identified and reported to supervisor.

2.4 Communication techniques are applied in ways, which facilitate language development.

2.5 Opportunities created to broaden listening skills are age appropriate and appropriate to the level of language development.

2.6 Opportunities are created to develop sound discrimination.

2.7 Communication with clients is reinforced through appropriate interactive methods.

2.8 Communication methods encourage clients to participate in conversational exchange.

2.9 Print and Braille are effectively used to enhance communication skills.

RANGE STATEMENTS

Range of clients include those from:

- birth - 1 year, 2 - 3 years, 4 – 7, 8 - 12 years
- teenagers, young adults/adults

Characteristics of clients include:

- unable to sit unsupported; able to sit up; reach and grasp; mobile crawling/walking. Physically challenged, visually impaired, auditory impairment

Types of stimulation/ development:

- physical; social/emotional; intellectual;
- sensory; language

- texture; colour; movement; pattern;

  touch; sound

Types of safety mechanisms:

- barriers, gates, harnesses, bumper s, mats, rails

Types of techniques:

- sounds, sights, tracking, range of motion exercises, eye contact, facial expressions, gestures, playing of repetitive games, physical contact, talking

Types of communication:

- pre-verbal communication; early verbal communication sound discrimination; crying; talk; sign language; body language/gestures; pictorial stimuli; touch/tickling

Stimulating environment Includes:

- that which fosters exploration, natural curiosity, investigation and discovery

Interactive methods include:

- eye contact; non-verbal communication, tone and pitch of voice

EVIDENCE GUIDE

Competency is to be demonstrated by the ability to influence the physical development of clients in accordance with the performance criteria and the range listed within the range of variables statement.

(1)   Critical Aspects and Evidence

- Demonstrate an understanding of staff responsibilities in the organization and own role in relating to different categories of persons with disabilities.
- Demonstrate an understanding of approaches in stimulating communication skills development in relation to different types of disabilities.

(2)   Pre-requisite Relationship of Units

- Nil

(3)   **Underpinning Knowledge and Skills**

Knowledge
Knowledge of:

- the general health and hygiene
- requirements of clients at different stages
- of the life cycle, including universal
- precaution
- recognizing need for sleep/rest and how to provide for it
- the variation in sleep patterns in clients over time and across individuals
- the importance of rest/sleep or quiet periods as part of the daily routine
- the emotional issues around toilet training and when and how to introduce it
- unusual conditions and symptoms of common ailments which may need to be reported
- the needs and requirements of clients of
- different ages with respect to physical
- growth and development and how
- these needs might be met
- the general role of exercise and physical play in promoting growth and development and how exercise and physical play can be incorporated into physical routines
- suitable safety equipment for use with clients of different sizes and ages up to 12 months and beyond
- types of equipment and activities which can be used to promote physical development.
- how to provide a suitable environment to promote stimulation

Skill
The ability:

- to create a safe and secure environment
- to plan daily routines
- to choose and use moving objects and play material to promote eye-hand coordination
- to modify and develop and supervise the use of games to promote hand-eye coordination
- to lay out equipment and use space to facilitate freedom of movement
- to develop and establish age/developmentally appropriate exercise programmes for clients
- to reinforce clients' efforts using praise and encouragement

(4)   **Resource Implications**

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

(5)   **Method of Assessment**

Consistency of performance should consider the organizational and individual context within which work takes place with particular focus on dealing with the different types of disabilities

(6) Context of Assessment

This unit is most appropriately assessed in the workplace or in a simulated workplace and under the normal range of workplace conditions

CRITICAL EMPLOYABILITY SKILLS

Three levels of performance denote level of competency required to perform a task. These levels do not relate to the NCTVET Qualification Framework. They relate to the seven areas of generic competency that underpin effective workplace practices.

Levels of Competency		
Level 1.	Level 2.	Level 3.
• Carries out established processes • Makes judgement of quality using given criteria	• Manages process • Selects the criteria for the evaluation process	• Establishes principles and procedures • Evaluates and reshapes process • Establishes criteria for evaluation

Collect, analyse and organise information	Level 2	
Communicate ideas and information	Level 2	
Plan and organise activities	Level 2	
Work with others and in team	Level 3	
Use mathematical ideas and techniques	Level 2	
Solve problems	Level 2	
Use technology	Level 1	

Please refer to the Assessment Guidelines for advice on how to use the Critical Employability Skills.

HERDAW1022A   Promote and support the social and emotional development of clients

Competency Descriptor:	This unit describes the skills and knowledge involved in influencing the social and emotional development of clients with particular focus on persons with disabilities.

Competency Field: Disability Work

ELEMENT OF COMPETENCY	PERFORMANCE CRITERIA	
1. Observe and respond to client's interactions with each other	1.1	Interpretation of activities and experiences frequently shared between clients are appropriate and reasonable.
	1.2	Provision of opportunities for clients to participate in organized games takes into account all relevant factors.
	1.3	Observations made of shared experiences are used for planning clients' learning through social interaction.
	1.4	Dialogue with clients enhances their ability to express themselves.
	1.5	Opportunities for client-client, client-carer interaction are facilitated at appropriate times.
2. Promote the development of positive self-image and identity	2.1	Praise and other forms of recognition are offered in a manner and with a frequency likely to enhance each client's self-image.
	2.2	Opportunities to explore issues of self-image and identity are provided through planned activities and experiences.
	2.3	Learning materials and resources provide positive and non-stereotypical images of genders and cultures.
	2.4	Resources and networks in the local community are effectively used to introduce positive role models for all clients.
	2.5	Role-play and discussion encourages client to identify with and take pride in their own cultural and sexual identity.
	2.6	Recognition of low self-image is accurate and appropriately handled.

3.	Contribute to a framework for guiding behaviour	3.1	The framework for client's behaviour is realistically within client's abilities to achieve.
		3.2	The emotional and physical well-being of client is supported by established goals and boundaries.
		3.3	Resolution of inadequacies identified in the framework is appropriate to the setting.
		3.4	Goals and boundaries for client's behaviour are reflective of established practices at the setting.
		3.5	Suggestions for modification of framework for guiding client's behaviour are directed to the appropriate person.
		3.6	Clients are made aware of specific expectations for their behaviour, in relation to goals and boundaries.
		3.7	Behavioural guidelines are adjusted to individual situations consistent with the developmental stages, needs and motivations of the client/clients involved.
4.	Help clients to interact with others	4.1	Provision of activities and experiences encourages clients to play and do things co-operatively and purposefully.
		4.2	Clients are motivated to co-operate with others in a way consistent with realistic expectations of their behaviour in relation to their level of development.
		4.3	Maintenance of client's safety and emotional well being is assured.
		4.4	Assistance in resolving conflicts is prompt, fair and encourages client to modify their behaviour in future.
		4.5	Interaction between client and others is encouraged through play and learning experiences.
		4.6	Treatment of anti-social behaviour is appropriate to the incident and appropriately applied.
5.	Help clients to develop self-reliance and self-esteem	5.1	Responses to clients' verbal and non-verbal communication encourage clients' free expression of needs, ideas and feelings.
		5.2	Physical contact is appropriately used to reassure clients and promote their feelings of self worth.

	5.3 Clients' involvement in decision-making is within their capacity.
	5.4 Praise of efforts/achievements is expressed in an honest and sincere manner that promotes the development of trust, self-confidence and self-esteem in clients.
	5.5 Clients are guided in learning to accept responsibility for their own actions.
	5.6 Opportunities provided for clients to experience success and be positively recognized by others promote the development of self-confidence and self-esteem.
	5.7 Clients are addressed by their own name and given individual attention at all possible times.
	5.8 Clients are encouraged to practice self-help skills and to be helpful to others in the course of daily routines.
	5.9 Behavioural expectations of clients are appropriate to their stage of development and do not subscribe to unreasonable stereotyping.
	5.10 Clients of both genders are encouraged to pursue their interests and engage in non-stereotypical activities.
	5.11 Support to clients in their efforts at problem solving does not undermine their self-reliance, self-esteem and safety.
	5.12 Consultation with parents concerning expectations of their wards' independence and inter-dependence helps to reconcile any differences.
6. Help clients to recognize, express and deal with their feelings	6.1 Clients' expression of their feelings is encouraged in a safe and secured environment.
	6.2 Clients are guided through appropriate methods and activities in exploring their feelings.
	6.3 Clients express negative feelings in socially acceptable ways.
	6.4 Emotional outbursts and negative reactions from clients are dealt with in a calm and reassuring manner.
	6.5 Disruption to other clients and damage to property are minimized during emotional outburst.

		6.6	Learning opportunities arising in the daily routine are identified and appropriately used.
		6.7	Ways of expressing and dealing with feelings are adopted appropriate to the situations.
7.	Prepare clients for a change of environment	7.1	Individual clients' needs for preparation and support are identified.
		7.3	Information given to clients about the new environment is appropriate to their level of understanding.
		7.4	Planned play and learning activities incorporates expectations of the new environment.
8.	Help clients to adjust to a new environment	8.1	The welcome extended to clients is warm and individually directed using the client's preferred name.
		8.2	The use of items and activities familiar to the clients' homes or previous care settings are effectively used to ease the transition to a new environment.
		8.3	Familiarization of clients to the physical layout and new personnel is conducted in a relaxed and unhurried manner.
		8.4	Assistance in helping clients to adjust to a new environment takes into account their level of development and receptivity.
		8.5	Preparation for the arrival of new comers takes into account other clients with whom they will interact.
		8.6	Reassurance of new comers is appropriate to the situation.
		8.7	The level of individual attention, comfort and physical contact offered is appropriate to the expression of distress or anxiety.
		8.8	Strategies used to encourage clients to join in activities allow them to adjust in their own way and at their own pace.
		8.9	Strategies used to help clients adjust to a new environment take into account all desirable outcomes.
9.	Facilitate learning through social play	9.1	Activities selected for play are appropriate to client's level of development.
		9.2	Activities are consistent with curriculum plan.

9.3   Equipment and material appropriate to client's level of development and intended activities are provided.

9.4   The presentation of equipment allows for choice and experimentation.

9.5   The quantity of equipment and materials is sufficient to enable the planned number of client to participate.

9.6   Clients are guided in using equipment and materials in ways that encourage interaction and cooperation.

9.7   Clients' access to small items is restricted or supervised as consistent with maintaining their safety.

9.8   Clients are encouraged to take turns and play cooperatively as consistent with age related behavioural expectations.

9.9   Materials are provided to stimulate clients' engagement in imaginative and creative social-dramatic play.

9.10   Clients are encouraged to stand up for their rights in dealing for example with bullies and to assist shy, withdrawn clients to become part of the group.

9.11   Clients are encouraged to be respectful, friendly and accepting of others who are culturally or physically different in any way.

RANGE STATEMENTS

Range of clients include those from:
- birth - 1 year, 2 - 3 years, 4 – 7,
- 8 - 12 years
- teenagers, young adults/adults

Characteristics of clients include:

- Physically challenged, visually impaired, auditory impairment

- using sign and spoken language,
- difficulty in   relating to others and those who do not

Types of feelings:
- positive feelings, negative feelings

Strategies:

- exercising choice/decisions, making things and practical self-help skills, self-expression

Types of anti-social behaviour:

- racist; sexist; abusive; dishonest; threatening

EVIDENCE GUIDE

Competency is to be demonstrated by the ability to influence the physical development of clients in accordance with the performance criteria and the range listed within the range of variables statement.

(1)   Critical Aspects and Evidence

- Demonstrate an understanding of basic physical needs of persons with disabilities.
- Demonstrate an understanding of staff responsibilities in the organization and own role in relating to different categories of persons with disabilities.
- Demonstrate an understanding of approaches in stimulating physical development in relation to different types of disabilities.

(2)   Pre-requisite Relationship of Units

- Nil

(3)   Underpinning Knowledge and Skills

Knowledge
Knowledge of:

- the individual needs, with regard to social and emotional development, or specific disability of the clients in the setting, and ways of meeting these needs
- the role of the adult in the resolution of conflict situations among clients and the rationale behind it
- the importance of adults as role models

Knowledge
Knowledge of:

- methods and approaches in challenging anti social behaviour
- knowledge of conflict resolution techniques with clients at the various developmental stages
- behaviour traits of clients engaged in solitary, parallel, associative and cooperative play
- the use of play to deconstruct negative behavioural responses and to learn positive ones
- strategies for motivating clients
- the negative effects of labelling
- a range of activities, routines and strategies which encourage respect for the individual client and understand the rationale behind these
- the development of self-reliance and self-esteem as a gradual process and how this is affected by maturation and the development of communication skills
- the importance of communication with, knowing how to listen to, and to encourage interaction
- when to praise a client for his/her efforts and the rationale behind positive reinforcement for effort how to provide activities and strategies to promote self-reliance and self-esteem and how they may be adjusted to take account of clients from different cultural backgrounds, genders and with
- specific gender stereotyping issues in client socialization
- how to interact with parents in a manner which reinforces the self-image of the client and supports positive interaction between parents and child
- the wide range of emotions both positive and negative, covered by the term 'feelings'
- the powerful nature of feelings in young clients and what expectations of control would be appropriate
- recognition of signs of distress in a client
- clients' needs with regard to change and the importance of preparing for and managing transitions
- the importance and method, of welcoming clients and recognizing their individual needs
- behaviour patterns of clients at various stages development (birth to1 year ,2 to 3 years, 4 to 7 years)
- common play activities for clients within age range birth to 7 years
- physical and social importance of play to clients
- considerations in selecting equipment and materials for clients from birth to 7 years (safety; hygiene, appropriateness)
- observation techniques, to include report and evaluation processes
- levels and variety of modes of communication according to age and ability of the client
- questioning techniques to be used with adults

Skill
The ability to:

- select activities for clients play
- enhance interaction between clients at play
- to encourage turn-taking and cooperation as developmentally appropriate
- prepare clients for the arrival of newcomers
- offer reassurance to clients
- encourage the participation of clients in activities

Skill (Cont'd)
The ability to:

- deal appropriately with emotional outbursts and negative reactions from clients
- help clients develop their understanding of feelings and social relationships
- create opportunities to help clients extend their vocabulary of spoken words or signing relating to feelings
- respond reassuringly and lovingly to clients
- use opportunities for clients to develop self-help skills

(4)   Resource Implications

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

(5)   Method of Assessment

Consistency of performance should consider the organizational and individual context within which work takes place with particular focus on dealing with the different types of disabilities

(6)   Context of Assessment

This unit is most appropriately assessed in the workplace or in a simulated workplace and under the normal range of workplace conditions

CRITICAL EMPLOYABILITY SKILLS

Three levels of performance denote level of competency required to perform a task. These levels do not relate to the NCTVET Qualification Framework. They relate to the seven areas of generic competency that underpin effective workplace practices.

Levels of Competency		
Level 1.	Level 2.	Level 3.
• Carries out established processes • Makes judgement of quality using given criteria	• Manages process • Selects the criteria for the evaluation process	• Establishes principles and procedures • Evaluates and reshapes process • Establishes criteria for evaluation

Collect, analyse and organise information	Level 2	
Communicate ideas and information	Level 3	
Plan and organise activities	Level 2	
Work with others and in team	Level 2	
Use mathematical ideas and techniques	Level 1	
Solve problems	Level 3	
Use technology	Level 2	

Please refer to the Assessment Guidelines for advice on how to use the Critical Employability Skills.

HERDAW1032A   Facilitate behaviour management

Competency Descriptor: This unit describes the skills and knowledge involved in the management and control of undesirable behaviour and the development of appropriate social habits with particular reference to persons with disabilities.

Competency Field: Disability Work

ELEMENT OF COMPETENCY	PERFORMANCE CRITERIA
1. Promote positive aspects of clients' behaviour	1.1 Examples of positive aspects of behaviour are regularly identified and explained to clients in ways appropriate to their level of understanding.
	1.2 Positive aspects of behaviour are encouraged through effective use of praise and other rewards.
	1.3 Choice of methods to reinforce positive behaviour is appropriate to client's level of development and reflects their likes and interests.
	1.4 The sharing of positive aspects of a client's behaviour enhances self-esteem and promotes positive expectations for future behaviour of the client.
	1.5 Praise is given frequently for clients' appropriate behaviour while undesirable behaviour is challenged in ways that do not destroy the client's self esteem.
	1.6 Clients are encouraged to share/show sympathy and respect for others' rights and assert their own in appropriate ways.
	1.7 Clients are encouraged and allowed to work out their own differences whenever possible.
	1.8 Guidance practices are suitably matched to clients' personalities and developmental levels.
	1.9 Cooperation and not competition is emphasized.

2.	Manage inappropriate aspects of clients' behaviour	2.1	Incidents of inappropriate behaviour are handled in calm and controlled ways, which do not harm the client emotionally, psychologically or physically.
		2.3	Firm but friendly techniques e.g. reminding, persuading are used when rules are violated.
		2.4	The application of sanctions is consistent with the policy of the setting and the rights of the client and clearly distinguishes disapproval of the behaviour from rejection of the client.
		2.5	Where physical restraint is unavoidable, the minimum amount is used consistent with maintaining the safety of the client and others.
		2.6	Persistent problems with inappropriate behaviour are promptly and accurately reported to parents/guardians, colleagues or other professionals as appropriate to the worker's Role and responsibilities and advice sought.
		2.7	Likely confrontations between clients are anticipated and averted using appropriate strategies.
		2.8	Clients are guided in positive ways, which emphasize what they can do rather than what they cannot do.
3.	Contribute to a framework for guiding clients behaviour	3.1	The framework for clients' behaviour is realistically within clients' abilities to achieve.
		3.2	The emotional and physical well-being of clients are supported by established goals and boundaries.
		3.3	Resolution of inadequacies identified in the framework is appropriate to the setting.
		3.4	Goals and boundaries for clients' behaviour are reflective of established practices at the setting.
		3.5	Suggestions for modification of framework for guiding clients' behaviour are directed to the appropriate person.

		3.6	Clients are made aware of specific expectations for their behaviour, in relation to goals and boundaries.
		3.7	Behavioural guidelines are adjusted to individual situations consistent with the developmental stages, needs and motivations of the client/clients involved.
		3.8	Behavioural guidelines are reasonable and relevant.
4.	Respond to persistent problem behaviour	4.1	Identification of changes in established patterns of behaviour that, are not consistent with progressive development is acted upon promptly and appropriately.
		4.2	Factors provoking or contributing to problem behaviour are identified.
		4.3	The developments of specific programmes to address behaviour problems takes into account the client's background and recent experiences.
		4.4	Disclosure of information takes into account issues of confidentiality.
		4.5	Assistance is sought from appropriately qualified individuals.
		4.6	Response to the behaviour is informed by relevant specialist advice and information.
5.	Establish a framework and develop policies for the appropriate management of clients' behaviour	5.1	Framework is established and policies developed with contributions from staff and in consultation with parents.
		5.2	Guidelines for acceptable behaviour promote positive aspects of clients' behaviour and provide appropriate strategies for implementation.
		5.3	The framework and policies reflect knowledge and understanding of factors impacting on clients' development and behaviour.

5.4   Techniques of behaviour management are appropriately and effectively used.

5.5   Changes noted in behaviour patterns of individual clients are recorded on referral or observation of staff.

5.6   Management of inappropriate behaviour of clients is consistent with appropriate care practices.

5.7   Procedures for management of persistent problem behaviours are appropriately implemented.

RANGE STATEMENTS

Dimensions of behaviour include but not limited to:

- Social behaviour, physical behaviour, verbal behaviour, behaviour in relation to tasks, behaviour in relation to others, behaviour in relation to self expression, directly challenging to caregivers; non-compliance; stubbornness; disruptive/destructive, behaviour indicating learning difficulty (e.g. ADD); hyperactivity

Characteristics of clients include: -

- Normal clients and those with special educational needs e.g. autism, pervasive behavioural disorders, communication difficulties, excess motor activity, attention deficit disorder, mental retardation, learning disabilities, sensory deficit, aphasia

Procedures include:

- The identification of background information in the lives of individual clients; the planning of specific programmes in consultation with staff and parents to address the problem behaviours; the sharing of relevant information within the bounds of confidentiality.

Techniques of behaviour management include:

- time out; persuasion; reminding; ignoring unwanted behaviour; withdrawal of privileges; repairing damage, rewards, pre-macking principle
- the provision of guidelines to staff on the control of clients' activity levels; techniques for handling inappropriate behaviours and confrontations; policy considerations in the exercise of sanctions; procedures for consultation with parents; maintenance of strategies for positive reinforcement

EVIDENCE GUIDE

Competency is to be demonstrated by the ability to relate to challenges of inappropriate behaviour in accordance with the performance criteria and the range listed within the range of variables statement.

(1)   Critical Aspects and Evidence

- Resolving problem situations arising from inappropriate client behaviour

(2)   Pre-requisite Relationship of Units

- Nil

(3)   Underpinning Knowledge and Skills

Knowledge
Knowledge of:

- the concept of socially acceptable/desirable behaviour
- the influence of culture and religion on behavioural habits
- the basic principles aspects of behaviour
- the rationale behind offering explanations and discussions of socially desirable behaviour to clients
- Specific strategies for promoting positive behaviours which include ignoring undesirable behaviour which does not affect safety
- the factors and circumstances which may encourage undesirable behaviours or provoke clients to display difficult or negative behaviour
- the reasons why a calm and controlled manner is important and why physical punishment is not necessary, acceptable or effective
- the basic principles of behaviour modification and how they can be used to manage inappropriate behaviour
- the importance of setting limits and consistency of application by significant adults
- principles for selecting reward system to be used when dealing with problem behaviour
- techniques of physical and non physical control
- legal implications of physical and/or other methods of control
- the importance of not using negative methods of behaviour control e.g. shouting, shaming, threatening, beating, spanking, slapping
- the importance of adhering to clauses within the UN Convention on the Rights of the child regarding the exercise of restraint
- the limitations of children's memory and understanding and how this may affect their ability to comply with goals and boundaries for behaviour

- the concepts and behavioural signs of regression, withdrawal, attention-seeking, anti-social behaviour and self damaging behaviour
- the role played by additives and chemicals in food and drink
- techniques for observing and monitoring clients' behaviour individually and in groups
- clients' development from birth to 6 years and the normal range of behaviour patterns and the common deviations
- diagnostic and management techniques in cases of persistent problem behaviours
- development planning and programme implementation to effect behavioural changes
- importance of causes and antecedents of behaviour, learned or environmental

Skill

The ability to:

- apply rules and limits
- handle incidents of inappropriate behaviour
- use firm but friendly techniques
- deal with persistent problems with inappropriate behaviour
- anticipate and avert confrontations between clients
- give praise or reward for positive behaviours when appropriate
- match guidance practices to clients' personalities and developmental levels
- encourage cooperation
- identify factors provoking or contributing to problem behaviour
- use techniques of behaviour management
- to implement procedures for management of persistent problem behaviours

(4) Resource Implications

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

(5) Method of Assessment

- assessment may include observation, questioning and evidence gathered from the workplace environment
- assessment may be conducted on one or more occasions, but should include the normal range of workplace activities

(6) Context of Assessment

This unit is most appropriately assessed in the workplace or in a simulated workplace and under the normal range of workplace conditions

CRITICAL EMPLOYABILITY SKILLS

Three levels of performance denote level of competency required to perform a task. These levels do not relate to the NCTVET Qualification Framework. They relate to the seven areas of generic competency that underpin effective workplace practices.

Levels of Competency		
Level 1.	Level 2.	Level 3.
• Carries out established processes • Makes judgement of quality using given criteria	• Manages process • Selects the criteria for the evaluation process	• Establishes principles and procedures • Evaluates and reshapes process • Establishes criteria for evaluation

Collect, analyse and organise information	Level 3	
Communicate ideas and information	Level 3	
Plan and organise activities	Level 2	
Work with others and in team	Level 3	
Use mathematical ideas and techniques	Level 2	
Solve problems	Level 3	
Use technology	Level 1	

Please refer to the Assessment Guidelines for advice on how to use the Critical Employability Skills.

HERDAW1062A   Detecting and responding to signs of abuse in clients

Competency Descriptor: This unit describes the skills and knowledge involved in detecting and responding to signs of abuse with particular reference to persons with disabilities and in relation to rehabilitation and habilitation cases.

Competency Field: Disability Work

ELEMENT OF COMPETENCY	PERFORMANCE CRITERIA	
1. Establish and implement procedures for client protection	1.1	Procedures for identification of and response to signs, symptoms and disclosure of possible abuse and/or neglect are established and made known to staff.
	1.2	Supervision of staff addresses in service training and on going support in the understanding, implementation and development of client protection procedures.
	1.3	Role-modelling is used to demonstrate effective techniques in dealing with clients where there is suspicion of abuse or neglect.
	1.4	Procedures for observing confidentiality and for consultation with guardians are established and vigorously enforced.
	1.5	Systems are established and maintained for recording information revealed about possible abuse.
	1.6	Support is offered to staff in coping with personal emotional reactions to signs of abuse and neglect.
	1.7	Referrals to external persons and agencies ensure adherence to procedures for confidentiality and consultation with guardians.
	1.8	Requests for written reports from external agencies are promptly responded to.
	1.9	Programme plans for the care of abused or neglected clients provide clarity and direction to the work of staff.
	1.10	Programme plans ensure the development of consciousness in clients with regard to the need to protect themselves from abuse or neglect.

		1.11	Feedback from staff, contributions from guardians and advice from specialist agencies involved in the care of the client are incorporated into programme planning and implementation.
2.	Provide information on incidents of client abuse and neglect	2.1	Information is provided within agreed boundaries of confidentiality and according to established procedures.
		2.2	Information is relevant, accurate and up-to-date and within the worker's role and responsibility to supply.
		2.3	Requests for reports on incidents, disclosures or suspicions of abuse are responded to promptly.
		2.4	Reports clearly distinguish between directly observed evidence, information gathered from reliable sources, and opinion.
		2.5	Reports are presented to the appropriate person in the form and at the time requested.
		2.6	Security and confidentiality are ensured for any copy of information relating to abuse retained by the worker
3.	Care for abused or neglected clients	3.1	Interaction with clients demonstrates responsiveness to individual needs and attempts at communication.
		3.2	Expectations of clients' personal and social behaviour are realistic for their level of development taking into account the possible effects of abusive experiences.
		3.3	Clients' contributions are responded to in a manner likely to make them feel valued and to enhance self-esteem.
		3.4	Non-compliance with adult requests is negotiated flexibly with the client and it is made clear that threats or physical punishment are not resorted to.
		3.5	Difficult behaviour is managed in ways that are likely to promote the development of more acceptable alternatives without further undermining the client's self-esteem.
		3.6	Violent or destructive outbursts are handled in a calm, rational manner and minimum physical restraint is used consistent with maintaining the safety of the client and others.

		3.7	Advice is promptly sought from an appropriate person if the client's behaviour gives continuing cause for concern or is beyond the worker's knowledge and experience to deal with.
		3.8	Support and encouragement given to parents/guardians when present helps them to emulate the methods and practice demonstrated.
		3.9	The client is assisted where necessary to develop positive relationship with parents/ guardians.
4.	Help clients protect themselves from abuse	4.1	The active promotion of client protection is correctly explained to parents/guardians.
		4.2	Modifications made to client protection guidelines are possible within the overall policy of the setting.
		4.3	Opportunities are provided within routines and within learning activities to help clients identify and label parts of their bodies including the genitals.
		4.4	Accurate and honest explanations of bodily functions are offered in response to clients' inquiries in ways that are appropriate to their level of development.
		4.5	Explanations of their rights and of the responsibilities of adults towards them are offered to clients in forms that are appropriate to their level of understanding.
		4.6	Within the constraints of routines and of health and safety requirements, clients are given opportunities and encouragement to assert their rights.
		4.7	Activities, stories and discussion are used to enable clients to explore issues of personal safety in ways, which are appropriate to their level of development.
		4.8	Clients are supported to express their fears, anxieties and feelings without fear of ridicule or rejection.
5	Identify signs and symptoms of possible abuse	5.1	Injuries or abrasions are identified during routine activities.
		5.2	Indications of deviations from standard physical care are identified and noted or reported as is appropriate.
		5.3	Significant negative changes in behaviour are promptly identified through observation of clients' behaviour.

	5.4	Observation of irregular bruises and other abrasions are accurately recorded, with date and time.
	5.5	Notes taken of explanations of injuries, abrasions or changes in behaviour offered by clients, parents/guardians or other carers are accurately recorded.
	5.6	Discussion of any cause for concern with the parent/guardian is reported to supervisor or other appropriate person.
	5.7	All available information is considered in evaluating the significance of signs and symptoms of abuse.
	5.8	Actions taken in relation to signs and symptoms of abuse are consistent with agency/setting procedures.
6. Respond to clients' disclosure of possible abuse or neglect	6.1	Indications of possible abuse are responded to promptly and in a calm manner.
	6.2	Reassurance and comfort is offered as appropriate to the situation.
	6.3	Information on possible abuse or neglect is communicated promptly to the supervisor or other appropriate person, as required by the procedures of the setting.
	6.4	Communication is encouraged at the client's own pace and without exerting pressure or offering guarantees of confidentiality.
	6.5	Language and other methods of communications are appropriate to the client's level of understanding and to the nature of the abuse.
	6.6	Information revealed about possible abuse is recorded comprehensively, accurately and legibly, with the date and time of disclosure.
	6.7	Support in coping with personal emotional reactions is sought as appropriate to the client's needs.

RANGE STATEMENTS

Types of disclosure:

- full/open disclosure; partial/hidden/indirect disclosure

Types of abuse:

- physical abuse; neglect; emotional abuse; sexual abuse; abuse that results in outward physical signs; abuse which results in behavioural symptoms

Circumstance:

- attempted disclosure at inappropriate/pressured time/situation; disclosure at non-pressured time/situation

Signs of abuse include:

- fingerprint bruising, bilateral bruising, scalds/dip marks with clear boundary, reddening and soreness of the anus or genital area, frozen watchfulness, regression, simulated sexual acts in play with other children or dolls etc., repeated absenteeism

Clients' rights:

- to express fears, anxieties and feelings; to explore issues of personal safety; to assert rights; to understand rights in relation to responsibilities of adults; to understand body parts and body functions

External agencies:

- courts; children's services; social services

Types of referrals:

- requests for assistance from specialist persons or   agencies; reports on suspected abuse or neglect; requests for intervention in best interests of child

Care of client include:

- assistance to development of positive relationship with parent; support and encouragement to parent in methods and practice demonstrated
- management of difficult behaviours; promotion of acceptable behaviour alternatives; minimal physical restraint consistent with child safety; involvement of contributions from the child; realistic communication with the child regarding the nature of their abuse or neglect; responsiveness to staff to children's understanding and knowledge of their body parts

EVIDENCE GUIDE

Competency is to be demonstrated by the ability to relate to challenges of detecting and responding signs of abuse in accordance with the performance criteria and the range listed within the range of variables statement.

(1)   Critical Aspects and Evidence

- Demonstrate basic understanding of signs and symptoms of abuse (physical and emotional).
- Demonstrate the ability to detect and respond appropriately to signs of abuse in young children.

(2)   Pre-requisite Relationship of Units

- Nil

(3)   Underpinning Knowledge and Skills

Knowledge
Knowledge of:

- The physical, behavioural and emotional
- indicators, which may signify possible abuse including:-
- Physical injuries, bruises and abrasions in unusual sites or configurations compared with those likely to have been inflicted in age appropriate play or other evidence of deliberately inflicted injury; inflammation, infection and bleeding of genital area and anus and other evidence of sexual activity; hair injury, toxic ingestion, burns/scalds poor standards of hygiene, infection and infestation, weight loss or growth restriction and other physical signs of chronic neglect and failure to thrive
- Self destructive behaviours, unprovoked aggression and anti-social behaviour, withdrawal and isolation, inappropriate sexual play, precocious sexual or sexualized behaviour, frozen watchfulness, eating disorders, sleep disturbance and nightmares, stress linked enuresis, regression, over-compliance and indiscriminate affection and other symptoms of behavioural disturbance (overeating/under eating, acute reactions, fear phobias)
- Depression, mood swings, apathy, low self esteem and other emotional indicators of possible abuse.
- How to recognize, describe and record the appearance of bruises and other injuries and abrasions in different locations and on different skin types (including use of diagrams as an aid and the importance of dating records
- A general awareness of the circumstances, lifestyles, relationships and particular
- pressures on families whose children are in the care of the worker
- Ways of observing and monitoring children for signs and symptoms of possible abuse
- the influence of cultural, racial and gender stereotyping on interpretation of signs and symptoms of possible abuse and how to counteract this

- The roles and responsibilities of relevant
  professionals to whom referral should be made or from whom advice/involvement should be
  sought with regard to possible disclosure and how and when to access their help.
- Methods of handling and managing difficult behaviour including the basic principles of
  behaviour modification
- Key stages in children's development and awareness of their body
- Strategies for building children's self confidence and assertiveness the different forms that
  child abuse can take and the sorts of effects that abuse can have on children
- The role of routine observations and record keeping in identification of possible abuse and for
  evidential purposes the legislative/policy framework for child protection, and the roles and
  responsibilities of key and professionals including children's services, family court officers,
  Child Guidance Clinics and Department of Child Health at UWI.
- The importance of including consciousness raising in programme planning for children's
  activities

Skill

The ability to:

- ensure confidentiality and security
- present reports
- interact with a child who may have been abused or neglected
- manage difficult behaviour in abused/neglected children
- handle violent or destructive outbursts
- provide support and encouragement to parents/guardians
- provide explanations of bodily functions to children in response to inquiries
- engage children in activities, stories and discussions to explore issues of personal safety
- establish procedures for responding to cases of abuse

(4)   Resource Implications

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

(5)   Method of Assessment

- assessment may include observation, questioning and evidence gathered from the workplace
  environment
- assessment may be conducted on one or more occasions, but should include the normal
  range of workplace activities

(6) Context of Assessment

This unit is most appropriately assessed in the workplace or in a simulated workplace and under the
normal range of workplace conditions.

CRITICAL EMPLOYABILITY SKILLS

Three levels of performance denote level of competency required to perform a task. These levels do not relate to the NCTVET Qualification Framework. They relate to the seven areas of generic competency that underpin effective workplace practices.

Levels of Competency		
Level 1.	Level 2.	Level 3.
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Collect, analyse and organise information	Level 3	
Communicate ideas and information	Level 3	
Plan and organise activities	Level 3	
Work with others and in team	Level 3	
Use mathematical ideas and techniques	Level 2	
Solve problems	Level 3	
Use technology	Level 1	

Please refer to the Assessment Guidelines for advice on how to use the Critical Employability Skills.

HERCOR1093A   Contribute to the development of self and others

Competency Descriptor:

> This unit describes the competencies involve in fostering an awareness of the need for continuous skills development and promoting the acquisition of higher level training for self and others in the work environment

Competency Field: Disability Work

ELEMENT OF COMPETENCY	PERFORMANCE CRITERIA	
1. Develop self within the job role	1.1	Current competence and potential areas for development are identified.
	1.2	Strengths and weaknesses are identified accurately.
	1.3	Ensure that the identification of strengths and weaknesses is based on appropriate evidence
	1.4	Objectives set are achievable, realistic, challenging and non-discriminatory.
	1.5	Realistic amounts of time and resources necessary to achieve set objectives are identified.
	1.6	Progress and performance in achieving set objectives are regularly reviewed.
	1.7	Feedback is used to enhance future development and to establish targets.
2. Plan, implement and evaluate staff training	2.1	Appropriate learning environment is identified, prepared and used.
	2.2	Appropriate consultation with staff, assessment of demand and identification of needs are undertaken.
	2.3	Training objectives are arrived at with worker and management input.

		2.4	Appropriate training resources and materials are used to aid the learning process.
		2.5	Demonstrations of activity\task are supported by clear, accurate and complete descriptions of methods used and related knowledge.
		2.6	Training is provided at the time and speed appropriate to the needs of individuals and of the setting.
		2.7	Individuals are given constructive feedback on their progress.
		2.8	Individual's feedback on training process is ascertained.
		2.9	Evaluations are completed, correctly, interpreted and appropriate action taken
3.	Assess staff achievement and provide feedback	3.1	Assessment process is organized and communicated to relevant personnel.
		3.2	Assessments are carried out according to specific competence and knowledge requirements.
		3.3	Assessment records are complete, accurate and available for verification.
		3.4	Staff being assessed are given effective feedback on performance according to result of the assessment decisions.
		3.5	Staff are encouraged and assisted to evaluate their own performance and make appropriate suggestions for improvement, and to set targets.
		3.6	Additional evidence of competence and knowledge requirements is identified and arrangements made to carry out necessary assessments.
		3.7	Any necessary re-assessments are organized and carried out in agreed time period.

RANGE STATEMENTS

Current competence and potential areas for development are identified through reference
to Work standards or other models used by the organization.

Self-development methods include:

- reading, seminars, mentoring, visits

Development takes place during:

- normal work time, off duty training exercises.

Evidence include:

- programme plans, supervision records, evaluations and assessments undertaken, child development records

Training resources include:

- workbook, user manual, video, appropriate personnel, flip charts, audio cassettes, computer.

EVIDENCE GUIDE

Competency is to be demonstrated by the ability to contribute to the development of self and others in
accordance with the performance criteria and the range listed within the range of variables statement.

(1)   Critical Aspects and Evidence

- Relevant policies, guidelines and procedures of the organization or establishment in relation to training.
- Participation in planned skill improvement programmes.
- Taking own initiative to improve self.

(2)   Pre-requisite Relationship of Units

- Nil

(3)   Underpinning Knowledge and Skills

Knowledge
Knowledge of:

- professional development areas in Disability Work
- potential for self development in supervisory, administrative, and managerial capacities
- range of skills and vocational attributes that can assist performance
- rights and responsibility of the worker in respect of self development
- materials for self development in Disability Work
- principles of task analysis how adults learn and the barriers to learning
- learning methods
- communication skills
- principles of self assessment
- what constitutes competence
- principles of coaching and counselling
- organization's policy regarding assessment of workers
- knowledge required by different levels of staff
- the importance of providing feedback to persons evaluated
- the need to create an atmosphere in which the process of criticism is seen as useful and beneficial to improving work performance

Skill
The ability to:

- identify current competence and potential areas for self development
- set objectives
- prepare and use the learning environment
- conduct training needs analyses
- use training resources and materials
- give constructive feedback
- organize assessment process
- carry out assessments
  evaluate own performance

(4)   Resource Implications

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

(5)   Method of Assessment

Assessment of this unit of competence will include observation of performance in real or simulated work processes and may involve questioning on underpinning knowledge and skills. Assessment may be best determined by observing the candidate's performance over time.

(6)   Context of Assessment

This unit is most appropriately assessed in the workplace or in a simulated workplace and under the normal range of workplace conditions

CRITICAL EMPLOYABILITY SKILLS

Three levels of performance denote level of competency required to perform a task. These levels do not relate to the NCTVET Qualification Framework. They relate to the seven areas of generic competency that underpin effective workplace practices.

Levels of Competency		
Level 1.	Level 2.	Level 3.
• Carries out established processes • Makes judgement of quality using given criteria	• Manages process • Selects the criteria for the evaluation process	• Establishes principles and procedures • Evaluates and reshapes process • Establishes criteria for evaluation

Collect, analyse and organise information	Level 3	
Communicate ideas and information	Level 3	
Plan and organise activities	Level 3	
Work with others and in team	Level 3	
Use mathematical ideas and techniques	Level 2	
Solve problems	Level 2	
Use technology	Level 2	

Please refer to the Assessment Guidelines for advice on how to use the Critical Employability Skills.

HERDAW0122A   Advocate for clients

Competency Descriptor :

This unit sets out the skills and knowledge involve in supporting clients with exceptionalities to voice their opinions or needs and to ensure their rights are upheld.

Competency Field: Disability Work

ELEMENT OF COMPETENCY	PERFORMANCE CRITERIA
1 Assist clients to identify their rights and represent their own needs	1.1 Clients are assisted to identi fy their own needs and rights and to determine if those rights are being infringed or needs being met.
	1.2 An assessment is undertaken with the client, significant others and colleagues to identify client's ability to advocate for self.
	1.3 Clients are provided with information about available options for meeting their needs and assisted to identify preferred options , make contact and negotiate with relevant pe rsons and agencies where appropriate.
	1.4 Information about rights and responsibilities provided to clients is correct, relevant and provided in a timely manner.
2 Advocate on behalf of clients on request	2.1 Relevant strategies for addressing client needs are initiated, negotiated and implemented.
	2.2 The most appropriate individuals or o rganisations are identified and contacted on clients' requests , and their point of views presented in ways that optimise outcomes in the clients' interest.
	2.3 Information is kept in confidence unless authorisation is given to release it.
	2.4 Progress and outcomes are discussed with the client and further action taken as necessary.
3 Provide a dvocacy support for clients	3.1 Indicators that clients' require advocacy support are correctly identified.
	3.2 Issues are raised with the most appropriate p erson/people in ways that support the reasonable expectations of clients.
	3.3 Strategies for addressing clients' needs are initiated and implemented in consultation with appropriate personnel.
	3.4 Potential conflict of interest is identified and redressed.

RANGE STATEMENTS

The Range Statement provides details of the scope of the Elements and Performance Criteria to allow for differences within enterprises and workplaces, including practices, knowledge and requirements. The Range of Variables also provides a focus for assessment and relates to the unit as a whole.

Rights and needs include:

- freedom of choice
- access to services
- personal safety and security
- those identified by government laws and regulations

Advocacy on behalf of the client may be to:

- other workers
- management
- other agencies/organisations
- family/friends/community
- employers
- other health services/professionals
- police
- legal organisations/persons
- government departments
- schools

Advocacy may include:
- meeting client needs in the context of organisational requirements
- representation on behalf of individual clients
- changes to enhance the lives of the disabled generally
- awareness of potential conflict between client needs and organisational requirements

Review of strategies may be informal or formal and may include:

- discussions with key people in the community
- discussions with friends/family of the client
- discussions with colleagues

Formal strategies may include:

- public meetings
- interviews
- questionnaires
- court appearances

Clients refer to persons with exceptionalities and include:

- Children
- Adolescents
- adults

EVIDENCE GUIDE

Competency is to be demonstrated by the ability to advocate for persons with exceptionalities and assist them to advocate in their interest in accordance with the performance criteria and the range listed within the range of variables statement.

(1)   Critical Aspects and Evidence

- worker demonstrates a non judgemental approach in their work
- worker actively upholds, supports and promotes the right of clients in the workplace

(2)   Pre-requisite Relationship of Units

- Nil

(3)   Underpinning Knowledge and Skills

Knowledge
Knowledge of:

- organisations and services relevant to the nature of client service
- referral options and resources available to community
- organisational policies and procedures
- relevant legal and other rights/limitations
- social justice principles

Skill
The ability to:

- mediate
- negotiate
- represent
- apply a client centred approach
- deal with cross cultural issues

(4)   Resource Implications

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

(5)   Method of Assessment

- assessment may include observation, questioning and evidence gathered from the workplace environment
- assessment may be conducted on one or more occasions, but should include the normal range of workplace activities

(6)   Context of Assessment

This unit is most appropriately assessed in the workplace under the normal range of workplace conditions

CRITICAL EMPLOYABILITY SKILLS

Three levels of performance denote level of competency required to perform a task. These levels do not relate to the NCTVET Qualification Framework. They relate to the seven areas of generic competency that underpin effective workplace practices.

Levels of Competency		
Level 1.	Level 2.	Level 3.
• Carries out established processes • Makes judgement of quality using given criteria	• Manages process • Selects the criteria for the evaluation process	• Establishes principles and procedures • Evaluates and reshapes process • Establishes criteria for evaluation

Collect, analyse and organise information	Level 2
Communicate ideas and information	Level 2
Plan and organise activities	Level 2
Work with others and in team	Level 3
Use mathematical ideas and techniques	Level 1
Solve problems	Level 3
Use technology	Level 1

Please refer to the Assessment Guidelines for advice on how to use the Critical Employability Skills.

HERDAW0962A   Work with the deaf and persons with hearing disabilities

Competency Descriptor:

This unit describes the competencies needed to work with auditory impaired clients.

Competency Field: Disability Work

ELEMENT OF COMPETENCY	PERFORMANCE CRITERIA	
1. Communicate with the auditory impaired client (s)	1.1	Selected communication mode and techniques are correctly applied.
	1.2	Respect for communication norm of the auditory impaired is demonstrated.
	1.3	Visual engagement is maintained during the communication activity.
	1.4	Attitude and response to clients reinforce their self-confidence in the communication process and willingness to engage in dialogue.
	1.5	Interactive techniques used are suitable to sustain dialogue at a level appropriate to the clients' level of development.
2. Provide environment appropriate for the auditory impaired client	2.1	Environmental provisions take into account safety issues in relation to auditory impaired clients.
	2.2	Relevant procedures/guidelines are observed in preparing work/training environment for auditory challenged individuals.
	2.3	The selection and placement of equipment ensures ease of access and the safety of clients.
	2.4	Materials, activities and experiences chosen demonstrate understanding of the extent of the auditory impairment.

3.	Assist the auditory impaired person in carrying out tasks	3.1	Assistance is given in ways that avoid encouraging a sense of dependency.
		3.2	Non-verbal cues are identified and correctly acted upon.
		3.3	Assistance given is within the scope of authority and consistent with established procedures.
4.	Provide feedback and encouragement on task performance	4.1	Communication is conducted in ways that demonstrate respect for clients' emotional wellbeing.
		4.2	Opportunities to give feedback are actively sought and created.
		4.3	Criticisms are expressed in ways that avoid stereotypical expressions.
		4.4	Comments are relevant to current issues and avoid reference to pass failures.
		4.5	Effort is taken to highlight at least two positives for each negative observation.

RANGE STATEMENTS

Working with auditory impaired persons include but not limited to such situations as:

- training and education
- health promotion
- case management
- working with families
- residential services
- employment support
- community development

Assistance is given in the context of but not limited to those relating to:

- skill Training/special educational environment
- work place readiness and transition
- personal development
- counseling and guidance
- social development and integration

Characteristics of clients include:

- type of hearing loss (conductive/sensor neural
- degree of hearing loss (partial loss of hearing, total loss of hearing)
- preferred mode of communication
- presence /absence secondary

Communication context include:

- face-to-face in a formal learning/working environment
- informal setting
- distance learning programme

Procedures/guidelines in relation to:

- seating distance and arrangement for visual access
- visual aids
- visual signaling devices
- control of acoustic feedback/disruptive noise
- access to telecommunication devices

Age Range of clients:

- 0 – 5
- 6 – 12
- 13 – 18
- 19 – 25
- 26 - upwards

Mode of communication:

- sign language
- print
- Tactile communication
- Pictures
- Speech reading
- Speech/gestures/mime/drama

Adaptive devices:

- use of hearing aid
- surgical implant
- other electronic devices

EVIDENCE GUIDE

Competency is to be demonstrated by the ability to relate and communicate with the auditory impaired clients in accordance with the performance criteria and the range listed within the range of variables statement.

(1)   Critical Aspects and Evidence

- Current issues facing persons with auditory impairment
- Existing services for addressing needs
- Rights and responsibilities of persons with disabilities
- Awareness of own attitude to people with disabilities
- Communicating with persons with auditory impairment
- Special teaching/learning techniques
- Bi-cultural nature of deaf persons

(2)   Pre-requisite Relationship of Units

- Nil

(3)   Underpinning Knowledge and Skills

<u>Knowledge</u>
Knowledge of:

- General approaches to relating to the auditory impaired individual
- Principles of empowerment/disempowerment
- Discriminatory actions/innuendos that are Common-place in relating to the disabled.
- Client centred care/training
- Principles and practice of confidentiality in relation to dealing with persons with disabilities
- Common risks to safety in relation to the auditory impaired
- Considerations in providing environment for specific exercise for the auditory impaired
- Non-verbal communication indicators
- Barriers to effective communication when relating to the disabled person
- Deaf culture
- Hearing Assistance devices
- Telecommunication devices for the deaf
- Psycho – emotional adjustment to disability by families

<u>Skill</u>
The ability to apply:

- apply appropriate communication mode and techniques
- observe client's personal space
- modulate tone and volume of voice
- use interactive techniques
- prepare work/training environment for auditory challenged individuals
- identify non-verbal cues
- give assistance
- seek and create opportunities to give feedback
- Provide feedback
- Jamaican sign language techniques

(4)   Resource Implications

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

(5)   Method of Assessment

- assessment may include observation, questioning and evidence gathered from the workplace environment
- assessment may be conducted on one or more occasions, but should include the normal range of workplace activities

(6)   Context of Assessment

This unit is most appropriately assessed in the workplace or in a simulated workplace and under the normal range of workplace conditions

CRITICAL EMPLOYABILITY SKILLS

Three levels of performance denote level of competency required to perform a task. These levels do not relate to the NCTVET Qualification Framework. They relate to the seven areas of generic competency that underpin effective workplace practices.

Levels of Competency		
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Communicate ideas and information	Level 2	
Plan and organise activities	Level 2	
Work with others and in team	Level 3	
Use mathematical ideas and techniques	Level 2	
Solve problems	Level 2	
Use technology	Level 1	

Please refer to the Assessment Guidelines for advice on how to use the Critical Employability Skills.

HERDAW0972A   Work with persons with physical disabilities

Competency Descriptor: This unit describes the competencies needed to work with persons with physical disabilities.

Competency Field: Disability Work

ELEMENT OF COMPETENCY	PERFORMANCE CRITERIA	
1. Communicate with client (s)	1.1	Talking and responding to clients demonstrate that their thoughts and feelings are respected.
	1.2	Opportunities for clients to offer explanations, reasons and to express themselves freely are encouraged in both planned and routine activities.
	1.3	Non- verbal communication is recognised and interpreted appropriately.
2. Prepare environment for specific tasks for the persons with physical disabilities	2.1	Environmental provisions take into account safety issues relevant to persons with physical disabilities.
	2.2	Relevant procedures/guidelines are observed in preparing work/training environment for persons with physical disabilities individuals.
	2.3	The selection and placement of equipment ensures ease of access and the safety of clients and are appropriate for intended activities.
	2.4	Materials, activities and experiences chosen demonstrate understanding of the extent of the disability.
3. Assist person with physical disabilities in carrying out tasks	3.1	Assistance is given in ways that avoid encouraging a sense of dependency.
	3.2	Non-verbal cues are identified and correctly acted upon.
	3.3	Assistance given is within the scope of authority and consistent with established procedures.

		3.4	Expectations for fine motor coordination and perceptual abilities are appropriate to the nature and extent of the physical disability.
4.	Provide feedback and encouragement on task performance	4.1	Communication is conducted in ways that demonstrate respect for clients' emotional wellbeing.
		4.2	Opportunities to give feedback are actively sought and created.
		4.3	Criticisms are expressed in ways that avoid stereotypical expressions.
		4.4	Comments are relevant to current issues and avoid reference to pass failures.
		4.5	Effort is taken to highlight at least two positives for each negative observation.
5.	Make adaptive aids and provide guidance in using them	5.1	The nature of communication enhances clients' self-esteem.
		5.2	Instructions are consistent with clients' developmental levels.
		5.3	Clients are instructed in ways that encourage belief in own abilities.
		5.4	Adaptive aids are made specific to clients needs and are culturally appropriate.
		5.5	Established specifications are observed in the making of adaptive aids.

RANGE STATEMENTS

Work with persons with physical disabilities include but not limited to:

- Training and education
- Health promotion
- Case management
- Working with families
- Residential services
- Employment support

Extent of impairment include:

- loss of one or both arms
- loss of one or both hands
- loss of one or both feet
- loss of one or both legs
- restricted movement in one/both arms or legs
- deformity of the torso or limb
- multiple impairment (e.g. cerebral palsy, paraplegics, muscular dystrophy)

Activities include but not limited to those relating to:

- training/educational environment
- work place setting
- personal support
- emotional health
- motor skills habilitation and rehabilitation

Communication include:

- face-to-face in a formal learning/working environment
- informal setting
- distance learning programme
- signing
- Braille

Protective gears include but not limited to:

- apron
- masks
- goggles
- cutting guides
- gloves
- boots

Environmental conditions include but not limited to:

- learning/training setting including space, equipment, tools, materials, supplies, instructional guides
- work setting

Evaluation instruments include:

- performance appraisal
- training/learning assessment instrument
- (pre & post assessments)

Adaptive aids include:

- toys made from low cost materials to promote development
- assertive aids
- prosthetic & orthotic devices

EVIDENCE GUIDE

Competency is to be demonstrated by the ability to relate to the persons with physical disabilities in accordance with the performance criteria and the range listed within the range of variables statement.

(1)   Critical Aspects and Evidence

- Current issues facing the persons with physical disabilities.
- Existing services for addressing needs.
- Rights and responsibilities of persons with disabilities.
- Awareness of own attitude to persons with disabilities.
- Assisting the persons with physical disabilities.
- Awareness of Jamaican building code as it relates to persons with physical disabilities.

(2)   Pre-requisite Relationship of Units

- Nil

(3)   Underpinning Knowledge and Skills

Knowledge
Knowledge of:

- Principles of empowerment/disempowerment
- Discriminatory actions/innuendos that are common place in relating to the disabled.
- Client centred care/training
- Principles and practice of confidentiality in relation to dealing with persons with disabilities
- Common risks to safety in relation to the Persons with physical disabilities in a work or training environment
- Considerations in providing environment for specific exercises for the physically disabled
- Non-verbal communication indicators
- Possible barriers to effective Communication when relating to the disabled person
- Specialized equipment for the persons with physical disabilities (teaching/learning or work related)

Skill
The ability to apply:

- apply non-verbal communication techniques
- observe client's personal space
- modulate tone and volume of voice
- use interactive techniques
- prepare work/training environment for individuals who are physically disabled
- identify non-verbal cues
- give assistance
- seek and create opportunities to give feedback
- Provide feedback

(4)   **Resource Implications**

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

(5)   **Method of Assessment**

Assessment may include observation, questioning and evidence gathered from the workplace environment.

Assessment may be conducted on one or more occasions, but should include the normal range of workplace activities.

(6)   **Context of Assessment**

This unit is most appropriately assessed in the workplace or in a simulated workplace and under the normal range of workplace conditions

CRITICAL EMPLOYABILITY SKILLS

Three levels of performance denote level of competency required to perform a task. These levels do not relate to the NCTVET Qualification Framework. They relate to the seven areas of generic competency that underpin effective workplace practices.

Levels of Competency		
Level 1.	Level 2.	Level 3.
• Carries out established processes • Makes judgement of quality using given criteria	• Manages process • Selects the criteria for the evaluation process	• Establishes principles and procedures • Evaluates and reshapes process • Establishes criteria for evaluation

Collect, analyse and organise information	Level 2	
Communicate ideas and information	Level 2	
Plan and organise activities	Level 2	
Work with others and in team	Level 3	
Use mathematical ideas and techniques	Level 2	
Solve problems	Level 2	
Use technology	Level 1	

Please refer to the Assessment Guidelines for advice on how to use the Critical Employability Skills.

HERDAW0982A   Work with the blind and persons who are visually impaired

Competency Descriptor: This unit describes the competencies needed to work with visually impaired persons.

Competency Field: Disability Work

ELEMENT OF COMPETENCY	PERFORMANCE CRITERIA	
1. Communicate with client (s)	1.1	Interaction is conducted in ways that do not contravene clients' personal space.
	1.2	Communication media are appropriately selected and effectively used.
	1.3	Non- verbal communication is recognised and correctly interpreted.
	1.4	Response to clients encourages participation in the communication process.
2. Prepare environment for specific tasks for the visually impaired	2.1	Environmental provisions take into account safety issues relevant to the visually impaired.
	2.2	Relevant procedures/guidelines are observed in preparing work/training environment for visually impaired individuals.
	2.3	The selection and placement of equipment ensures ease of access and the safety of clients and are appropriate for intended activities.
	2.4	Materials, activities and experiences chosen demonstrate understanding of the extent of the disability.
3. Assist the visually impaired person in carrying out tasks	3.1	Assistance is given in ways that avoid encouraging a sense of dependency.
	3.2	Non-verbal cues are identified and correctly acted upon.
	3.3	Assistance given is within the scope of authority and consistent with established procedures.

		3.4	Expectations for fine motor coordination and perceptual abilities are appropriate to the nature and extent of the visual disability.
4.	Provide feedback and encouragement on task performance	4.1	Communication is conducted in ways that demonstrate respect for clients' emotional wellbeing.
		4.2	Opportunities to give feedback are actively sought and created.
		4.3	Criticisms are expressed in ways that avoid stereotypical expressions.
		4.4	Comments are relevant to current issues and avoid reference to pass failures.
		4.5	Effort is taken to highlight at least two positives for each negative observation.
5.	Provide guidance in the use of adaptive aids	5.1	The nature of communication enhances clients' self-esteem.
		5.2	Instructions are consistent with clients' developmental levels.
		5.3	Clients are instructed in ways that encourage belief in own abilities.
		5.4	Instructions are consistent with types of aids.

RANGE STATEMENTS

Work with the visually impaired include but not limited to:

- Training and education
- Health promotion
- Case management
- Working with families
- Residential services
- Employment support
- Early stimulation/recreation
- Considerations to specific needs

Extent of impairment include:

- partial loss of vision
- total blindness
- multiple impairment

Communication include:

- face-to-face in a formal learning/working environment
- informal setting

Activities include but not limited to those relating to:

- Training/educational environment
- Work place setting
- Personal support
- Home
- Public places

- distance learning programme
- Braille
- Information and communication technologies
- Electronic media

Protective gears/devices include but not limited to :

- Apron
- Masks
- Goggles
- Cutting guides
- Gloves
- Alarms
- Tactile signage/labelling

Evaluation instruments include:

- Performance appraisal
- Training/learning assessment instrument (pre/post tests)

Environmental conditions include but not limited to:

- Learning/training setting including space, equipment, tools, materials, supplies, instructional guides

Work setting:

- Shields and guides to equipment and power tools
- Tactile media
- Structured environment is maintained for mobility cues

EVIDENCE GUIDE

Competency is to be demonstrated by the ability to relate to the visually impaired in accordance with the performance criteria and the range listed within the range of variables statement.

(1)   Critical Aspects and Evidence

- Current issues facing the visually impaired.
- Existing services for addressing needs.
- Rights and responsibilities of persons with disabilities.
- Awareness of own attitude to people with disabilities.
- Assisting the visually impaired.
- Awareness of dangers – physical & otherwise to the visually impaired.

(2)   Pre-requisite Relationship of Units

- Nil

(3)   Underpinning Knowledge and Skills

Knowledge
Knowledge of:

- Principles of empowerment/disempowerment
- Discriminatory actions/innuendos that are common place in relating to the disabled.
- Principles and application of client centred care/training
- Principles and practice of confidentiality in relation to dealing with persons with disabilities
- Common risks to safety in relation to the visually impaired in a work or training environment
- Considerations in providing environment for specific exercises for the visually impaired
- Non-verbal communication indicators
- Possible barriers to effective communication when relating to the visually impaired person
- Specialized equipment for the visually impaired (teaching/learning or work related)

Skill
The ability to apply:

- apply non-verbal communication techniques appropriate to the visually impaired
- observe client's personal space
- modulate tone and volume of voice
- use interactive techniques for the visually impaired
- prepare work/training environment for the visually impaired individuals
- identify non-verbal cues
- assist the visually impaired
- seek and create opportunities to give feedback
- Provide feedback

(4)   Resource Implications

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

(5)   Method of Assessment

Assessment may include observation, questioning and evidence gathered from the workplace environment.

Assessment may be conducted on one or more occasions, but should include the normal range of workplace activities.

(6)   Context of Assessment

This unit is most appropriately assessed in the workplace or in a simulated workplace and under the normal range of workplace conditions.

CRITICAL EMPLOYABILITY SKILLS

Three levels of performance denote level of competency required to perform a task. These levels do not relate to the NCTVET Qualification Framework. They relate to the seven areas of generic competency that underpin effective workplace practices.

Levels of Competency		
Level 1.	Level 2.	Level 3.
• Carries out established processes • Makes judgement of quality using given criteria	• Manages process • Selects the criteria for the evaluation process	• Establishes principles and procedures • Evaluates and reshapes process • Establishes criteria for evaluation

Collect, analyse and organise information	Level 2	
Communicate ideas and information	Level 2	
Plan and organise activities	Level 2	
Work with others and in team	Level 3	
Use mathematical ideas and techniques	Level 2	
Solve problems	Level 2	
Use technology	Level 1	

Please refer to the Assessment Guidelines for advice on how to use the Critical Employability Skills.

HERDAW0992A   Work with persons with mental and psychological disorder

Competency Descriptor: This unit describes the competencies needed to work with persons with mental illness. It focuses on the assessment and treatment of people in psychological and emotional distress. Although applicable across the life cycle the greater emphasis is on children.

Competency Field: Disability Work

ELEMENT OF COMPETENCY	PERFORMANCE CRITERIA	
1. Communicate with client (s)	1.1	Client is listened to and acknowledged in a pleasant and accepting way.
	1.2	Distressed persons are responded to in a relaxed and calm manner.
	1.3	Non- verbal communication is observed and correctly interpreted.
	1.4	Response to clients encourages participation in the communication process.
2. Collect routine information from the client	2.1	Identifying information is collected and documented in accordance with organizational procedures.
	2.2	Client confidentiality is maintained in accordance with organisational procedures.
	2.3	Clients' rights are observed in accordance with organisational policy.
3. Assist clients to achieve their goals	3.1	Communication and relationship building processes used are appropriate for persons with psychological and emotional distress.
	3.2	Client is assisted to evaluate and select strategies to achieve their goals.
	3.3	Support provided is within resource constraints and in accordance with established procedures.

4.   Use self-protection strategies   4.1   Conflict resolution and negotiation are used as appropriate.

                                          4.2   Steps taken to secure the safety of self and others are appropriate.

                                          4.3   Limits of own abilities are acknowledged and referral made as appropriate

                                          4.4   Emergency assistance is sought as required.

RANGE STATEMENTS

Work with the mentally challenged include but not limited to:

- training and education
- health promotion
- case management
- working with families
- residential services
- employment support
- psychosocial rehabilitation
- peer support/self help
- crisis situation responses
- early intervention/prevention

Activities include but not limited to those relating to:

- Training/care environment
- Work place setting
- personal support
- home

Information may be collected:

- by speaking to others
- from written source
- by observation
- from clients
- from the organization
- from external source

Mental and emotional disorders may include:

- mild hallucination
- neuroses
- psychoses
- anxiety
- phobias
- obsessions
- compulsions
- personality disorder

Communication include:

- face-to-face in a formal caring/learning/working environment
- informal setting

Stress may include:

- physical
- emotional
- mental
- spiritual

Strategies include:

- self-help networks/groups
- support networks/groups
- complimentary therapies
- self reliance

Safety cue takes into account:

- body language
- tone of voice
- location
- proximity to other people
- stress/anxiety
- aggression

Needs may include:
- emotional support
- social support
- financial advice
- food and clothing
- emergency relief
- legal advice

Clients include:
- Children
- Elderly
- Young Adults

Observations may include:

- orientation to person, place, time
- level of coherence
- ability to communicate
- unusual behavior/communication
- aggression- physical/verbal
- signs of physical injury/distress

Identifying information may include:

- name
- contact number
- address
- age

Response to client may involve

- referral to a colleague within the organization
- referral to agency
- enlisting support /assistance from colleagues
- using calm and calming behaviour

assistance in :

- organising appointments
- daily living skills
- shopping
- budgeting
- personal hygiene
- leisure

EVIDENCE GUIDE

Competency is to be demonstrated by the ability to relate to the mentally challenged in accordance with the performance criteria and the range listed within the range of variables statement.

(1)   Critical Aspects and Evidence

- Demonstrate an understanding of mental health issues.
- Demonstrate an understanding of staff responsibilities in the organization and own role in relating to the mentally challenged.

(2)   Pre-requisite Relationship of Units

- Nil

(3)   Underpinning Knowledge and Skills

Knowledge
Knowledge of:

- Normal behaviour/unusual behaviour
- Organisational policies and procedures for confidentiality
- Clients rights and responsibilities in the organisation
- Working with people at risk of self harm
- Facts/myth about mental illness and psychiatric disability
- Principles of disability
- Holistic and client centred care
- Principles of client empowerment/ dis-empowerment
- United Nations Principles for the Protection of Persons with Mental illness and the Improvement of Health Care
- Principles and practices of ethics and values
- Early intervention
- Signs and symptoms of major mental illness
- Impact of mental illness and/or psychiatric
- disability on self esteem, motivation, daily living skills
- Basic understanding of psychosocial rehabilitation processes
- Rapport building
- Basic understanding of the assessment and treatment of people in psychological emotional distress (particularly children

Skill
The ability to apply:

- establish rapport
- active listening including questioning
- conflict resolution
- problem solving
- strategies for self protection
- strategies for dealing with aggressive or distressed people
- crisis situation responses
- non-judgemental approach to working with people
- supportive counselling
- reporting skills
- observation skills

(4)   Resource Implications

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

(5)   Method of Assessment

Assessment may include observation, questioning and evidence gathered from the workplace environment.

Assessment may be conducted on one or more occasions, but should include the normal range of workplace activities.

(6)   Context of Assessment

This unit is most appropriately assessed in the workplace or in a simulated workplace and under the normal range of workplace conditions

CRITICAL EMPLOYABILITY SKILLS

Three levels of performance denote level of competency required to perform a task. These levels do not relate to the NCTVET Qualification Framework. They relate to the seven areas of generic competency that underpin effective workplace practices.

Levels of Competency		
Level 1.	Level 2.	Level 3.
• Carries out established processes • Makes judgement of quality using given criteria	• Manages process • Selects the criteria for the evaluation process	• Establishes principles and procedures • Evaluates and reshapes process • Establishes criteria for evaluation

Collect, analyse and organise information	Level 2	
Communicate ideas and information	Level 2	
Plan and organise activities	Level 3	
Work with others and in team	Level 3	
Use mathematical ideas and techniques	Level 2	
Solve problems	Level 2	
Use technology	Level 1	

Please refer to the Assessment Guidelines for advice on how to use the Critical Employability Skills.

HERDAW1102A   Work with persons with mental retardation

Competency Descriptor: This unit describes the competencies needed to work with persons with mental retardation. Although applicable across the life cycle the greater emphasis is on children.

Competency Field: Disability Work

ELEMENT OF COMPETENCY	PERFORMANCE CRITERIA	
1. Communicate with client (s)	1.1	Client is listened to and acknowledged in a pleasant and accepting way.
	1.2	Distressed persons are responded to in a relaxed and calm manner.
	1.3	Non- verbal communication is observed and correctly interpreted.
	1.4	Response to clients encourages participation in the communication process.
	1.5	Information is communicated at a level and in a manner commensurate with client's ability to understand.
	1.6	Alternative communication systems are correctly utilized and interpreted in use with non-verbal or limited language client.
2. Determine clients' mental capacity and adaptive skills level	2.1	Personal information is collected and documented in accordance with organizational procedures.
	2.2	Client confidentiality is maintained in accordance with organisational procedures.
	2.3	Relevant individuals are consulted in reviewing clients' history of mental retardation.
	2.4	Information obtained is correctly interpreted in determining the current educational needs of the client.

		2.5	Unfamiliar learning difficulties identified are investigated with persons with the requisite authority on the subject.
		2.6	The ability of clients to carry out activities in areas where learning difficulties are established is observed and assessed.
		2.7	Identification of clients' learning difficulties and needs is enabled through correct collation and analysis of information collected.
3.	Design intervention strategies	3.1	Information collated and analysed is correctly used in establishing the clients' specific instructional requirements.
		3.2	Existing instructional areas in which clients can be involved without additional help and areas where assistance is required are correctly established.
		3.3	Client's particular needs are discussed with persons responsible for providing instructional guide.
		3.4	The most appropriate support that can be offered to help clients' participation and achievement is identified in collaboration with others.
		3.5	Instructional guide is developed and adapted to meet the additional support needs of the clients.
		3.6	Changes to instructional guide is discussed and agreed with relevant persons prior to implementation.
4.	Implement strategies to assist in the development of persons with mental retardation.	4.1	Instructional guide is designed to meet clients' needs and stage of development.
		4.2	The most effective ways to motivate clients and help their progress are identified and correctly used.
		4.3	Effective working relationships are established with clients.
		4.4	Group and individual tasks that may be too challenging for clients are identified and appropriate alternatives applied.

4.5   Records of observation, monitoring and evaluation of clients carrying out activities are correctly maintained.

4.6   Strategies to enforce positive behaviour and work ethics are appropriate and correctly applied.

4.7   The impact of intervention strategies is periodically assessed using evaluation methods appropriate to the particular situation/context.

4.8   Feedback from the evaluation of intervention strategies informs relevant adjustments to the strategies.

RANGE STATEMENTS

Consultation is held with:

- Other staff
- Parents/guardians
- Professionals that have been associating with the clients
- Significant other
- Client

Mental retardation may be:

- Mild
- Moderate
- Severe/profound

Environment may include:
- School/center environment
- Home
- Community
- Work place
- Residential facility

Communication include:

- face-to-face in a formal caring/learning/working environment
- informal setting

Alternative communication systems include:

- Sign system
- Picture communication
- Graphic symbols
- Electronically controlled voice output system

Strategies relate to:

- Assessment of needs
- Defining specific learning difficulties
- Developing stimulating instructional guide for client with specific learning difficulties

Personal information may include:

- Name (pet name and registered name)
- Address
- Date of birth
- Parent/ guardian
- Preferred communication mode
- School history
- Medical history

Intervention strategies may include:

- Counselling
- Teaching
- Experiential learning
- Assessment
- Recreation
- advocacy

Difficulties and needs may include but not limited to:

- Language processing deficit
- Poor mental storage and retrieval of information
- Problem solving skills
- Poor transfer of learning experience
- Management of personal hygiene
- Poor social skills
- Interpersonal relationship (space, intimacy, poor judge of character, gullibility)
- Lack of access to training
- Experiential approach to learning

Methods used in evaluating impact of strategies include:

- Use of check list (observation)
- Interviewing
- Data analysis

EVIDENCE GUIDE

Competency is to be demonstrated by the ability to relate to clients with mental retardation in a teaching/learning environment in accordance with the performance criteria and the range listed within the range of variables statement.

(1)   Critical Aspects and Evidence

- Demonstrate an understanding of mental retardation issues.
- Demonstrate an understanding of staff responsibilities in the organization and own role in relating to the mentally retarded client.
- Ability to design and implement instructional guides to assist clients with learning difficulties.

(2)   Pre-requisite Relationship of Units

- Nil

(3)   Underpinning Knowledge and Skills

Knowledge
Knowledge of:

- Theories and principles of how clients learn and develop particularly in relation to persons with mental retardation
- The planning, development, implementation and evaluation of instructional guides to treat with mental retardation in children and adults
- Types, causes and how to overcome or minimize barriers to children's learning modern theories and principles of assessment of clients with mental retardation
- The importance of working in partnership with parents and others
- Common cognition and learning difficulties and the implication of these for supporting different types of learning activities
- Community support systems specific to persons with mental retardation
- Rights of persons with disabilities
- Levels of mental retardation and there impact on the individual
- The differences between global and
  specific learning difficulties (e.g. dyslexia, dyspraxia and specific language impairment)
- How to promote active learning for pupils with cognition and learning difficulties
- The effects of single or multiple disabilities on functions such as perception, memory and information processing
- How to adapt and modify instructional materials to promote clients' understanding of concepts and ideas
- Interrelationship of cognitive difficulties and language and communication development

Skill

The ability to apply:

- establish rapport
- active listening including questioning
- conflict resolution
- problem solving
- review clients' history of learning difficulties.
- determine the current educational needs of clients.
- investigate unfamiliar learning difficulties identified
- identify clients' learning difficulties and needs
- establish clients' specific instructional requirements
- develop and adapt instructional guide Identify ways to motivate clients and help their progress
- enforce positive behaviour and work ethics
- Implement strategies to assist persons with specific learning difficulties

(4)   Resource Implications

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

(5)   Method of Assessment

Assessment may include observation, questioning and evidence gathered from the workplace environment.

Assessment may be conducted on one or more occasions, but should include the normal range of workplace activities.

Ability to plan, implement and evaluate impact of intervention strategies to be demonstrated.

(6)   Context of Assessment

This unit is most appropriately assessed in the workplace or in a simulated workplace and under the normal range of workplace conditions

CRITICAL EMPLOYABILITY SKILLS

Three levels of performance denote level of competency required to perform a task. These levels do not relate to the NCTVET Qualification Framework. They relate to the seven areas of generic competency that underpin effective workplace practices.

Levels of Competency		
Level 1.	Level 2.	Level 3.
• Carries out established processes • Makes judgement of quality using given criteria	• Manages process • Selects the criteria for the evaluation process	• Establishes principles and procedures • Evaluates and reshapes process • Establishes criteria for evaluation

Collect, analyse and organise information	Level 2	
Communicate ideas and information	Level 2	
Plan and organise activities	Level 2	
Work with others and in team	Level 2	
Use mathematical ideas and techniques	Level 2	
Solve problems	Level 2	
Use technology	Level 1	

Please refer to the Assessment Guidelines for advice on how to use the Critical Employability Skills.

HERDAW1042A   Work with clients with disabilities to promote their sensory and motor development

Competency Descriptor: This unit describes the skills and knowledge involved in the promotion of sensory and motor development with particular reference to persons with disabilities and in relation to rehabilitation and habilitation cases.

Competency Field: Disability Work

ELEMENT OF COMPETENCY	PERFORMANCE CRITERIA	
1. Develop Clients' awareness and understanding of their sensory experiences	1.1	Stimulating sensory experiences appropriate to clients' level of development are provided through planned activities.
	1.2	Unexpected opportunities are used to promote clients' awareness of their senses and to discriminate between sensations.
	1.3	Activities are consistent with maintaining the health and safety of all clients.
	1.4	Distractions to clients' involvement in sensory experiences are kept to a minimum.
	1.5	Terms introduced to help clients name and articulate their sensory experiences are relevant and used in appropriate contexts.
	1.6	Clients' interest and involvement are maintained through appropriate intervention.
	1.7	Activities are adapted as necessary to enable the participation of clients with sensory impairment.
	1.8	Clients are encouraged to describe and share their sensory experiences in ways which extend their understanding.
	1.9	Discussion is used to promote positive acceptance of people with sensory impairment.

2.	Help clients to develop confidence in movement	2.1	The variety of movements provided enable clients to extend their experience of movement.
		2.3	Encouragement and praise given to clients in practicing new movements allow them to progress confidently and safely whilst maintaining their self- reliance.
		2.4	Appropriate aids are correctly used to encourage clients to move in an expressive and rhythmical way and to explore their use of space and movement.
		2.5	The participation of all clients in movement is enabled through activities that avoid assumptions based on stereotypes of gender, ability or disability.
3.	Help clients to develop motor skills	3.1	Provisions for clients to develop and practice their skills are appropriate to their level of development, abilities and safety.
		3.2	Adaptation of activities and equipment enable the participation of clients with special needs while encouraging their independence.
		3.3	Activities and equipment are adapted to increase the potential for developing different motor skills.
		3.4	Activities are structured and equipment laid out in ways, which promote cooperation among clients.
		3.5	Help and encouragement given to clients ensure their safety whilst allowing them sufficient independence to experience a sense of achievement.
		3.6	Opportunities arising out of spontaneous play activities are used to enable clients to further develop their motor skills.
		3.7	Opportunities for clients to practice motor skills enable them to develop at a rate appropriate to their individual ability.
4.	Create programme for sensory and motor development	4.1	Creation of a developmental programme reflects knowledge and understanding of the importance of sensory experiences in the overall development process of the young client.
		4.2	A stimulating environment is provided to promote clients' sensory and motor development.
		4.3	Flexible approaches are encouraged and supported.

4.4	The programme provided for motor skill development ensures opportunities for clients to develop confidence and to enjoy the activities.
4.5	Developmental programme provided balances opportunities for structured activities with spontaneous play.
4.6	Developmental programmes reflect an awareness of the difficulties encountered by persons with ability challenges.

5. Provide opportunities for clients' exercise

5.1	Planned exercise and physical play take into account all relevant factors relating to the clients.
5.2	Planned exercise and physical play indoors maximize use of available space.
5.3	Provisions for exercise and physical play offer challenges that encourage the development of the clients' physical skills while taking into account their special needs and conditions.
5.4	Adult involvement enables the development of clients' self-confidence and enjoyment of physical activities.
5.5	Maximum use is made of opportunities for outdoor play taking in to account relevant constraints.
5.6	All developmental toys and equipment for clients' exercise and physical play meets established safety requirements.
5.7	Supervision of clients' physical play ensures their safety at all times.
5.8	Learning opportunities created through physical play are identified and appropriately acted upon.
5.9	Clients are appropriately dressed to allow maximum freedom of movement.

RANGE STATEMENTS

Relevant factors include:

• clients' levels of development, state of health and physical abilities

Learning opportunities include:

• situations that enhance clients' understanding and acceptance of physical disabilities

Impacting factors include:

• impairment or lost of sight
• impairment or lost of hearing
lack of or restrictive movement of the hands, feet and other body parts

Types of motor skills:

• gross; fine; eye-hand coordination

Sensory experiences:

• using sight; hearing; touch; smell and taste

Characteristics of clients include:

• clients with sensory impairment of different types and those without.
clients who have difficulty with motor skills and other related impairment/disabilities

EVIDENCE GUIDE

Competency is to be demonstrated by the ability to relate to challenges of inappropriate behaviour in accordance with the performance criteria and the range listed within the range of variables statement.

(1)   Critical Aspects and Evidence

• Demonstrate basic understanding of sensory and motor development in clients 0 to 8.
• Demonstrate the ability to plan and implement activities to enhance and stimulate sensory and motor development (rehabilitation and habilitation).
• Guide clients in understanding their sensory feelings.

(2)   Pre-requisite Relationship of Units

• Nil

(3)   Underpinning Knowledge and Skills

Knowledge
Knowledge of:

- the course of clients' sensory and motor development between birth and 6 years and how this relates to other aspects of their development
- the idea of MILESTONES based on normative measurements and a maturational model of development, with awareness of its limitations
- the concept of perception; the different types of perception: visual, auditory, tactile and their role in clients' development
- the needs and rights of clients with respect to sensory and motor development
- the possible environmental, physical, social, cultural and genetic factors which can enhance or impair clients' sensory and motor development
- the particular differences clients face if they experience sensory impairment what sensory experiences are, their value and how to provide appropriate sensory experiences
- the concept of sensory impairment, its practical implications for clients and for workers promoting their development
- when and how clients might be referred for assessment of sensory functions
- how to communicate verbally and non-verbally to encourage clients' vocabulary about movement and spatial awareness how to show approval for clients' efforts
  the uses, safety factors and age appropriateness of a range of apparatus and its potential in helping clients to develop motor skills
- the relationship between level of client's development and physical abilities and appropriate exercise
- indicators of stereotypical approaches to exercise and how to provide non-stereotypical exercise and play
- adaptations to standard equipment for use by clients with difficulties/special needs the potential of standard and adapted toys for use by clients with special needs, e.g. mobility problems

Skill
The ability to:

- create opportunities for clients' physical exercise, whether mobile or non mobile and physical
- make use of available indoor space for clients' exercise and physical play
- adapt equipment to enable the participation of clients with special needs
- create learning opportunities through physical play
- structure activities and layout equipment
- use language and non verbal communication to express different movements use audio, tactile and visual aids to encourage clients

(4)   Resource Implications

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

(5)   Method of Assessment

Assessment may include observation, questioning and evidence gathered from the workplace environment.

Assessment may be conducted on one or more occasions, but should include the normal range of workplace activities.

(6)   Context of Assessment

This unit is most appropriately assessed in the workplace or in a simulated workplace and under the normal range of workplace conditions

CRITICAL EMPLOYABILITY SKILLS

Three levels of performance denote level of competency required to perform a task. These levels do not relate to the NCTVET Qualification Framework. They relate to the seven areas of generic competency that underpin effective workplace practices.

Levels of Competency		
Level 1.	Level 2.	Level 3.
• Carries out established processes • Makes judgement of quality using given criteria	• Manages process • Selects the criteria for the evaluation process	• Establishes principles and procedures • Evaluates and reshapes process • Establishes criteria for evaluation

Collect, analyse and organise information	Level 3
Communicate ideas and information	Level 3
Plan and organise activities	Level 2
Work with others and in team	Level 2
Use mathematical ideas and techniques	Level 2
Solve problems	Level 3
Use technology	Level 1

Please refer to the Assessment Guidelines for advice on how to use the Critical Employability Skills.

HERDAW1052A   Promote cognitive skills development in children with disabilities

Competency Descriptor: This unit describes the competencies involve in the promotion of cognitive skills development in children with particular reference to children with disabilities

Competency Field: Disability Work

ELEMENT OF COMPETENCY	PERFORMANCE CRITERIA	
1. Increase children's cognitive awareness and conceptual understanding	1.1	Materials, activities and experiences chosen are appropriate to stimulate children's curiosity and learning through observation and discovery.
	1.2	Access to interest or learning centres facilitates children's self-directed and independent learning.
	1.3	Special learning materials are made accessible to children with learning and other disabilities.
	1.4	Learning experiences and activities increase children's understanding of the relationships between persons, things and events.
	1.5	Children are encouraged to recall and relate details of events.
	1.6	Repeated reinforcement of concepts already introduced increases children's understanding of and ability to use terms appropriately and meaningfully.
	1.7	Open-ended questions are frequently used to promote critical thinking skills of children.
2. Help children to develop their attention span and memory	2.1	Activities provided are appropriate to the children's level of development and to engage children's attention.
	2.2	Activities are dept within children's effective attention span.
	2.3	Children's concentration and involvement in developmental activities enhanced through minimizing distractions.
	2.4	Efforts to reinforce concepts help children to recall and describe persons, things and events.

		2.5	Games and stories are used to encourage children's enjoyment and participation in listening and recalling.
		2.6	Relevant and necessary techniques are used as appropriate to prompt or structure recall.
		2.7	Relevant interventions maintain and extend children's attention and encourage perseverance on goal oriented tasks.
3.	Help children to understand basic concepts	3.1	Activities and experiences provided are appropriate to the children's level of development.
		3.2	Adoption of planned activities and experiences enable the participation of children with special needs.
		3.3	Planned activities and experiences are provided at times when children are likely to be receptive to learning.
		3.4	Unplanned opportunities are effectively used to extend understanding of basic concepts.
		3.5	Enough time is allotted for the child to participate in or complete activities to his/her own satisfaction.
		3.6	Children's concentration and involvement in learning activities are protected by keeping distractions to a minimum.
		3.7	Basic concepts are appropriately introduced and used in relevant and meaningful contexts.
		3.8	Explanations offered are clear and accurate and in language appropriate to the children's level of understanding.
		3.9	Praise, commentary and assistance are offered, where appropriate, to assist children's understanding of concepts.
		3.10	Children are encouraged to describe, demonstrate and discuss their experiences in ways, which are likely to consolidate and extend their conceptual understanding.

4.	Develop cognitive and communication skills in children	4.1	Programme planning and timetabling encourage development of children's skills.
		4.2	Praise, commentary and assistance are role modelled by the worker to demonstrate to staff the importance of encouraging children to persevere.
		4.3	Activities selected and language used promotes understanding of basic concepts.
		4.4	Staff is correctly directed to offer children clear and accurate explanations and to encourage children to describe, demonstrate and discuss their experiences.
		4.5	Communication opportunities created for children allow them to explore their imaginations and express their creativity with the minimum of adult intervention.
		4.6	Assistance given to staff to develop skills in encouraging the development of children's self control and self confidence does not inhibit the development of their skills and imagination.

RANGE STATEMENTS

Work include but not limited to:

- Training and education
- Health promotion
- Case management
- Working with families
- Residential services
- Employment support

Activities include but not limited to those relating to:

- Training/educational environment
- Work place setting
- personal support

Aspects of memory include:

- observation; recall

Characteristics of children:

- children with special needs and those without; children with communication difficulties (hearing impairment, cerebral palsy, autism, aphasia, etc) and children with difficulties forming relationships

Age band include:

- birth to 1 year, 2-3 years, 4-7 years

Communication methods:

- talk, sign language, body language/gestures, pictorial stimuli, touch/tickling

Demonstration to staff:

- praise, commentary, assistance; offering explanations in appropriate language to children; encouraging children to express themselves in ways likely to consolidate and extend conceptual understanding.

Types of attention:

- attention/concentration in relation to receptive activities; attention/concentration on productive activities

Children's skills include:

- attentiveness and recall; basic concept development; expression of imagination and creativity

EVIDENCE GUIDE

Competency is to be demonstrated by the ability to promote the development of cognitive skills working with children with disabilities in accordance with the performance criteria and the range listed within the range of variables statement.

(1)   Critical Aspects and Evidence

- Existing services for addressing needs.
- Rights and responsibilities of persons with disabilities.
- Awareness of own attitude to people with disabilities.
- Design and implement activities to enhance cognitive skills development in children between age 0 and 8 years.

(2)   Pre-requisite Relationship of Units

- Nil

(3)   Underpinning Knowledge and Skills

Knowledge
Knowledge of:

- the importance of demonstrated respect for and reinforcement of children's descriptions and explanations of interest and activities
- the relationship between the worker's capacity to listen and the child's potential for developing conceptual and perceptual thinking
- the importance of using stimulating strategies to encourage children's talk and expression as a medium in their learning
- techniques of asking questions
- range of concepts appropriate for learning at preschool stage

Knowledge (Cont'd)
Knowledge of:

- Range of activities and experiences that promote concept building and problem solving skills
- Types of learning centres to stimulate interest
- The sequence and processes of intellectual development between 1 year to 7 years inclusive
- A variety of appropriate experiences designed to promote intellectual development, their potential value and how to provide them.
- How to extend experience and learning through awareness of an individual child or group of children's broad level of development
- The role that attention and memory play in learning
- The possible reasons for low concentration and attention (including Attention Deficit Disorder, ADD)
- How to provide appropriate experiences to extend memory and recall
- The limitations of memory and concentration in young children, and factors affecting this
- How children learn/acquire basic concepts and how their understanding of concepts may change over time
- The role of play in conceptual development
- The usual sequence of intellectual and language development and how this is linked to the acquisition of basic concepts
- How observation, discovery and exploratory learning can be used in developing children's understanding of the natural and physical world
- The idea of stages of cognitive and language development (theories of Piaget)
- The idea that children actively construct   their own world view through using   their inbuilt cognitive capacity in dynamic relationship with the environment in which they participate (theories of Vygotsky)
- The idea of the child as active learner and the implications for workers
    how children learn and how adult interaction can facilitate this learning

Skill
The ability to apply:

- to provide planned activities and experiences
- to make use of spontaneous opportunities
- to introduce appropriate terms

(4)   Resource Implications

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

(5)   Method of Assessment

Assessment may include observation, questioning and evidence gathered from the workplace environment.

Assessment may be conducted on one or more occasions, but should include the normal range of workplace activities.

(6)   Context of Assessment

This unit is most appropriately assessed in the workplace or in a simulated workplace and under the normal range of workplace conditions.

CRITICAL EMPLOYABILITY SKILLS

Three levels of performance denote level of competency required to perform a task. These levels do not relate to the NCTVET Qualification Framework. They relate to the seven areas of generic competency that underpin effective workplace practices.

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Plan and organise activities	Level 2	
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Use mathematical ideas and techniques	Level 2	
Solve problems	Level 2	
Use technology	Level 1	

Please refer to the Assessment Guidelines for advice on how to use the Critical Employability Skills.

HERDAW0243A   Support community resources

Competency Descriptor: This unit applies to the work performed in providing and
                          maintaining support to community groups

Competency Field: Disability Work

ELEMENT OF COMPETENCY	PERFORMANCE CRITERIA
1. Develop an information base	1.1 Relevant information about the community, its organisations and services is collected and stored according to the organisational practices so ongoing work is facilitated.
	1.2 A current directory of community resources is maintained so it is useable and accessible.
2. Establish relationship with key people	2.1 Appropriate contact is established and maintained with key people using a range of communication strategies to ensure that the outcomes from work in the community is maximised.
	2.2 The roles and responsibilities of key people and services are defined so that work is effective and coordinated.
3. Apply strategies for linking people	3.1 Appropriate work is undertaken to create opportunities to develop supportive connections between key people including arranging and conducting meetings.
	3.2 Obstacles to effective contact between people are identified and appropriate strategies are developed to overcome these.
	3.3 Appropriate levels of ongoing support is provided to promote community interaction.
4. Maintain community facilities and resources	4.1 All relevant records are maintained and made available as required to facilitate community interaction.
	4.2 Appropriate work is undertaken to ensure that maintenance of community resources is carried out according to organisational procedures and budget allocations.
	4.3 Appropriate action is taken to ensure public and communal areas are accessible and meet community needs.

RANGE STATEMENTS

This competency applies to staff assisting people with disabilities who may have high support requirements.

Information includes:

Community may include:

- individuals and groups defined by organisation programs and services
- other agencies providing services to individuals and groups
- people with specified needs and interests
- people using the organisation's services/programs

- Relevant information about the community may include:

- composition and social/cultural profile
- cultural characteristics
- scope defined by organisation's objectives and priorities
- size
- nature and history of issues and interests
- range and nature of other services
- existing practice, process and protocol

Communication strategies may include:

- attending meetings, groups, shift hand over etc.
- phone contact
- sharing information
- information newsletter

Information about the community may include:

- data base of key people
- details of other services/agencies
- networks, support systems, groups
- resources
- protocols for communication

Key people may include:

- people with an interest in the purpose of the organisation
- designated groups in the community
- community leaders, representatives
- other providers
- people using the services of the organisation
- specialist providers

Resources may include:

- premises, grounds, accommodation, workplaces
- purpose designed and provided for the community or workplace
- exclusive use, ownership or shared
- equipment and materials
- information
- personnel
- financial

Organisation's procedures may include:

- formally documented policies, guidelines, delegations, philosophy
- direction through supervision
- management decisions, directives
- information, data collection, proforma, reporting requirements
- formal and informal negotiated agreements

EVIDENCE GUIDE

Competency is to be demonstrated by the ability to support community resources in accordance with the performance criteria and the range listed within the range of variables statement.

(1)   Critical Aspects and Evidence

- provision of a range of types of support to communities according to organisational procedures
- ability to communicate with a range of people in the community
- ability to maintain and access effective networks which contribute to the achievement of objectives
- capacity to motivate individuals and groups to work cooperatively to address common concerns

(2)   Pre-requisite Relationship of Units

- Nil

(3)   Underpinning Knowledge and Skills

Knowledge
Knowledge of:

- nature of the community and significant relationships and resources including cultural
- organisation's policies and program/service objectives
- relevant agencies programs and criteria
- communication strategies
- principles of social organisation and structures

Depending on the work role or services provided, specific knowledge of particular groups or issues may be required, including:

- alcohol and other drugs
- cultural diversity
- risk of self harm
- women
- men
- community education
- mental health

Skill
The ability to:

- ask questions,
- listen to information
- seek clarification
- apply reading competence
- apply report writing skills
- collect and store information
- maintain directory of community resources
- establish and maintain contact with key people
- create opportunities to develop supportive connections between key people
- develop strategies to overcome obstacles to effective contact between people
- promote community interaction
- maintain relevant records
- ensure maintenance of community resources

(4)   Resource Implications

- access to a workplace or community or an environment that effectively simulates workplace or community conditions

(5)   Method of Assessment

- describe, with supportive evidence, the nature and structure of the designated community
- describe the structure of the designated community in terms of general concepts of social organisation and structures
- identify organisation's policies and relevant guidelines
- identify the objectives, priorities and criteria of the organisation and the services and programs provided
- demonstrate a range of strategies for making contact with and linking people consistent with meeting organisation's objectives
- define own role as worker within the community
- use of available technology for record keeping

(6)   Context of Assessment

This unit is most appropriately assessed in the workplace or in a simulated workplace and under the normal range of workplace conditions

CRITICAL EMPLOYABILITY SKILLS

Three levels of performance denote level of competency required to perform a task. These levels do not relate to the NCTVET Qualification Framework. They relate to the seven areas of generic competency that underpin effective workplace practices.

Levels of Competency		
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Plan and organise activities	Level 2	
Work with others and in team	Level 3	
Use mathematical ideas and techniques	Level 2	
Solve problems	Level 2	
Use technology	Level 1	

Please refer to the Assessment Guidelines for advice on how to use the Critical Employability Skills.

HERDAW0413A   Utilise specialist communication skills

Competency Descriptor: This unit deals with effective communication in the workplace
and applying specialist communication techniques.

Competency Field: Disability Work

ELEMENT OF COMPETENCY	PERFORMANCE CRITERIA
1. Meet specific communication needs of clients and colleagues	1.1 Specific communication needs of clients and colleagues are identified and strategies implemented to ensure these needs are met.
2. Conduct effective interviews with clients or staff	2.1 Appropriate communication strategies are employed in a range of interview situations and objectives.
	2.2 Records of interviews are made and maintained in accordance with organisational procedures.
	2.3 In conducting interviews and formal discussions, effort is applied to ensure that appropriate structures, timeframes and protocols are mutually agreed and adhered to.
	2.4 Effective questioning, speaking, listening and nonverbal communication techniques are used during interviews, to ensure the required information or message is communicated.
	2.5 Feedback and advice is given in a way which reflects current identified good practice.
	2.6 The conduct of interviews and formal discussions shows due regard to individual differences, needs and rights.
	2.7 Appropriate grievance and interviewing procedures are used to deal with problems of a serious nature.
	2.8 Referrals to other staff or specialist services are made as appropriate to ensure duty of care responsibilities are met.
3. Contribute to the development of effective communication strategies	3.1 Strategies for internal and external dissemination of information are developed, promoted, implemented and reviewed as required to ensure individual and organisational effectiveness is maximised.

		3.2	Channels of communication are established and reviewed regularly to ensure staff are informed of relevant information in a timely way.

3.2   Channels of communication are established and reviewed regularly to ensure staff are informed of relevant information in a timely way.

3.3   Coaching in effective communication is provided as required to staff as required.

3.4   Negotiation and conflict resolution strategies are used where required to promote effective operation of the organisation.

3.5   Relevant work related networks and relationships are maintained as required to ensure client needs and organisational objectives are met.

3.6   All communication with clients and colleagues is appropriate to individual needs and the situation and promotes achievement of organisational objectives.

4.   Represent the organisation to a range of groups

4.1   When participating in internal and external forums, presentations are relevant, appropriately researched and presented in a manner to promote the organisation, and adjusted to meet audience needs.

4.2   Presentations are clear and sequential and delivered within a predetermined time and utilise appropriate media to enhance the presentation and address audience needs.

4.3   Enquiries are responded to in a manner consistent with organisation standards.

4.4   Differences in views are respected and considered in a way that values and encourages other's contributions.

4.5   Written communication is consistent with organisational standards.

5.   Facilitate group discussions

5.1   Mechanisms that enhance effective group interactions are defined and implemented.

5.2   Strategies that encourage all group members to participate are used routinely including seeking and acknowledging contributions from all members.

5.3   Objectives and agendas for meetings and discussions are routinely set and followed.

5.4   Relevant information is provided to groups as appropriate to facilitate outcomes.

5.5   Evaluation of group communication strategies is undertaken to promote ongoing participation of all parties.

5.6   The specific communication needs of individuals are identified and addressed.

RANGE STATEMENTS

This competency applies to staff assisting people with disabilities who may have high support requirements.

Information includes:

Exercising effective communication skills includes*:*

* identifying and evaluating what is occurring within an interaction in a non judgemental way
* making decisions about appropriate words, behaviour, posture
* using active listening
* using clarifying, summarising questions
* putting together a response that is culturally appropriate
* expressing an individual perspective
* expressing own philosophy, ideology and background and exploring the impact of this on the communication

Types of interviews are*:*

* related to staffing issues
* routine
* confidential
* evidential
* non disclosure
* disclosure

Non verbal communication includes*:*

* gestures
* posture
* facial expression

Communication needs of clients include:

* recognising own limitations
* referral to specialists
* utilising techniques and aids
* providing written drafts
* where conflict arises, it is addressed in a timely way and in a manner which does not compromise the standing of the organisation or the integrity of the individual

Interviews may be carried out:

* on an individual or group basis by a range of employees/workers

Interview situations and objectives include:

* establish rapport
* elicit facts and information
* facilitate resolution of issues
* develop action plans
* defuse potentially difficult situations

Interviews will be carried out within requirements established by:

- commonwealth, and state legislation
- international conventions relating to the rights of individuals
- organisation policy and procedures
- relevant program standards

EVIDENCE GUIDE

Competency is to be demonstrated by the ability to utilize specialist communication skills in accordance with the performance criteria and the range listed within the range of variables statement.

(1) Critical Aspects and Evidence

- effective communication skills with clients accessing service, and work colleagues
- choose relevant communication techniques and strategies to meet client particular communication need/difficulties

(2) Pre-requisite Relationship of Units

- Nil

(3) Underpinning Knowledge and Skills

Knowledge
Knowledge of:

- communication styles of individuals
- dynamics of groups and different styles of group leadership
- different communication skills relevant to client group eg signing

Skill
The ability to:

- demonstrate active listening,
- recognize non verbal triggers
- interpret feedback
- demonstrate role boundaries setting
- negotiate
- demonstrate empathy
- employ communication strategies
- conduct interviews and formal discussions
- give feedback and advice
- deal with problems of a serious nature
- develop, promote and implement strategies for internal and external dissemination of information
- establish channels of communication
- provide coaching in effective communication
- use negotiation and conflict resolution strategies

- maintain work related networks and relationships
- undertake evaluation of group communication strategies

(4)   Resource Implications

- access to a workplace or community or an environment that effectively simulates workplace or community conditions

(5)   Method of Assessment

Assessment may include observations, questioning or evidence gathered from a workplace setting

Assessment is recommended to be on more than one occasion and must include the range of clients who access the service

(6)   Context of Assessment

This unit should be assessed on the job or through simulation

CRITICAL EMPLOYABILITY SKILLS

Three levels of performance denote level of competency required to perform a task. These levels do not relate to the NCTVET Qualification Framework. They relate to the seven areas of generic competency that underpin effective workplace practices.

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Communicate ideas and information	Level 3	
Plan and organise activities	Level 2	
Work with others and in team	Level 3	
Use mathematical ideas and techniques	Level 1	
Solve problems	Level 2	
Use technology	Level 2	

Please refer to the Assessment Guidelines for advice on how to use the Critical Employability Skills.

HERDAW0033A   **Maintain an environment designed to empower people with disabilities**

Competency Descriptor:	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.

Competency Field: Disability Work

ELEMENT OF COMPETENCY	PERFORMANCE CRITERIA	
1. Enhance communication by people with disabilities	1.1	People with disabilities are actively encouraged and supported to communicate.
	1.2	Any difficulties with communication are identified and strategies to deal with these are implemented.
	1.3	If required people with disabilities are assisted to develop skills in assertive communication according to organisational resources and procedures.
	1.4	Colleagues are encouraged to support people with disabilities to communicate for themselves.
	1.5	Strategies, which respect differences, are implemented to promote effective communication.
2. Enhance the independence of people with disabilities	2.1	Independent action and thinking by people with disabilities is encouraged and supported.
	2.2	Options for action on relevant issues are identified and discussed with people with disabilities and/or their advocates.
	2.3	Where required, ongoing support is provided to maximise independence.
	2.4	Colleagues are encouraged to support the independence of people with disabilities.
	2.5	People with disabilities' decisions and opinions are listened to and acted upon within the constraints of organisational policies and procedures.
	2.6	People with disabilities' participation in appropriate forums is supported with information and training if required.

		2.7	Strategies are developed which promote independence, taking differences into account.
3.	Uphold the rights and responsibilities of people with disabilities	3.1	The rights of people with disabilities and options for achieving these are described and discussed with them and/or their advocates.
		3.2	The responsibilities of people with disabilities are described and discussed with them and/or their advocates.
		3.3	Colleagues are encouraged and assisted to uphold the rights and responsibilities of people with disabilities.
		3.4	Strategies are developed which promote the rights and responsibilities of people with disabilities and take into account differences.
		3.5	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	4.1	Implementation issues related to relevant organisational policies are identified and discussed with colleagues or team.
		4.2	People with disabilities and their advocates are encouraged to express their views about policies and empowerment.
5.	Work as a member of a team to research the development of policies on empowerment	5.1	Research and consultation tasks appropriate to the worker's role in the research process are identified and planned with team.
		5.2	Research and consultation tasks are implemented as directed within time frames, resource constraints and agreed processes.
		5.3	Research and consultation outcomes are collated and reported as directed.

RANGE STATEMENTS

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 e.g. 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:

- Policy on disability (Jamaica)2000

Convention on the rights of the child – article 23

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
- right to shelter
- right to protection

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
- Normalisation

EVIDENCE GUIDE

Competency is to be demonstrated by the ability to respond to situation of risk in accordance with the performance criteria and the range listed within the range of variables statement.

(1)   Critical Aspects and Evidence

- Understanding the processes of developments and implementation of policies relating to empowerment of people with disabilities.

(2)   Pre-requisite Relationship of Units

- Nil

(3)   Underpinning Knowledge and Skills

Knowledge
Knowledge of:

- relevant organisational policies and procedures
- organisational philosophy and goals
- 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 regarding the following:

- abuse of alcohol and other drugs
- cultural diversity
- risk of self harm
- women
- men
- community education
- mental health
- children

Skill
The ability to:

- assist persons with disabilities to develop skills in assertive communication
- promote effective communication
- provide support to persons with disabilities to maximise their independence.
- Develop strategies to promote independence
- Develop strategies to promote the rights and responsibilities of people with disabilities
- identify and plan research and consultation tasks
- implement research and consultation tasks
- collate and report on research and consultation outcomes

(4)   Resource Implications

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

(5)   Method of Assessment

Competencies in this unit may be determined concurrently. Assessment must be in accordance with the performance criteria.

(6)   Context of Assessment

This unit is best assessed in the workplace or by simulation under the normal range of conditions

CRITICAL EMPLOYABILITY SKILLS

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Use mathematical ideas and techniques	Level 2	
Solve problems	Level 3	
Use technology	Level 2	

Please refer to the Assessment Guidelines for advice on how to use the Critical Employability Skills.

HERDAW0543A   Support group activities

Competency Descriptor: Participating in, and providing general support for a range of informal and formal groups in a variety of settings.

Competency Field: Disability Work

ELEMENT OF COMPETENCY	PERFORMANCE CRITERIA	
1. Identify the purpose of the group	1.1	Activities, which meet the purpose of the group, are identified and determined with the members of the group.
	1.2	Rules for group behaviour are discussed and established with all group members.
	1.3	Individual differences of workers and group members are identified, acknowledged and respected.
	1.4	The goals, needs and expectations of the participants is sought, received and accommodated according to available resources.
2. Establish relationship with the group	2.1	Roles played by group members including the worker are defined.
	2.2	A suitable level of participation is encouraged.
	2.3	Group is informed of resources available to meet group's needs.
	2.4	The capacity of the worker to respond to group's needs is assessed and communicated to the group, in an appropriate manner.
	2.5	The most appropriate support to achieve the objectives of the activity is selected and implemented.
	2.6	Clear communication is modelled to group members.
	2.7	Group members are encouraged to use clear and appropriate communication.

		2.8	Communication and interactions with group members respects individual differences and needs.
		2.9	Communication and interactions with group are appropriate to aim and purpose of group.
		2.10	Appropriate processes are implemented as necessary to address breaches of behaviour.
		2.11	Participants are encouraged to agree on and abide by a set of appropriate guidelines.
		2.12	The group's achievements are promoted in a way that motivates and recognises participants' efforts.
		2.13	Where required, records of group interaction are kept in a manner consistent with organisation's documentation requirements.
3.	Organise resources for group activities	3.1	Work is undertaken to ensure adequate resourcing is available.
		3.2	Availability of resources and guidelines for use are communicated to group.
		3.3	A cooperative approach to the use of resources is encouraged.
		3.4	Reports are completed to standard required by organisation.
		3.5	Reports on the use of resources are completed if required.

RANGE STATEMENTS

Group activities may be:

- formal or informal
- structured
- semi structured
- unstructured

Support will include:

- resources managed by the organisation
- advice, information and facilitation

Group activities may relate to:

- discussions
- sporting and recreation activities
- research, planning and management
- informal and formal education
- community action
- special interest causes

Individual differences may include differences in:

- beliefs
- values
- age
- cultural background
- physical abilities
- gender

Resources will include:

- information/referrals
- facilities
- equipment/materials
- administrative support
- facilitation of meetings
- worker skills/expertise

Appropriate communication will be:

- communication related to group purpose and aims
- communication that respects individual differences and abilities of group members

Reports may be:

- verbal or written according to organisational procedures

EVIDENCE GUIDE

Competency is to be demonstrated by the ability to participate in and provide general support for groups in accordance with the performance criteria and the range listed within the range of variables statement.

(1)   Critical Aspects and Evidence

- Support group activities for formal and informal groups.
- Participate in for a variety of group activity types identified in the range of variables or in the workplace.
- Provide support for appropriate target groups.

(2)   Pre-requisite Relationship of Units

- Nil

(3)   Underpinning Knowledge and Skills

Knowledge   Skill
Knowledge of: The ability to:

- dynamics of groups and the different   •   communicate orally including asking
  styles of group leadership and decision   questions, clarifying issues/topics,
  making   providing information in the workplace
- effective communication techniques   setting.
- conflict management   •   communicate in written format including
- organisation's policies, principles   to complete reports required by the
  and procedures   organisation. The complexity of reports
- relevant organisational and community   may vary from completing an
  resources   organisational proforma, to completing a
- building and maintaining relationships   research document
                                           •   identify and determine group activities
                                           •   establish rules for group behaviour
                                           •   define roles played by group members
                                           •   select and implement support to achieve
                                               objectives
                                           •   address breaches of behaviour
                                           •   maintain records of group interaction

(4)   Resource Implications

- access to appropriate workplace where assessment can be conducted or
- simulated of realistic workplace setting for assessment

(5)   Method of Assessment

- assessment may include observations, questioning and evidence gathered from the
  workplace environment
- assessment may be conducted on one or more occasions but must include the normal range
  of client groups, group activities and types of groups in the workplace

(6)   Context of Assessment

This unit will be most appropriately assessed in the workplace or in a simulated workplace and
under the normal range of workplace conditions

CRITICAL EMPLOYABILITY SKILLS

Three levels of performance denote level of competency required to perform a task. These levels do not relate to the NCTVET Qualification Framework. They relate to the seven areas of generic competency that underpin effective workplace practices.

Levels of Competency		
Level 1.	Level 2.	Level 3.
• Carries out established processes • Makes judgement of quality using given criteria	• Manages process • Selects the criteria for the evaluation process	• Establishes principles and procedures • Evaluates and reshapes process • Establishes criteria for evaluation

Collect, analyse and organise information	Level 2	
Communicate ideas and information	Level 3	
Plan and organise activities	Level 2	
Work with others and in team	Level 3	
Use mathematical ideas and techniques	Level -	
Solve problems	Level 2	
Use technology	Level 1	

Please refer to the Assessment Guidelines for advice on how to use the Critical Employability Skills.

HERDAW0623A   Participate in networks

Competency Descriptor:

> Participating in a network in order to gather information, forge links
> with other workers and services and to promote activities services.

Competency Field: Disability Work

ELEMENT OF COMPETENCY	PERFORMANCE CRITERIA
1. Identify and select appropriate networks	1.1 Networking needs are identified and prioritised in order to enable the organisation and the worker to optimise client service delivery.
	1.2 Networks relevant to the work role, the organisations priorities and its target groups are identified and prioritised.
2. Make effective use of relevant networks	2.1 Contributions appropriate to the network are provided within the principles and resource constraints of the worker and the organisation.
	2.2 Information and other support which can be provided by the network are identified and sought to optimise client service delivery.
	2.3 Knowledge of the values, beliefs and perspectives of network participants is used to inform communication within the network.
	2.4 Appropriate confidentiality measures are implemented to protect the client, the organisation and the network.
	2.5 Ongoing participation in networks is monitored against the benefits to the worker, organisation and client group.
	2.6 Outcomes in networks are reported to the worker's own organisation and other stakeholders where appropriate.

RANGE STATEMENTS

Networks may be informal and include:

- other workers, particularly those in the community services industry
- trainers, teachers and academics
- contacts in policy and funding bodies

Networks may be formal and include:

- local interagency networks
- interest and support groups
- regional, specialist associations
- professional/occupational associations
- providing advice and information about own service and organisation

The purposes of networks and networking may include:

- learning about the role, services and resources of other organisation
- learning about the roles and resources of other workers
- peer support and review
-
- professional development
- maintaining coordination among organisations and workers
- supporting joint programs or activities
- providing information for policy development supporting the interests of young people

EVIDENCE GUIDE

Competency is to be demonstrated by the ability to participate in and provide general support for groups in accordance with the performance criteria and the range listed within the range of variables statement.

(1)   Critical Aspects and Evidence

- participation in both formal and information network
- participate in a network as a member not representing an organisation
- participate in a network as a representative of the workers' own organisation

(2)   Pre-requisite Relationship of Units

- Nil

(3)   Underpinning Knowledge and Skills

Knowledge
Knowledge of:

- oral communication skills including asking questions, listening to information, providing information

Skill
The ability to:

- conduct interpersonal exchanges,
- clarify meanings
- maintain interaction
- establish and maintain relationships
- explore issues
- problem solving.
- elicit and give factual information and opinions

(4)   Resource Implications

- Access to appropriate workplace where assessment can be conducted or simulation of workplace setting for assessment.

(5)   Method of Assessment

Assessment may include observations, questioning and evidence gathered from the workplace environment.

Assessment may be conducted on one or more occasions but must include a range of network types relevant to the workplace.

(6)   Context of Assessment

This unit will be most appropriately assessed in the workplace or in a simulated workplace and under the normal range of workplace conditions

CRITICAL EMPLOYABILITY SKILLS

Three levels of performance denote level of competency required to perform a task. These levels do not relate to the NCTVET Qualification Framework. They relate to the seven areas of generic competency that underpin effective workplace practices.

Levels of Competency		
Level 1.	Level 2.	Level 3.
• Carries out established processes • Makes judgement of quality using given criteria	• Manages process • Selects the criteria for the evaluation process	• Establishes principles and procedures • Evaluates and reshapes process • Establishes criteria for evaluation

Collect, analyse and organise information	Level 2	
Communicate ideas and information	Level 3	
Plan and organise activities	Level 2	
Work with others and in team	Level 3	
Use mathematical ideas and techniques	Level -	
Solve problems	Level 2	
Use technology	Level 1	

Please refer to the Assessment Guidelines for advice on how to use the Critical Employability Skills.

HERDAW0533A   Support the activities of existing groups

Competency Descriptor: This unit describes the functions of supporting identified existing
community groups through the provision of resources.

Competency Field: Disability Work

ELEMENT OF COMPETENCY	PERFORMANCE CRITERIA	
1. Respond to requests for support from existing groups	1.1	Appropriate Opportunities are provided for groups to express their need for support.
	1.2	Information is made available and options for meeting needs are developed and presented.
	1.3	Provision of support is within organisational policy and criteria and within the job role.
2. Provide resources	2.1	The nature of resources, their availability and guidelines for use are clearly described to groups seeking support.
	2.2	A cooperative approach to the use of resources is encouraged.
	2.3	Guidelines determining criteria, allocation and conditions of use are applied.
	2.4	Advice is provided on alternative sources of resources.
	2.5	Reports on the demand and use of resources are provided where required.

RANGE STATEMENTS

Support will include:

- resources managed by the organisation
- information about resources managed by other organisations
- advice and information

Resources may include:

- space for groups to meet
- facilities
- equipment
- advice and information for groups
- facilitators for group meetings
- books, posters, videos and other materials
- financial assistance
- information about resources available from other organisations/agencies

Groups include:
- those defined by the objectives of the organisation
- those in existence or in the process of being established within the organisation

Reports may include:

- basic data on demand and usage
- information collected at the request of management/supervisor/team
- routine reporting
- information for users of resources

EVIDENCE GUIDE

Competency is to be demonstrated by the ability to respond to situation of risk in accordance with the performance criteria and the range listed within the range of variables statement.

(1)   Critical Aspects and Evidence

- worker provides support to existing groups within limits of own jobs and responsibilities

(2)   Pre-requisite Relationship of Units

- Nil

(3)   Underpinning Knowledge and Skills

Knowledge
Knowledge of:

- organisation's programs, policies, objectives, criteria and priorities
- organisational appointment system/booking system for provision of resources to groups
- resources managed by the organisation
- resources managed by other organisations
- existing groups allied with the organisation's work
- referral procedures for other organisations/agencies

Skill
The ability to:

- provide opportunities for groups to express their need for support
- develop and present options for meeting needs
- encourage a cooperative approach to the use of resources
- prepare and provide reports on the demand and use of resources

(4)   Resource Implications

- access to appropriate workplace where assessment can take place or
- simulation of realistic workplace setting for assessment

(5)   Method of Assessment

Assessment may include observations, questioning or evidence gathered from the workplace.

Assessment may take place on one occasion but must include assessment of competence with more than one existing group

(6)   Context of Assessment

This unit will be most appropriately assessed in the workplace or in a simulated workplace and under the normal range of workplace conditions

CRITICAL EMPLOYABILITY SKILLS

Three levels of performance denote level of competency required to perform a task. These levels do not relate to the NCTVET Qualification Framework. They relate to the seven areas of generic competency that underpin effective workplace practices.

Levels of Competency		
Level 1.	Level 2.	Level 3.
• Carries out established processes • Makes judgement of quality using given criteria	• Manages process • Selects the criteria for the evaluation process	• Establishes principles and procedures • Evaluates and reshapes process • Establishes criteria for evaluation

Collect, analyse and organise information	Level 2
Communicate ideas and information	Level 3
Plan and organise activities	Level 2
Work with others and in team	Level 3
Use mathematical ideas and techniques	Level 2
Solve problems	Level 2
Use technology	Level 1

Please refer to the Assessment Guidelines for advice on how to use the Critical Employability Skills

HERDAW0643A   Maintain an effective work environment

Competency Descriptor:

This unit describes the competencies associated with individual responsibilities within a work group to maintain the effectiveness of a work environment.

Competency Field: Disability Work

ELEMENT OF COMPETENCY	PERFORMANCE CRITERIA	
1. Work to achieve identified outcomes	1.1	Own work roles and responsibilities are defined and agreed with appropriate people.
	1.2	Work plans are developed and implemented in ways that meet considerations for effective performance.
	1.3	Where appropriate to work role, an understanding of relevant legislation and awards is incorporated into work place practices and decisions.
	1.4	Where relevant to work role, unpaid workers and others are provided with appropriate training, briefing and supervision.
	1.5	Where problems arise in meeting work plans, action is taken as appropriate to re-negotiate or seek assistance.
2. Establish and maintain appropriate work relationships	2.1	Effective communication and interpersonal skills are used to ensure all workplace interactions contribute to achievement of organisational objectives and promotion of the community services industry.
	2.2	Workplace relations reflect consideration of the full range of individual and cultural differences.
	2.3	Any issues related to the wellbeing of work colleagues are dealt with promptly and in accordance with organisational procedures.
	2.4	Potential and actual conflicts in the workplace are handled to minimise disruption.

3.	Facilitate operation of the workgroup	3.1	Active participation in all team processes is undertaken to ensure team objectives are met.
		3.2	Individual responsibilities within the team are achieved to the identified standard and timeframe.
		3.3	Individuals for whom the worker is responsible are informed of standards of workplace performance in an appropriate manner.
		3.4	The range of individual skills and knowledge are developed and utilised to enhance team performance.
		3.5	Appropriate effort is applied to maximise effective communication and to ensure issues are resolved within the team, and conflict is resolved.
4.	Review and develop own performance	4.1	Own performance is regularly monitored against work plans, organisational objectives and client needs.
		4.2	Opportunities for formal and informal development of skills and knowledge are sought out and accessed to optimise performance.

RANGE STATEMENTS

This competency applies to staff assisting people with disabilities who may have high support requirements.

Teams include:

- formal and informal arrangements
- workgroups including members from outside the organisation

Guidelines and Procedures include:

- occupational health and safety
- equal employment opportunity
- harassment
- first aid
- grievance management
- infection control
- workplace behaviours

The context for creating, maintaining and enhancing productive working relationships includes with:

- clients
- significant others
- unpaid workers
- staff for whom worker is responsible
- peers
- supervisors

Creating, maintaining and enhancing productive working relationships will be carried out within requirements established by:

- organisational policy, procedures and standards
- contingencies are managed
- duty of care responsibilities are met
- ethical practice
- the work of the organisation is promoted

Considerations for effective performance include:

- desired outcomes are achieved
- objectives are met
- agreed timeframes are met
- compliance with relevant guidelines and procedures

EVIDENCE GUIDE

Competency is to be demonstrated by the ability to maintain an effective work environment in accordance with the performance criteria and the range listed within the range of variables statement.

(1)   Critical Aspects and Evidence

- work is carried out within own role, responsibilities and organisational objectives in an effective manner
- worker interacts with both individuals and work groups in a co operative manner

(2)   Pre-requisite Relationship of Units

- Nil

(3)   Underpinning Knowledge and Skills

<u>Knowledge</u>   <u>Skill</u>
Knowledge of: The ability to:

- team building skills   - develop and implement work plans
- communication   - use effective communication and
- time management and prioritising   interpersonal skills
- work planning and evaluation   - handle potential and actual conflicts in
- interpersonal skills   the workplace
                                                     - enhance team performance

(4)   Resource Implications

- access to appropriate workplace where assessment can be conducted or simulation of
  realistic workplace setting for assessment

(5)   Method of Assessment

- assessment may include observations, questioning and evidence gathered from the
  workplace environment, especially testimonials from colleagues
- assessment is recommended to be conducted on more than one occasion or information for
  assessment gathered over time
- assessment must include working with both individuals and work groups in the
  organisation/service

(6)   Context of Assessment

- This unit is most appropriately assessed in the workplace or in a simulated workplace and
  under the normal range of workplace conditions

CRITICAL EMPLOYABILITY SKILLS

Three levels of performance denote level of competency required to perform a task. These levels do not relate to the NCTVET Qualification Framework. They relate to the seven areas of generic competency that underpin effective workplace practices.

Levels of Competency		
Level 1.	Level 2.	Level 3.
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Collect, analyse and organise information	Level 2	
Communicate ideas and information	Level 3	
Plan and organise activities	Level 2	
Work with others and in team	Level 3	
Use mathematical ideas and techniques	Level 2	
Solve problems	Level -	
Use technology	Level 1	

Please refer to the Assessment Guidelines for advice on how to use the Critical Employability Skills.

HERDAW0183A   Support community participation in self-help endeavours

Competency Descriptor:	Providing a range of opportunities for community groups and individuals to participate and design cooperative arrangements for addressing common concerns.

Competency Field: Disability Work

ELEMENT OF COMPETENCY	PERFORMANCE CRITERIA
1. Work with individuals and the community to promote participation	1.1 Work is undertaken to identify key community issues to be addressed.
	1.2 To address community issues planning is undertaken to ensure:
	• Appropriate policies and strategies are developed
	• Adequate resourcing is identified
	• Key people are consulted
	• Identified needs are addressed
	1.3 Processes are forward looking and proactive.
	1.4 Appropriate interpersonal and networking skills are used to enlist support from key people and groups.
	1.5 Opportunities are provided for community input to planning provision of services.
	1.6 Community input and participation in services is guaranteed.
2. Support existing community activities	2.1 Appropriate review of the relevance of existing community activities is undertaken, based on changing community needs.
	2.2 Relevant support and assistance is provided to existing community activities to obtain additional resources required for effective operation.
	2.3 All work undertaken is in accordance with organisational policies and procedures.

2.4   Support is provided to community groups to monitor and evaluate processes, progress and outcomes of activities.

2.5   All documentation on activities is kept in accordance with organisational policies and procedures.

2.6   Appropriate support is provided to community groups to become self managing in the implementation of plans.

RANGE STATEMENTS

Working with the community may include the following activities:

- health promotion
- community development
- training and education
- social integration
- leisure/sports

Opportunities for consumers, community members and groups to participate may include:

- systems within and outside the organisation
- activities at program, operative and management levels
- formal and informal systems
- focus groups on relevant issues
- inviting community participation on organisational committees e.g. quality assurance committees, ethics committees
- through publications
- group facilitation
- peer education/training
- seminars and workshops

Strategies which the worker may develop may include:

- development of new business, employment opportunities for individuals
- establishment of advocacy groups
- health promotion activities
- development of community facilities
- strategies to increase access to facilities, services or decision making
- providing direction, advice and information

Information and resources may include:

- equipment
- staff skills and time
- provision of facilities
- educational materials
- funding
- skills/administrative support
- physical, transport, venues, material, equipment
- developmental training
- financial

Key people may include:

- advocacy groups
- policy and decision makers in the specific community individuals, groups or communities most likely to be affected by strategies or action plans
- community leaders
- people with formal and informal representati ve roles

EVIDENCE GUIDE

Competency is to be demonstrated by the ability to provide care and support for people with disabilities at work and play in accordance with the performance criteria and the range listed within the range of variables statement.

(1)   Critical Aspects and Evidence

- candidates will need to demonstrate the capacity to undertake a range of activities to ensure appropriate participation by groups and individuals in community based activities

(2)   Pre-requisite Relationship of Units

- Nil

(3)   Underpinning Knowledge and Skills

Knowledge
Knowledge of:

- community development methods and their principles and practices
- impact of cultural or community attitudes on organisational planning
- funding sources and their policies and strategies for encouraging community input and participation
- organisational budget and funding allocation

Skill
The ability to:

- conduct basic research relating to the community
- effect policy development
- write report
- evaluate effectiveness of community based activiti es
- prepare a budget
- apply negotiation, liaison, networking skills
- develop marketing strategies
- facilitate group interaction/communication

(4)   Resource Implications

- demonstration of competency will include the ability to work with key people or stakeholders in the community. Assessors should allow for access to appropriate structures, people or organisations for assessment purposes

(5)   Method of Assessment

Consistency of performance should consider the organisational and individual context within which work take place.

(6)   Context of Assessment

This unit will be assessed in the workplace or in a simulated workplace under the normal range of workplace conditions.

CRITICAL EMPLOYABILITY SKILLS

Three levels of performance denote level of competency required to perform a task. These levels do not relate to the NCTVET Qualification Framework. They relate to the seven areas of generic competency that underpin effective workplace practices.

Levels of Competency		
Level 1.	Level 2.	Level 3.
• Carries out established processes • Makes judgement of quality using given criteria	• Manages process • Selects the criteria for the evaluation process	• Establishes principles and procedures • Evaluates and reshapes process • Establishes criteria for evaluation

Collect, analyse and organise information	Level 1	
Communicate ideas and information	Level 3	
Plan and organise activities	Level 1	
Work with others and in team	Level 3	
Use mathematical ideas and techniques	Level 2	
Solve problems	Level 2	
Use technology	Level 1	

Please refer to the Assessment Guidelines for advice on how to use the Critical Employability Skills.