



# **General Health Services Delivery – Vol 1 (Health Service Assistance)**

National Competency Standards

The materials contained within this volume is part of the endorsed component of the

**Health Training Package (HLT02)**

Endorsed by NTQC and agreed by Ministers in January 2002. This Training Package is to be reviewed  
by January 2005

## **HLT02 Health Training Package**

© Commonwealth of Australia 2005

This work has been produced with the assistance of funding provided by the Commonwealth Government through the Department of Education Science and Training (DEST).

An individual may make a photocopy of all or part of the work for their personal use.

A Registered Training Organisation may make photocopies of all or part of the work for the teaching purposes of that organisation, including for supply to its students provided that any consideration does not exceed the marginal cost of preparation, reproduction, assembly and delivery.

Except as permitted under the Copyright Act 1968, all other rights are reserved. Requests for permission may be directed to:

Branch Manager,  
Technology and Information Services Branch,  
Industry Skills Development Group,  
Department of Education, Science and Training,  
GPO Box 9880 Canberra City, ACT, 2601.  
Website: [www.dest.gov.au](http://www.dest.gov.au)

This work is the result of wide consultations with Australian industry participants. It is a collaborative view and does not necessarily represent the view of DEST or any specific body. For the sake of brevity it may omit factors which could be pertinent in particular cases.

While care has been taken in the preparation of this Training Package, DEST and the original developer do not warrant that any licensing or registration requirements specified here are either complete or up-to-date for your State or Territory. DEST and the original developer do not accept any liability for any damage or loss (including indirect and consequential loss) incurred by any person as a result of relying on the information contained in this Training Package.

This Training Package should not be regarded as professional advice and it should not be relied upon in any important matter without obtaining appropriate advice relevant to your circumstances.

Published by: Community Services and Health Industry Skills Council  
GPO Box 9848, Sydney NSW 2001

Phone: +61 2 9263 3589      Fax: +61 2 9263 3599  
W: [www.cshisc.com.au](http://www.cshisc.com.au)      e-mail: [admin@cshisc.com.au](mailto:admin@cshisc.com.au)

First published: May 2002

Second Edition: March 2003

Third Edition: December 2005

# Contents

<a href="#">Preliminary Information .....</a>	<a href="#">iv</a>
<a href="#">Health Training Package Units of Competency .....</a>	<a href="#">v</a>
<a href="#">Introduction to General Health Services Delivery (Health Service Assistance) National</a>	
<a href="#">    Competency Standards .....</a>	<a href="#">1</a>
<a href="#">General Health Services Delivery (Health Service Assistance) Units of Competency .....</a>	<a href="#">2</a>
<a href="#">    Allied Health Assistance .....</a>	<a href="#">2</a>
<a href="#">    Client/Patient Services Delivery .....</a>	<a href="#">2</a>
<a href="#">    Nutrition and Dietetic Support .....</a>	<a href="#">2</a>
<a href="#">    Pathology Assistance and Pathology Specimen Collection .....</a>	<a href="#">2</a>
<a href="#">    Hospital and Community Health Pharmacy Assistance .....</a>	<a href="#">3</a>
<a href="#">    Sterilization Services .....</a>	<a href="#">3</a>
<a href="#">    Licensed X-ray Operation (non-Radiographer) .....</a>	<a href="#">3</a>
<a href="#">    Operating Theatre Support .....</a>	<a href="#">3</a>

# Preliminary Information

## Important Note to Users

Training Packages are not static documents; they are amended periodically to reflect the latest industry practices and are version controlled. It is essential that the latest version is always used.

### Check the version number before commencing training or assessment

This Training Package is Version 3 – check whether this is the latest version by going to the National Training Information Service ([www.ntis.gov.au](http://www.ntis.gov.au)) and locating information about the Training Package. Alternatively, contact Community Services and Health Industry Skills Council ([www.cshisc.com.au](http://www.cshisc.com.au)) to confirm the latest version number.

### Explanation of version number conventions

The primary release Training Package is Version 1. When changes are made to a Training Package, sometimes the version number is changed and sometimes it is not, depending on the extent of the change. When a Training Package is reviewed it is considered to be a new Training Package for the purposes of version control, and is Version 1. Do not confuse the version number with the Training Package's national code (which remains the same during its period of endorsement).

### Version modification history

The version details of this endorsed Training Package are in the table below. The latest information is at the top of the table.

Version	Release Date	Comments
3	December 2005	Population Health National Competency Standards and Qualifications
2	December 2002	Health Technicians National Competency Standards and Qualifications
1	December 2001	Primary Release

### Explanation of the review date

The review date (shown on the title page and in the footer of each page) indicates when the Training Package is expected to be reviewed in the light of changes such as changing technologies and circumstances. The review date is not an expiry date. Endorsed Training Packages and their components remain current until they are reviewed or replaced.

# Health Training Package Units of Competency

This is the complete list of all units of competency in the Health Training Package as they relate to specific Health Industry Sectors.

## Ambulance

HLTAMBAE1A	Enable safe access and egress in an emergency	1
HLTAMBAE2A	Implement specialist access and egress procedures	7
HLTAMBAE3A	Follow procedures for routine safe extrication of patient	13
HLTAMBAE4A	Follow procedures for safe extrication of patient in a life threatening situation	17
HLTAMBC1A	Receive request for service	23
HLTAMBC2A	Assign ambulance service resources	29
HLTAMBC3A	Coordinate resources	35
HLTAMBCR1A	Deliver basic patient care	39
HLTAMBCR2A	Deliver standard pre-hospital patient care	47
HLTAMBCR3A	Deliver intensive pre-hospital patient care	55
HLTAMBCR4A	Clinical mentoring in the work environment	63
HLTAMBFC1A	Communicate within an ambulance environment	67
HLTAMBFC2A	Communicate in complex or difficult situations	73
HLTAMBMA1A	Manage ambulance operations	79
HLTAMBMA2A	Supervise on-road operations	85
HLTAMBPD1A	Manage personal stressors in the work environment	91
HLTAMBSC1A	Manage routine scene	95
HLTAMBSC2A	Manage scene of special event	99
HLTAMBSC3A	Manage the scene of an emergency	103
HLTAMBT1A	Transport non-emergency patients	109
HLTAMBT2A	Transport emergency patients	115
PUACOM005A	Foster a positive organisational image in the community	119
PUAOHS003A	Implement and monitor the organisation's occupational health and safety policies, procedures and programs	123
PUAOHS004A	Establish and maintain the occupational health and safety system	131
PUAVEH001A	Drive vehicles under operational conditions	137

## Complementary and Alternative Health Care

### Common Units

HLTCOM1A	Provide specific information to clients/patients	1
HLTCOM2A	Develop professional expertise	7
HLTCOM3A	Manage a practice	13
HLTCOM4A	Communicate effectively with clients/patients	23
HLTCOM5A	Administer a practice	31
HLTCOM6A	Make referrals to other health care professional when appropriate	39
HLTCOM7A	Provide reception services for a practice	43
HLTCOM8A	Use specific/medical terminology to communicate with client/patients, fellow workers and health professionals	49

### Ayurveda

HLTAYV1A	Plan the Ayurvedic herbal medicine treatment strategy – Dravyaguna	55
HLTAYV2A	Plan the Ayurvedic treatment strategy	63
HLTAYV3A	Prepare and dispense Ayurvedic herbal medicine - Dravyaguna	71
HLTAYV4A	Provide Ayurvedic advice on nutrition	83
HLTAYV5A	Provide the Ayurvedic herbal medicine treatment	93
HLTAYV6A	Provide Ayurvedic relaxation massage treatment	101
HLTAYV7A	Plan the Ayurvedic remedial massage treatment strategy	107
HLTAYV8A	Manage work within the Ayurvedic framework	115
HLTAYV9A	Perform Ayurvedic health assessment	123
HLTAYV10A	Perform Ayurvedic remedial massage health assessment	133
HLTAYV11A	Provide Ayurvedic remedial massage treatment	143
HLTAYV12A	Provide Ayurvedic lifestyle consultation	151
HLTAYV13A	Provide the Ayurvedic treatment	157
HLTAYV14A	Work within an Ayurvedic framework for lifestyle consultants	167
HLTAYV15A	Apply Ayurvedic diagnostic framework	175

### Homoeopathy

HLTHOM1A	Apply Homoeopathic diagnostic framework	181
HLTHOM2A	Conduct basic Homoeopathic research	189
HLTHOM3A	Manage work with the Homoeopathic framework	195
HLTHOM4A	Perform clinical screening examination and assessment	205
HLTHOM5A	Plan the Homoeopathic treatment strategy	215

HLTHOM6A	Prepare and dispense Homoeopathic medicine	223
HLTHOM7A	Provide assistance to the Homoeopathic practitioner	233
HLTHOM8A	Provide Homoeopathic treatment and manage the case	239
HLTHOM9A	Provide specific Homoeopathic assessment and care	249
HLTHOM10A	Take the Homoeopathic case	261
HLTHOM11A	Use and maintain medical equipment	271
HLTHOM12A	Work within a Homoeopathic framework	277
<b>Remedial Massage</b>		
HLTREM1A	Work within a Massage framework	283
HLTREM2A	Provide the Remedial Massage treatment	291
HLTREM3A	Plan the Remedial Massage treatment strategy	301
HLTREM4A	Apply Remedial Massage assessment framework	311
HLTREM5A	Perform Remedial Massage health assessment	317
HLTREM6A	Provide the Massage treatment	327
HLTREM7A	Plan the Massage treatment	337
HLTREM8A	Apply Massage assessment framework	343
HLTREM9A	Perform Massage treatment assessment	347
<b>Naturopathy</b>		
HLTNAT1A	Provide the Naturopathic treatment	355
HLTNAT2A	Provide the Western Herbal Medicine treatment	363
HLTNAT3A	Provide Naturopathic nutritional treatment	371
HLTNAT4A	Provide acute Homoeopathic treatment	381
HLTNAT5A	Plan the Naturopathic treatment strategy	391
HLTNAT6A	Perform Naturopathic health assessment	397
HLTNAT7A	Manage work within the Naturopathic framework	407
HLTNAT8A	Apply Naturopathic diagnostic framework	415
HLTNAT9A	Work within a Naturopathic framework	421
HLTNAT10A	Prepare and dispense Western Herbal and nutritional medicine	429
HLTNUT1A	Apply literature research findings to clinical nutritional practice	441
HLTNUT2A	Provide specialised nutritional care	445
<b>Shiatsu Therapy</b>		
HLTSHU1A	Apply oriental therapies assessment framework	451
HLTSHU2A	Apply Shiatsu assessment framework	457
HLTSHU3A	Perform Shiatsu health assessment	461
HLTSHU4A	Plan the Shiatsu therapy treatment	467
HLTSHU5A	Provide oriental therapies treatment	473
HLTSHU6A	Provide specific Shiatsu therapy assessment and care	481
HLTSHU7A	Provide the Shiatsu treatment	491
HLTSHU8A	Work with a Shiatsu framework	499
HLTSHU9A	Maintain Shiatsu personal health and awareness and fulfil professional responsibilities	507
HLTSHU10A	Perform Shiatsu therapy health assessment	513
HLTSHU11A	Apply shiatsu therapy assessment framework	523
<b>Traditional Chinese Medicine Remedial Massage (An Mo Tui Na)</b>		
HLTTCM1A	Apply TCM Remedial Massage (An Mo Tui Na) assessment framework	527
HLTTCM2A	Perform TCM Remedial Massage (An Mo Tui Na) health assessment	531
HLTTCM3A	Provide the TCM Remedial Massage (An Mo Tui Na) treatment	541
HLTTCM4A	Provide traumatology treatment within a TCM Remedial Massage (An Mo Tui Na) framework	549
HLTTCM5A	Provide TCM (An Mo Tui Na) treatment specific to the needs of women and children	555
HLTTCM6A	Work within a TCM Remedial Massage (An Mo Tui Na) framework	561
HLTTCM7A	Plan the TCM Remedial Massage (An Mo Tui Na) treatment strategy	569
<b>Western Herbal Medicine</b>		
HLTHER1A	Apply Western Herbal Medicine diagnostic framework	575
HLTHER2A	Manage work within the Western Herbal Medicine framework	581
HLTHER3A	Operate a Western Herbal Medicine dispensary	587
HLTHER4A	Perform health Western Herbal Medicine assessment	595
HLTHER5A	Plan the Western Herbal Medicine treatment strategy	605
HLTHER6A	Prepare and dispense Western Herbal Medicine	611
HLTHER7A	Provide dietary advice	621
HLTHER8A	Provide specialised Western Herbal Medicine treatment	625
HLTHER9A	Provide the Western Herbal Medicine treatment	637
HLTHER10A	Work within a Western Herbal Medicine framework	645
<b>Dental Assisting</b>		
HLTDA1A	Maintain infection control in dental practice	1
HLTDA2A	Follow organisational health and safety policies in dental practice	11
HLTDA3A	Prepare for and assist during oral health care procedures	17
HLTDA4A	Assist with dental radiography	25
HLTDA5A	Maintain and store instruments, equipment, materials and medicaments	31

HLTDA6A	Assist in administration in dental practice	37
HLTDA7A	Implement an oral health education program	45
HLTDA8A	Assist in oral health care procedures during general anaesthesia	53
HLTDA9A	Assist in oral health care procedures during conscious sedation	61
HLTDA10A	Apply the principles of radiation biology and protection in dental practice	69
HLTDA11A	Prepare to expose a prescribed dental radiographic image	77
HLTDA12A	Produce a dental radiographic image	85
<b>Dental Technology</b>		
HLTDT1A	Construct models	1
HLTDT2A	Construct custom impression trays	5
HLTDT3A	Construct registration rims	9
HLTDT4A	Articulate models and transfer records	13
HLTDT5A	Arrange artificial teeth for complete dentures	17
HLTDT6A	Wax, process and finish acrylic dentures and appliances	21
HLTDT7A	Construct immediate dentures	25
HLTDT8A	Set up and wax removable partial dentures	29
HLTDT9A	Cast metal alloy removable partial denture framework	33
HLTDT10A	Construct metal, crown and bridge structures	37
HLTDT11A	Join alloy structures	41
HLTDT12A	Take tooth shades	43
HLTDT13A	Construct ceramic restorations	47
HLTDT14A	Construct orthodontic appliances	51
HLTDT15A	Construct thermoformed bases and appliances	55
HLTDT16A	Construct indirect composite/polymer fixed restorations	59
HLTDT17A	Construct oral splints	63
HLTDT18A	Repair and modify dentures and appliance	67
<b>Dental Prosthetics</b>		
HLTDP1A	Identify, select and prepare instruments, equipment, materials as required	71
HLTDP2A	Gather data and history, conduct dental prosthetic examination and develop treatment plan	75
HLTDP3A	Take impressions	81
HLTDP4A	Measure and record jaw relationships and select tooth mould	87
HLTDP5A	Evaluate a dental prosthesis at try-in stage	91
HLTDP6A	Perform maintenance treatment for patients with removable dental prosthesis	95
HLTDP7A	Insert and issue a completed dental prosthesis	99
HLTDP8A	Insert and issue a protective mouthguard	103
HLTDP9A	Manage the delivery of quality patient service	107
<b>General Health Services Delivery Volume 1</b>		
<b>Allied Health Assistance</b>		
HLTAH1A	Assist with provision of an Allied Health therapy program	1
HLTAH2A	Assist in the application / removal of plaster cast	11
<b>Client/Patient Services Delivery</b>		
HLTCSD1A	Maintain high standard of patient and client services	17
HLTCSD2A	Assist with lifestyle and social support needs	25
HLTCSD3A	Prepare and maintain beds	33
HLTCSD4A	Support the care of clients and/or patients	39
HLTCSD5A	Assist with client/patient movement	47
HLTCSD6A	Respond effectively to difficult or challenging behaviour	51
HLTCSD7A	Care for home environment of clients	55
HLTCSD8A	Transport clients/patients	63
HLTMT1A	Assist with the provision of a mortuary service	67
<b>Nutrition and Dietetic Support</b>		
HLTNA1A	Provide assistance to nutrition and dietetic services	73
HLTNA2A	Plan and evaluate meals and menus to meet recommended dietary guidelines	81
HLTNA3A	Plan and/or modify menus according to nutrition dietary plans	89
HLTNA4A	Plan meals and menus to meet cultural and religious needs	95
HLTNA5A	Support food services in menu or meal order processing	101
<b>Pathology Assistance and Pathology Specimen Collection</b>		
HLTPAT1A	Receive and process pathology specimens	105
HLTPAT2A	Assist with microbiology testing	113
HLTPAT3A	Transport specimens and blood products	117
HLTPAT4A	Collect pathology specimens other than blood	121
HLTPAT5A	Operate efficiently within a pathology and specimen collection environment	129
HLTPAT6A	Perform blood collection	135
HLTPAT7A	Perform Electrocardiograms (ECG)	143
HLTPAT8A	Identify and respond to clinical risks associated with pathology specimen collection	149
PMLSAMP301A	Receive and prepare a range of samples for pathology testing	155
PMLTEST300A	Perform basic tests	163

PMLTEST301A	Perform biological laboratory procedures	169
PMLTEST303A	Prepare working solutions	177
PMLTEST304A	Prepare Culture Media	183
PMLTEST305A	Perform aseptic techniques	191
<b>Hospital and Community Health Pharmacy Assistance</b>		
HLTPH1A	Orientation to hospital pharmacy services and hospital pharmacy assistant practices	199
HLTPH2A	Procure and store pharmaceutical products	205
HLTPH3A	Distribute pharmaceutical products	213
HLTPH4A	Maintain pharmaceutical imprest/ward stock	219
HLTPH5A	Assist with Prescription preparation	227
HLTPH6A	Package and/or pre-pack pharmaceutical products	235
HLTPH7A	Small scale compound/manufacture pharmaceutical products	241
HLTPH8A	Maintain the procurement and storage of pharmaceutical products	251
HLTPH9A	Maintain the distribution of pharmaceutical products	259
HLTPH10A	Prepare batch and extemporaneous product master work sheets and labels	265
HLTPH11A	Small scale compound/manufacture aseptic pharmaceutical products	273
<b>Sterilisation Services</b>		
HLTSTE1A	Cleaning of reusable medical devices	283
HLTSTE2A	Prepare and pack items	291
HLTSTE3A	Sterilise loads	297
HLTSTE4A	Control sterile stock	305
HLTSTE5A	Provide sterilisation support services	311
<b>Licensed X-ray Operation (non-Radiographer)</b>		
HLTTEC1A	Operate an X-Ray Machine	317
HLTTEC2A	Use X-Ray Support Equipment	323
HLTTEC3A	Operate an X-Ray Film Processor	329
HLTTEC4A	Perform an X-Ray Examination	335
HLTTEC5A	Maintain records for x-ray examination	341
<b>Operating Theatre Support</b>		
HLTTH1A	Provide theatre support services	345
HLTTH2A	Provide equipment support in an operating theatre environment	351
HLTTH3A	Identify and move to maintain a sterile field	357
CHCAC3A	Orientation to aged care work	363
CHCAOD1A	Introduction to the alcohol and other drugs sector	371
CHCAOD2A	Orientation to the alcohol and other drugs sector	375
CHCDIS1A	Orientation to disability work	379
CHCMH1A	Orientation to work in the mental health sector	385
<b>General Health Services Delivery Volume 2</b>		
<b>Food Services</b>		
HLTFS7A	Follow basic food safety practices	1
HLTFS12A	Conduct food safety audits	7
HLTFS11A	Develop food safety programs	17
HLTFS10A	Apply and monitor food safety requirements	27
HLTFS9A	Oversee the day-to-day implementation of food safety in the workplace	33
HLTFS8A	Transport food	39
HLTGM7A	Carry out work in a food handling area	45
HLTFS1A	Distribute meals and refreshments to clients	51
HLTFS2A	Prepare foods suitable for a range of food service settings	59
HLTFS3A	Apply cook freeze production processes	67
HLTFS4A	Provide ward or unit-based food preparation and distribution services	73
HLTFS5A	Perform kitchenware washing	81
HLTFS6A	Carry out cafeteria operation	85
THHBCAT05B	Apply cook-chill production processes	89
THHBCC01B	Use basic methods of cookery	93
THHBCC02B	Prepare appetisers and salads	97
THHBCC00B	Prepare sandwiches	101
THHBCC03B	Prepare stocks, sauces and soups	105
THHBKA03B	Receive and store kitchen supplies	113
THHBKA04B	Clean and maintain kitchen premises	117
<b>General Maintenance</b>		
HLTGM1A	Perform routine servicing of plant, equipment and machinery	121
HLTGM2A	Use hand and power tools	127
HLTGM3A	Perform minor general maintenance	133
HLTGM4A	Assist tradespersons with construction and maintenance	141
HLTGM5A	Maintain pool environments	147
HLTGM6A	Operate and incinerator	153
<b>Miscellaneous Support</b>		



HLTMS1A	Collect and maintain linen stocks at user-locations	159
HLTMS2A	Provide personal laundry service to clients, patients and others	165
HLTMS3A	Undertake routine inventory maintenance	171
HLTMS4A	Handle and move equipment and goods	177
HLTMS5A	Perform general housekeeping to maintain clean environment	183
HLTMS6A	Perform general cleaning tasks in a clinical setting	193
HLTMS7A	Handle medical gases	203
HLTMS8A	Handle waste in a health care environment	209
<b>Laundry Support Services</b>		
LMTPRGN12A	Control Production	217
LMTPRGN15A	Coordinate work of team / section	223
LMTPRGN16A	Organise and plan own work to achieve planned outcomes	231
LMTPRLA01A	Collect, receive and sort product	239
LMTPRLA02A	Operate washing machines	245
LMTPRLA03A	Control washing machine operation	253
LMTPRLA04A	Perform linen rewash	261
LMTPRLA05A	Operate hydro extractor	267
LMTPRLA06A	Perform conditioning and/or drying process	273
LMTPRLA07A	Operate finishing equipment	279
LMTPRLA08A	Repair damaged products	285
LMTPRLA09A	Inspect, fold and pack theatre linen	291
LMTPRLA10A	Prepare products for storage or dispatch	297
LMTPRLA11A	Coordinate and process products for storage or dispatch	303
LMTEMGN08A	Perform minor maintenance	307
<b>Cleaning Services</b>		
PRMCL01A	Maintain hard floor surfaces	313
PRMCL02A	Restore hard floor finish	321
PRMCL03A	Replace hard floor finish	329
PRMCL04A	Maintain soft floor	337
PRMCL05A	Remove stains and spillages from soft floors	341
PRMCL06A	Dry foam shampoo carpet to remove in-ground dirt and soil from upper layer	347
PRMCL07A	Remove dirt and soil from soft floors or fabric upholstery using a water extraction method	353
PRMCL08A	Bonnet buff soft floor to achieve a clean surface appearance	359
PRMCL09A	Wash and squeegee glass surfaces to remove all visible dirt and grime	365
PRMCL10A	Maintain ceiling surfaces and fittings	371
PRMCL11A	Spot clean external surfaces to remove all visible marks	377
PRMCL12A	Wash external surfaces to remove all visible dirt and grime	383
PRMCL13A	Undertake detail cleaning of window coverings to remove all dirt and grime	389
PRMCL14A	Maintain a clean room environment with no traces of visible dust	395
PRMCL15A	Maintain furniture and fittings and dress an area or room	399
PRMCL16A	Wash furniture and fittings to remove grime	407
PRMCL17A	Maintain wet area in an odour free, soil and hazard free condition	413
PRMCL18A	Clean a unit or location to achieve a low bacteria condition	421
PRMCL19A	Remove waste to maintain a tidy environment/area	429
PRMCL20A	Undertake pressure wash to remove excessive or oil based soil	435
PRMCL21A	Maintain industrial machinery in a soil free condition	441
PRMCL22A	Organise and monitor work to maximise resource effectiveness	447
PRMCL33A	Plan for safe and efficient cleaning activities	451
PRMCL35A	Maintain a cleaning storage area	455
PRMCL36A	Carry out high level cleaning	459
<b>Asset Security</b>		
PRSSG01A	Maintain the security of premises and property	465
PRSSG02A	Control access to and exit from premises	473
PRSSG03A	Maintain safety of premises and personnel	479
<b>Grounds Maintenance</b>		
RUHHRT104A	Provide turf care	485
RUHHRT107A	Provide nursery plant care	489
RUHHRT201A	Treat weeds	495
RUHHRT202A	Treat pests and diseases	499
RUHHRT206A	Operate tractors	505
RUHHRT207A	Operate equipment and machinery	511
RUHHRT208A	Prune shrubs and small trees	517
RUHHRT212A	Apply chemicals and biological agents	521
RUHHRT216A	Maintain supplies of chemicals & biological agents	527
RUHHRT225A	Maintain drainage systems	531
RUHHRT226A	Maintain irrigation systems	535
RUHHRT302A	Cultivate turf	543
RUHHRT306A	Establish planted area	551

RUHHRT312A	Install drainage systems	557
RUHHRT316A	Treat and control weeds	561
RUHHRT317A	Control pests and diseases	567
RUHHRT318A	Undertake operational maintenance of machinery	571
RUHHRT324A	Propagate plants	577
<b>Stores</b>		
TDTD1097A	Operate a Forklift	583
TDTD297A	Use Manual Handling Equipment	591
<b>Health Technicians</b>		
<b>Anaesthetic Technology</b>		
HLTAN1A	Prepare the anaesthetic environment	1
HLTAN2A	Prepare and assist with the preparation of the patient for anaesthesia	11
HLTAN3A	Provide assistance during induction and maintenance of anaesthesia	21
HLTAN4A	Provide assistance during emergence phase of anaesthesia	31
HLTAN5A	Provide assistance during an emergency	39
HLTAN6A	Provide care and maintenance of anaesthetic and monitoring equipment	47
HLTAN7A	Provide assistance in anaesthetic related procedures	55
<b>Audiometry</b>		
HLTAU1A	Conduct screening hearing tests for children	1
HLTAU2A	Conduct screening hearing tests for adults	9
HLTAU3A	Conduct hearing assessments	17
HLTAU4A	Dispense hearing aids for adults	27
<b>Cardiac Technology</b>		
HLTCA1A	Perform electrocardiography (ECG)	1
HLTCA2A	Perform holter monitoring	7
HLTCA3A	Perform stress testing	15
HLTCA4A	Perform basic cardiopulmonary resuscitation in a cardiac testing environment	23
<b>Cast Technology</b>		
HLTCT1A	Apply casts	1
HLTCT2A	Modify casts	9
HLTCT3A	Remove casts	17
HLTCT4A	Apply and remove transaction	25
HLTCT5A	Apply orthopaedic devices	33
HLTCT6A	Modify orthopaedic devices	41
HLTCT7A	Remove orthopaedic devices	49
<b>Hyperbaric Technology</b>		
HLTHY1A	Prepare multi-place hyperbaric chamber	1
HLTHY2A	Conduct post compression routines	17
HLTHY4A	Implement emergency procedures for hyperbaric chamber	25
HLTHY5A	Manage the maintenance of hyperbaric systems	31
HLTHY6A	Identify and respond to risks associated with hyperbaric therapy	37
<b>Mortuary Practice</b>		
HLTMT3A	Maintain a mortuary service	1
HLTMT4A	Assist with autopsy	11
HLTMT5A	Maintain and record tissue sample collection	21
HLTMT6A	Maintain, clean and store autopsy equipment	27
HLTMT7A	Assist with special autopsy techniques	33
HLTMT8A	Assist with forensic autopsy techniques	43
HLTMT9A	Assist in the development of procedures for mortuary services	53
HLTMT10A	Collect, preserve and store post mortem samples	59
<b>Neurophysiology Technology</b>		
HLTNE1A	Perform electroencephalography (EEG)	1
HLTNE2A	Perform evoked potentials (EP) recording	13
HLTNE4A	Assist with the performance of nerve conduction studies and electromyogram (ECG)	23
HLTNE5A	Provide care and maintenance of neurophysiology equipment	33
HLTNE6A	Perform intra-operative neurophysiology monitoring	41
HLTNE7A	Perform long term electroencephalography (EEG) monitoring	53
HLTNE8A	Perform polysomnographic recording	67
<b>Pathology Specimen Collection</b>		
HLTPAT9A	Perform intravenous cannulation for sample collection	1
HLTPAT10A	Collect pathology specimens other than blood for specialised testing	11
HLTPAT11A	Perform blood collection for specialised testing	19
HLTPAT12A	Collect arterial blood samples	29
HLTPAT13A	Assist with pathology procedures	37
HLTPAT14A	Perform spirometry/flow volume	45
<b>Prosthetics and Orthotics Technology</b>		
HLTPO1A	Orientation to prosthetics and orthotics	1
HLTPO3A	Fabricate upper and lower extremity prostheses	7

HLTPO4A	Fabricate spinal, upper and lower extremity orthoses	15
HLTPO5A	Modify footwear	23
HLTPO6A	Participate in prosthetic and orthotic service provision	29
MEM1.1FA	Undertake interactive workplace communications	35
MEM1.2FA	Apply principles of OHS in work environment	41
MEM1.3FA	Apply quality procedures	47
MEM1.4FA	Plan to undertake a routine task	51
MEM2.1C12A	Apply quality systems	57
MEM2.2C11A	Organise and analyse information	61
MEM2.3C11B	Operate in a work based team environment	65
MEM2.4C11A	Assist in the provision of on the job training	69
MEM2.5C11A	Measure with graduated devices	73
MEM2.6C10A	Plan a complete activity	77
MEM2.7C10A	Perform computations – basic	81
MEM2.8C10A	Perform computations	85
MEM2.9C10A	Perform computer operations	89
MEM4.11AA	Produce polymer patterns	93
MEM5.4AB	Perform routine oxy acetylene welding	97
MEM5.5AA	Carry out mechanical cutting	101
MEM5.6AA	Perform brazing and/or silver soldering	105
MEM5.7AB	Manual heating and thermal cutting	111
MEM5.49AA	Perform routine gas tungsten arc welding	115
MEM5.50AA	Perform routine gas metal arc welding	119
MEM6.7AA	Perform basic incidental heat/quenching, tempering and annealing	123
MEM7.3AA	Setting machines (routine)	127
MEM7.5AA	Perform general machining	131
MEM7.24AA	Operate and monitor machine/process	137
MEM8.2AA	Pre-treat work for subsequent surface coating	141
MEM8.4AA	Finish work using wet, dry and vapour methods	145
MEM8.10AA	Manually finish/polish materials	149
MEM9.1AA	Draw and interpret sketch	153
MEM9.2AA I	Interpret technical drawing	157
MEM11.7AA	Administer inventory procedures	161
MEM11.11AA	Manual handling	165
MEM12.7AA	Mark off/out structural fabrications and shapes	169
MEM13.3AA	Work safely with industrial chemicals and materials	173
MEM18.1AB	Use hand tools	177
MEM18.2AA	Use power tools/hand held operations	181
MEM18.3AB	Use tools for precision work	187
PMBFIN202B	Fit attachments to products	193
PMBFIN203B	Repair product imperfections	199
PMBPREP201A	Prepare moulds for composites production	205
PMBPREP205B	Assemble materials and equipment for production	211
PMBPREP206B	Prepare materials to formulate	217
PMBPROD212A	Operate thermoforming equipment	233
PMBPROD235B	Use materials and process knowledge to complete work operations	231
PMBPROD282A	Assemble mould	239
PMBPROD283A	Demould product	245
<b>Sleep Technology</b>		
HLTSL1A	Prepare environment for sleep studies	1
HLTSL2A	Prepare patient for sleep studies	7
HLTSL3A	Perform diagnostic sleep study	15
HLTSL4A	Perform a treatment sleep study	23
HLTSL5A	Analyse and interpret recording of sleep study	31
HLTSL6A	Perform specialised procedures	37
HLTSL7A	Provide care and maintenance of sleep study and monitoring equipment	45
HLTSL8A	Perform home based assessments for sleep studies	51
<b>Theatre Technology</b>		
HLTTH4A	Provide routine care and handling of equipment within the operating suite	1
HLTTH5A	Assist with preparation of patients for operative procedures	9
HLTTH6A	Provide intra-operative equipment and technical support	17
<b>Industry and Organisational Requirements and Business Services National Training Package</b>		
<b>Health and Organisational Industry Requirements</b>		
HLTHIR1A	Work effectively in the health industry	1
HLTHIR2A	Contribute to organisational effectiveness in the health industry	9
HLTHIR3A	Work effectively with culturally diverse patients, clients, customers and co-workers	17

HLTHIR4A	Work effectively in a cross cultural context with Aboriginal and Torres Strait Islander people and organisations	25
HLTHIR5A	Provide leadership in promoting effective work practices within the health industry	35
HLTFA1A	Apply basic First Aid	41
HLTFA2A	Apply advanced First Aid	47
HLTFA3A	Maintain First Aid equipment and resources	57
HLTFA4A	Manage First Aid policy	61
HLTHSE1A	Follow the organisation's occupational health and safety policies	65
HLTHSE2A	Implement and monitor occupational health and safety, policies, procedures and programs	73
HLTHSE3A	Establish, maintain and evaluate the organisation's occupational health and safety system	79
HLTHSE4A	Follow safe manual handling practices	91
HLTIN1A	Comply with infection control policies and procedures	97
HLTIN2A	Maintain infection control standards in office practice settings	103
HLTIN3A	Implement and monitor infection control policy and procedures	113
HLTIN4A	Manage the control of infection	119
HLTRAH1A	Undertake visits to remote communities	127
<b>Business Services</b>		
BSBADM307A	Organise schedules	1
BSBCMN105A	Use business equipment	7
BSBCMN202A	Organise and complete daily work activities	13
BSBCMN203A	Communicate in the workplace	19
BSBCMN204A	Work effective with others	25
BSBCMN205A	Use business technology	31
BSBCMN206A	Process and maintain workplace information	37
BSBCMN208A	Deliver a service to customer	43
BSBCMN302A	Organise personal work priorities and development	49
BSBCMN305A	Organise workplace information	55
BSBCMN306A	Produce business documents	63
BSBCMN307A	Maintain business records	69
BSBCMN308A	Maintain financial records	77
BSBCMN310A	Deliver and monitor a service to customers	83
BSBCMN312A	Support innovation and change	91
BSBCMN402A	Develop work priorities	99
BSBCMN405A	Analyse and present research information	107
BSBCMN409A	Promote products and services	115
BSBCMN410A	Coordinate implementation of customer service strategic	123
BSBCMN412A	Promote innovation and change	133
BSBFLM302A	Support leadership in the workplace	141
BSBFLM303A	Contribute to effective workplace relationships	149
BSBFLM304A	Participate in work teams	157
BSBFLM305A	Support operational plan	165
BSBFLM309A	Support continuous improvement systems and processes	173
BSBFLM402A	Show leadership in the workplace	179
BSBFLM403A	Manage effective workplace relationships	187
BSBFLM404A	Lead work teams	195
BSBFLM405A	Implement operational plan	203
BSBFLM406A	Implement workplace information systems	211
BSBFLM409A	Implement continuous improvement	219
BSBFLM501-BSB511A		227
BSBHR401A	Administer human resource systems	309
BSBHR402A	Recruit and select personnel	317
BSBMED201A	Use basic medical terminology	325
BSBMED301A	Use advanced medical terminology	333
BSBMGT505A	Ensure a safe workplace	339
BSBMKG407A	Make a presentation	347
BSBRKG301A	Control records	353
BSXFMI411A	Contribute to the development of a workplace learning environment	361
BSZ401A	Plan assessment	365
BSZ402A	Conduct assessment	375
BSZ403A	Review assessment	387
BSZ404A	Train small groups	397
BSZ405A	Plan and promote a training program	405
BSZ406A	Plan a series of training sessions	415
BSZ407A	Deliver training sessions	425
BSZ408A	Review training	437
<b>Population Health</b>		
CHCAC3C	Orientation to aged care work	21

CHCAD3A	Undertake systems advocacy	29
CHCAD4A	Provide advocacy and representation	35
CHCAOD1C	Introduction to alcohol and other drugs work	41
CHCAOD2C	Orientation to the alcohol and other drugs sector	45
CHCAOD7C	Provide needle and syringe services	51
CHCCD1B	Support community participation	55
CHCCD2B	Provide community education projects	59
CHCCD5C	Develop community resources	63
CHCCD6B	Establish and develop community organisations	67
CHCCD7B	Support community resources	73
CHCCD8B	Support community action	79
CHCCD9B	Support community leadership	83
CHCCD12D	Apply a community development framework	87
CHCCD13C	Work within specific communities	93
CHCCD14B	Implement a community development strategy	97
CHCCD19A	Establish and maintain community, government and business partnerships	103
CHCCH1C	Orientation to work in social housing	109
CHCCH25A	Introduction to work in social housing	115
CHCCOM1B	Communicate with people accessing the services of the organization	119
CHCCOM2B	Communicate appropriately with clients and colleagues	123
CHCCOM3C	Utilise specialist communication skills to build strong relationships	129
CHCCOM4B	Develop, implement and promote effective communication techniques	137
CHCCS403A	Provide brief intervention	145
CHCDIS1C	Orientation to disability work	153
CHCDIS20A	Introduction to disability work	159
CHCGROUP1B	Support the activities of existing groups	165
CHCGROUP2C	Support group activities	169
CHCGROUP3C	Plan and conduct group activities	175
CHCHPROM1A	Share health information	179
CHCMH1B	Orientation to mental health work	185
CHCNET1C	Participate in networks	191
CHCNET2B	Maintain effective networks	195
CHCNET3B	Develop new networks	199
CHCNET4A	Work with other services	203
CHCOHS201A	Follow OHS procedures	207
CHCOHS301A	Participate in workplace safety procedures	215
CHCOHS401A	Implement and monitor OHS policies and procedures for a work place	223
CHCOHS501A	Manage workplace OHS management system	231
CHCORG1B	Follow the organisation's policies, procedures and programs	241
CHCORG3B	Participate in the work environment	245
CHCORG5B	Maintain an effective work environment	251
CHCORG6B	Coordinate the work environment	255
CHCORG7B	Manage workplace issues	261
CHCORG20B	Promote and represent the service	265
CHCORG21B	Act as a resource to other services	271
CHCORG22A	Contribute to service delivery strategy	275
CHCORG23B	Coordinate work	279
CHCORG25B	Recruit and coordinate volunteers	287
CHCORG26A	Manage a service level agreement	291
CHCORG27A	Provide mentoring support to colleagues	295
CHCORG29A	Provide coaching and motivation	299
CHCPOL1A	Participate in policy development	303
CHCPOL2A	Contribute to policy development	307
CHCPOL3A	Undertake research activities	313
CHCPOL5A	Manage research activities	317
CHCTC2A	Undertake telephone counselling	323
CUFWRT04A	Write presentation material	329
CUFWRT05A	Write content and/or copy	335
CUFWRT08A	Write narration	341
CULMS410A	Provide research assistance	347
HLTHIR4A	Work effectively in a cross cultural context with Aboriginal and Torres Strait Islander people and organisations	353
HLTPOP01A	Maintain a Population Health database	363
HLTPOP02A	Assess readiness for and effect behaviour change	369
HLTPOP03A	Provide information on smoking and smoking cessation	375
HLTPOP04A	Provide interventions to clients who are nicotine dependent	381
HLTPOP05A	Use media to disseminate information	389
HLTPOP06A	Utilise an interpreter	395

HLTPOP07A	Develop Population Health competencies in other people	399
HLTPOP08A	Write a grant application	405
HLTPOP09A	Identify pest control strategies	413
HLTPOP10A	Monitor and maintain dog health in the community	421
HLTPOP11A	Identify land care issues as they relate to health	431
HLTPOP12A	Develop a plan of action to address land care issues in the community	437
HLTPOP13A	Support community processes for the provision of ongoing repairs and maintenance to health hardware	445
HLTPOP14A	Provide basic repairs and maintenance to health hardware and fixtures	449
HLTPOP15A	Ensure the provision of functional and durable health hardware items in the home and community	457
HLTPOP16A	Monitor and maintain septic or on-site systems	463
HLTPOP17A	Monitor and maintain sewerage or effluent systems	469
HLTPOP18A	Monitor and maintain water supply	475
HLTPOP19A	Conduct testing and interpretation of results of community water supply	481
HLTPOP20A	Monitor and maintain rubbish collection and disposal systems	487
HLTPOP21A	Assist with monitoring food storage and handling procedures in the community	493
HLTPOP22A	Implement a disaster plan	501
HLTPOP23A	Develop a disaster plan	505
HLTPOP301A	Work effectively in the Population Health sector	511
HLTPOP302A	Contribute to working with the community to identify health needs	517
HLTPOP303A	Contribute to Population Health project planning	525
HLTPOP304A	Contribute to evaluating a Population Health project	531
HLTPOP306A	Establish agent of disease transmission and mode of control	541
HLTPOP307A	Provide information and support on environmental health issues	553
HLTPOP501A	Apply a Population Health framework	559
HLTPOP502A	Work with the community to identify health needs	565
HLTPOP503A	Plan a Population Health project	573
HLTPOP504A	Evaluate a Population Health project	581
HLTPOP505A	Build capacity to promote health	587
LGACOM407B	Manage finances within a budget	593
LGACOM502A	Devise and conduct community consultations	599
LGACOM503B	Prepare a budget	607
LGAEHRH502B	Implement immunisation programs	615
LGAEHRH506A	Monitor premises to minimise the spread of infectious diseases	621
LGAEHRH606A	Develop programs to minimise the spread of infectious diseases	627
LGAEHRH501B	Implement council's responsibilities in food safety	633
LGAEHRW505B	Implement strategies to minimise the impacts of waste on the environment	645
LGAEHRW507A	Plan and coordinate a waste collection/recycling service	653
LGAEHRW601B	Conduct waste management audits and assess needs	661
LGAEHRW605A	Develop council's waste management strategy	669
LGAEHRW607A	Plan for the controlled disposal and containment of residual waste	675
PSPPM402A	Implement projects	679
RTD4802A	Develop approaches to include cultural and human diversity	685

## **Introduction to General Health Services Delivery (Health Service Assistance) National Competency Standards**

This document contains specific national competency standards relating to General Health Services Delivery – Health Service Assistance.

The competency standards form part of the Health Training Package. The Health Training Package has been developed by Community Services and Health Industry Skills Council Ltd with the assistance of funding provided by the Commonwealth Government through the Department of Education Science and Training (DEST).

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

- Health Training Package Assessment Guidelines
- Health Training Package Qualifications Framework
- Industry and Organisational Requirements and Business Services National Competency Standards

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

- Ambulance
- General Health Services Delivery
  - Health Service Assistance
  - Health Support Services
- Complementary and Alternative Health Care
  - Ayurveda
  - Homoeopathy
  - Remedial Massage
  - Naturopathy
  - Shiatsu Therapy
  - Traditional Chinese Medicine Remedial Massage
  - Western Herbal Medicine
- Dental Assisting, Dental Technology and Dental Prosthetics
- Health Technician work
- Population Health

For further information relating to the Health Training Package please contact:

Community Services and Health Industry Skills Council Ltd

GPO Box 9848, Sydney NSW, 2001

Phone 02 9263 3589

Fax 02 9263 3599

[admin@cshisc.com.au](mailto:admin@cshisc.com.au)

<http://www.cshisc.com.au>

## General Health Services Delivery (Health Service Assistance) Units of Competency

### Allied Health Assistance

HLTAH1A	Assist with provision of an Allied Health therapy program .....	1
HLTAH2A	Assist in the application / removal of plaster cast.....	11

### Client/Patient Services Delivery

HLTCSD1A	Maintain high standard of patient and client services.....	17
HLTCSD2A	Assist with lifestyle and social support needs.....	25
HLTCSD3A	Prepare and maintain beds.....	33
HLTCSD4A	Support the care of clients and/or patients .....	39
HLTCSD5A	Assist with client/patient movement .....	47
HLTCSD6A	Respond effectively to difficult or challenging behaviour.....	51
HLTCSD7A	Care for home environment of clients.....	55
HLTCSD8A	Transport clients/patients .....	63
HLTMT1A	Assist with the provision of a mortuary service .....	67

### Nutrition and Dietetic Support

HLTNA1A	Provide assistance to nutrition and dietetic services .....	73
HLTNA2A	Plan and evaluate meals and menus to meet recommended dietary guidelines .....	81
HLTNA3A	Plan and/or modify menus according to nutrition dietary plans .....	89
HLTNA4A	Plan meals and menus to meet cultural and religious needs .....	95
HLTNA5A	Support food services in menu or meal order processing .....	101

### Pathology Assistance and Pathology Specimen Collection

HLTPAT1A	Receive and process pathology specimens .....	105
HLTPAT2A	Assist with microbiology testing .....	113
HLTPAT3A	Transport specimens and blood products .....	117
HLTPAT4A	Collect pathology specimens other than blood .....	121
HLTPAT5A	Operate efficiently within a pathology and specimen collection environment.....	129
HLTPAT6A	Perform blood collection .....	135
HLTPAT7A	Perform electrocardiograms (ECG) .....	143
HLTPAT8A	Identify and respond to clinical risks associated with pathology specimen collection.....	149
PMLSAMP301A	Receive and process a range of samples for pathology testing .....	155
PMLTEST300A	Perform basic tests .....	163
PMLTEST301A	Perform biological laboratory procedures .....	169
PMLTEST303A	Prepare working solutions .....	177
PMLTEST304A	Prepare Culture Media .....	183
PMLTEST305A	Perform aseptic techniques .....	191



## Hospital and Community Health Pharmacy Assistance

HLTPH1A	Orientation to hospital pharmacy services and hospital pharmacy assistant practices .....	199
HLTPH2A	Procure and store pharmaceutical products .....	205
HLTPH3A	Distribute pharmaceutical products .....	213
HLTPH4A	Maintain pharmaceutical imprest/ward stock .....	219
HLTPH5A	Assist with Prescription preparation .....	227
HLTPH6A	Package and/or pre-pack pharmaceutical products .....	235
HLTPH7A	Small scale compound/manufacture pharmaceutical products .....	241
HLTPH8A	Maintain the procurement and storage of pharmaceutical products .....	251
HLTPH9A	Maintain the distribution of pharmaceutical products .....	259
HLTPH10A	Prepare batch and extemporaneous product master work sheets and labels .....	265
HLTPH11A	Small scale compound/manufacture aseptic pharmaceutical products ....	273

## Sterilization Services

HLTSTE1A	Cleaning of reusable medical devices .....	283
HLTSTE2A	Prepare and pack items .....	291
HLTSTE3A	Sterilise load .....	297
HLTSTE4A	Control sterile stock .....	305
HLTSTE5A	Provide sterilisation support service .....	311

## Licensed X-ray Operation (non-Radiographer)

HLTTEC1A	Operate an X-Ray Machine .....	317
HLTTEC2A	Use X-Ray Support Equipment .....	323
HLTTEC3A	Operate an X-Ray Film Processor .....	329
HLTTEC4A	Perform an X-Ray Examination .....	335
HLTTEC5A	Maintain records for x-ray examination .....	341

## Operating Theatre Support

HLTTH1A	Provide theatre support services .....	345
HLTTH2A	Provide equipment support in an operating theatre environment .....	351
HLTTH3A	Identify and move to maintain a sterile field .....	357
CHCAC3C	Orientation to aged care work .....	363
CHCAOD1B	Introduction to the alcohol and other drugs sector .....	371
CHCAOD2B	Orientation to the alcohol and other drugs sector .....	375
CHCDIS1C	Orientation to disability work .....	379
CHCMH1B	Orientation to work in the mental health sector .....	385

## **UNIT HLTAH1A Assist with provision of an Allied Health therapy program**

### **Unit Descriptor**

This unit describes the knowledge and skills required to assist an Allied Health professional in providing assistance in a therapy program relevant to that profession.

Work performed requires a range of well-developed skills where some discretion and judgement is required. Individuals will take responsibility for their own outputs and may participate in work teams.

All tasks are carried out under the supervision of the Allied Health professional.

### **ELEMENT**

### **PERFORMANCE CRITERIA**

- |  |   |
|--|---|
| 1. Provide relevant information to clients | 1.1 Role of the allied health professional and assistant are accurately explained to the client as required                     |
|  | 1.2 Confidentiality policies are adhered to at all times.   |
|  | 1.3 Basic accurate information provided to clients / prospective clients regarding allied health services                       |
| 2. Prepare for therapy session             | 2.1 Therapy/treatment program is discussed and confirmed with appropriate supervising allied health professional.               |
|  | 2.2 Information is obtained from relevant sources according to organisation policies and supervising allied health professional |
|  | 2.3 Resources/equipment required for therapy program are checked to ensure suitability and working order                        |
|  | 2.4 Environmental hazards recognised and minimised in accordance with organisational requirements                               |
|  | 2.5 Client is prepared for therapy under direction of relevant supervising allied health professional who may not be present    |
| 3. Provide assistance with therapy session | 3.1 Assistance with therapy tasks is provided according to instructions of allied health professional who may not be present    |
|  | 3.2 Approach modified and adjusted within group setting with follow-up discussion with supervisor                               |
|  | 3.3 Awareness of general therapy precautions and contra-indications maintained  |
|  | 3.4 Clarification/feedback is sought from as required   |
|  | 3.5 Appropriate actions are taken to ensure comfort, safety and privacy of the client   |
|  | 3.6 Accidents/incidents are dealt with appropriately  |

ELEMENT	PERFORMANCE CRITERIA
	and reported to the supervising allied health professional
4. Use therapy equipment correctly and safely	<p data-bbox="608 383 1331 450">4.1 Equipment is used according to instructions set by supervising allied health professionals</p> <p data-bbox="608 465 1331 533">4.2 Equipment issued and client instructed in safe and appropriate use and care of item</p> <p data-bbox="608 548 1331 616">4.3 OHS guidelines for particular pieces of equipment are followed</p> <p data-bbox="608 631 1331 698">4.4 Equipment is used according to manufacturer and supervising allied health professional instructions</p>
5. Feedback appropriate therapy information to supervising allied health professional	<p data-bbox="608 763 1331 831">5.1 Significant information is passed on to appropriate supervising allied health professional</p> <p data-bbox="608 846 1198 913">5.2 Information is documented according to organisational policy and procedures</p>
6. Assist in the design and construction of simple therapy materials/equipment	<p data-bbox="608 978 1331 1046">6.1 Gaps in therapy material resources are identified and solutions created in consultation with the AHP</p> <p data-bbox="608 1061 1307 1128">6.2 Therapy materials are updated on a regular basis as instructed</p> <p data-bbox="608 1144 1318 1211">6.3 Aids/adaptations are manufactured in accordance with allied health professional's instructions</p>
7. Complete required administrative duties	<p data-bbox="608 1276 1203 1344">7.1 Statistics maintained in accordance with organisational policies and procedures</p> <p data-bbox="608 1359 1289 1426">7.2 Stock levels are maintained in accordance with organisational policies and procedures</p> <p data-bbox="608 1442 1246 1550">7.3 Patients are booked in for appointments in accordance with organisational policies and procedures</p>

## RANGE OF VARIABLES

*Clients may include:*

- Infants
- Children
- Adolescents
- Adults
- Elderly
- Visitors
- Staff
- Prospective clients to the service or services
- Relatives/carers of client

Clients may be in contact with the organisation through relevant representatives, professionals or other advocates or agencies.

*Others with whom interaction is required in regard to client services may include:*

- Other staff members
- Team members
- Service units or departments
- Family members and friends of clients
- Carers
- Volunteers in a health services environment
- Professional representatives or agents of the client such as medical specialists, social workers, therapists, interpreters, teachers and/or spiritual, community or other representative

*Allied health services may include:*

- Physiotherapy
- Psychology/Clinical Psychology
- Podiatry
- Occupational Therapy
- Speech Pathology
- Dietetics
- Social Work
- Audiology
- Physical Education
- Pharmacists
- Prosthetists
- Orthotists
- Hydrotherapy services

## RANGE OF VARIABLES

*Confidentiality policies may include:*

- Fees
- Health fund entitlements
- Welfare entitlements
- Payment methods and records
- Public environments
- Legal and ethical requirements
- Writing details ie medical and consent forms
- Conversations on the telephone
- Secure location for written records
- Offering a private location for discussions
- Information disclosed to an appropriate person consistent with individual's level of responsibility

*Workplace settings may include:*

- Hospital (inpatient and outpatient)
- Community Health Centres
- Rehabilitation Service
- Therapy Centres
- Multi-purpose centre
- Nursing home/hostels
- Residential care
- School
- Child care centre/preschool
- Allied health private practice
- Client's home (community based/rural and remote services)
- Hydrotherapy pools

*Allied health equipment may include:*

- Physiotherapy equipment
- Respiratory equipment
- Tilt tables
- Braces
- Electrotherapy devices
- Electrical equipment
- Hydrotherapy
- Manual handling
- Exercise equipment

## RANGE OF VARIABLES

- Positional equipment eg slings/splints
- Wheelchairs/frames and walking sticks and crutches
- Audio-visual equipment
- Feeding equipment
- Plastering equipment
- Woodworking equipment
- Sewing machines
- Computers

*Occupational therapy equipment may include:*

- Splinting equipment
- Wheelchairs/frames and walking sticks/crutches
- ADL equipment
- Exercise equipment
- Various activity equipment
- Computer programmes
- Audio-visual equipment
- Positioning furnishing equipment
- Computer/other technical equipment
- Variety of activity equipment

*Speech pathology equipment may include:*

- Artificial larynx
- Augmented communication equipment
- Paediatric feeding devices
- Feeding equipment

*Allied health professional instructions may be:*

- Written
- Verbal
- Diagrammatic

*Assistance with therapy tasks may be:*

- Working directly with (in the presence of–may be directly with or in parallel to) the allied health professional and according to their instruction
- Working without the allied health professional being present but according to instruction of the allied health professional
- Maintaining reserve of appropriate assessment and client record forms

## RANGE OF VARIABLES

*Relevant sources of information may be:*

- Clients
- Client relatives/friends/carers
- Allied health professionals
- Community/support group
- Nurses
- Care plans
- Discharge plans
- Appropriate training programs

*Information must be passed on to appropriate allied health professional as either:*

- Case notes
- Verbal or written handover
- Memo
- Checklists
- Other forms according to procedures for individual organisations

*Recording of appointments may include but are not limited to:*

- Manual ie appointment book
- Electronic ie computer based program

## EVIDENCE GUIDE

*Critical aspects of assessment must include:*

- Works within roles and responsibilities of the relevant allied health service
- Complies with relevant policies, protocols, guidelines and procedures of the organisation
- Follows instructions effectively
- Completes set instructions effectively and efficiently
- Requests clarification/feedback appropriately
- Working effectively as part of a team and/or working effectively without the AHP being present where appropriate.
- Keeps legible and logical documentation and relays information
- Uses correctly and safely assigned therapy equipment

*Concurrent assessment and relationship with other units:*

- This unit can be assessed independently, however holistic assessment practice with other general health services units of competency is encouraged

*Essential knowledge must include:*

- Relevant organisational policies and procedures
- Disease processes relevant to the client group/s
- Patients/client care plans, goals and limitations of therapy
- Roles, responsibilities and limitations of self and other allied health team members and nursing, medical and other personnel
- Therapy tasks/programs associated with particular client population
- Contra-indications for therapies
- Community and government resources for client population
- Allied health resources available for client population
- Appropriate use of allied health equipment and resources
- OHS policy and procedures
- Basic therapy techniques (particular to relevant allied health profession)
- Knowledge of differences between, occupational



## EVIDENCE GUIDE

therapy, physiotherapy and speech pathology

- Basic knowledge of human behaviour and social/interpersonal behaviour

*Essential skills must include:*

- Ability to learn and understand common abbreviations and organisational and medical terms
- Ability to communicate effectively with other team members and understand their various roles.
- Basic therapy techniques
- Time management, personal organisational skills and establishing priorities
- Ability to manage stress
- Ability to work under direct and indirect supervision
- Effective interpersonal “people” skills
- First Aid skills
- Activity analysis – breaking activities down into component parts
- Using initiative
- Physically strong enough to cope with the demands of the job, particularly manual handling
- Ability to respond appropriately to difficult or challenging behaviour
- Reading and writing skills-literacy competence required to fulfil job roles in a safe manner and as specified by the organisation. The level of skill may range from the ability to understand symbols used in OHS signs, to reading workplace safety pamphlets or procedure manuals, to reading labels and documenting clinical information. Literacy support available in the workplace may range from having access to support or assistance from expert/mentor/supervisor, to having no communication supports available. Literacy may be required in English or a community language depending on the language used in pamphlets or workplace manuals
- Oral communication skills-language competence required to fulfil job roles in a safe manner and as specified by the organisation. Assessors should look for skills in asking questions, providing clear information, listening to and understanding workplace instructions, and clarifying workplace

## EVIDENCE GUIDE

instructions when necessary. Effective verbal and non verbal communication skills with a range of internal and external persons are essential.

Organisation may require competence in English or a community language, depending on client group

- Numeracy skills may range from the ability to complete basic arithmetic calculations, recording stock levels and statistical information
- Problem solving skills required include an ability to use available resources
- Ability to deal with conflict
- Ability to work with others and display empathy with patient and relatives

### *Resource implications:*

- Access to appropriate workplace with supervising therapist of relevant allied health profession where assessment can take place
- Simulation of realistic workplace setting for assessment with supervising therapist of relevant allied health profession
- Relevant organisational policy, guidelines, procedures and protocols

### *Method of assessment:*

- Observation of work activities in client service by appropriate allied health professional
- Observation of simulation and/or role play involving client service
- Discussion of physical and/or behavioural contingency scenarios involving duty of care
- Authenticated transcripts of relevant education/training courses
- Authenticated reports of working with clients and maintaining a high standard of client service
- Case studies and scenarios as a basis for discussion of issues and strategies in addressing the maintenance of high standards of client service

### *Consistency in performance:*

- It is recommended that assessment or information for assessment will be conducted or gathered over a period of time and cover the normal range of workplace situations

## **EVIDENCE GUIDE**

*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 and by a supervising therapist of the relevant allied health profession

## **UNIT HLTAH2A**

## **Assist in the application and/or removal of a plaster cast**

### **Unit Descriptor**

This unit describes the knowledge and skills required to assist in the preparation, application and removal of a plaster cast.

Work performed requires a range of well developed skills where some discretion and judgement is required and individuals will take responsibility for their own outputs.

### **ELEMENTS**

### **PERFORMANCE CRITERIA**

- |  |  |
|--|--|
| 1. Prepare to apply plaster              | 1.1 Requirements for applying plaster are confirmed with relevant personnel                                    |
|  | 1.2 Equipment for applying plaster is assembled and checked to ensure it is in working order                   |
|  | 1.3 Procedure is explained to client and questions are answered as required                                    |
|  | 1.4 Appropriate action is taken to ensure comfort and safety of client   |
|  | 1.5 Infection control guidelines are followed throughout entire procedure                                      |
| 2. Apply/remove plaster                  | 2.1 Plaster is applied/removed according to instructions and organisational policies and procedures            |
|  | 2.2 Clarification/feedback is sought from supervisor as required   |
|  | 2.3 Appropriate action is taken to ensure client comfort and safety is maintained                              |
| 3. Undertake post-application procedures | 3.1 Advice is provided to client regarding care of plaster cast  |
|  | 3.2 Patient is cleaned in accordance with organisational policies and procedures                               |
|  | 3.3 Appropriate support for client is arranged at completion of procedure                                      |
|  | 3.4 Assistance with application of traction devices is provided as required                                    |
| 4. Clean working environment             | 4.1 Waste is disposed of according to relevant guidelines  |
|  | 4.2 Equipment is cleaned in accordance with manufacturer specifications and stored safely in appropriate place |
|  | 4.3 Work surfaces are cleaned according to infection control guidelines  |

## RANGE OF VARIABLES

*Relevant personnel may include:*

- Medical staff and nursing staff
- Other health professionals

*Equipment may include:*

- Vice
- Saw with vacuum
- Spreaders
- Scissors

*Clients may include:*

- Inpatients
- Outpatients

*Application of plaster may occur in:*

- Theatre
- Emergency department
- Ward
- Outpatients departments
- Multi-purpose centre

*Appropriate support may include:*

- Crutches
- Wheelchairs
- Other walking aids
- Collars and slings
- Plaster boots

*Relevant guidelines may include:*

- Organisational guidelines
- Manufacturers' specifications
- OHS guidelines

## EVIDENCE GUIDE

### *Critical aspects of assessment such as:*

- Correct techniques for the application and removal of plaster (subject to organisational policies and procedures)
- Compliance with enterprise requirements, OHS legislation, infection control, manual handling procedures and relevant health regulations
- Completion of all activities accurately and in a timely and safe manner
- Work completed systematically with attention to detail without harm to patient/personnel
- Effective co-ordination of required processes

### *Concurrent assessment and relationship with other units:*

- This unit can be assessed independently, however holistic assessment practice with other general health services units of competency is encouraged.

### *Essential knowledge must include:*

- Fundamental anatomy and physiology
- Infection control policy and procedures
- OHS work practices and procedures
- Organisation policy and procedures
- Interpreting documentation relating to application of plaster

### *Essential skills must include:*

- Ability to apply and remove plaster casts safely in accordance with organisational and infection control policies and procedures
- Equipment assembled, used and cleaned in accordance with manufacturers' specifications
- Numeracy skills-ranging from the ability to complete basic arithmetic calculations such as addition, subtraction, multiplication, division to recording numbers.
- Reading and writing skills-literacy competence required to fulfil job roles in a safe manner and as specified by the organisation. The level of skill may range from the ability to understand symbols used in OHS signs, to reading manufacturers' instructions for equipment use, workplace safety pamphlets or procedure manuals, to reading labels and handling chemicals such as cleaning fluids. Literacy support available in the workplace may range from having access to support or assistance

## EVIDENCE GUIDE

from expert/mentor/supervisor, to having no communication supports available. Literacy may be required in English or a community language

- Oral communication skills-language competence required to fulfil job roles in a safe manner and as specified by the organisation. Assessors should look for skills in asking questions, providing clear information, listening to and understanding workplace instructions, and clarifying workplace instructions when necessary. The organisation may require competence in English or a community language, depending on client group
- Problem solving skills required include the ability to use available resources, assemble equipment and prioritise workload
- Ability to work with others and display empathy with patient and relatives

### *Resource implications*

Resource requirements include access to:

- Equipment for the application and removal of plaster casts
- Plaster and other relevant materials
- CSD as required
- Infection control procedures
- Workplace health and safety guidelines
- Other organisational policies and procedures

### *Method of assessment*

Assessment may include:

- Observation of performance
- Written tasks
- Interviewing and questioning
- Formal appraisal systems
- Staff/client feedback
- Portfolio/CV
- Supporting statement of supervisor(s)
- Authenticated evidence of relevant work experience and/or formal/informal learning
- Case studies and scenarios as a basis for discussion of issues and strategies to contribute to best practice in the work environment

## **EVIDENCE GUIDE**

*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. Assessment may be conducted on more than one occasion to cover a variety of situations

A diversity of assessment tasks is essential for holistic assessment





## **UNIT HLTCSD1A Maintain high standards of patient and client services**

### **Unit Descriptor**

This unit sets service standards for care assistance workers and other workers who have contact with clients or patients.

Work performed requires a range of well developed skills where some discretion and judgement is required. Individuals will take responsibility for their own outputs and limited responsibility for the output of others.

### **ELEMENTS**

### **PERFORMANCE CRITERIA**

- |   |   |
|---|---|
| 1. Communicate appropriately with patients and clients                          | 1.1 Participation in work team is constructive and collaborative and demonstrates an understanding of own role  |
|   | 1.2 Effective communication strategies and techniques are identified and used to achieve best client service outcomes   |
|   | 1.3 Complaints are responded to in accordance with organisational policy to ensure best service to patients and clients   |
|   | 1.4 Complaints are dealt with in accordance with the policy of the organisation   |
|   | 1.5 Interpreter services are accessed as required   |
|   | 1.6 Action is taken to resolve conflicts either directly, where a positive outcome can be immediately achieved, or by referral to the appropriate personnel                                   |
| 2. Establish and maintain an appropriate relationship with patients and clients | 2.1 Rapport is established to ensure the service is appropriate to and in the best interests of patients and clients  |
|   | 2.2 Effective listening skills are used to ensure a high level of effective communication and quality service provision   |
|   | 2.3 Patient and client concerns and needs are correctly identified and responded to within agreed level of responsibility, established procedures and guidelines for reporting to supervisors |
|   | 2.4 Advice is sought from appropriate sources to resolve any concerns or issues regarding relationship with, and/or service to, patients and clients when required                            |
|   | 2.5 Effectiveness of interpersonal interaction is consistently monitored and evaluated to ensure best patient/client service outcomes   |

<b>ELEMENTS</b>	<b>PERFORMANCE CRITERIA</b>
3. Act in a respectful manner at all times	<ul style="list-style-type: none"><li>3.1 Respect for differences is positively, actively and consistently demonstrated in all work</li><li>3.2 Confidentiality and privacy of patients and clients is maintained</li><li>3.3 Courtesy is demonstrated in all interactions with patients, clients, their visitors, carers and family</li><li>3.4 Assistance with the care of patients and clients with challenging behaviors is provided in accordance with established procedures</li><li>3.5 Techniques are used to manage and minimise aggression</li></ul>
4. Evaluate own work to maintain a high standard of patient or client service	<ul style="list-style-type: none"><li>4.1 Advice and assistance is received or sought from appropriate sources on own performance</li><li>4.2 Own work is adjusted, incorporating advice that addresses performance issues, to maintain the agreed standard of patient and client support</li></ul>

## RANGE OF VARIABLES

*Patients and clients may include:*

- Patients and clients
- Other existing patients and clients
- Prospective patients and clients to the service or services
- Clients and patients may be in contact with the organisation through relevant representatives, professionals or other advocates or agencies

*Others with whom interaction is required in regard to patient/client services may include:*

- Other staff and team members
- Service units or departments
- Family members, carers and friends of patients and clients
- Professional representatives or agents of patients and clients such as:
  - Medical specialists
  - Social workers
  - Therapists
  - Allied health professionals
  - Interpreters
  - Teachers and/or spiritual
  - Community
  - Other representative
- General public

*Communication may be in:*

- English
- Sign language
- Through an interpreter
- Community language as required by the service / organisation

*Modes of communication:*

- Continuing interaction with patients and clients
- Verbal conversations either in person or via telephone
- Written notes by post or electronic media
- Worker, family member friend or professional interpreter who has relevant languages

*Respect for difference may*

- Physical

## RANGE OF VARIABLES

*include differences such as:*

- Cognitive/mental or intellectual issues that may impact on communication
- Cultural and ethnic
- Religious/spiritual
- Social
- Age
- Language literacy and numeracy abilities that may impact on communication
- Sexuality and sexual preference

*Confidentiality and privacy of patients may include:*

- Fees
- Health fund entitlements
- Welfare entitlements
- Payment methods and records
- Public environments
- Legal and ethical requirements
- Writing details ie medical and consent forms
- Conversations on the telephone
- Secure location for written records
- Offering a private location for discussions
- Information disclosed to an appropriate person consistent with one's level of responsibility

*Performance monitoring may include:*

- Self-monitoring
- Supervisor assessment
- Customer feedback

## EVIDENCE GUIDE

### *Critical aspects of assessment must include:*

- Working within role and responsibility in a manner which accommodates and accepts individual differences
- Handling complaints and resolving conflict, or referring matters to supervisors when required
- Working effectively in a team
- Complying with relevant policies, protocols, guidelines and procedures of the organisation
- Communicating in a non discriminatory, supportive and inclusive manner
- Listening and responding to communication initiatives of client
- Demonstrating respect for patients and clients

### *Concurrent assessment and relationship with other units:*

- This unit can be assessed independently, however holistic assessment practice with other client/patient service delivery units of competency is encouraged

### *Essential knowledge required includes:*

- Roles and responsibilities of self and other workers within the organisation
- When client/patient issues need to be referred to an appropriate health professional
- Organisational policies and procedures for privacy and confidentiality of information provided by clients and others
- Knowledge of cultures relevant to the particular service
- Cultural differences in Australia
- Knowledge of available interpreter services
- Organisational policy on patient/client rights and responsibilities

### *Essential skills required include:*

- Establishing and maintaining relationships, taking into account individual differences
- Using effective listening techniques
- Using appropriate verbal and non verbal communication styles
- Ability to interpret and follow the instructions and guidance of health professionals involved with the care of patient/clients

## EVIDENCE GUIDE

- Reading and writing skills - literacy competence required to fulfil job roles in a safe manner and as specified by the organisation. The level of skill may range from the ability to understand symbols used in OHS signs, to reading workplace safety pamphlets or procedure manuals, to reading labels. Literacy support available in the workplace may range from having access to support or assistance from expert/mentor/supervisor, to having no communication supports available. Literacy may be required in English or a community language.
- Oral communication skills - language competence required to fulfil job roles in a safe manner and as specified by the organisation. Assessors should look for skills in asking questions, providing clear information, listening to and understanding workplace instructions, and clarifying workplace instructions when necessary. The organisation may require competence in English or a community language, depending on client group.
- Numeracy skills may range from the ability to complete basic arithmetic calculations such as addition, subtraction, multiplication, division to recording numbers
- Problem solving skills required include the ability to use available resources and prioritise workload
- Ability to deal with conflict
- Ability to work with others and display empathy with patient and relatives

### *Resource implications:*

- Access to relevant workplace or appropriately simulated environment where assessment can take place
- Relevant government and organisational policy, guidelines, procedures and protocols
- Any relevant legislation in relation to service delivery

### *Method of assessment:*

- Observation of work activities whilst providing

## EVIDENCE GUIDE

service functions

- Observation of simulation and/or role play involving patient/client service delivery
- Discussion of physical and/or behavioural scenarios involving duty of care
- Authenticated transcripts of relevant education/training courses
- Authenticated reports of working with clients and maintaining a high standard of client service
- Case studies and scenarios as a basis for discussion of issues and strategies in addressing the maintenance of high standards of service

*Context of assessment:*

This unit is most appropriately assessed in the workplace or in a simulated workplace setting under the normal range of workplace conditions. Assessment may be conducted on one occasion but should include a range of clients, reflecting the diverse nature of those for whom service is provided in the workplace context. A diversity of assessment tasks is also essential for holistic assessment.





## **UNIT HLTCSD2A**

## **Assist with lifestyle and social support needs**

This unit will generally apply where support services are provided to clients in home and/or community based settings.

Work performed requires a range of well-developed skills where some discretion and judgement is required. Individuals will take responsibility for their own outputs and limited responsibility for the output of others.

### **ELEMENTS**

### **PERFORMANCE CRITERIA**

- |  |   |
|--|---|
| 1. Obtain information regarding the support that is required | 1.1 Client information is obtained from coordinator or supervisor   |
|  | 1.2 Client is contacted as required and an appropriate time and venue for service is negotiated with client   |
|  | 1.3 Scope, nature and frequency of client support needs are confirmed with client and appropriate personnel as required   |
| 2. Maintain equipment and records as required                | 2.1 Details of visit/service are recorded in accordance with organisational requirements  |
|  | 2.2 Vehicle is maintained and used appropriately in accordance with established guidelines and relevant state/territory transport policy                        |
|  | 2.3 Client privacy and confidentiality is maintained in accordance with organisational requirements   |
| 3. Deliver support service to client                         | 3.1 Documented procedures and ethics are followed in undertaking client service delivery to support client needs  |
|  | 3.2 Assistance is provided according to own role, responsibilities and established guidelines in maintaining an environment that enables maximum wellbeing      |
|  | 3.3 All support provided enables clients to direct their own care where appropriate and within organisational policy and procedures and supervisor's directions |
|  | 3.4 Safety and needs of clients are reflected in undertaking support service delivery   |
|  | 3.5 Clients are fully informed of, and encouraged to use, appropriate support services  |
|  | 3.6 Clients are informed courteously of limitations of service where required   |

ELEMENTS	PERFORMANCE CRITERIA
4. Record client support activities involving financial transactions	3.7 Assistance is sought when it is not possible to provide appropriate support to the client
	3.8 Nature and scope of ongoing support is communicated with client and other care givers as required
4. Record client support activities involving financial transactions	4.1 Client signature on receipts is obtained where required
	4.2 All client support activities involving financial transactions are documented and receipts are retained, and/or dealt with according to established policy and procedures
5. Monitor and evaluate support given	5.1 Feedback regarding service is obtained from client and acted upon as required
	5.2 Feedback on client service is provided to coordinator or other appropriate personnel as required
	5.3 Feedback is provided regarding client care plan/program and/or changes in client circumstances or needs and suggestions are made where appropriate
	5.4 Feedback is obtained from client, client's family and other care givers to support service delivery
	5.5 Own role is assessed in accordance with feedback and adjustments are made where required to ensure ongoing best practice in own contribution to support service delivery

## RANGE OF VARIABLES

### *Support may include:*

- Banking
- Bill paying
- Collection and reading of mail
- Making telephone calls
- Handling correspondence
- Ensuring safety, comfort and security
- Making and keeping medical, grooming, administrative, financial or other appointments
- Shopping and storing purchases and other items
- Assisting in meeting spiritual, social, physical, cultural, or other needs
- Organising cleaning, gardening or other domestic services
- Organising provision of meals and beverages

### *Clients may include:*

- People with disabilities such as:
  - Vision impairment
  - Hearing impairment
  - Physical disability or frailty
  - Mental or intellectual disability
  - Cognitive impairment
- Frail aged
- Young disabled
- Early discharge
- Medical condition or illness
- other family members
- A range of cultures and language backgrounds

### *Support must include:*

- Physical, social, emotional, spiritual and cultural and may involve:
  - Encouraging independent living skills
  - Adjusting to location and living condition changes
  - Minimising physical dangers and risk of infection
  - Assistance as required with meals and refreshments

## **RANGE OF VARIABLES**

*Coordinator may be:*

- Home care coordinator
- Supervisor
- Other relevant personnel

*Equipment may include:*

- Motor vehicle
- Domestic and/or personal appliances

*Visit/service may be recorded:*

- Manually
- Electronically

*State/Territory transport policy may include:*

- Registration
- Insurance
- Other legal requirements

*Privacy and confidentiality of patients may include:*

- Fees
- Health fund entitlements
- Welfare entitlements
- Payment methods and records
- Public environments
- Legal and ethical requirements
- Writing details ie medical and consent forms
- Conversations on the telephone
- Secure location for written records
- Offering a private location for discussions
- Information disclosed to an appropriate person consistent with one's level of responsibility

*Service delivery environment may include:*

- House or flat
- Hotel, motel or temporary accommodation
- Caravan/mobile home
- Private or public housing
- Hospital or convalescent home
- Medical/dental surgery
- Shopping centre
- Cultural or entertainment/recreational/sporting venue
- Library, business or community agency
- Inside and outside

## EVIDENCE GUIDE

### *Critical aspects of assessment must be:*

- Complying with established policies and procedures
- Communicating effectively with clients and on their behalf, if requested
- Communicating with other persons from whom advice might be sought to improve service delivery
- Responding effectively to client support needs

### *Concurrent assessment and relationship with other units:*

- This unit can be assessed independently, however holistic assessment practice with other client/patient service delivery units of competency is encouraged

### *Essential knowledge required includes:*

- Knowledge of common diseases/aliments of target groups ie diabetes, Parkinson's, strokes etc
- CPR (cardiopulmonary resuscitation)
- Infection control guidelines
- Knowledge of services/facilities for disabled
- Rights and responsibilities of carer and patient/client
- Literacy and numeracy relative to delivery of client support
- Knowledge of local facilities – shops, banks etc
- Living skills (ATMS, phone banking/bill paying)
- OHS
- HACC (Home and Community Care) guidelines
- Limits of own authority
- Knowledge of own immunisation status
- Local policy and procedures
- Award guidelines
- Knowledge of frailty on lifestyle
- Impact of own values and beliefs on others
- Driver's licence (current)

### *Essential skills required include:*

- Communicating and negotiating to achieve required outcomes
- Patient transferring – wheel chair to car etc
- Fuel handling

## EVIDENCE GUIDE

- Exercising patience and tolerance
- Using time management strategies to set priorities
- Dangerous/hazardous substances
- Following organisational policies and procedures relating to work performance including:
  - Discipline
  - Managing unsatisfactory performance
  - Using correct hygiene procedures
  - Minimising disruption to the client's home environment
  - Minimising safety hazards for self and others
  - Maintaining confidentiality of clients
- Reading and writing skills - literacy competence required to fulfil job roles in a safe manner and as specified by organisation. The level of skill may range from the ability to understand occupational health and safety policy, to reading workplace safety pamphlets or procedure manuals, and writing receipts. Literacy support available in the workplace may range from having access to support or assistance from expert/mentor/supervisor, to having no communication supports available. Literacy may be required in English or a community language.
- Oral communication skills - language competence required to fulfil job roles in a safe manner and as specified by the organisation. Assessors should look for skills in asking questions, providing clear information, listening to and understanding workplace instructions, and clarifying workplace instructions when necessary. The organisation may require competence in English or community language, depending on client group.
- Numeracy skills may range from the ability to complete basic arithmetic calculations such as addition, subtraction, multiplication, division to recording numbers
- Problem solving skills required include the ability to use available resources and prioritise workload
- Ability to deal with conflict

## EVIDENCE GUIDE

- Ability to work with others and display empathy with patient and relatives

### *Resource implications*

Resource requirements include all the relevant resources commonly provided for lifestyle and social support in a health service setting. Specific tools may include:

- Relevant policies and procedures manuals
- Documentation relevant to the work context such as organisational:
  - Goals, values and objectives
  - Procedures and guidelines
  - Ethical standards
  - Client service standards
  - Hygiene and disease control standards
  - Access and equity principles and practices
  - Organisational charts
  - Legislation, codes and workplace standards

### *Method of assessment:*

Assessment may include:

- Observation of work performance in a home environment
- Assessee's portfolio/CV
- Supporting statement of supervisor(s)
- Authenticated evidence of relevant work experience and/or formal/informal learning
- Case studies and scenarios as a basis for discussion of issues and strategies to achieve required lifestyle and social support outcomes for clients in a range of settings

### *Context of assessment:*

This unit is most appropriately assessed in a representative lifestyle and social support workplace context and under the normal range of work conditions. Assessment should be conducted on more than one occasion to cover a variety of circumstances.

A diversity of assessment tasks is essential for holistic assessment.





## UNIT HLTCSD3A

## Prepare and maintain beds

### Unit Descriptor

This unit is concerned with the ability to apply bed making and cleaning practices to a range of 'beds' to ensure that patients and clients can safely occupy a clean bed.

Work will usually be performed within a prescribed range of functions involving known routines and procedures.

### ELEMENTS

### PERFORMANCE CRITERIA

- |   |  |
|---|--|
| 1. Prepare area for bed making                          | 1.1 Personal protective equipment is used, according to organisational policy  |
|   | 1.2 Bed height is adjusted as necessary  |
|   | 1.3 Bed and surroundings are cleared of medical and other equipment before bed is stripped, where necessary                                |
|   | 1.4 Bed linen is checked for displaced personal items, aids and equipment and such aids/equipment are placed in appropriate area/container |
| 2. Make bed   | 2.1 Patient privacy and dignity is maintained  |
|   | 2.2 Bed linen is stripped, where necessary   |
|   | 2.3 Clinical waste and soiled linen is removed and placed in appropriate container   |
|   | 2.4 Bed is cleaned according to established procedures, where necessary  |
|   | 2.5 Clean bed linen is placed on bed in accordance with organisational procedures  |
|   | 2.6 Existing bed linen is re-positioned  |
|   | 2.7 Patient or client is asked whether they are comfortable, or if they have any specific bed needs.                                       |
|   | 2.8 Reusable clean bed linen is handled in accordance to with organisational procedures  |
|   | 2.9 Mattresses and pillows are cleaned regularly and on discharge, in accordance with organisational procedures                            |
| 3. Leave bed ready for occupancy or continued occupancy | 3.1 Bed height is adjusted for occupancy and brakes are applied according to bed type  |
|   | 3.2 Bed and equipment/aids are kept accessible and bed is left ready for occupancy   |

**ELEMENTS**

**PERFORMANCE CRITERIA**

- 3.3 Damaged and/or faulty beds, equipment, mattresses, pillows and linen are reported to appropriate personnel
- 3.4 Cleaning implements are cleaned (or disposed of appropriately) and returned to correct storage areas

## RANGE OF VARIABLES

Bed making practices may apply to occupied or unoccupied beds.

Where beds in an acute setting are occupied, bed making will be usually performed in an assisting role or under the supervision of an appropriate health professional according to organisational policy.

Bed linen may include sheets, blankets, quilts, pillowcases, doonas, under-blankets, mattress protectors and personal bed linen.

*Beds may include:*

- Electro-mechanical bed
- Maternity delivery bed
- Domestic beds
- Flotation mattress
- Cot
- Renal chair
- Balkan beam
- Trolley
- Paediatric bed
- Isolettes

*Equipment may include:*

- Pressure care devices eg roho mattress, egg carton mattress, foam mattress
- Bedside table
- Bed end note holder
- Chair lifts
- Walking frames/sticks
- Commodes
- Slings
- Splints
- "Monkey grips"
- Personal aids such as hearing aids, glass eyes, false teeth, breast prosthesis, false limbs

Clearing a client/patient area may involve returning items to their correct locations.

## EVIDENCE GUIDE

*Critical aspects of assessment must include:*

- Ability to prepare, make and leave a bed ready for occupancy in accordance with organisational procedures
- Knowledge of bed linen items
- Procedures for safe handling of soiled linen
- Bed cleaning procedures
- Following instructions from nursing staff

*Concurrent assessment and relationship with other units:*

- This unit can be assessed independently, however holistic assessment practice with other client/patient and health services units of competency is encouraged.
- Where beds are made/maintained and the occupant is still in the bed this unit should be assessed in conjunction with HTLCSD5A Assist with client/patient movement
- Co-assessment may be also considered with:
  - HLTHSE4A Follow safe manual handling practices

*Essential knowledge required include:*

- OHS policies and procedures
- Hygiene policies and procedures
- Infection control policy and procedures

*Essential skills required include:*

- Organisational cleaning procedures for bed types
- Safe manual handling techniques
- Correct disposal of clinical waste
- Correct bed making procedures ie hospital corners
- Reading and writing skills literacy competence required to fulfil job roles in a safe manner and as specified by organisation. The level of skill may range from the ability to understand symbols used in OHS signs, to reading workplace safety pamphlets or procedure manuals, to reading labels. Literacy support available in the workplace may range from having access to support or assistance from expert/mentor/supervisor, to having no communication supports available. Literacy may be required in English or a community language.

## EVIDENCE GUIDE

- Oral communication skills - language competence required to fulfil job roles in a safe manner and as specified by the organisation. Assessors should look for skills in asking questions, providing clear information, listening to and understanding workplace instructions, and clarifying workplace instructions when necessary. The organisation may require competence in English or a community language, depending on client group.
- Numeracy skills may range from the ability to complete basic arithmetic calculations such as addition, subtraction, multiplication, division to recording numbers.
- Problem solving skills required include the ability to use available resources and prioritise workload
- Ability to work with others and display empathy with patient and relatives

### *Resource implications:*

- Access to relevant workplace or appropriately simulated environment where assessment can take place
- Assessment should take into account whether the competency is performed in an acute or non-acute setting
- Relevant organisational policy, guidelines, procedures and protocols

### *Method of assessment:*

- Observation of work activities in client support
- Observation of simulation and/or role play involving client support
- Discussion of physical and/or behavioural contingency scenarios involving duty of care
- Authenticated transcripts of relevant education/training courses
- Authenticated reports of providing client support
- Case studies and scenarios as a basis for discussion of issues and strategies in client support

## **EVIDENCE GUIDE**

*Context of assessment:*

This unit is most appropriately assessed in the workplace or in a simulated workplace setting under the normal range of workplace conditions. Assessment may be conducted on one occasion but should include a range of clients, reflecting the diverse nature of these for whom service is provided in the workplace context.

A diversity of assessment tasks is essential for holistic assessment.

## **UNIT HLTCSD4A**

## **Support the care of clients and/or patients**

### **Unit Descriptor**

This unit applies to care support provided to client/patients in a range of health care and community settings. Clients/patients may include those who are aged, disabled or accessing other health services. Care support is provided under supervision and according to the particular guidelines, policies and procedures of a service or setting.

### **ELEMENTS**

### **PERFORMANCE CRITERIA**

- |   |   |
|---|---|
| 1. Establish and maintain an appropriate relationship with a patient/client | 1.1 Courtesy is demonstrated in all communication with patients/clients and staff in the service/organisation   |
|   | 1.2 Initial contact is made with patient/client regarding care and appropriate time for care according to the care plan and/or established procedures |
|   | 1.3 Interpersonal exchanges are initiated with clients as appropriate   |
|   | 1.4 Communication is used constructively to develop and maintain effective relationships with patients/clients  |
|   | 1.5 Trust and confidence of patients/clients is consistently generated in all of the relevant work activities that are undertaken                     |
|   | 1.6 Confidentiality and privacy of patients/clients is consistently maintained  |
|   | 1.7 Patient/client rights and roles in decision making is respected   |
|   | 1.8 Feedback from patient/client regarding quality of care is acted upon  |



ELEMENTS	PERFORMANCE CRITERIA
2. Provide assistance to meet patient/client needs as directed	<p>2.1 Necessary equipment is assembled as and when required according to established procedures</p> <p>2.2 Patient/client is made comfortable according to individual needs and established procedures</p> <p>2.3 Assistance and support is provided with minimum physical and emotional discomfort to patients/clients and without risk to self</p> <p>2.4 Final check of patient/client comfort and safety is undertaken</p> <p>2.5 Care is provided according to the care plan and the direction of a health professional.</p> <p>2.6 Client/patient unique care needs are recognised</p> <p>2.7 Care assistance respects individual differences and ensures maximum privacy and safety</p> <p>2.8 Continuing care is provided according to established organisational procedures and to patient/client care plan</p> <p>2.9 Advice and assistance is sought from appropriate sources, including client or patient, as required</p> <p>2.10 Duty of care is conscientiously provided in all relevant circumstances</p> <p>2.11 Assistance is provided as directed in emergency situations</p>
3. Comply with established guidelines and procedures	<p>3.1 Assistance and support is provided in accordance with established organisational policy and procedures and infection control guidelines</p> <p>3.2 Own work is monitored to ensure the required standard of patient/client support is maintained</p> <p>3.3 Patient/client information is recorded as appropriate and conforms with legal, professional and organisational requirements</p> <p>3.4 Reports are provided in accordance with organisational policy and procedures to relevant personnel as required</p>
4. Recognise and pass on significant information about patients/clients	<p>4.1 Confidentiality and privacy of the patient/client is given priority where reports are to be provided to appropriate personnel</p> <p>4.2 Information is obtained from relevant sources as required</p> <p>4.3 Significant information is passed on to appropriate care team member as required</p>

## RANGE OF VARIABLES

*Relevant sources may include written or verbal instructions from:*

- Health professionals
- Registered nurse
- Supervisor
- Patient records
- Care plans
- Home care coordinator
- Community nurses
- Indigenous health workers
- Patient or client

*Others with whom interaction is required in regard to patient/client services may include:*

- Other staff and team members
- Service units or departments, or other agencies
- Family members, carers and friends of patients/clients
- Professional representatives or agents of the patient/client such as medical specialists, social workers, therapists, teachers and/or spiritual, community or other representative
- Domestic worker, family member or friend
- Interpreter who has relevant languages, if required, however interpreting would probably be undertaken by a health professional in an acute setting

*Recording client information may include:*

- Documentation in care plan
- Patient care documentation
- Client needs
- Data collection

*Final check of client comfort and safety may include:*

- Access to refreshments, food, communication equipment, personal items
- Appropriately clothed, appliances and aids or prostheses fitted or at hand
- Emotional and psychological comfort
- Security check
- Location of pets if applicable

## RANGE OF VARIABLES

*Care provided under supervision, direction or as an assistant may include:*

- Supervision of patient/client activity only, or direct 'hands on' care
- Dressing and undressing
- Showering
- Drying
- Continence management
- Shaving
- Pre-operative shaves
- Toileting
- Washing/sponging
- Shampoo
- Grooming, applying skin care and makeup
- Cleaning teeth or dentures
- Massaging
- Transferring and mobilising
- Removal or replacement of hearing aids
- Assistance with aids, prostheses and orthosis
- Observation of skin integrity
- Bed making
- Assistance with eating and drinking
- Emotional support
- Specific care needs of specific patients or clients

*Directed assistance will depend on environment including:*

- Hospital and acute care
- Residential care
- Hostel care
- Community care
- Home care

*Communication may be in:*

- English
- Sign language
- Community language as required by the service/organisation

## RANGE OF VARIABLES

*Individual differences of patients and clients may include:*

- Physical
- Cognitive/mental or intellectual issues that may impact on communication
- Cultural
- Religious/spiritual
- Social
- Age
- Language literacy and numeracy abilities that may impact on communication
- Sexual preference

*Communication may be via:*

- Continuing interaction with patients or other clients
- Verbal conversations either in person or via telephone
- Written notes by post or electronic media

## EVIDENCE GUIDE

*Critical aspects of assessment must include:*

- Effective communication skills with patients and clients
- Effective relationship management with patients and clients
- Ability to safely perform care tasks
- Maintain patient/client confidentiality and privacy

*Concurrent assessment and relationship with other units:*

This unit can be assessed independently, however this unit may be concurrently assessed with:

- HLTCS5A Assist with client/patient movement where care assistance tasks involve assistance with client/patient movement

*Essential knowledge required include:*

- Knowledge of relevant care programs and plans and assistance which may include:
  - Purpose of continence programs and knowledge of continence aids
  - Causes of loss of skin integrity, implications for the patient and processes to maintain skin integrity
  - Personal care
  - Infection control procedures
  - Awareness of relevant OHS guidelines, especially manual handling
  - Working within role and responsibility
  - Working effectively and following directions
  - Complying with relevant policies, protocols, guidelines and procedures
- Basis appreciation of body systems
- Knowledge of wheelchairs, other aids, prostheses and orthosis depending upon setting and patient/client casemix
- Organisational policies and procedures for privacy and confidentiality of information provided by clients and others
- Knowledge of cultures relevant to the particular service

## EVIDENCE GUIDE

*Essential skills required include:*

- Communicating in a non discriminatory, supportive and inclusive manner
- Listening and responding to communication initiatives of client
- Demonstrating respect for client
- Roles and responsibilities of self and other workers within the service/organisation
- Establishing and maintaining relationships taking into account individual differences
- Using effective listening techniques
- Using appropriate verbal and non verbal communication styles
- Reading and writing skills - literacy competence required to fulfil job roles in a safe manner and as specified by organisation. The level of skill may range from the ability to understand OHS policy, to reading workplace safety or procedure manuals, to writing reports. Literacy support available in the workplace may range from having access to support or assistance from expert/mentor/supervisor, to having no communication supports available. Literacy may be required in English or a community language.
- Oral communication skills - language competence required to fulfil job roles in a safe manner and as specified by the organisation. Assessors should look for skills in asking questions, providing clear information, listening to and understanding workplace instructions, and clarifying workplace instructions when necessary. The organisation may require competence in English or community language, depending on client group.
- Numeracy skills may range from the ability to complete basic arithmetic calculations such as addition, subtraction, multiplication, division to recording numbers
- Problem solving skills required include the ability to use available resources and prioritise workload
- Ability to deal with conflict
- Ability to work with others and display empathy with patient and relatives

## EVIDENCE GUIDE

### *Resource implications:*

- Access to relevant workplace or appropriately simulated environment where assessment can take place
- Relevant organisational policy, guidelines, procedures and protocols

### *Method of assessment:*

- Observation of work activities in client support
- Observation of simulation and/or role play involving client support
- Discussion of physical and/or behavioural contingency scenarios involving duty of care
- Authenticated transcripts of relevant education/training courses
- Authenticated reports of providing client support
- Case studies and scenarios as a basis for discussion of issues and strategies in client support

### *Context of assessment:*

This unit is most appropriately assessed in the workplace or in a simulated workplace setting under the normal range of workplace conditions. Assessment may be conducted on one occasion but should include a range of clients, reflecting the diverse nature of these for whom service is provided in the workplace context.

A diversity of assessment tasks is also essential for holistic assessment.

## **UNIT HLTCSD5A Assist with client/patient movement**

### **Unit Descriptor**

This unit relates to clients/patients who require assistance with basic physical movement due to incapacity.

Work performed requires a range of well developed skills where some discretion and judgement is required. Individuals will take responsibility for their own outputs and limited responsibility for the output of others.

### **ELEMENTS**

### **PERFORMANCE CRITERIA**

- |   |  |
|---|--|
| 1. Prepare to assist with client movement   | 1.1 Requirements for assisting with client movement are confirmed with relevant personnel and care plan                      |
|   | 1.2 Equipment is selected according to client requirements   |
|   | 1.3 Environment is appropriately prepared  |
|   | 1.4 Procedure is explained to client and questions answered as required and according to appropriate communication protocols |
|   | 1.5 Patient/client consent and cooperation is sought   |
|   | 1.6 Procedure is carried out according to safe working practices   |
| 2. Assist with client movement              | 2.1 Client movement is carried out using appropriate safe handling method and equipment as required                          |
|   | 2.2 Appropriate action is taken to ensure client comfort and safety throughout positioning or transfer                       |
|   | 2.3 Communication with clients during movement is undertaken according to appropriate protocols                              |
| 3. Complete assistance with client movement | 3.1 Equipment is returned to appropriate place as required   |
|   | 3.2 Equipment is cleaned in accordance with organisational policy and procedures   |
|   | 3.3 Equipment faults are reported immediately in accordance with organisational procedures                                   |



## RANGE OF VARIABLES

*Relevant personnel may include:*

- Medical staff and nursing staff
- Other health professionals

*Appropriate method may include:*

- Assisting client to walk
- Placing client in a wheelchair
- Assisting client to use crutches or other walking aids eg frames, rollators
- Assisting client to change position in bed
- Moving a client by wheelchair or trolley
- Moving client between wheelchair or trolley and bed, toilet or stationary equipment
- Moving client to a standing or seated position
- Moving a deceased person
- Utilising mobility aids owned by or associated with the client
- Assisting the client or patient to use a hoist or mechanical lifter for transfers
- Transfers from wheelchair to shower chair or toilet
- Assistance with repositioning
- Assisting a client off the floor
- Assisting a client in an emergency
- Actions to be taken when a client is falling

## EVIDENCE GUIDE

*Critical aspects of assessment must include:*

- Correct manual handling techniques
- Undertaking procedures in a safe caring manner that maintains the dignity of the client

*Concurrent assessment and relationship with other units:*

This unit can be assessed independently, however this unit may be concurrently assessed with

- HLTCSD4A Support the care of clients and/or patients
- Where care support tasks involve assistance with client/patient movement

*Essential knowledge required includes:*

- Client confidentiality and privacy requirements
- Cleaning policy and procedure for lifting and transfer equipment
- Client condition as it relates to transferring/lifting/transporting
- OHS procedures
- Infection control procedures
- Range of mobility and transfer techniques as required by the organisation and OHS policies
- ‘no lifting’ or ‘limited lifting’ policies and procedures of the organisation
- Risk that jewellery and personal attire may present
- Importance of maintaining skin integrity
- Own limitations in carrying out manual handling tasks

*Essential skills required include:*

- Operation of lifting and transfer equipment
- Communicating effectively with clients and colleagues
- Prior completion of a manual handling training course (desirable)
- Reading and writing skills - literacy competence required to fulfil job roles in a safe manner and as specified by organisation. The level of skill may range from the ability to understand OHS policy, to reading workplace safety or procedure manuals, to following manufacturers’ specifications. Literacy support available in the workplace may range from having access to support or assistance from expert/mentor/supervisor, to having no communication supports available. Literacy may

## EVIDENCE GUIDE

be required in English or a community language.

- Oral communication skills - language competence required to fulfil job roles in a safe manner and as specified by the organisation. Assessors should look for skills in asking questions, providing clear information, listening to and understanding workplace instructions, and clarifying workplace instructions when necessary. The organisation may require competence in English or community language, depending on client group.
- Numeracy skills may range from the ability to complete basic arithmetic calculations such as addition, subtraction, multiplication, division to recording numbers.
- Problem solving skills required include the ability to use available resources and prioritise workload
- Ability to deal with conflict
- Ability to work with others and display empathy with patient and relatives

*Resource requirements include:*

- Equipment as described in the Range of Variables
- Workplace health and safety manual
- Infection control manual
- Manual handling and lifting policies of the organisation
- Equipment manufacturer's instructions

*Assessment may include:*

- Observation of performance
- Oral questioning
- Assessee's portfolio/CV
- Authenticated evidence of relevant work experience and/or formal/informal learning

*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. Assessment may be conducted on more than one occasion to cover a variety of situations.

A diversity of assessment tasks is also essential for holistic assessment.

## **UNIT HLTCSD6A Respond effectively to difficult or challenging behaviour**

### **Unit Descriptor**

This unit relates to responding effectively to difficult or challenging behaviour of patients, clients and others. The unit will be suitable for Security Officers, Care Assistance Workers and others exposed to difficult and challenging behaviour.

### **ELEMENTS**

### **PERFORMANCE CRITERIA**

- |                                |   |
|--------------------------------|---|
| 1. Plan responses              | 1.1 Planned responses to instances of difficult or challenging behaviour maximise the availability of other appropriate staff and resources     |
|                                | 1.2 Safety of self and others is given priority in responding to difficult or challenging behaviour   |
| 2. Apply response              | 2.1 Responses reflect organisational policies and procedures  |
|                                | 2.2 Assistance is sought as required  |
|                                | 2.3 Difficult or challenging behaviour is dealt with promptly, firmly and diplomatically in accordance with organisational policy and procedure |
|                                | 2.4 Communication is used effectively to achieve the desired outcomes in responding to difficult or challenging behaviour                       |
|                                | 2.5 Appropriate strategies are selected to suit particular instances of difficult or challenging behaviour                                      |
| 3. Report and review incidents | 3.1 Incidents are reported according to organisational policies and procedures  |
|                                | 3.2 Incidents are reviewed with appropriate staff and suggestions offered appropriate to area of responsibility                                 |
|                                | 3.3 Debriefing mechanisms and other activities are accessed and participated in   |
|                                | 3.4 Advice and assistance is sought from legitimate sources as and when appropriate   |

## RANGE OF VARIABLES

*Planned responses may be based on:*

- Own ability and experience
- Established organisational procedures
- Knowledge of individual persons and underlying causes

*Difficult or challenging behaviours may include:*

- Aggression
- Confusion or other cognitive impairment
- Noisiness
- Manipulation
- Wandering
- Self-destructive
- Intoxication
- Intrusive behaviour
- Verbal offensiveness

*Strategies for dealing with challenging behaviours may include:*

- Divisional activities
- Referring to appropriate personnel eg supervisor, security officer
- Following established emergency response procedures

*Selection of strategies for dealing with challenging behaviours may be based on:*

- The nature of the incident
- Potential effect on different parties, clients staff and others
- Established procedures and guidelines

*Organisational policies and procedures may include:*

- Incident reporting and documentation
- Operational guidelines for handling incidents and/or cases involving difficult and challenging behaviour
- Debriefing of staff involved in incident

## EVIDENCE GUIDE

### *Critical aspects of assessment must include:*

- Identifying when assistance is required
- Maintenance of personal safety and the safety of others
- Foreseeing and responding quickly and effectively to contingencies
- Maintaining duty of care
- Knowledge of organisation's reporting process

### *Concurrent assessment and relationship with other units:*

- This unit can be assessed independently, however holistic assessment practice with other client/patient and health services units of competency is encouraged

### *Essential knowledge required includes:*

- OHS and issues relating to difficult and challenging behaviour
- Client/patient issues which need to be referred to an appropriate health professional
- Ability to interpret and follow the instructions and guidance of health professionals involved with the care of patient/client

### *Essential skills include:*

- Effectively using techniques for monitoring own service area including client satisfaction
- Speaking in a firm, diplomatic and culturally appropriate manner
- Remaining calm and positive in adversity
- Thinking and responding quickly and strategically
- Remaining alert to potential incidents of difficult or challenging behaviour
- Monitoring and/or maintaining security equipment
- Reading and writing skills - literacy competence required to fulfil job roles in a safe manner and as specified by organisation. The level of skill may range from the ability to understand symbols used in OHS signs, to reading workplace safety pamphlets or procedure manuals to reporting incidents. Literacy support available in the workplace may range from having access to support or assistance from expert/mentor/supervisor, to having no communication supports available. Literacy may be required in English or a community language.
- Oral communication skills - language competence required to fulfil job roles in a safe manner and as specified by the organisation. Assessors should

## EVIDENCE GUIDE

look for skills in asking questions, providing clear information, listening to and understanding needs of patients/clients, and clarifying workplace instructions when necessary. The organisation may require competence in English or a community language, depending on client group.

- Numeracy skills may range from the ability to complete basic arithmetic calculations such as addition, subtraction, multiplication, division to recording numbers
- Problem solving skills required include the ability to use available resources, prioritise workload and the ability to seek assistance as required
- Ability to work with others and display empathy with patient and relatives

### *Resource requirements include:*

- Access to relevant workplace or appropriately simulated environment where assessment can take place
- Relevant organisational policy, guidelines, procedures and protocols
- Emergency response procedures and employee support arrangements

### *Method of assessment:*

- Observation of simulation and/or role play involving dealing with difficult or challenging behaviour
- Authenticated transcripts of relevant education/training courses
- Authenticated reports of work in responding to difficult or challenging behaviour
- Case studies and scenarios as a basis for discussion of issues and strategies in addressing difficult and challenging behaviour

### *Context of assessment:*

This unit is most appropriately assessed in the workplace in a situation where simulation of difficult or challenging behaviour can be achieved, or in a simulated workplace setting under the normal range of workplace conditions. Assessment may be conducted on one occasion but should include a diverse range of sources of difficult and challenging behaviors, as may be expected in the workplace.

A diversity of assessment tasks is also essential for holistic assessment.

## **UNIT HLTCSD7A Care for home environment of clients**

### **Unit Descriptor**

This unit relates to efficient and effective maintenance of a client's domestic living environment. The purpose of the home care and domestic assistance to be provided is to assist a client to remain in their normal domestic environment, rather than in institutional care.

Work will be performed within a prescribed range of functions involving a defined range of skills and known routines and procedures.

<b>ELEMENT</b>	<b>PERFORMANCE CRITERIA</b>
1. Obtain correct information regarding client and their environmental needs	1.1 Client information and requirements for the home care or domestic assistance plan are obtained from supervisor or coordinator 1.2 Client is contacted and an appropriate time for service is negotiated with client 1.3 Details of visit/service are recorded as required
2. Provide information for client	2.1 Client is informed of care or assistance to be provided 2.2 Client is informed of limitations to service provision where required 2.3 Client confidentiality is maintained
3. Monitor and maintain equipment	3.1 Equipment is checked regularly to identify service, repair or replacement needs 3.2 Manufactures guidelines/instructions for equipment are referred to where appropriate 3.3 Service and/or repairs are arranged/reported
4. Implement home care or domestic assistance plan	4.1 Appropriate equipment is selected to undertake the required home care or domestic assistance tasks 4.2 Tasks are undertaken in a systematic sequence to ensure that the outcomes of the home care or assistance plan are met 4.3 Equipment is cleaned and stored in an orderly manner as required after tasks are completed 4.4 Relevant documented procedures/criteria are followed 4.5 Feedback regarding service is provided to supervisor or coordinator according to established procedures



ELEMENT	PERFORMANCE CRITERIA
5. Maintain a safe and hygienic home environment for clients	<ul style="list-style-type: none"><li>5.1 OHS guidelines are followed in implementing the home care or assistance plan to avoid safety hazards for self and clients</li><li>5.2 Established standards of hygiene for self and clients are maintained in implementing the home care or assistance plan</li><li>5.3 Established procedures for infection control are followed as and where required in implementing the home care or assistance plan</li></ul>
6. Monitor client service	<ul style="list-style-type: none"><li>6.1 Feedback is obtained from client to determine that procedure/service is satisfactory</li><li>6.2 Advice is sought from appropriate sources to maintain best practice service delivery to clients</li><li>6.3 Performance issues are addressed to maintain the agreed standard of service delivery</li></ul>

## RANGE OF VARIABLES

*Equipment may include:*

- Domestic appliances
- Whitegoods
- Cleaning equipment

*Clients may be:*

- Young or aged
- Vision impaired
- Hearing impaired
- Physically disabled or frail
- Mentally or intellectually disabled
- Cognitively impaired
- From a range of cultures and language backgrounds
- Indigenous persons

*Home environment may include:*

- House, flat or other dwelling
- Hostel
- Group home
- Residential care or other institution
- Temporary accommodation
- Caravan/mobile home
- Private or public housing
- Inside and outside

*Maintenance of hygiene standards for the client may include:*

- Checking clients stored food and drink for fitness for consumption
- Cleanliness of food preparation area, bathing area, toilets

*Home care or domestic assistance tasks may include:*

- Vacuuming
- Mopping
- Cleaning kitchen, bathroom and toilet
- Bed making
- Ironing
- Washing (including bringing in, hanging out and folding)
- Dusting
- Cleaning electrical appliances

## **RANGE OF VARIABLES**

- Cleaning windows and other surfaces
- Emptying commodes
- Cleaning out refrigerator
- Basic and simple gardening

## EVIDENCE GUIDE

*Critical aspects of assessment must include:*

- Complying with OHS policies and procedures
- Communicating effectively with clients and on their behalf
- Using relevant equipment to maintain the required standard in the clients' environment
- Effective implementation, monitoring and review of client home care or domestic assistance plan

*Concurrent assessment and relationship with other units;*

This unit can be assessed independently, however it may be assessed in conjunction with:

- HLTCS8A Perform general housekeeping to maintain a clean environment

*Essential knowledge required includes:*

- First Aid and/or CPR (cardiopulmonary resuscitation), subject to organisational policy, and if required by employer or contract for service provision
- Workplace health and safety
- Infection control
- Dangerous/hazardous substances
- HACCC (home and community care) service provision guidelines and standards
- Client rights and responsibilities
- Industrial relations award
- Own immunisation status
- Limits of own knowledge

*Essential skills required include:*

- Exercising patience and tolerance
- Using time management strategies to set priorities
- Experience in domestic cleaning
- Driver's license
- Following organisational policies and procedures relating to work performance including:
  - Discipline
  - Maintenance of insurance, registration and/or other legal requirements relating to use of motor vehicle
  - Using correct hygiene procedures
  - Selecting and using equipment and cleaning

## EVIDENCE GUIDE

agents effectively

- Minimising disruption to the client's home environment
- Minimising safety hazards for self and others
- Maintaining confidentiality and privacy of clients
- Reading and writing skills - literacy competence required to fulfil job roles in a safe manner and as specified by the organisation. The level of skill may range from the ability to understand symbols used in OHS signs, to reading workplace safety pamphlets or procedure manuals, to reading labels and handling chemicals such as cleaning fluids. Literacy support available in the workplace may range from having access to support or assistance from expert/mentor/supervisor, to having no communication supports available. Literacy may be required in English or a community language.
- Oral communication skills - language competence required to fulfil job roles in a safe manner and as specified by the organisation. Assessors should look for skills in asking questions, providing clear information, listening to and understanding workplace instructions, and clarifying workplace instructions when necessary. Organisation may require competence in English or a community language, depending on client group
- Numeracy skills may range from the ability to complete basic arithmetic calculations such as addition, subtraction, multiplication, division and recording numbers.
- Problem solving skills required include ability to use available resources and prioritise workload
- Ability to work with others and display empathy with patient and relatives

### *Resource implications*

Resource requirements include all the relevant resources commonly provided in the home care health service setting. Specific tools may include:

- Relevant policies and procedures manuals
- Documentation relevant to the work context such as:
  - Organisational charts
  - Instructions for the use of equipment

## EVIDENCE GUIDE

### *Method of assessment*

Assessment may include:

- Observation of work performance in a work environment
- Assessee's portfolio/CV
- Supporting statement of supervisor(s)
- Authenticated evidence of relevant work experience and/or formal/informal learning
- Case studies and scenarios as a basis for discussion of issues and strategies to achieve required domestic outcomes for clients in their homes

### *Context of assessment:*

This unit is most appropriately assessed in a home environment and under the normal range of work conditions. Assessment may be conducted on more than one occasion to cover a variety of circumstances.

A diversity of assessment tasks is also essential for holistic assessment.



## **UNIT HLTCSD8A Transport clients/patients**

### **Unit Descriptor**

This unit relates to safe, timely and efficient transport of clients/patients from one location to another at a particular site, or to other sites

Work will be performed within a prescribed range of functions involving a defined range of skills and known routines and procedures.

<b>ELEMENT</b>	<b>PERFORMANCE CRITERIA</b>
1. Prepare for transport	<ul style="list-style-type: none"><li>1.1 Transportation requirements are confirmed with relevant personnel</li><li>1.2 Procedure is explained to client or relevant personnel and questions answered as required</li><li>1.3 Preparations are made for the safe and timely transportation of the patient or client</li><li>1.4 Equipment for transportation is selected according to transportation requirements and checked to ensure that it is clean, complete and correctly functioning</li><li>1.5 Any other equipment is checked to ensure that it is attached correctly and safely to transportation equipment</li></ul>
2. Transport client	<ul style="list-style-type: none"><li>2.1 Client is transported to designated location in accordance with transportation requirements and organisational policy</li><li>2.2 Equipment is manoeuvred to ensure client comfort and safety and minimal risk to self</li></ul>
3. Deliver client	<ul style="list-style-type: none"><li>3.1 Client is delivered to designated location and relevant personnel are informed of client's arrival as required</li><li>3.2 Relevant personnel are informed of client's needs as required</li><li>3.3 Equipment is returned as required</li><li>3.4 Reporting requirements are carried out as appropriate</li></ul>



## RANGE OF VARIABLES

*Transportation requirements may include:*

- Mode of transport
- Destination
- Information specific to the client
- Transportation of deceased persons
- Accompaniment by health professionals eg nurse or medical officer
- Client clothing requirements
- Documentation requirements

*Transportation equipment may include:*

- Wheelchair
- Stretcher
- Trolley
- Bed
- Motor vehicle

*Other equipment may include:*

- IV stand
- Monitors
- Humidicrib
- Oxygen

*Client needs may include:*

- Appropriate escort eg registered nurse, medical officer, parent, carer, attendant
- Nutritional requirements
- Comfort requirements

## EVIDENCE GUIDE

*Critical aspects of assessment must include:*

- Following instructions in accordance with organisational procedures
- Transporting and delivering client to correct destination according to safe working practices
- Communicating effectively with clients/patients

*Concurrent assessment and relationship with other units:*

This unit can be assessed independently, however it may be assessed wholly or partly with:

- HLTCSD5A Assist with client/patient movement

*Essential knowledge required includes:*

- Patient handling procedures
- Procedures for securing a patient
- Infection control procedures
- Patient/client confidentiality and privacy requirements
- When client/patient issues need to be referred to an appropriate health professional

*Essential skills required include:*

- Applying safe working practices, including manual handling techniques
- Ability to interpret and follow the instructions and guidance of health professionals involve with the care of patient/clients
- Reading and writing skills - literacy competence required to fulfil job roles in a safe manner and as specified by the organisation. The level of skill may range from the ability to understand symbols used in OHS signs, to reading workplace safety pamphlets or procedure manuals, to reading labels and manufacturers' specifications for equipment use. Literacy support available in the workplace may range from having access to support or assistance from expert/mentor/supervisor, to having no communication supports available. Literacy may be required in English or a community language.
- Oral communication skills - language competence required to fulfil job roles in a safe manner and as specified by the organisation. Assessors should look for skills in asking questions, providing clear information, listening to and understanding workplace instructions, and clarifying workplace instructions when necessary. Organisations may

## EVIDENCE GUIDE

require competence in English or a community language, depending on client group.

- Numeracy skills may range from the ability to complete basic arithmetic calculations such as addition, subtraction, multiplication, division to recording numbers
- Problem solving skills required include ability to use available resources and prioritise workload
- Ability to work with others and display empathy with client/patient and relatives

*Resource requirements include:*

- Access to equipment used for transporting clients/patients
- Relevant policies and procedures manuals
- Organisational charts
- Instructions for the use of equipment

*Assessment may include:*

- Observation of performance
- Oral questioning
- Assessee's portfolio/CV
- Authenticated evidence of relevant work experience and/or formal/informal learning

*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. Assessment may be conducted on more than one occasion to cover a variety of situations.

A diversity of assessment tasks is also essential for holistic assessment.

## **UNIT HLTMT1A Assist with the provision of a mortuary service**

This unit covers the skill and knowledge required to assist with the provision of a mortuary service. The unit is generally not applicable to full-time mortuary personnel, but for workers who may provide a limited mortuary service after hours, or who maintain a holding bay for bodies, or who maintain a mortuary that does not undertake autopsies.

<b>ELEMENT</b>	<b>PERFORMANCE CRITERIA</b>
1. Receive deceased persons at mortuary	<ul style="list-style-type: none"><li>1.1 Checking processes are thorough and complete to ensure identification and confirmation with records</li><li>1.2 Documentation is processed in accordance with established procedures</li><li>1.3 Confidentiality is maintained</li><li>1.4 Processes are followed according to organisational guidelines</li><li>1.5 Transfer from trolley is undertaken according to established practices and correct safe handling procedures</li><li>1.6 Any concerns relating to preparation at the ward/unit level are appropriately communicated to relevant staff</li><li>1.7 Infection control protocols are strictly followed</li></ul>
2. Prepare bodies for viewing	<ul style="list-style-type: none"><li>2.1 Bodies are treated with respect and in accordance with cultural requirements</li><li>2.2 Correct lines of communication with key personnel are maintained</li><li>2.3 Infection control protocols are strictly followed</li><li>2.4 Empathy is shown to bereaved family and friends</li></ul>
3. Maintain the mortuary environment	<ul style="list-style-type: none"><li>3.1 An occupancy register is maintained and is checked to ensure accuracy</li><li>3.2 The temperature of the mortuary area is monitored and maintained at the required level</li><li>3.3 Infection control standards are maintained</li><li>3.4 The mortuary is cleaned according to organisational guidelines and with correct cleaning agents</li><li>3.5 Security of the mortuary is monitored and maintained</li></ul>

ELEMENT	PERFORMANCE CRITERIA
4. Release bodies to Funeral Director	<p>4.1 Liaison with key personnel occurs, both externally and within the organisation</p> <p>4.2 Correct processes for identification are followed, including completing and checking of all documentation</p> <p>4.3 All legislative requirements are met</p> <p>4.4 Infection control protocols are strictly followed</p>
5. Follow legal and security requirements	<p>5.1 Evidence or potential evidence is handled and safeguarded in accordance with organisational and legal requirements</p> <p>5.2 Liaison with police is conducted in accordance with legal requirements</p>
6. Handle and store cadavers	<p>6.1 Cadavers are handled safely and with respect</p> <p>6.2 Cadavers are stored in refrigeration cabinets</p>

## RANGE OF VARIABLES

*Documentation includes:*

- Legal requirements eg death certificates, cremation forms
- Organisational policy and procedures

*Key personnel include:*

- Hospital medical staff
- Nursing staff
- Social worker
- Police
- Funeral directors
- Visiting medical officers
- Government medical officer
- Pathologist
- Coroner

*Relevant legislation may include:*

- Human Tissue Act 1983
- State/territory laws concerning coroner's matters and deceased persons

*Environment may include:*

- Viewing room
- Refrigeration
- Waiting room
- Bathroom
- Vehicle delivery/collection bay

*Security issues may include:*

- Removed tissue
- Reports
- Photographs
- Items found with body
- Confidentiality
- Security of the mortuary

## EVIDENCE GUIDE

### *Critical aspects of assessment must include:*

- Compliance with enterprise requirements, OHS legislation, infection control, manual handling procedures and relevant health regulations
- Completion of all activities accurately and in a timely and safe manner
- Effective co-ordination of required processes
- Ability to liaise effectively with internal and external personnel

### *Concurrent assessment and relationship with other units:*

- This unit can be assessed independently, however holistic assessment practice with other general health services units of competency is encouraged

### *Essential knowledge required includes:*

- Demonstrated knowledge of infection control protocols
- Demonstrated knowledge of organisational policies and procedures relating to confidentiality, receipt and release of bodies, storage of bodies and checking identification
- Demonstrated knowledge of Workplace Health and Safety issues
- Demonstrated knowledge national and state legislative guidelines and their appropriate application in the workplace

### *Essential skills required include:*

- Preparation of body for viewing
- Cleaning procedures
- Ability to maintain a dignified approach with key personnel and bereaved families
- Ability to show empathy to bereaved family and friends
- Cultural and religious considerations in relation to deceased persons
- Work independently
- Reading and writing skills literacy competence required to fulfil job roles in a safe manner and as specified by the organisation. The level of skill may range from the ability to understand symbols used in occupational health and safety signs, to reading workplace safety pamphlets or procedure manuals, completing documentation to meet legal requirements and handling chemicals such as

## EVIDENCE GUIDE

cleaning fluids. Literacy support available in the workplace may range from having access to support or assistance from expert/mentor/supervisor, to having no communication supports available. Literacy may be required in English or a community language.

- Oral communication skills - language competence required to fulfil job roles in a safe manner and as specified by the organisation. Assessors should look for skills in asking questions, providing clear information, listening to and understanding workplace instructions, and clarifying workplace instructions when necessary. Organisations may require competence in English or a community language, depending on client group.
- Numeracy skills may range from the ability to complete basic arithmetic calculations such as addition, subtraction, multiplication, division to recording numbers
- Problem solving skills required include ability to use available resources

### *Resource implications*

Resource requirements include access to:

- Equipment
- Infection control procedures
- Workplace health and safety guidelines
- Other organisational policies and procedures
- Duties statements and/or job descriptions

### *Method of assessment*

Assessment may include:

- Observation of performance
- Written tasks
- Interviewing and questioning
- Formal appraisal systems
- Staff/client feedback
- Portfolio/CV
- Supporting statement of supervisor(s)
- Authenticated evidence of relevant work experience and/or formal/informal learning
- Case studies and scenarios as a basis for discussion of issues and strategies to contribute to best practice in the work environment



## EVIDENCE GUIDE

*Context of assessment:*

This unit is most appropriately assessed in the workplace under the normal range of workplace conditions. Assessment may be conducted on more than one occasion to cover a variety of situations.

A diversity of assessment tasks is essential for holistic assessment.

## UNIT HLTNA1A

## Provide assistance to nutrition and dietetic services

### Unit Descriptor

This unit is concerned with the ability to facilitate the provision of appropriate foods to clients/patients receiving diet therapy or nutrition care under the supervision of a dietitian.

Work performed requires a range of well developed skills where some discretion and judgement is required. Individuals will take responsibility for their own outputs and may participate in work teams.

### ELEMENT

### PERFORMANCE CRITERIA

- |   |  |
|---|--|
| 1. Distribute and collect meal orders for client/patient receiving diet therapy or nutrition care | 1.1 Meal orders for client/patient receiving diet therapy or nutrition care are distributed and collected according to established routines and procedures   |
| 2. Assist client/patient with meal selection  | 2.1 Guidance to client/patient is provided which ensures that meal choices are consistent with the nutrition care plan developed by a dietitian or other care plan developed by another relevant health professional<br>2.2 Assistance with marking menus or placing of meal orders is provided to client/patient if required<br>2.3 Feedback on consistently poor meal choices by client/patient is provided to the dietitian (directly or via other relevant health professional)<br>2.4 Client/patient food preferences are recorded and acted upon according to established procedures |
| 3. Collate meal orders for clients/patients receiving diet therapy or nutrition support           | 3.1 All meal orders for clients/patients are checked for accuracy against the nutrition care plan developed by a dietitian or care plan developed by other appropriate health professional<br>3.2 Menu items are tallied, collated and reported to food services for determination of food production schedules  |
| 4. Process information to support food service production and distribution                        | 4.1 Meal orders from the client/patient areas/wards are processed and forwarded to food services<br>4.2 Written information to support the production and delivery of special diet meals is provided to food services within designated time frames  |

ELEMENT	PERFORMANCE CRITERIA
5. Prepare and deliver nutrition support items	<p>5.1 Nutrition support items are prepared according to instructions from a dietitian or appropriate health professional that has consulted with a dietitian</p> <p>5.2 Infection control policy and procedures are followed</p> <p>5.3 Delivery of nutrition support items is made according to established procedures and routines</p> <p>5.4 Out of date nutrition support items are discarded</p> <p>5.5 Any significant wastage is reported to the appropriate personnel</p>
6. Support the client/patient with acceptance and/or tolerance of nutrition care plan	<p>6.1 The acceptability, tolerance and consumption of meals by the client/patient is reported to the dietitian or relevant health professional</p> <p>6.2 Identified problems which may lead to poor acceptance and/or tolerance by client/patient to nutrition care plan is reported to the dietitian (directly or via other relevant health professional)</p> <p>6.3 Information regarding nutrition care plan is provided to client/patient when appropriate as directed by dietitian or relevant health professional</p>
7. Identify factors that place client/patient at nutritional risk	<p>7.1 Problems which may effect client/patient ability to eat and/or drink are reported to the dietitian or relevant health professional</p> <p>7.2 Client/patient food intake is documented and reported to the appropriate person, according to organisational policies and procedures</p> <p>7.3 Clients/patients who are identified through nutrition screening to be at nutritional risk are referred to the dietitian</p>

## RANGE OF VARIABLES

*Menu system may include:*

- The collection of meal orders is not limited to the use of a paper menu system. Other systems, including point of service collection of meal orders eg bistro style, buffet style and off trolley select style of service are more commonly used in extended stay facilities ie nursing homes, psychiatric institutions and other supportive accommodation.
- Where a paper menu system is used, assistance with marking menus may be required when a client/patient is not able to mark the menu due to physical, verbal, psychiatric or cognitive factors

*Tallying and collating meal orders may include:*

- Manual counting of menu items chosen or by data entry of menu choices into a nutrition and food services computer system

*Information to support the delivery of menu items chosen may include:*

- Ward diet lists
- Client/patient location lists
- Meal tickets
- Meal tallies and/or labels

*Recording client/patient food preferences and acting upon this information may include:*

- Utilizing appropriate manual or computerised record keeping systems such as client/patient diet history profiles, diet cards, diet outlines and making appropriate changes to the client/patient nutrition care plan as directed by a dietitian. Information may be also received from other appropriate health professionals requesting alternative menu items from food services.

*Nutrition support may include:*

- Tube feeds, high-energy oral supplements, thickened fluids and infant formulas

*Monitoring for acceptability and consumption may include:*

- Plate wastage checks
- Discussion with the client/patient regarding acceptability
- Checking food intake documentation

*Problems which may lead to poor acceptance or tolerance of the nutrition care plan may*

- Changing food preferences
- Lack of understanding of the reasons for the plan
- Effects of medical condition ie nausea,

## RANGE OF VARIABLES

*include:*

constipation

- Effects of treatment ie side effects of drugs, chemotherapy/radiotherapy
- Frailty and/or disability

*Client/patient problems which may affect ability to eat include:*

- Physical conditions such as:
  - Poor dentition
  - Broken bones
  - Recovery from stroke
  - Mental confusion
  - Arthritis

*Appropriate action taken following consultation with supervising dietitian or other appropriate health professional could include:*

- Organising texture-modified meals
- Requisitioning of appropriate feeding aids

## EVIDENCE GUIDE

*Critical aspects of assessment must include:*

- Ability to facilitate the provision of appropriate foods to the client/patient group
- Ability to record accurately data associated with client/patient nutrition care plans and report information to supervising dietitian or other appropriate health professional
- Compliance with safe food handling, hygiene practices and infection control procedures
- Communicating constructively with clients/patients and other staff to ensure best service

*Concurrent assessment and relationship with other units:*

This unit can be delivered and assessed independently, however it may be assessed in conjunction with:

- HLTNA3A Plan and/or modify menus according to special dietary needs
- HLTNA4A Plan meals and menus to meet cultural and religious needs
- HLTNA5A Support food services in menu processing

*Essential knowledge must include:*

- Common fluid and food restrictions
- Various cultural requirements in relation to food, relevant to the profile of the community served by the organisation
- Basic principles of nutrition, diet therapy, nutrition supplements and factors that place clients/patients at risk of malnutrition and inadequate hydration
- Basic knowledge of enteral feeds
- Basic knowledge of hydration needs
- Infection control policy and procedures relevant to food service provision
- OHS work practices relevant to the specific workplace and in accordance with relevant state/territory/national legislation
- Range of menus and menu items
- Requirements of certain menus
- Work organisation methods
- Basic knowledge of food preparation and food service systems

## EVIDENCE GUIDE

### *Essential skills must include:*

- Information processing (computer and/or manual)
- Basic computer operation
- Planning and evaluating meals and menus
- Safe food handling practices
- Safe handling of equipment
- Numeracy skills may range from the ability to complete basic arithmetic calculations to the collating and recording of numbers and dietary information
- Reading and writing skills - literacy competence required to fulfil job roles in a safe manner and as specified by organisation. The level of skill may range from the ability to understand OHS legislation and other organisational procedures, providing written information on patient/client dietary requirements, to reading workplace safety pamphlets or procedure manuals, and manufacturer specifications for equipment use. Literacy support available in the workplace may range from having access to support or assistance from expert/mentor/supervisor, to having no communication supports available. Literacy may be required in English or a community language.
- Oral communication skills - language competence required to fulfil job roles in a safe manner and as specified by the organisation. Assessors should look for skills in asking questions, providing clear information, listening to and understanding workplace instructions, and clarifying workplace instructions when necessary. The organisation may require competence in English or a community language, depending on client group.

### *Resource implications*

Assessment of the unit requires access to:

- Food safety and HACCP procedure manuals
- Food packaging and storage requirements
- OHS, cultural diversity and other relevant legislation
- Work plans
- Menu processing policy and procedures
- Procedures for preparation of nutrition support items
- Other relevant dietary policies and procedures
- Enterprise policy, mission statements, procedures and performance management systems

## EVIDENCE GUIDE

### *Method of assessment*

Assessment may include:

- Observation of performance in food preparation
- Assessee's portfolio/CV
- Supporting statement of supervisor(s)
- Authenticated evidence of relevant work experience and/or formal/informal learning
- Oral questioning on work plans
- Case studies and scenarios as a basis for discussion of systems and strategies for food preparation to meet the client/patient group's nutritional needs
- Assessee's work plans

### *Context of assessment:*

This unit of competency may be assessed on the job or in a simulated workplace and under the normal range of workplace conditions. Assessment may be conducted on more than one occasion to cover a variety of circumstances.

A diversity of assessment tasks is essential for holistic assessment.





## **UNIT HLTNA2A**

## **Plan and evaluate meals and menus to meet recommended dietary guidelines**

### **Unit Descriptor**

This unit is concerned with the ability to plan and evaluate appropriate meals and menus based on the Australian Dietary Guidelines in consultation with a dietitian to meet the nutritional needs of client/patient groups. It involves the selection and planning of balanced meals, general menu planning principles and the development and evaluation of menus.

Work performed requires a range of well developed skills where some discretion and judgement is required. Individuals will take responsibility for their own outputs and may participate in work teams.

### **ELEMENT**

### **PERFORMANCE CRITERIA**

- |   |  |
|---|--|
| 1. Identify the nutrients and food group serves recommended for good health for client/patient groups | 1.1 Good food sources of nutrients are identified  |
|   | 1.2 Food group serves are stated for client/patient groups   |
|   | 1.3 Nutritional requirements of the client/patient group are identified in consultation with a dietitian   |
| 2. Plan and develop menus   | 2.1 Menus are planned according to menu planning principles  |
|   | 2.2 Food preparation and cooking methods are selected in consultation with food production personnel to maintain maximum nutritional value of food |
|   | 2.3 Meals are costed on portion costs from standard recipes  |
| 3. Plan and develop menus in accordance to relevant Dietary Guidelines                                | 3.1 Meals and menus are planned to minimise nutrient imbalance and incorporate relevant Australian Dietary Guidelines                              |
|   | 3.2 Meals and food group serves are planned to meet the nutritional needs of client/patient groups   |
| 4. Identify the most common lifestyle related diseases and disorders and dietary links.               | 4.1 Nutrient imbalance contributing to common lifestyle related diseases and disorders are identified  |
|   | 4.2 Food groups and food preparation methods to address imbalance are identified   |
| 5. Evaluate meals and menus   | 5.1 Meals and menus are evaluated to ensure they meet the nutritional requirements of client/patient groups  |

<b>ELEMENT</b>	<b>PERFORMANCE CRITERIA</b>
	5.2 Meals and menus are evaluated to ensure client/patient satisfaction
	5.3 Meals and menus are evaluated to ensure feasibility of production (equipment, time, skills) and budgetary constraints

## RANGE OF VARIABLES

*Menu planning principles include:*

- Basic cooking methods and equipment
- Nutritional considerations of the client/patient group
- Client/patient preferences
- Menu types (including cyclic menus, a la carte or cafeteria)
- Quantity
- Variety and repetition
- Method of preparation
- Colour, eye appeal, taste and texture
- Presentation
- Staff resources
- Equipment resources
- Budget
- Infection control risk management
- Food safety

*Menu planning tools may include:*

- Checklists and/or guidelines developed for specific target groups and/or settings
- Generic tools such as the dietary guidelines for Australians, the healthy diet pyramid and food guides

*Types of menus include:*

- Set
- Special function
- Cyclical
- Canteen
- Cafeteria

*Basic nutrients:*

- Energy
- Protein
- Carbohydrate
- Fats
- Vitamins
- Minerals
- Fibre
- Water

## RANGE OF VARIABLES

*Food group serves are based on the Australian Guide to Healthy Eating and include serves from the following groups:*

- Breads and cereals
- Fruit
- Vegetables
- Meat and meat alternatives
- Milk and milk alternatives

*Nutrient imbalance may include but is not limited to:*

- Food intake patterns
- High fat and/or cholesterol
- Low fibre
- High salt; high sugar
- Excess kilojoules

*Dietary guidelines include:*

- Dietary guidelines for Australians
- Dietary guidelines for children and adolescents
- Dietary guidelines for older Australians

## EVIDENCE GUIDE

*Critical aspects of assessment must include:*

- Ability to identify correctly the provision of appropriate foods to the client/patient group
- Ability to incorporate Australian dietary guidelines into menu planning and evaluation
- Communicating constructively with clients/patients and other staff to ensure best service

*Concurrent assessment and relationship with other units:*

This unit can be delivered and assessed independently, however it may be assessed in conjunction with:

- CHCT11A Provide assistance to nutrition and dietetic services
- P4 Plan and/or modify menus according to nutrition care plans
- P5 Plan meals and menus to meet cultural and religious needs

*Essential knowledge must include:*

- Basic cooking methods and equipment
- Basic principles of nutrition
- Australian Dietary Guidelines
- Costing (portion size, mathematics)
- Standardised recipes
- Common fluid and food restrictions
- Various cultural requirements in relation to food, relevant to the profile of the community served by the organisation
- Basic principles of nutrition, diet therapy, nutrition supplements and factors that place clients/patients at risk of malnutrition and inadequate hydration
- Infection control policy and procedures relevant to food service provision
- OHS work practices relevant to the specific workplace and in accordance with relevant state/territory/national legislation
- Range of menus and menu items
- Requirements of certain menus
- Work organisation methods
- Basic knowledge of food preparation and food service systems

## EVIDENCE GUIDE

### *Essential skills must include:*

- Planning and evaluating meals and menus
- Safe food handling practices
- Numeracy skills may range from the ability to complete basic arithmetic calculations to the collating to recording of numbers and dietary information
- Reading and writing skills - literacy competence required to fulfil job roles in a safe manner and as specified by organisation. The level of skill may range from the ability to understand OHS legislation and other organisational procedures, providing written information on patient/client dietary requirements, to reading workplace safety pamphlets or procedure manuals, and manufacturer specifications for equipment use. Literacy support available in the workplace may range from having access to support or assistance from expert/mentor/supervisor, to having no communication supports available. Literacy may be required in English or a community language.
- Oral communication skills - language competence required to fulfil job roles in a safe manner and as specified by the organisation. Assessors should look for skills in asking questions, providing clear information, listening to and understanding workplace instructions, and clarifying workplace instructions when necessary. The organisation may require competence in English or community language, depending on client group.

### *Resource implications*

Assessment of the unit requires access to:

- Food safety and HACCP procedure manuals
- Manufacturers' manuals and recommendations for equipment
- Food packaging and storage requirements
- OHS, cultural diversity and other relevant legislation
- Work plans
- Enterprise policy, mission statements, procedures and performance management systems

### *Method of assessment*

Assessment may include:

- Observation of performance in food preparation
- Assessee's portfolio/CV
- Supporting statement of supervisor(s)

## EVIDENCE GUIDE

- Authenticated evidence of relevant work experience and/or formal/informal learning
- Oral questioning on work plans
- Case studies and scenarios as a basis for discussion of systems and strategies for food preparation to meet the client/patient group's nutritional needs
- Assessee's work plans

### *Context of assessment:*

This unit of competency may be assessed on the job or in a simulated workplace and under the normal range of workplace conditions. Assessment may be conducted on more than one occasion to cover a variety of circumstances.

A diversity of assessment tasks is essential for holistic assessment.





## **UNIT HLTNA3A**

## **Plan and/or modify meals and menus according to nutrition care plans**

### **Unit Descriptor**

This unit is concerned with the ability to develop meals and menus to meet the nutrition requirements of specific client/patient groups. This work is undertaken under the direction of a dietitian.

Work performed requires a range of well developed skills where some discretion and judgement is required. Individuals will take responsibility for their own outputs and may participate in work teams.

### **ELEMENT**

### **PERFORMANCE CRITERIA**

- |   |  |
|---|--|
| 1. Identify conditions requiring a nutrition care plan most commonly encountered by the client/patient group    | 1.1 Food service setting is identified   |
|   | 1.2 Conditions commonly encountered by the client/patient group requiring a nutrition care plan or dietary modification are identified |
|   | 1.3 Nutrient imbalance contributing to common lifestyle related diseases and disorders are identified                                  |
| 2. Identify the special nutritional and dietary needs of client/patient groups                                  | 2.1 Special nutritional and dietary needs for conditions encountered by the client/patient group are identified, where possible        |
|   | 2.2 Consultation with dietitian is sought  |
| 3. Develop or modify meals and menus to meet the special nutritional and dietary needs of client/patient groups | 3.1 Meals and menus are planned or modified to meet nutritional and dietary needs of client/patient groups                             |
|   | 3.2 Meals and menu items are assessed for their suitability for texture modification to meet special nutritional and dietary needs     |
|   | 3.3 Sufficient choices of dishes and drinks for special diets are incorporated into menus  |
|   | 3.4 Menus are costed to comply with costing constraints  |
| 4. Plan meals to meet the nutritional needs of 'at risk' groups   | 4.1 Groups 'at risk' of nutritional deficiencies are identified  |
|   | 4.2 Nutritional needs of 'at risk' groups are identified and differences to the 'well' population are noted                            |
|   | 4.3 Meals are planned to meet the nutritional needs of 'at risk' groups  |

## RANGE OF VARIABLES

*Conditions requiring dietary modification include but are not limited to:*

- Renal disease
- Juvenile onset diabetes
- Coeliac disease
- Gastro-intestinal disorders
- Food allergies and intolerance's
- Cancer
- HIV/AIDS
- Chewing/swallowing difficulties and lifestyle related diseases and disorders such as adult onset diabetes
- Heart disease obesity
- Hypertension
- Dental caries
- Constipation

*Nutrient imbalance may include but is not limited to:*

- Food intake patterns
- High fat and/or cholesterol
- Low fibre
- High salt
- High sugar
- Excess kilojoules

*Special dietary needs include but are not limited to:*

- Low sodium/potassium
- Low protein
- Gluten-free
- Clear fluids
- High fibre
- Light diet
- Low fat
- Lactose-free
- Allergy/food intolerance diets
- High energy/high protein
- Texture modified

*Texture modification includes:*

- Food textures ranging from pureed, minced, fork mashed, chopped, soft to thickened fluids

## **RANGE OF VARIABLES**

*Nutritional requirements of 'at risk' client/patient groups may include:*

- Specific requirements for common lifestyle related diseases/disorders such as adult onset diabetes, heart disease, obesity, hypertension, dental caries, and constipation
- Nutritional imbalances such as food intake patterns, high fat and/or cholesterol, low fibre, high salt, high sugar, excess kilojoules

*'At risk' groups may include but are not limited to:*

- Low socio-economic status
- Older persons
- Residential
- Institutionalised
- Aboriginal and Torres Strait Islander people
- Pregnant women
- Those with acute or chronic diseases/disorders requiring dietary management

## EVIDENCE GUIDE

*Critical aspects of assessment must include:*

- Ability to identify and assist in developing a nutrition care plan for a particular client/patient group
- Ability to modify meals and menus according to specific nutritional and dietary needs
- Communicating constructively with clients/patients and other staff to ensure best service

*Concurrent assessment and relationship with other units:*

This unit can be delivered and assessed independently, however it may be assessed in conjunction with:

HLTNA1A Provide assistance to clinical nutrition services  
HLTNA2A Plan and evaluate meals and menus  
HLTNA4A Plan meals and menus to meet cultural needs

*Essential knowledge must include:*

- Basic cooking methods
- Basic principles of nutrition including nutrition through the life cycle
- Planning and evaluating meals and menus
- Different cultural requirements
- Food preparation and food service systems
- Australian Dietary Guidelines
- Costing (portion size, mathematics)
- Common fluid and food restrictions
- Various cultural requirements in relation to food, relevant to the profile of the community served by the organisation
- Basic principles of nutrition, diet therapy, nutrition supplements and factors that place clients/patients at risk of malnutrition and inadequate hydration
- Infection control policy and procedures relevant to food service provision
- OHS work practices relevant to the specific workplace and in accordance with relevant state/territory/national legislation

## EVIDENCE GUIDE

### *Essential skills must include:*

- Information processing (computer and/or manual)
- Basic computer operation
- Planning and evaluating meals and menus
- Safe food handling practices
- Safe handling of equipment
- Numeracy skills may range from the ability to complete basic arithmetic calculations to the collating and recording of numbers and costing of menus
- Reading and writing skills - literacy competence required to fulfil job roles in a safe manner and as specified by organisation. The level of skill may range from the ability to understand OHS legislation and other organisational procedures, providing written information on patient/client dietary requirements, to reading workplace safety pamphlets or procedure manuals, and manufacturer specifications for equipment use. Literacy support available in the workplace may range from having access to support or assistance from expert/mentor/supervisor, to having no communication supports available. Literacy may be required in English or a community language.
- Oral communication skills - language competence required to fulfil job roles in a safe manner and as specified by the organisation. Assessors should look for skills in asking questions, providing clear information, listening to and understanding workplace instructions, and clarifying workplace instructions when necessary. The organisation may require competence in English or a community language, depending on client group.

### *Resource implications*

Assessment of the Unit requires access to:

- Food safety and HACCP procedure manuals
- OHS, cultural diversity and other relevant legislation
- Work plans
- Enterprise policy, mission statements, procedures and performance management systems

### *Method of assessment*

Assessment may include:

- Observation of performance in food preparation
- Assessee's portfolio/CV
- Supporting statement of supervisor(s)
- Authenticated evidence of relevant work experience and/or formal/informal learning

## EVIDENCE GUIDE

- Oral questioning on work plans
- Case studies and scenarios as a basis for discussion of systems and strategies for food preparation to meet the client/patient group's nutritional needs
- Assessee's work plans

### *Context of assessment:*

This unit of competency may be assessed on the job or in a simulated workplace and under the normal range of workplace conditions. Assessment may be conducted on more than one occasion to cover a variety of circumstances.

A diversity of assessment tasks is essential for holistic assessment.

## **UNIT HLTNA4A    Plan meals and menus to meet cultural and religious needs**

### **Unit Descriptor**

This unit is concerned with the ability to plan and evaluate meals and menus in a manner that meets the cultural and religious needs of client/patients groups.

Work performed requires a range of well developed skills where some discretion and judgement is required. Individual will take responsibility for their own outputs and may participate in work teams.

### **ELEMENT**

### **PERFORMANCE CRITERIA**

- |   |     |   |
|---|-----|---|
| 1.    Select meals to meet food-related cultural and religious needs of client/patient groups | 1.1 | Client/patient groups are identified and correct terminology used   |
|   | 1.2 | Cultural groups within Australian society and general characteristics of their cuisine are considered during meal and menu planning |
|   | 1.3 | Factors that may influence food choices are identified  |
|   | 1.4 | Particular dietary regimes associated with cultural and religious groups are identified   |
|   | 1.5 | Cultural customs are observed   |
| 2.    Develop menus to meet the cultural and religious needs of client/patient groups         | 2.1 | Menus are planned or modified to meet cultural and religious needs of client/patient groups   |
|   | 2.2 | Sufficient choice of dishes is incorporated into menus  |



## RANGE OF VARIABLES

*Cuisine of cultural groups within Australian society includes, but is not limited to:*

- Aboriginal and Torres Strait Islander
- Asian
- European
- Indian
- Mediterranean
- Mexican
- South American

*Factors influencing food choices include but are not limited to:*

- Availability and accessibility
- Familiarity
- Beliefs and values
- Food advertising
- Cultural preferences

*Religious groups within Australian society who may follow particular dietary restrictions include but are not limited to:*

- Jewish
- Hindu
- Muslim
- Some Christian denominations eg Seven Day Adventist

*Food-related religious needs include but are not limited to:*

- Kosher
- Halal
- Hindu (vegetarian - ovo-lacto, lacto or vegan)

## EVIDENCE GUIDE

*Critical aspects of assessment must include:*

- Ability to identify and develop meals and menus that meet specific cultural and religious needs of client/patient groups
- Communicate constructively with clients/patients and other staff to ensure best service

*Concurrent assessment and relationship with other units:*

This unit can be delivered and assessed independently, however it may be assessed in conjunction with:

HLTNA3A Plan and/or modify menus according to special dietary needs

*Essential knowledge must include:*

- Basic cooking methods
- Principles of nutrition
- Planning and evaluating meals and menus
- Different cultural requirements
- Food preparation and food service systems
- Australian Dietary Guidelines
- Costing (portion size, mathematics)
- Various cultural requirements in relation to food, relevant to the profile of the community served by the organisation
- Basic principles of nutrition, diet therapy, nutrition supplements and factors that place clients/patients at risk of malnutrition and inadequate hydration
- Infection control policy and procedures relevant to food service provision
- OHS work practices relevant to the specific workplace and in accordance with relevant state/territory/national legislation

*Essential skills must include:*

- Ability to source accurate information on cuisine of various cultural and religious groups
- Planning and evaluating meals and menus
- Safe food handling practices
- Numeracy skills may range from the ability to complete basic arithmetic calculations to the collating and recording of numbers and costing of menus

## EVIDENCE GUIDE

- Reading and writing skills - literacy competence required to fulfil job roles in a safe manner and as specified by organisation. The level of skill may range from the ability to understand OHS legislation and other organisational procedures, providing written information on patient/client dietary requirements, to reading workplace safety pamphlets or procedure manuals, and manufacturers' specifications for equipment use. Literacy support available in the workplace may range from having access to support or assistance from expert/mentor/supervisor, to having no communication supports available. Literacy may be required in English or a community language.
- Oral communication skills - language competence required to fulfil job roles in a safe manner and as specified by the organisation. Assessors should look for skills in asking questions, providing clear information, listening to and understanding workplace instructions, and clarifying workplace instructions when necessary. The organisation may require competence in English or a community language, depending on client group.

### *Resource implications:*

Assessment of the unit requires access to:

- Food safety and HACCP procedure manuals
- OHS, cultural diversity and other relevant legislation
- Work plans
- Source information on cuisine of various cultural and religious groups
- Enterprise policy, mission statements, procedures and performance management systems

### *Method of assessment*

Assessment may include:

- Observation of performance in food preparation
- Assessee's portfolio/CV
- Supporting statement of supervisor(s)
- Authenticated evidence of relevant work experience and/or formal/informal learning
- Oral questioning on work plans
- Case studies and scenarios as a basis for discussion of systems and strategies for food preparation to meet the client/patient group's nutritional needs
- Assessee's work plans

## **EVIDENCE GUIDE**

### *Context of assessment:*

This unit of competency may be assessed on the job or in a simulated workplace and under the normal range of workplace conditions. Assessment may be conducted on more than one occasion to cover a variety of circumstances.

A diversity of assessment tasks is essential for holistic assessment.



## **UNIT HLTNA5A    Support food services in menu or meal order processing**

### **Unit Descriptor**

This unit is concerned with the ability to distribute menus/meal order systems, process general menus/meal orders, distribute food and monitor client/patient satisfaction.

Work performed requires a range of well developed skills where some discretion and judgement is required. Individuals will take responsibility for their own outputs and may participate in work teams.

<b>ELEMENT</b>	<b>PERFORMANCE CRITERIA</b>
1.    Distribute and collect general menus/ meal orders for clients/patients	<div>1.1    Menus/meal order systems for all clients/patients are distributed according to established routines and procedures</div> <div>1.2    General menus/meal orders are collected and assistance with marking menus is provided to client/patient if required</div> <div>1.3    Feedback regarding food preferences and consistently poor menu/meal choices is provided to the appropriate personnel</div>
2.    Collate general menus or meal orders	<div>2.1    Information to support the delivery of menu items chosen by client/patient is provided according to established routines and procedures</div> <div>2.2    Menu items are tallied, collated and reported for determination of food production schedules</div>
3.    Communicate changes in meal order	<div>3.1    Knowledge of patient/client admissions, transfers and discharges is maintained</div> <div>3.2    Meal orders are processed for food services</div> <div>3.3    Written information to support the delivery of chosen menu items is provided to food services within designated time frames</div>

## RANGE OF VARIABLES

*Menu system may include:*

- The collection of meal orders is not limited to the use of a paper menu system. Other systems, including point of service collection of meal orders eg bistro style, buffet style and off trolley select style of service, are more commonly used in extended stay facilities ie nursing homes and psychiatric institutions and other supportive accommodation.

*Distribution of menus may vary depending on the institution :*

- Menus may be placed on a meal tray, handed to the client/patient, placed on tables in a dining room setting. Collection of meal orders may be undertaken verbally and summary meal order may be placed directly with food services.
- Where a patient select menu system is in use, assistance with marking menus, or placing of a verbal meal order, may be required. This is particularly important when a client/patient is not able to mark the menu due to physical, verbal, psychiatric or cognitive factors.

*Tallying and collating general menus/meal orders may include:*

- Manual counting of menu items chosen
- Data entry of menu choices into a nutrition and food services computer system

*Feedback regarding food preferences and poor menu/meal choices may require:*

- Written or verbal methods of communication between client/patient area or ward, nutrition service/department and food service department personnel

*Information to support the delivery of menu items chosen may include:*

- Ward diet
- Client/ patient location lists
- Meal tickets
- Meal tallies
- Labels

## EVIDENCE GUIDE

*Critical aspects of assessment must include:*

- Effective distribution, collection and monitoring of meal orders
- Communicating constructively with clients/patients and other staff to ensure best service
- Application of organisational food production and delivery schedules

*Concurrent assessment and relationship with other units:*

This unit can be delivered and assessed independently, however it may be assessed in conjunction with:

- CHCT11A Provide assistance to nutrition and dietetic services

*Essential knowledge must include:*

- Inter-relationships between food services and nutrition services/dietary departments concerning menu/meal order processing procedures, food production and delivery schedules
- Range of menus and menu items
- Basic principles of nutrition
- Infection control policy and procedures
- OHS work practices relevant to the specific workplace and in accordance with relevant state/territory/national legislation
- Planning and evaluating meals and menus
- Different cultural requirements
- Food preparation and food service systems
- Australian Dietary Guidelines
- Costing (portion size, mathematics)
- Various cultural requirements in relation to food, relevant to the profile of the community served by the organisation

*Essential skills must include:*

- Information processing (computer and/or manual)
- Basic computer operation (where computers are used menu and meal order processing)
- Numeracy skills may range from the ability to complete basic arithmetic calculations to the collating and recording of numbers and costing of menus
- Reading and writing skills - literacy competence required to fulfil job roles in a safe manner and as specified by organisation. The level of skill may range from the ability to understand OHS legislation and other organisational procedures, to



## EVIDENCE GUIDE

providing written information on patient/client dietary requirements, to reading workplace safety pamphlets or procedure manuals, and manufacturers' specifications for equipment use. Literacy support available in the workplace may range from having access to support or assistance from expert/mentor/supervisor, to having no communication supports available. Literacy may be required in English or a community language.

- Oral communication skills - language competence required to fulfil job roles in a safe manner and as specified by the organisation. Assessors should look for skills in asking questions, providing clear information, listening to and understanding workplace instructions, and clarifying workplace instructions when necessary. The organisation may require competence in English or a community language, depending on client group.

### *Resource implications*

Assessment of the Unit requires access to:

- Food safety and HACCP procedure manuals
- Work plans
- Enterprise policy, mission statements, procedures and performance management systems
- Organisational policy and procedures for menu processing
- Relevant computer software manuals or operating instructions

### *Method of assessment:*

Assessment may include:

- Observation of performance in food preparation
- Assessee's portfolio/CV
- Supporting statement of supervisor(s)
- Authenticated evidence of relevant work experience and/or formal/informal learning
- Oral questioning on work plans
- Case studies and scenarios as a basis for discussion of systems and strategies for food preparation to meet the client/patient group's nutritional needs
- Assessee's work plans

### *Context of assessment:*

This unit of competency may be assessed on the job or in a simulated workplace and under the normal range of workplace conditions. Assessment may be conducted on more than one occasion to cover a variety of circumstances.

A diversity of assessment tasks is essential for holistic assessment.

## **UNIT HLTPAT1A Receive and prepare pathology specimens**

### **Unit Descriptor**

This unit of competency covers the ability to receive and prepare a range of samples for pathology testing.

Work performed requires a range of well-developed skills where some discretion and judgment is required. Individuals will take responsibility for their own outputs and limited responsibility for the output of others.

### **ELEMENT**

### **PERFORMANCE CRITERIA**

- |   |  |
|---|--|
| 1. Receive specimens                        | <ul style="list-style-type: none"><li>1.1 Specimens are received and processed as required by organisational policies and procedures</li><li>1.2 Documentation is checked for accuracy and legality to ensure that mandatory labelling requirements are complete</li><li>1.3 Specimens are rejected in accordance with organisational policies and procedures</li><li>1.4 Bar-code labels are affixed to request forms and specimens</li><li>1.5 Requirements for specimen processing are confirmed in accordance with organisational policies and procedures</li><li>1.6 Infection control and workplace safety protocols relating to the safe handling of specimens are followed</li><li>1.7 Records are maintained of non-conformities in accordance with organisational policies and procedures</li><li>1.8 The organisation's procedures for information recording are followed</li></ul> |
| 2. Process specimens for scientific testing | <ul style="list-style-type: none"><li>2.1 Specimens are processed for diagnostic testing in accordance with scientist/pathologist instructions workplace health and safety guidelines</li><li>2.2 Equipment is operated and maintained in accordance with organisational policies and procedures</li><li>2.3 Infection control guidelines are followed during processing of specimens</li><li>2.4 Data on specimens is entered into database in accordance with organisational policies and procedures</li></ul>   |

<b>ELEMENT</b>	<b>PERFORMANCE CRITERIA</b>
3. Despatch specimens	<p>3.1 Specimens are checked to ensure they are appropriately secured for despatch</p> <p>3.2 Specimens are despatched to relevant department in accordance with organisational policies and procedures</p>
4. Collect, sort and deliver reports	<p>4.1 Confidential reports are delivered within acceptable timeframes</p>

## RANGE OF VARIABLES

*Specimens may include:*

- Blood
- Urine
- Faeces
- Swabs
- Tissue samples
- Body fluids
- Smears
- Sputum

*Processing of specimens will include:*

- Receipt
- Checking
- Verifying
- Recording date and time of arrival

*Equipment may include:*

- Computers
- Printers
- Centrifuge
- Biohazard cabinet
- Scanner
- Laboratory equipment relevant to receipt and preparation of specimens

*Organisational policies and procedures may relate to:*

- Safe use of equipment
- Use of personal protective equipment including gloves, gowns, masks, goggles
- Taking appropriate action when spills, biohazard exposure or needlestick injuries occur
- Infection control
- Waste management
- Safety and security of specimens for transport
- Use of chemicals according to manufacturer/organisation directions and material data safety sheets
- Guidelines for protection against needlestick injuries
- International aviation transport authority (IATA) guidelines

## RANGE OF VARIABLES

- Following appropriate laboratory manuals for safety, procedural, quality, registration
- Notification of infectious tests
- Maintaining equipment includes maintenance of centrifuge and all other in-house equipment

*Documentation refers to the following, which must comply with legal requirements:*

- Request forms
- Specimens
- Labels
- Bar-coding
- Database

## EVIDENCE GUIDE

*Critical aspects of assessment must include:*

- Receive and process correctly a range of samples for pathology testing
- Comply with relevant policies, protocols, guidelines and procedures of the organisation
- Effectively communicate with internal and external customers
- Maintenance of specimen integrity
- Correct documentation procedures for receipt and preparation of specimens

*Relationship with other units:*

- This unit can be delivered and assessed independently, however holistic assessment practice with other pathology units of competency is encouraged.

*Essential knowledge required includes:*

- Laboratory information processing procedures
- Medical terminology and chemical abbreviations relevant to pathology
- Departmental sub specialties
- Pathology test requests
- National laboratory standards
- Identify blood tubes
- Criteria for rejection of specimens
- Pneumatic tube system
- Bio-hazardous substances
- Hospital environment
- External customer locations
- Laboratory policy and procedure manuals
- Infection control manual
- OHS manual
- Relevant State and national legislation

*Essential skills must include:*

- Computer skills required to maintain database
- Handling of hazardous chemicals
- Using time management strategies to set priorities
- Reading and writing skills - literacy competence required to fulfill job roles in a safe manner and as specified by the organisation. The level of skill

## EVIDENCE GUIDE

may range from the ability to understand symbols used in OHS signs, to reading workplace safety pamphlets or procedure manuals, to reading labels and handling chemicals. Literacy support available in the workplace may range from having access to support or assistance from expert/mentor/supervisor, to having no communication supports available. Literacy may be required in English or a community language.

- Oral communication skills and language competence required to fulfill job roles in a safe manner and as specified by the organisation. Assessors should look for skills in asking questions, providing clear information, listening to and understanding workplace instructions, and clarifying workplace instructions when necessary. Organisations may require competence in English or a community language, depending on client group.
- Numeracy skills may range from the ability to complete basic arithmetic calculations such as addition, subtraction, multiplication, division to recording numbers.
- Problem solving skills required included ability to use available resources

### *Resource implications*

Resource requirements may include:

- Specimens
- Legislative guidelines
- Area/division/guidelines
- Request forms
- Labels
- Database
- Equipment
- Laboratory policy and procedure manuals
- Infection control manual
- OHS manual
- Access to IATA course and accreditation

### *Method of assessment*

Assessment may include:

- Observation of performance
- Oral questioning
- Computer-aided assessment
- Assesses portfolio, CV and documented evidence

## EVIDENCE GUIDE

of work history

- Authenticated evidence of relevant work experience and/or formal/informal learning
- Training register

### *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. Assessment may be conducted continuously to cover a variety of situations.

A diversity of assessment tasks is essential for holistic assessment.





## UNIT HLTPAT2A

## Assist with microbiology testing

### Unit Descriptor

This unit is concerned with assisting with the preparation of specimens for analysis. Work performed requires a range of well-developed skills where some discretion and judgment is required. Individuals will take responsibility for their own outputs and limited responsibility for the output of others.

### ELEMENT

### PERFORMANCE CRITERIA

- |  |  |
|--|--|
| 1. Prepare to assist with microbiology testing | 1.1 Requirements for assisting with microbiology testing are confirmed with scientist<br>1.2 Media preparation, agar plates, broth, sterile solutions prepared in accordance with organisational policies and procedures   |
| 2. Prepare specimens for analysis              | 2.1 Specimens are prepared in accordance with organisational policies and procedures<br>2.2 Specimens are processed by plating onto designated media<br>2.3 Tests are conducted in accordance with instructions<br>2.4 Clarification/feedback is sought from scientist as required<br>2.5 Infection control guidelines are followed throughout procedure |
| 3. Maintain a clean work environment           | 3.1 Autoclave and laboratory equipment are cleaned in accordance with laboratory guidelines<br>3.2 Instruments are sterilized as required<br>3.3 Contaminated waste is disposed of in accordance with infection control protocols<br>3.4 Chemicals are stored in accordance with organisational policies and procedures                                  |

## RANGE OF VARIABLES

*Specimens may include:*

- Blood
- Cultures
- Urine
- Faeces
- Swabs
- Tissue samples
- Sputum
- Body fluids
- CSF pleural aspirates

*Simple reagents and apparatus may include:*

- Media preparation
- Agar plates
- Broth
- Sterile solutions

*Equipment may include:*

- Staining machines
- Tissue homogeniser
- Biohazard cabinet
- Centrifuge
- Incubator

*Designated media to include:*

- Blood agar
- Macconkey agar
- Chocolate agar
- Anaerobic agar
- Other specialised agar

*Tests to include:*

- Microscopy and culture
- Staining

## EVIDENCE GUIDE

*Critical aspects of assessment must include:*

- Assist and prepare specimens for analysis
- Comply with relevant policies, protocols, guidelines and procedures of the organization
- Effectively communicate with internal and external customers
- Concurrent assessment and relationship with other units

This unit can be delivered and assessed independently, however holistic assessment practice with other pathology units of competency is encouraged.

*Essential knowledge required includes:*

- Laboratory policy and procedure manual
- OHS requirements
- Infection control requirements
- Autoclave, laminar flow system
- Basic microbiology
- Medical terminology
- Biohazard nature of specimens handled in the laboratory

*Essential skills must include:*

- Following instructions
- Basic computer skills
- Handling of hazardous chemicals
- Using time management strategies to set priorities
- Reading and writing skills - literacy competence required to fulfill job roles in a safe manner and as specified by the organisation. The level of skill may range from the ability to understand symbols used in OHS signs, to reading workplace safety pamphlets or procedure manuals, to reading labels and handling chemicals. Literacy support available in the workplace may range from having access to support or assistance from expert/mentor/supervisor, to having no communication supports available. Literacy may be required in English or a community language.
- Oral communication skills and language competence required to fulfill job roles in a safe manner and as specified by the organisation. Assessors should look for skills in asking

## EVIDENCE GUIDE

questions, providing clear information, listening to and understanding workplace instructions, and clarifying workplace instructions when necessary. Organisations may require competence in English or community language, depending on client group.

- Numeracy skills may range from the ability to complete basic arithmetic calculations such as addition, subtraction, multiplication, division to recording numbers
- Problem solving skills required included ability to use available resources

### *Resource implications*

Resource requirements include:

- Equipment
- Laboratory policy and procedure manual
- Occupational health and safety requirements
- Infection control manual

### *Method of assessment*

Assessment may include:

- Observation of performance
- Oral questioning
- Computer-aided assessment
- Assessee's portfolio/CV
- Authenticated evidence of relevant work experience and/or formal/informal learning

### *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. Assessment may be conducted on more than one occasion to cover a variety of situations.

A diversity of assessment tasks is essential for holistic assessment.

## **UNIT HLTPAT3A Transport specimens and blood products**

### **Unit Descriptor**

This unit is concerned with the ability to efficiently transport specimens and blood products and to follow safe transport procedures.

Work will usually be performed within a prescribed range of functions involving known routines and procedures.

<b>ELEMENT</b>	<b>PERFORMANCE CRITERIA</b>
1. Receive specimens and blood products for transport	<ul style="list-style-type: none"><li>1.1 Requirements for transportation of specimens and blood products in consultation are confirmed with scientist and organisational policies and procedures</li><li>1.2 Items are received for transportation according to organisation guidelines</li><li>1.3 Relevant documentation is completed</li></ul>
2. Transport items	<ul style="list-style-type: none"><li>2.1 Item is transported to destination as required</li><li>2.2 Appropriate action is taken on any hazards which may occur and reported to relevant personnel</li></ul>
3. Deliver item	<ul style="list-style-type: none"><li>3.1 Established procedures for receipt of items are followed</li><li>3.2 Equipment is returned as required</li></ul>

## RANGE OF VARIABLES

*Transportation requirements may include:*

- Number and nature of specimens and blood products
- Confidentiality
- Destination
- Pick up sequence/notification
- International aviation transport authority (IATA) guidelines

*Relevant documentation may include:*

- Packing list
- Various certifications

*Relevant personnel may include:*

- Couriers
- Despatch and reception personnel
- Taxi

*Organisation guidelines may include use of:*

- Insulated containers
- Special containers
- Locked/sealable bags
- Special preparations in remote/isolated areas
- Bio-hazard containers

*Hazards include:*

- Spillage
- Lost/stolen
- Confidentiality
- Leakage
- Breakage

## EVIDENCE GUIDE

*Critical aspects of assessment must include:*

- Transport safely specimens and blood products as directed
- Collect and deliver correctly, and on time, specimens and blood products to and from a specified destination
- Relate effectively with a range of internal and external customers
- Safe driving

*Concurrent assessment and relationship with other units:*

This unit can be delivered and assessed independently, however holistic assessment practice with other pathology units of competency is encouraged.

*Essential knowledge must include:*

- Infection control procedures
- IATA guidelines
- OHS procedures

*Essential skills must include:*

- Basic computer skills
- Maintain specimen integrity
- Spill procedures
- Route finding
- Possess a relevant driver's licence
- Follow instructions
- Communicate effectively with colleagues
- Maintain client confidentiality
- Use time management strategies to set priorities
- Reading and writing skills - literacy competence required to fulfill job roles in a safe manner and as specified by the organisation. The level of skill may range from the ability to understand symbols used in OHS signs, to reading workplace safety pamphlets or procedure manuals, to reading and understanding instructions. Literacy support available in the workplace may range from having access to support or assistance from expert/mentor/supervisor, to having no communication support available. Literacy may be required in English or a community language.



## EVIDENCE GUIDE

- Oral communication skills and language competence required to fulfill job roles in a safe manner and as specified by the organisation. Assessors should look for skills in asking questions, providing clear information, listening to and understanding workplace instructions, and clarifying workplace instructions when necessary. Organisation may require competence in English or a community language, depending on client group.
- Numeracy skills may range from the ability to complete basic arithmetic calculations such as addition, subtraction, multiplication, division to recording numbers
- Problem solving skills required included ability to use available resources

### *Resource implications*

Resource requirements include:

- Equipment
- Contact lots
- Policies/guidelines
- Infection control guidelines

### *Method of assessment*

Assessment may include:

- Observation of performance
- Oral questioning
- Computer-aided assessment
- Assessee's portfolio/CV
- Authenticated evidence of relevant work experience and/or formal/informal learning
- Training register that is competency based

### *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. Assessment may be conducted on more than one occasion to cover a variety of situations

A diversity of assessment tasks is essential for holistic assessment.

## UNIT HLTPAT4A

## Collect pathology specimens other than blood

### Unit Descriptor

This unit of competency covers the ability to follow procedures for collection of pathology specimens other than blood from clients and patients for pathology testing.

Work performed requires a broad knowledge base and the ability to apply solutions to a defined range of unpredictable problems. Individuals will take responsibility for their own outputs and limited responsibility for the quantity and quality of output of others.

All tasks are conducted in accordance with organisational policies and procedures including OHS and infection control guidelines.

ELEMENT	PERFORMANCE CRITERIA
1. Receive request for collection of pathology specimen	<ul style="list-style-type: none"><li>1.1 Request is assessed to determine equipment required and other special requirements</li><li>1.2 Precise nature and requirements of the test request is identified</li><li>1.3 Relevant clinical and personal information is collected by interview of client/patient and correctly documented</li><li>1.4 Ensure pre-test criteria are met</li><li>1.5 Refer pathology requests to supervisor if required</li><li>1.6 Correct use of pathology collection manuals is demonstrated</li><li>1.7 Select and prepare equipment and appropriate collection containers</li></ul>
2. Perform procedure	<ul style="list-style-type: none"><li>2.1 Procedure is explained to client/patient and consent is obtained in accordance with legal and organisational requirements</li><li>2.2 Infection control guidelines are followed</li><li>2.3 Personal protective equipment is used safely</li><li>2.4 Collection and clinical equipment is safely used</li><li>2.5 Organisational guidelines are followed for safe handling of pathology specimens/non pathology specimens</li><li>2.6 Standard and additional precautions are adopted and assistance sought as required</li><li>2.7 Appropriate procedures for collection of sample is followed</li><li>2.8 OHS guidelines relating to disposal of equipment are followed</li></ul>

<b>ELEMENT</b>	<b>PERFORMANCE CRITERIA</b>
3. Label and store specimens for transportation	<ul style="list-style-type: none"><li>3.1 Specimens labelled in accordance with ISO 9000 or the National Australian Testing Authority</li><li>3.2 Specimens are processed and stored correctly</li><li>3.3 Specimens are appropriately contained for transport</li><li>3.4 Specimens reported ready for transportation</li></ul>
4. Care for patient	<ul style="list-style-type: none"><li>4.1 Client/patient is correctly positioned and made comfortable</li><li>4.2 Client/patient is monitored during and on completion of collection procedure to identify potential adverse outcomes</li></ul>

## RANGE OF VARIABLES

Request for pathology specimen will be by written request from registered medical practitioner or nominated nursing staff eg nurse practitioner.

Patients include adult and appropriate paediatrics.

*Pre-test requirements include:*

- Patient identification
- Patient details
- Collection of clinical information
- Appropriate procedures for paediatric patients may require specialised skills and knowledge

*Pathology specimens may include:*

- Saliva
- Sputum
- Urine including via catheter
- Semen
- Stool
- Swabs
- Skin scraping
- Breath
- Aspirates

*Protective clothing includes:*

- Gloves
- Gowns
- Masks
- Goggles

*Venues for collection may include:*

- Centres/clinics
- Collection centre
- Home visits
- Hospitals
- Other facilities including aged care and mental health facilities
- General workplaces

*Equipment includes:*

- Vacuum flasks
- Syringes
- Needles

## RANGE OF VARIABLES

- Lancets
- Steri-wipes
- Band-Aids
- Paediatric urine bags
- Swabs
- Scalpels

*Correct storage of specimens  
may include:*

- Kept on ice or dry ice
- Kept warm
- Actioned immediately
- Protected from light
- Use of fixatives
- Procedures may be undertaken in an assisting role  
eg assisting a pathologist with a fine needle  
aspiration

## EVIDENCE GUIDE

*Critical aspects of assessment must include:*

- Complies with policies and procedures including OHS, infection control etc
- Demonstrates correct techniques for collection of pathology specimens other than blood
- Basic First Aid
- Basic anatomy and physiology relevant to type of pathology collections
- Potential complications of collection procedures
- Demonstrated knowledge of pre-test criteria

*Concurrent assessment and relationship with other units:*

- Holistic assessment practice with other general health services units of competency is encouraged

*Essential knowledge must include:*

- Knowledge of boundaries of responsibilities
- Understanding of test requested and any special requirements – protecting the integrity of the specimen
- Obligations with respect to confidentiality of patient/client information and legal and ethical issues
- Basic medical terminology used in a clinical laboratory
- Abbreviations commonly used in a clinical laboratory
- Basic anatomy and physiology relevant to the work role and type of pathology collections
- Client care
- General knowledge of Pathology Laboratories eg various departments and tests performed
- Knowledge of tests and appropriate times to collect eg drugs, last dose
- Correct storage methods for specimens and fixatives

*Essential skills required include:*

- Work cooperatively in a team environment and unsupervised (some centres only have one staff)
- Respond productively to supervision
- Exhibit an appropriate level of care reflecting courtesy, responsiveness and helpfulness

## EVIDENCE GUIDE

- Basic computer skills
- Application of standard and additional precautions
- Maintain client confidentiality
- Use time management strategies to set priorities
- Reading and writing skills - literacy competence required to fulfill job roles in a safe manner and as specified by the organisation. The level of skill may range from the ability to understand symbols used in OHS signs, to reading and interpreting requests for pathology specimens and completing appropriate documentation. Literacy support available in the workplace may range from having access to support or assistance from expert/mentor/supervisor, to having no communication supports available. Literacy may be required in English or a community language.
- Oral communication skills and language competence required to fulfill job roles in a safe manner and as specified by the organisation. Assessors should look for skills in asking questions, providing clear information, listening to and understanding workplace instructions, and clarifying workplace instructions when necessary. Organisations may require competence in English or a community language, depending on client group.
- Numeracy skills may range from the ability to complete basic arithmetic calculations, weighing and measuring requirements to recording data
- Problem solving skills required included ability to use available resources

### *Method of assessment*

Assessment may include:

- Observation of performance
- Written tasks
- Interviewing and questioning
- Computer-aided assessment
- Formal appraisal systems
- Staff/client feedback
- Portfolio/CV
- Supporting statement of supervisor(s)
- Authenticated evidence of relevant work experience and/or formal/informal learning

## EVIDENCE GUIDE

- Case studies and scenarios as a basis for discussion of issues and strategies to contribute to best practice in the work environment

### *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. Assessment may be conducted on more than one occasion to cover a variety of situations.

A diversity of assessment tasks is essential for holistic assessment.





## **UNIT HLTPAT5A**

## **Operate efficiently within a pathology and specimen collection environment**

### **Unit Descriptor**

This unit provides the skills and knowledge to work effectively within a pathology and specimen collection environment. It provides an overview of organisational structure and the procedures of pathology and specimen collection practices.

Work will usually be performed within a prescribed range of functions involving known routines and procedures.

### **ELEMENT**

### **PERFORMANCE CRITERIA**

- |  |   |
|--|---|
| 1. Work within the context of the pathology and specimen collection environment                | 1.1 Relevant departments and services within a health care setting are identified   |
|  | 1.2 Facilities and devices to perform the role of a pathology assistant and specimen collection assistant are identified                      |
|  | 1.3 Clients are observed participating in various types of specimen collection activities within the work environment                         |
|  | 1.4 Work performed reflects consideration of the key stakeholders and representatives of pathology and specimen collection practices          |
|  | 1.5 Participation within a health care team is effective  |
| 2. Demonstrate commitment to the central philosophies of the organisation and pathology sector | 2.1 Work undertaken demonstrates consideration and understanding of the underpinning values and philosophy of the organisation and the sector |
|  | 2.2 Conduct is ethical and organisational policies and procedures on confidentiality and consent are followed                                 |
|  | 2.3 Personal values and attitudes regarding client are identified and taken into account when performing work duties                          |

## RANGE OF VARIABLES

- Contexts may include:*
- Statutory framework within which work takes place
- Stakeholders and representatives may include:*
- Doctors
  - Nurses
  - Pathologists
  - Phlebotomists
  - Laboratory staff
  - Medical scientists
- Departments may include:*
- Cytology
  - Immunology/serology
  - Histology
  - Cytogenetics
  - Media/sterilization
  - Endocrinology
  - Microbiology
  - Haematology
  - Biochemistry
  - Neuropathology
  - Transfusion medicine
  - Transmission medicine
- Underpinning values and philosophy may include:*
- Customer service
  - Teamwork
  - Ethics and confidentiality
  - Consent to treatment
  - Laboratory accreditation
  - Quality improvement
  - OHS
  - Compliance with infection control standards and guidelines
- Work environment may include:*
- Hospital
  - Collection centres

## RANGE OF VARIABLES

- Nursing homes
- Mobile collection units
- Hospitals
- Industrial workplaces
- Research institutions
- Sporting facilities
- Universities
- Public or private laboratory

*Facilities may include:*

- Hospital
- Private laboratory

*Major responsibilities may include:*

- Confidentiality
- Patient identification
- Labelling of specimen
- Transport of specimen
- Client interaction
- Operating machinery
- Testing procedures
- Quality control

*Organisation's underpinning values and philosophy will include:*

- A non-discriminatory approach to all people using the service
- Ensuring the work undertaken takes account of and caters for differences including cultural, physical, religious, economic and social
- Provision of accessible services for disabled clients
- Different cultural and social contexts
- The needs of indigenous Australians
- The needs of people from non-English speaking backgrounds
- Needs of specific religious groups

## EVIDENCE GUIDE

*Critical aspects of assessment must include:*

- Work or model of work demonstrates knowledge and an understanding of underpinning values and philosophies in the specimen collection area
- Work is carried out in accordance with relevant organisational policy, legislative requirements, industrial awards and agreements and in-house standard operating procedures (SOP's)
- Work is performed in a safe manner
- Issues identified outside scope of responsibility are referred to authorised person
- Demonstrated knowledge of the ramifications of breaches of confidentiality, policies and legislation
- Demonstrated knowledge of ramifications of infections control breaches
- Identification and reporting of workplace hazards and poisons as applied to broad OHS area
- Identification of own responsibilities within the workplace

*Relationship with other units:*

This unit can be delivered and assessed independently, however holistic assessment practice with other general health services units of competency is encouraged

*Essential knowledge must include:*

- Principles of access and equity
- Local policy and procedures
- Infection control guidelines
- Workplace health and safety
- Emergency manual
- Rejection criteria
- Policy, regulatory, legislative and legal requirements based upon:
  - Privacy Act
  - Freedom of Information Act
  - Individual rights and Equal Employment Opportunity
- Principles and practices of ethics and values
- Principles and practices of confidentiality
- Principles and practices of duty of care

## EVIDENCE GUIDE

### *Essential skills must include:*

- Using time management strategies to set priorities
- Reading and writing skills - literacy competence required to fulfil job roles in a safe manner and as specified by the organisation. The level of skill may range from the ability to understand symbols used in OHS signs, to reading workplace safety pamphlets or procedure manuals, to reading labels and handling chemicals. Literacy support available in the workplace may range from having access to support or assistance from expert/mentor/supervisor, to having no communication supports available. Literacy may be required in English or a community language.
- Oral communication skills and language competence required to fulfil job roles in a safe manner and as specified by the organisation. Assessors should look for skills in asking questions, providing clear information, listening to and understanding workplace instructions, and clarifying workplace instructions when necessary. Organisations may require competence in English or a community language, depending on client group.
- Numeracy skills may range from the ability to complete basic arithmetic calculations such as addition, subtraction, multiplication, division to recording numbers
- Problem solving skills required included ability to use available resources

### *Resource implications*

Resource requirements include all the relevant resources commonly provided in the health service setting. Specific tools may include:

- Relevant policies and procedures manuals, legislation and standards
- Organisation's mission statement, strategic and business plan

### *Other documentation relevant to the work context such as:*

- Organisational charts
- Floor plans
- Instructions for the use of equipment
- Specific instructions for staff

### *Method of assessment*

- Observation of work performance

## EVIDENCE GUIDE

Assessment may include:

- Written tasks
- Interview and questioning
- Authenticated portfolio/log book
- Supporting statement of supervisor(s)
- Authenticated evidence of relevant work experience and/or formal/informal learning

*Context of assessment:*

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

Assessment should be conducted on more than one occasion to cover a variety of circumstances and to establish consistency.

A diversity of assessment tasks is essential for holistic assessment.

## **UNIT HLTPAT6A Perform blood collection**

### **Unit Descriptor**

This unit is concerned with the knowledge and skills required for routine blood collection from a defined client/patient group, and excludes complex blood collection techniques.

Work performed requires a broad knowledge base and the ability to apply solutions to a defined range of unpredictable problems. Individuals will take responsibility for their own outputs and limited responsibility for the quantity and quality of output of others.

All tasks are conducted in accordance with organisational policies and procedures including OHS and infection control guidelines.

<b>ELEMENT</b>	<b>PERFORMANCE CRITERIA</b>
1. Greet client and apply pre-test criteria	<ul style="list-style-type: none"><li>1.1 Patient/client is correctly identified</li><li>1.2 Relevant personal and clinical information is obtained in accordance with organisational policies and procedures</li><li>1.3 Relevant details are recorded in accordance with organisational policies and procedures</li><li>1.4 Consent to collection procedure is obtained from patient</li></ul>
2. Prepare for blood collection procedure	<ul style="list-style-type: none"><li>2.1 Appropriate method of collection is identified and correct procedures are followed</li><li>2.2 Standard and additional precautions are adopted as required</li><li>2.3 Correct equipment and blood collection tubes are selected and placed in order of draw to ensure the collection accords with test requested</li><li>2.4 Organisational procedures are followed</li></ul>
3. Perform relevant routine blood collection procedure	<ul style="list-style-type: none"><li>3.1 Infection control guidelines are followed throughout procedure to minimise infection/cross infection</li><li>3.2 Standard and additional precautions are adopted as required</li><li>3.3 Patient/client is correctly and comfortably positioned and appropriately prepared for the specific collection procedure</li><li>3.4 Assistance with procedure is sought if required</li><li>3.5 Appropriate collection site is selected and blood collected using correct procedure and equipment</li><li>3.6 Client is observed during procedure for potential</li></ul>



ELEMENT	PERFORMANCE CRITERIA
	adverse effects
	3.7 Correct volume of blood is transferred to the selected collection tubes in the set order of draw
	3.8 Collection tubes are inverted within timeframe required and according to organisational policies and procedures
	3.9 Pressure is applied to collection site for the required time following withdrawal of needle
	3.10 Blood collection site is observed and dressed, and collector monitors client for adverse effects from the collection
4. Perform post-blood collection procedures	4.1 Contaminated and general waste are disposed of in accordance with infection control protocols and organisational policies and procedures
	4.2 Blood collection tubes are labelled with time and date of collection, client details and other required information
	4.3 All necessary documentation and information transfer is completed so samples can be advanced to further processing in accordance with organisational procedures
	4.4 Collected samples are prepared for transit to further processing or are stored according to requirements of test(s)

## RANGE OF VARIABLES

<i>Blood collection is in accordance with organisational policies and procedures and relates to:</i>	<ul style="list-style-type: none"><li>• Venepuncture on adults, adolescents, paediatrics and born-at-term neonates</li><li>• Capillary collection from adults, adolescents, paediatrics and born-at-term neonates, but not including premature neonates</li><li>• Other blood collections as specified by organisational policy</li></ul>
<i>Complex blood collection techniques (not covered by this unit) include blood collection:</i>	<ul style="list-style-type: none"><li>• From premature neonates</li><li>• Via peripherally inserted central catheter</li><li>• Arterial collections via lines or artery</li><li>• Other blood collections as specified by organisational policy</li></ul>
<i>Blood sample requests will come from:</i>	<ul style="list-style-type: none"><li>• Registered medical practitioner,</li><li>• Nominated nursing staff eg nurse practitioner</li></ul>
<i>Personal protective equipment includes:</i>	<ul style="list-style-type: none"><li>• Gloves</li><li>• Gowns</li><li>• Masks</li><li>• Goggles and safety glasses</li></ul>
<i>Venues for Collection may include:</i>	<ul style="list-style-type: none"><li>• Centres/clinics</li><li>• Home visits – invalid, elderly or disabled patients</li><li>• Hospitals</li><li>• Other facilities including aged care and mental health facilities</li></ul>
<i>Blood collection procedures may include:</i>	<ul style="list-style-type: none"><li>• Skin puncture</li><li>• Venepuncture</li></ul>
<i>Equipment and disposables include:</i>	<ul style="list-style-type: none"><li>• Tourniquets</li><li>• Collection tubes</li><li>• Vacuum flasks</li><li>• Range of syringes and needles</li><li>• Multi-sample needle and holder</li><li>• Winged infusion set ("butterfly")</li></ul>

## RANGE OF VARIABLES

- Evacuated blood collection equipment
- Lancets
- Sharps containers
- Steri-wipes
- Dressings
- Local anaesthetic skin cream

*Correct storage requirements of specimens may include:*

- Use of ice or dry ice
- Maintenance of warm temperature
- Timely transfer to storage
- Protection from light

## EVIDENCE GUIDE

*Critical aspects of assessment must include:*

- Knowledge of boundaries of responsibilities and ability to refer problems to supervisor
- Complies with organisational policies and procedures including OHS and infection control
- Correct techniques for blood collection through venepuncture or skin puncture
- Demonstrated knowledge of clinical risks of blood collection procedures
- Selection of environmental management
- Transferring technique to avoid contamination
- Selection of appropriate transit procedure and documentation, or selection of appropriate storage

*Relationship with other units:*

This unit may be assessed in conjunction with

- HLTPAT8A Identify and respond to clinical risks associated with pathology specimen collection

However holistic assessment practice with other general health services units of competency is encouraged.

*Essential knowledge must include:*

- Basic knowledge of human anatomy and physiology in relation to the vascular, arterial and nervous system and relevant to the variety of blood collection procedures and collection sites
- Ability to explain the use of collection tube additives, including EDTA, sodium citrate, lithium/sodium heparin, fluoride oxalate, separation gel
- Function of needles and syringes, tourniquets, cleansing solutions and swabs and evacuated systems
- Factors which may affect the chemical analysis of blood
- Test requested and any special requirements, eg appropriate times to collect, impact of drugs, timing of last dose, required fasting times, protecting the integrity of the specimen
- Specimen storage procedures
- Obligations with respect to confidentiality of patient/client information
- Medical Terminology relevant to blood collection

## EVIDENCE GUIDE

- Ethics relevant to blood collection

### *Essential skills must include:*

- Work cooperatively in a team environment
- Ability to work without close supervision
- Exhibit an appropriate level of care reflecting courtesy, responsiveness and helpfulness
- Operate applicable laboratory information system
- Demonstrate the procedure for patient identification
- Assessment skills for determination of appropriate blood collection site and procedure
- Demonstrate the function of needles and syringes, tourniquets, cleansing solutions and swabs, evacuated systems, and other equipment and disposables
- Demonstrate the use of all blood collection equipment appropriate to a range of collection sites and procedures
- Select equipment and prepare blood collection tubes for a specific, or a series of, pathology test(s), excluding arterial punctures, arterial/venous fistula, or shunt punctures or disconnection's
- Correct labelling of blood collection tubes
- Anatomy and physiology relevant to blood collection
- First Aid management relevant to risks of blood collection
- Application of standard and additional precautions
- Demonstrate procedures to be implemented to resolve complications resulting from venepuncture
- Relevant OHS procedures

### *Resource implications:*

- A real or simulated workplace environment to mimic the relations and communications between patient reception, blood collection, specimen reception and the laboratory
- use of an artificial/training arm or mannequin as required
- All necessary blood collection equipment and tubes

## EVIDENCE GUIDE

	<ul style="list-style-type: none"><li>• An approved laboratory procedure manual</li></ul>
<i>Method of assessment</i> The following assessment methods are suggested:	<ul style="list-style-type: none"><li>• Verbal and/or diagrammatic explanations</li><li>• Practical exercises and tasks</li><li>• Question and answer (verbal)</li><li>• Short written exercises, including multiple choice</li><li>• Client feedback</li><li>• Recollection rates</li></ul>
<i>Context of assessment:</i>	<p>This unit is most appropriately assessed in the workplace or a simulated workplace environment under the normal range of work conditions.</p> <p>Assessment should be conducted on more than one occasion to cover a variety of circumstances and to establish consistency.</p>



## UNIT HLTPAT7A

## Perform electrocardiography (ECG)

### Unit Descriptor

This unit is concerned with the knowledge and skills required to use an Electrocardiograph, and to provide a client's ECG trace under the supervision of an appropriate health professional.

### ELEMENT

### PERFORMANCE CRITERIA

- |   |  |
|---|--|
| 1. Prepare Electrocardiography machine for use              | 1.1 ECG machine is checked against a checklist before each use for good electrical working order, for cleanliness, calibration, and for correct settings |
|   | 1.2 ECG machine is checked to ensure that it is maintained according to the AS 3551 Technical Management Program for Medical Devices                     |
| 2. Prepare client and attach ECG leads                      | 2.1 Client is correctly identified, reassured and informed regarding the ECG procedure   |
|   | 2.2 Client information is recorded eg name, medical record number, date and time, and whether client has chest pain or is pain free                      |
|   | 2.3 Client is positioned for the attachment of leads   |
|   | 2.4 Leads are attached according to procedure manual, and correct lead placement is double checked   |
| 3. Produce ECG trace according to the documented procedures | 3.1 Leads are labelled as they are recorded, and if a filter is used, it is recorded as well   |
|   | 3.2 Lead 2 'rhythm strip' is recorded, being of a length prearranged with the requesting practitioner  |
|   | 3.3 Trace is produced eliminating sources of interference and maintaining a straight base line   |
|   | 3.4 Client's chest and ECG electrodes are cleaned on completion of procedure   |
|   | 3.5 Trace is forwarded to cardiologist for reading   |
| 4. Recognise and manage common ECG interference patterns    | 4.1 Electrical interference is identified and managed  |
|   | 4.2 Recorder identifies and manages skeletal muscle tremor   |
|   | 4.3 Recorder identifies and manages excessive muscle activity  |
|   | 4.4 Recorder identifies and manages a wandering base line  |



## RANGE OF VARIABLES

*An appropriate health professional may include:*

- Registered nurse
- Pathologist
- Medical officer
- ECG technician

*ECG trace requests may come from:*

- A registered medical practitioner
- Nominated nursing staff eg nurse practitioner

*ECG machines may be:*

- Manual
- Automatic

*Client preparation and ECG recording may need to take into account:*

- Clients may be inflexible, arthritic, in pain, tense or stressed
- Clients may be large or small
- Difficulties in obtaining an accurate trace at the first attempt
- Electrical interference may be caused by corroded electrodes or poor electrode skin contact
- Skeletal muscle tremor is usually due to pain, discomfort or anxiety
- Skeletal muscle activity is most commonly due to a cold environment and/or patient movement
- Wandering base line interference is commonly due to loose electrodes, but may also be due to a swaying cable or an unusually heavy diaphragm action in clients

*Protective clothing may include:*

- Gloves
- Gowns

*Venues for electrocardiography may include:*

- Centres/clinics
- Hospitals
- Other institutions – ie Psychiatric institutions
- Home

## EVIDENCE GUIDE

*Critical aspects of assessment must include:*

- Knows boundaries of responsibilities and refers problems to supervisor
- Complies with policies and procedures including those of OHS and infection control
- Demonstrates ability to produce a good client ECG trace
- Can identify and manage all forms of interference
- Can manage clients who may have difficulties with this procedure
- Can demonstrate all steps that must be taken to ensure equipment is safe
- Calibration procedures for manual ECG machines

*Concurrent assessment and relationship with other units:*

This unit can be assessed independently, however holistic assessment practice with other general health services units of competency is encouraged

*Essential knowledge required includes:*

- Understands that medical equipment must be listed with TGA, and that it must be accompanied by documentary evidence of that listing
- Understands that medical equipment must comply with AS/NZS 3200 'Electrical Standard', which lists test specifications for medical and electrical equipment and requirements for safety testing of Electrocardiographs.
- Understands that ECG Apparatus must comply with AS 3551 'Technical Management Program for Medical Devices' which specifies the minimum maintenance program
- Demonstrates rationale for routine safety checks that must be performed with each use of the apparatus
- Demonstrates attachment locations of all the ECG leads
- Demonstrates all steps in the production of a client ECG trace
- Identifies causes of the common trace interference and the appropriate remedies
- Anatomy and physiology relevant for safe and accurate ECG monitoring

## EVIDENCE GUIDE

	<ul style="list-style-type: none"><li>• Knows obligations with respect to confidentiality of patient/client information</li></ul>
<i>Essential skills required includes:</i>	<ul style="list-style-type: none"><li>• Provide of appropriate level of care reflecting courtesy, responsiveness and helpfulness</li><li>• Follow procedure for client identification</li><li>• Reassure and assist clients to feel comfortable and relaxed</li><li>• Operation of ECG machine and leads</li><li>• Demonstrate the attachment of all leads to a client</li><li>• Can identify an ECG trace that is unsatisfactory for diagnostic purposes</li><li>• Manage the known common interferences in the production of an ECG trace</li></ul>
<i>Resource implications</i> Resource requirements include access to:	<ul style="list-style-type: none"><li>• Relevant ECG equipment and leads</li><li>• ECG procedure manual</li><li>• Emergency response procedures</li><li>• Infection control procedures</li><li>• Clinical risk assessment policy and procedures</li><li>• Workplace health and safety guidelines</li><li>• Other organisational policies and procedures</li><li>• Duties statements and/or job descriptions</li></ul>
<i>Method of assessment</i> Assessment may include:	<ul style="list-style-type: none"><li>• Observation of performance</li><li>• Written tasks</li><li>• Interviewing and questioning</li><li>• Computer-aided assessment</li><li>• Formal appraisal systems</li><li>• Staff/client feedback</li><li>• Portfolio/CV</li><li>• Supporting statement of supervisor(s)</li><li>• Authenticated evidence of relevant work experience and/or formal/informal learning</li><li>• Case studies and scenarios as a basis for discussion of issues and strategies to contribute to best practice in the work environment</li></ul>

## EVIDENCE GUIDE

### *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. Assessment may be conducted on more than one occasion to cover a variety of situations.

A diversity of assessment tasks is essential for holistic assessment.



## **UNIT HLTPAT8A                      Identify and respond to clinical risks associated with pathology specimen collection**

### **Unit Descriptor**

This unit is concerned with the ability to identify and respond to clinical risks and client/patient reactions associated with pathology specimen collection.

Work performed requires a broad knowledge base and the ability to apply solutions to a defined range of unpredictable problems. Individuals will take responsibility for their own outputs and limited responsibility for the quantity and quality of output of others.

All tasks are conducted in accordance with organisational policies and procedures including OHS and infection control guidelines.

<b>ELEMENT</b>	<b>PERFORMANCE CRITERIA</b>
1. Collect clinical and other personal information from clients/patients	<ul style="list-style-type: none"><li>1.1 Clinical and personal information is obtained from client/patient to establish potential clinical risks of performing collection procedure</li><li>1.2 Client/patient is assessed against pre-test criteria</li><li>1.3 Assessment of clinical risks is made</li><li>1.4 Issues are referred to an appropriate person when required</li></ul>
2. Plan and conduct collection procedures according to clinical risks	<ul style="list-style-type: none"><li>2.1 Collection site is selected based on testing needs, client/patient's specific anatomy and physiology, and on assessment of clinical risks</li><li>2.2 Assistance from an appropriate person is sought as required</li><li>2.3 Client/patient is positioned appropriately based on assessment of clinical risks</li></ul>
3. Identify and respond to client/patient reactions and complications	<ul style="list-style-type: none"><li>3.1 Client/patient is observed for reactions during and after collection procedure</li><li>3.2 Emergency procedures are followed for severe reactions and complications</li><li>3.3 First aid protocols are followed in accordance with organisational policies and procedures</li></ul>

## RANGE OF VARIABLES

*Clinical and personal information may include:*

- Clinical history
- Allergies
- Current and recent medications
- Recent illnesses
- Reactions/complications to previous collection procedures

*Clinical risks may relate to or include:*

- Reactions and complications to procedure
- Infection
- Hemoconcentration
- Haemolysis
- Blood components
- Needle stick injury
- Excessive bleeding
- Damage to nervous system
- Vascular damage
- Location of venous access
- Concurrent treatments and therapy
- IV therapy

*Collection procedure may include:*

- Blood collection
- Other specimen collection
- Pre-test criteria relates to the organisation's clinical screening process and patient information collection that is undertaken prior to performance of a collection procedure

*Appropriate person may include:*

- Supervisor
- Other Pathology Collection staff
- Medical Scientist
- Medical Officer
- Pathologist

*Emergency procedures may include:*

- As determined by organisational policies and procedures
- First aid procedures

## RANGE OF VARIABLES

- Cardiopulmonary resuscitation
- Immediate notification to appropriate personnel
- Contact ambulance service
- Following hospital emergency procedures if the patient/client is in hospital

*First Aid protocols may relate to:*

- Fainting
- Nerve damage
- Haematoma
- Petechiae
- Seizures
- Mastectomy patients
- Oedema
- Obesity of patient
- Damaged veins
- Excessive bleeding



## EVIDENCE GUIDE

*Critical aspects of assessment must include:*

- Anatomy and physiology relevant to the range of collection sites and procedures
- Assessment of potential clinical risks to individual clients/patients of a range of collection procedures
- Emergency procedures for client/patient reactions and complications

*Concurrent assessment and relationship with other units*

This unit can be assessed independently, however holistic assessment practice with other general health services units of competency is encouraged.

*Co-assessment may be considered with:*

- HLTPAT4A Collect pathology specimens
- HLTPAT6A Perform blood collection

*Essential knowledge required includes:*

- Elementary anatomy and physiology of the vascular and nervous systems, particularly the close association of blood vessels and nerves, of the limbs relevant to Pathology Collection
- Elementary anatomy of arteries, veins and capillaries
- Elementary anatomy and physiology of the heart relevant to Pathology Collection
- Direction of flow of oxygenated and deoxygenated blood through the heart and lungs
- Common reactions and complications of pathology collection procedures relevant to work role
- Relevant medical terminology and common clinical laboratory abbreviations

*Essential skills required include:*

- Identify and locate the blood vessels and nerves relevant to the range of collection sites
- Identification of major veins in limbs
- Follow response procedures to median nerve injury during venepuncture
- Identify the greater blood vessels which enter and exit the heart
- Identify significant structures of the heart
- Identify elementary functions, common disorders and common diagnostic tests for each of the

## EVIDENCE GUIDE

skeletal, respiratory, digestive, urinary, reproductive, endocrine and lymphatic systems relevant to work role

- Client/patient positioning skills for various collection procedures
- Follow emergency response procedures for client/patient reactions and complications
- First aid
- Client/patient observation skills for detection of reactions and complications
- Numeracy skills range from the ability to complete basic arithmetic calculations such as addition, subtraction, multiplication, and division to recording data
- Oral communication skills and language competence required to fulfill job roles in a safe manner and as specified by the organisation. Assessors should look for skills in asking questions, providing clear information, listening to and understanding workplace instructions, and clarifying workplace instructions when necessary. The organisation may require competence in English or community language, depending on client group.
- Problem solving skills required include the ability to use available resources, assemble equipment and prioritise workload

### *Resource implications*

Resource requirements include access to:

- Relevant equipment
- Training arm
- Emergency response procedures
- Infection control procedures
- Clinical risk assessment policy and procedures
- Workplace health and safety guidelines
- Laboratory policy and procedure guidelines
- Pre-test criteria
- Other organisational policies and procedures
- Duties statements and/or job descriptions

### *Method of assessment*

Assessment may include:

- Observation of performance
- Written tasks

## EVIDENCE GUIDE

- Interviewing and questioning
- Computer-aided assessment
- Formal appraisal systems
- Staff/client feedback
- Portfolio/CV
- Supporting statement of supervisor(s)
- Authenticated evidence of relevant work experience and/or formal/informal learning
- Case studies and scenarios as a basis for discussion of issues and strategies to contribute to best practice in the work environment

### *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. Assessment may be conducted on more than one occasion to cover a variety of situations.

A diversity of assessment tasks is essential for holistic assessment.

## **UNIT PMLSAMP301A      Receive and process a range of samples for pathology testing**

### **Unit Descriptor**

This unit of competency covers the ability to receive and prepare a range of samples for pathology testing. This unit does not include testing, tissue processing or similar techniques.

### **ELEMENTS**

### **PERFORMANCE CRITERIA**

- |                                    |  |
|------------------------------------|--|
| 1. Log samples                     | 1.1 Record date and time of arrival of specimens at laboratory   |
|                                    | 1.2 Check and match samples with request forms before they are accepted                                  |
|                                    | 1.3 Enter samples into the laboratory information system   |
|                                    | 1.4 Apply required document tracking mechanisms  |
|                                    | 1.5 Process regular and 'urgent' samples according to enterprise requirements                            |
|                                    | 1.6 Ensure security of all information and laboratory data and records                                   |
| 2. Address customer service issues | 2.1 Report to referring client when samples and request forms do not comply with laboratory requirements |
|                                    | 2.2 Refer to documentation for instruction where 'return to source' is inappropriate or not possible     |
|                                    | 2.3 Maintain confidentiality of all clinical and laboratory data and information                         |
|                                    | 2.4 Follow results security protocol to ensure results are not inadvertently issued to patients          |
|                                    | 2.5 Ensure polite customer service when telephoning referring client                                     |
| 3. Prepare samples for analysis    | 3.1 Perform physical separation of the sample  |
|                                    | 3.2 Prepare the required number of labelled aliquots of the primary sample                               |
|                                    | 3.3 Perform chemical separation of the sample where required by enterprise                               |
|                                    | 3.4 Place sample in appropriate transport media when necessary   |
|                                    | 3.5 Minimise the generation of aerosols when centrifuging, pipetting or transferring specimens           |
|                                    | 3.6 Apply temperature requirements of the sample before, during and after processing                     |

<b>ELEMENTS</b>	<b>PERFORMANCE CRITERIA</b>
4. Distribute sample	<p>4.1 Group samples requiring similar testing requirements</p> <p>4.2 Distribute samples to work stations maintaining sample temperature requirements</p> <p>4.3 Distribute request forms for data entry, imaging and scanning as required by the enterprise</p> <p>4.4 Check the samples and relevant request forms have been received at the specific laboratory area</p>
5. Process samples using technology	<p>5.1 Follow standard operating procedures in relation to the technology for processing sample/s</p> <p>5.2 Data entry as required</p> <p>5.3 Ensure testing process is completed</p> <p>5.4 Sample is removed from technology and distributed to appropriate workstation in accordance with laboratory procedures</p>
6. Maintain a safe work area and environment	<p>6.1 Apply practices to ensure occupational, health and safety of self and other laboratory workers</p> <p>6.2 Wear appropriate protective apparel to ensure personal safety and minimise cross contamination</p> <p>6.3 Report all accidents and spillages to supervisor and safety officer</p> <p>6.4 Clean up splashes and spillages immediately using appropriate techniques and precautions</p> <p>6.5 Minimise generation of wastes</p> <p>6.6 Ensure the safe disposal of bio-hazardous materials and other laboratory wastes</p>

## RANGE OF VARIABLES

The range of variables places each unit of competency in context and allows for differences between enterprises and workplaces, including practices, knowledge and requirements.

This unit of competency typically applies to laboratory assistants who receive and prepare samples as part of their job in a pathology service specimen reception area. All operations are performed in accordance with standard operating procedures and other enterprise documentation. All accidents (eg needle stick injuries) must be followed up with early notification to allow for appropriate medical treatment for the injured worker.

Staff working in an area where a spillage has occurred should be notified immediately and the area isolated while the spillage is cleaned up using appropriate techniques and precautions. Spillages will range from those at the bench or over a small space to those involving a whole room.

This unit of competency does not include any testing or tissue processing or similar techniques.

All operations assume the potential infectivity of samples and require standard precautions (eg, National Health and Medical Research Council) to be applied. All operations are performed in accordance with standard operating procedures. Where there is apparent conflict between performance criteria and OHS requirements, the OHS requirements take precedence.

*Information sources could include:*

- Enterprise operating procedures
- Safety manuals describing, for example, protective apparel requirements; indications for use of biohazard and laminar flow cabinets; containment and cleanup of spillages; disposal of wastes
- Procedure sheets indicating how samples and sub-samples are to be labelled, processed, distributed or flagged for urgent testing or for other non-routine requirements, including referral to extramural laboratories
- Procedure sheets indicating transport and storage requirements
- Procedure sheets for physical and chemical separation, describing processes for centrifugation, serum and plasma separation
- Enterprise quality manuals
- Material safety data sheets

*Technology may include:*

- Analysers

*Standard operating procedures may include:*

- Equipment Operating Manuals
- Policy and procedure manuals

## **RANGE OF VARIABLES**

### *Underpinning skills:*

- Data entry (eg. touch screen, keyboard)
- Quality control procedures for maintaining integrity of specimens

Where a laboratory routinely posts or couriers samples for testing, the International Air Transport Association (IATA) Dangerous Goods Regulations and Australia Post Regulations must be met.

### *Updating information:*

Changes in codes of practice and applicable standards should be noted.

## EVIDENCE GUIDE

Each unit of competency has an evidence guide that relates directly to the performance criteria and the range of variables. Its purpose is to guide assessment of the unit in the workplace and/or training program.

### *Critical aspects of competency*

Competency must be demonstrated in the ability to:

- Receive and process samples in accordance with enterprise specifications and checking appropriate collection methods have been used
- Promptly relay to laboratory staff specific requirements as advised by referring client, where such requirements have been given to reception staff seeking clarification of clients' requests
- Perform sample preparation and sub-sampling in accordance with workplace procedures

*In particular, the assessor should look to see that the candidate:*

- Checks samples visually for history and acceptable transport conditions
- Applies standard precautions when dealing with biological materials
- Prepares, labels and stores samples following required procedures, and maintains sample integrity (and sterility if applicable)
- Follows required sample disposal procedures
- Maintains all equipment and surrounds in a clean and safe condition
- Possesses clerical skills
- Can calibrate instruments
- Capable of cleaning duties
- Reagent, stain
- Can maintain instruments

### *Essential knowledge*

Competency includes the ability to apply and explain workplace procedures relating to the:

- Importance of maintaining effective customer relations
- Potentially infective nature of all biological materials
- Nature of unstable solutions such as anticoagulated whole blood
- Paramount importance of labelling and the unacceptability of poorly labelled or unlabelled specimens
- Non-conformance of clotted samples for procedures such as routine haematological tests



## EVIDENCE GUIDE

- Requirement of specified sample types for specific tests
- Sample storage and transport requirements

### *Assessment context:*

This unit of competency is to be assessed in the workplace or simulated workplace environment.

Interdependent assessment of unit

This unit of competency may be assessed with:

- PML COM 300 A – Communicate with other people
- PML OHS 300 A – Work safely in accordance with defined policies and procedures

This unit of competency has no prerequisites. Individual enterprises may choose to add other relevant prerequisites.

### *Assessment methods and resources*

The following assessment methods are suggested:

- Direct observation of sample receipt and preparation
- Review of sample receipt and preparation records
- Feedback from supervisors and peers
- Questioning to assess underpinning knowledge procedures where direct observation is difficult (such as sample receipt and preparation in the field). Questioning techniques should be appropriate to the candidate's language and literacy levels.

### *Resources may include:*

- A selection of specimen containers, capsules, tubes and forms
- Simulated specimens when an authentic specimen is unavailable or inappropriate

## EVIDENCE GUIDE

### *This competency in practice*

Industry representatives have provided storylines to illustrate the practical application of each unit of competency and show its relevance in a workplace setting.

### *Biomedical and environmental services*

A technical assistant has just started a shift in specimen reception and puts on a coat and gloves before touching anything. There is a pile of samples and forms in the specimen box. In some cases, the samples and forms are enclosed in a plastic bag. In other cases, they are seemingly unconnected. The assistant notices that one of the samples has a bloodstained label. She/he quickly examines the samples, isolates the apparently leaking sample in a lockable plastic bag and places the related request form in the bag's separate compartment. The assistant then disposes of her/his dirty gloves. The assistant now logs all samples into the computer, placing to one side a sample and request form that is inadequately labelled. She/he makes a note to call the referring doctor within the next ten minutes. The assistant places the haematology samples in the colour-coded tray and calls the laboratory for their pickup. While waiting, she/he starts centrifuging some of the Biochem tubes. While the tubes are spinning she/he calls the doctor of the patient whose sample is inadequately labelled. She/he records the missing date of birth on the request form, and then barcode/labels tubes for the samples' serum. Within 30 minutes, she/he has cleared the first rush of samples. She/he takes the time to carefully empty the bin of wastes.



## **UNIT PMLTEST300A      Perform basic tests**

### **Unit Descriptor**

This unit of competency covers the ability to perform basic tests and/or procedures using standard methods.

<b>ELEMENTS</b>	<b>PERFORMANCE CRITERIA</b>
1. Receive, label and store samples for testing	<ul style="list-style-type: none"><li>1.1 Label laboratory samples to ensure all required information is transcribed accurately and legibly</li><li>1.2 Register samples into laboratory system</li><li>1.3 Record sample testing requirements</li><li>1.4 Maintain sample integrity and eliminate cross-contamination</li></ul>
2. Prepare sample	<ul style="list-style-type: none"><li>2.1 Identify materials to be tested, appropriate standard method and safety requirements</li><li>2.2 Use personal protective equipment as specified for standard method and material to be tested</li><li>2.3 Record sample description, compare with specification, record and report discrepancies</li><li>2.4 Prepare sample in accordance with appropriate standard methods</li></ul>
3. Perform tests on samples	<ul style="list-style-type: none"><li>3.1 Check calibration status of equipment and calibrate if applicable</li><li>3.2 Perform sequence of tests to be performed as per standard method</li><li>3.3 Identify, prepare and weigh or measure sample and standards to be tested</li><li>3.4 Set up test reagents or equipment/instrumentation as per standard method</li><li>3.5 Conduct tests in accordance with enterprise procedures</li><li>3.6 Record results in accordance with enterprise procedures</li><li>3.7 Identify and report "out of specification" or atypical results promptly to appropriate personnel</li><li>3.8 Clean and care for test equipment</li><li>3.9 Store unused reagents as required by relevant regulations and codes</li><li>3.10 Dispose of wastes in accordance with safety, enterprise and environmental requirements</li></ul>

## RANGE OF VARIABLES

The range of variables places each unit of competency in context and allows for differences between enterprises and workplaces, including practices, knowledge and requirements.

### Cross industry variables

The following variables may apply to all industry sectors covered by this Training Package.

This unit of competency describes the work conducted by supervised laboratory assistants who receive samples, prepare them for laboratory testing and perform a range of basic tests and measurements.

*All operations must comply with relevant standards, appropriate procedures and/or enterprise requirements. These procedures include or have been prepared from:*

- Australian and international standards, such as:
  - AS/NZS 2243.2 Chemical aspects
  - AS 2243.6 Mechanical aspects
  - AS 2243.10 Storage of chemicals
  - AS 2830 Good laboratory practice
- Codes of practice (such as GLP and GMP)
- National Measurement Act
- Material safety data sheets (MSDSs)
- Standard operating procedures (SOPs)
- Equipment manuals
- Equipment startup, operation and shutdown procedures
- Calibration and maintenance schedules
- Quality manuals
- Enterprise recording and reporting procedures
- Production and laboratory schedules
- Material, production and product specifications

*All operations are subject to stringent OHS requirements. Relevant standards may include:*

- Sections of the Occupational Health and Safety legislation
- Enterprise safety rules and procedures
- Relevant State and Federal legislation
- National standards
- Codes of practice

*Preparation of samples can include:*

- Sub-sampling or splitting using procedures such as riffing, coning and quartering, manual and mechanical splitters
- Physical treatments such as ashing, dissolving, filtration, sieving, centrifugation and comminution

## RANGE OF VARIABLES

*Typical tests carried out by personnel at this level include:*

- Appearance, colour, identity
- Melting points, boiling points, refractive indices, densities including compacted densities, viscosity measurements
- Ashes including sulfated ashes
- Emerson class, pinhole dispersion, wet dry variation, Los Angeles abrasion, compression strength and flexural strength
- Spot tests, gravimetric tests, time/temperature, texture, pH and dipsticks

*Updating information:*

- Changes in codes of practice and applicable standards should be noted

## EVIDENCE GUIDE

Each unit of competency has an evidence guide that relates directly to the performance criteria and the range of variables. Its purpose is to guide assessment of the unit in the workplace and/or training program.

*Critical aspects of competency:* Competency must be demonstrated in the ability to receive and prepare samples, and perform tests on samples to obtain accurate and reliable results within the required timeframe. In particular, the assessor should look to see that the candidate:

- Applies SOPs to efficiently prepare samples for test and analyses
- Uses safety information (eg, MSDSs) and performs procedures safely
- Checks testing equipment calibration status
- Completes all tests within required timeline without sacrificing safety, accuracy or quality
- Calculates, records and presents results accurately and legibly
- Cleans and maintains equipment

*Essential knowledge:* Competency includes the ability to apply and explain the:

- Purpose of test
- Principles of the standard method
- Calibration procedures and their basis
- Relevant standards/specifications and their interpretation
- Source of uncertainty in measurement and methods for control
- Importance and appropriate use of certified reference materials
- Relevance of the National Measurement Act to laboratory measurement
- Interpretation and recording of test result, including calculation of results from test data where required
- Procedures for recognition of unexpected or unusual results and likely causes
- OHS procedures for sample testing

*Assessment context:* This unit of competency is to be assessed in the workplace or simulated workplace environment.

## EVIDENCE GUIDE

*Interdependent assessment of unit:*

This unit of competency may be assessed with:

- PML DATA 300 A Process and record data
- PML TEST 302 A Calibrate test equipment and assist with its maintenance.

This unit of competency has no prerequisites.

*Assessment methods and resources:*

The following assessment methods are suggested:

- Observation of the candidate performing a range of basic tests
- Oral or written questioning to check underpinning knowledge of test procedures
- Feedback from peers and supervisors
- Examples of records and workplace documentation completed by the candidate
- Analysis of results achieved by the candidate over time

*Resources may include:*

- Standard laboratory equipped with appropriate equipment and calibration standards
- SOPs, calibration and testing procedures





## **UNIT PMLTEST301A      Perform biological laboratory procedures**

### **Unit Descriptor**

This unit of competency covers the ability to perform a range of biological laboratory procedures that are part of diagnostic testing, scientific research, product development and quality assurance. The performance of some procedures in the field may be applicable and can be accommodated within this unit.

### **ELEMENTS**

### **PERFORMANCE CRITERIA**

- |   |  |
|---|--|
| 1. Prepare specimens for microscopic examination  | 1.1 Ensure microscope slides are clean and scratch free to reduce production of artefacts  |
|   | 1.2 Mix samples where relevant to achieve homogeneous suspension   |
|   | 1.3 Prepare thin films of blood or other particulate samples to achieve monolayer  |
|   | 1.4 Minimise generation of aerosols as smears or films are prepared  |
|   | 1.5 Prepare whole mounts to demonstrate intact organisms   |
|   | 1.6 Label smears, films, and sections to ensure reliable identification during and after processing                                      |
| 2. Stain smears, films, sections and whole mounts | 2.1 Fix smears of films to minimise cell damage and the production of artefacts if relevant  |
|   | 2.2 Stain fixed material to illustrate required tissue or cell characteristics   |
|   | 2.3 Mount stained films, sections and whole mounts to ensure long term preservation  |
|   | 2.4 Prepare permanent labels for smears, films and sections according to enterprise requirements for presentation, storage and retrieval |
| 3. Processing plant and animal tissue             | 3.1 Organise processing agents to ensure dehydration, clearing and infiltration are complete   |
|   | 3.2 Embed processed tissue in embedding medium ensuring correct orientation of tissue  |
|   | 3.3 Select appropriate conditions to allow even setting of the embedding medium  |
|   | 3.4 Maintain stocks of reagents and maintain readiness of analytical instrument  |
| 4. Cut sections of plant and animal tissue        | 4.1 Place and secure block and knife in microtome strictly in accordance with safety directions  |

ELEMENTS	PERFORMANCE CRITERIA
5. Work safely to protect the safety of self and other workers with confidentiality	<p>4.2 Cut ribbons of representative sections at the required thickness observing prescribed safety measures</p> <p>4.3 Float ribbons of sections onto a water bath at an appropriate temperature to flatten sections</p> <p>4.4 Select sections demonstrating the required macroscopic properties for subsequent procedures</p> <p>4.5 Ensure the microtome and knife are left free of wax and moisture to maximise knife use and minimise instrument damage</p> <p>4.6 Cut free hand sections of plant tissue as required</p>
	<p>5.1 Ensure personal safety and minimise cross contamination through the use of protective apparel</p> <p>5.2 Handle all specimens and equipment in accordance with enterprise safety protocols</p> <p>5.3 Perform aseptic transfer of specimen when necessary</p> <p>5.4 Decontaminate spills using appropriate techniques to protect personnel, work area and environment</p> <p>5.5 Minimise generation of waste</p> <p>5.6 Segregate and appropriately dispose of waste</p> <p>5.7 Dispose of biological and non-biological wastes safely following guidelines of the human tissue ACT</p> <p>5.8 Dispose of sharp safety</p>

## RANGE OF VARIABLES

The range of variables places each unit of competency in context and allows for differences between enterprises and workplaces, including practices, knowledge and requirements.

### Cross industry variables

The following variables may apply to all industry sectors covered by this Training Package.

This unit of competency typically applies to laboratory assistants who perform biological laboratory procedures as part of their job in a biology, environment testing, and food or pathology laboratory. All operations are performed in accordance with standard operating procedures and other laboratory documentation.

All operations assume the potential infectivity of samples and require standard precautions to be applied. Users should access and apply current industry understanding of infection control issued by the National Health and Medical Research Council and State and Territory Departments of Health. All operations are performed in accordance with standard operating procedures. Where there is apparent conflict between performance criteria and occupational health and safety requirements, the occupational health and safety requirements take precedence.

*Information sources could include:*

- Laboratory operating procedures
- Policy and procedures manuals
- Safety manuals describing eg protective apparel requirements, indications for use of biohazard and laminar flow cabinets, containment and cleanup of spillage's, and disposal of wastes
- Procedures for the labelling and processing of samples and sub-samples
- Storage requirement procedures
- Enterprise quality manuals
- Material safety data sheets (MSDs)

*Biological procedures could include the following:*

- Preparation of smears, impression smears, squashes, films and whole mounts
- Staining fixed smears for demonstration of bacteria by the methylene blue and gram staining techniques
- Cutting paraffin sections of kidney, liver, small intestine, stomach and tongue
- Cutting paraffin sections of dicotyledon and monocotyledon stems as seasonally available
- Staining blood films
- Staining of animal or plant tissues to differentiate cytoplasmic and nuclear detail

## RANGE OF VARIABLES

- Preparation of whole mounts such as liver flukes, planaria and samples of animal faeces to demonstrate ova, cysts and larvae
- Counting cells in blood or other particulate samples (eg a yeast suspension).

### *Updating information:*

Changes in codes of practice and applicable standards should be noted.

Each unit of competency has an evidence guide that relates directly to the performance criteria and the range of variables. Its purpose is to guide assessment of the unit in the workplace and/or training program.

## EVIDENCE GUIDE

### *Critical aspects of competency:*

#### Cross industry

The following aspects of competency apply to all industry sectors covered by this Training Package

Competency must be demonstrated in the ability to prepare a range of biological specimens for microscopic examination. In particular the assessor should look to see that the candidate can:

- Maintain personal safety and minimise cross contamination
- Trace specimen identification through all steps from receiving a specimen through to completion of a procedure
- Remove proteinaceous material and clean reusable glassware
- Prepare a squash to demonstrate organelles as appropriate
- Prepare blemish free sections according to enterprise procedures
- Perform regressive haematoxylin and eosin staining on a range of animal tissues to show cytoplasmic and nuclear detail of an acceptable intensity
- Perform differential staining techniques on selected monocotyledon and dicotyledon stem sections to demonstrate the structure of vascular bundles (xylem, phloem and cambium)
- Produce stained smears of bacteria that illustrate gram positive and gram negative reactions
- Stain blood films to clearly show differentiation of granulocytes
- Stain whole mounts of helminths
- Set up light paths on a microscope for bright field illumination for microscopic examination up to 1000 magnification

### *Essential knowledge:*

#### Cross industry

The following knowledge requirements apply to all industry sectors covered by this Training Package.

Competency includes the ability to apply and explain the:

- Relationship of procedures (to the investigation of normal and abnormal anatomy physiology, and other related aspects of the biology and pathology

## EVIDENCE GUIDE

of specimens and samples analysed in life science laboratories)

- Importance of obtaining a monolayer of cells in smears and films
- Importance of rapid fixation of smears and films
- Importance of a clear light path for microscopic identifications
- Functions of the components of a rotary microtome
- Safety precautions relevant to microtomy
- Importance of the correct filling of counting chambers
- Importance of counting cells in a systematic way
- Sources of uncertainty in measurement and methods for control
- Importance of appropriate use of certified reference materials

### *Assessment context:*

This unit of competency is to be assessed in the workplace or simulated workplace environment.

### *Interdependent assessment of unit*

This unit of competency may be assessed with:

This unit of competency has no prerequisites. Individual enterprises may choose to add other relevant prerequisites.

- PML TEST 305 A – Perform aseptic techniques
- PML DATA 300 A – Process and record data
- PML OHS 300 A – Work safely in accordance with defined policies and procedures

### *Assessment methods and resources*

The following assessment methods are suggested:

- Preparation and staining of smears, impression smears, squashes, films, sections and whole mounts
- Counts of cells in particulate suspensions and calculation of numbers of cells per volume
- Feedback from supervisors and peers on adherence to enterprise/technical procedures
- Questioning to assess underpinning knowledge. Questioning techniques should be appropriate to the candidate's language and literacy levels

### *Resources may include:*

- Broth and agar cultures of suitable bacteria, resin and yeasts

## EVIDENCE GUIDE

- Animal and plant tissues and paraffin blocks
- Biohazard cabinets
- Animal faeces containing selected helminth ova, cysts and larvae.
- Under duty of care requirements, off job training providers should ensure that blood samples are known to be antibody free for hepatitis b and c, syphilis and human immunodeficiency viruses.

*This competency in practice  
Industry representatives have  
provided storylines to illustrate  
the practical application of each  
unit of competency and show its  
relevance in a workplace setting.  
Biomedical and environmental  
services*

A laboratory assistant works in the microbiology laboratory of a public hospital and is responsible for preparing and staining smears from patients to check for chest infections. The assistant puts on a clean gown and gloves before collecting the specimens from the reception area of the laboratory. The assistant prepares cultures of the sputum specimens on simple and selective media before preparing, fixing and staining smears for microscopic examination. (Comment Lab Assists do not perform microscopy or culture reading in Path lab).

*Food and beverage processing  
industries:*

A customer complaint was received about the baking properties of a flour delivery. The laboratory assistant at the flourmill was given the task of preparing iodine stains of the returned flour and a range of baked and partially baked products prepared from it. The assistant made up fresh iodine staining solution and then prepared slides of each sample for microscopic examination.





## **UNITPMLTEST303A      Prepare working solutions**

### **Unit Descriptor**

This unit of competency covers the ability to prepare working solutions and to check that existing stocks are suitable for use. This unit assumes that calculations of quantities, choice of reagent grades and required dilutions will be specified by the supervisor.

### **ELEMENTS**

### **PERFORMANCE CRITERIA**

- |  |   |
|--|---|
| 1. Safely use laboratory chemicals, glassware and equipment      | 1.1 Apply appropriate safety precautions for use of laboratory equipment and hazardous chemical materials |
|  | 1.2 Use appropriate laboratory glassware and measuring equipment  |
|  | 1.3 Clean and store glassware and equipment in accordance with laboratory procedures                      |
| 2. Make up working solutions                                     | 2.1 Follow the relevant documented methods for solution preparation                                       |
|  | 2.2 Assemble specified laboratory equipment   |
|  | 2.3 Select and prepare materials and solvent of specified purity  |
|  | 2.4 Measure appropriate quantities of reagents for solution preparation and record data                   |
|  | 2.5 Prepare labels and log solution details in laboratory register  |
|  | 2.6 Transfer solutions to appropriately labeled containers  |
| 3. Check existing stock solutions and disposal of obsolete stock | 3.1 Monitor shelf-life of working solutions as per laboratory procedures                                  |
|  | 3.2 Replace out-of-date or reject solutions as per laboratory procedures                                  |
|  | 3.3 Conduct routine titrimetric analyses, if appropriate, to determine if solutions are fit for purpose   |
|  | 3.4 Follow guideline for disposing of obsolete stock  |

## RANGE OF VARIABLES

The range of variables places each unit of competency in context and allows for differences between enterprises and workplaces, including practices, knowledge and requirements.

*Cross industry variables:*

*The following variables may apply to all industry sectors covered by this Training Package.*

This unit of competency describes the work conducted by supervised laboratory assistants who prepare a range of working solutions for laboratory use. Test solutions include those required to perform laboratory tests. All operations must comply with relevant standards, appropriate procedures and/or enterprise requirements.

*These procedures include or have been prepared from:*

- Australian and international standards such as:
- AS 2162.1 General – volumetric glassware
- AS 2163 Laboratory glassware – measuring cylinders
- AS 2165 Laboratory glassware – burettes
- Codes of practice (such as GLP and GMP)
- Material safety data sheets (MSDSs)
- National Measurement Act
- Standard operating procedures (SOPs)
- Equipment manuals
- Equipment startup, operation and shutdown procedures
- Maintenance schedules – external and internal
- Quality manuals
- Enterprise recording and reporting procedures
- Production and laboratory schedules
- Material, production and product specifications

All operations are subject to stringent OHS requirements. Relevant standards may include sections of the occupational health and safety legislation, enterprise safety rules and procedures, relevant State and Federal legislation, national standards or codes of practice.

*The nature of test solutions covered by this competency will depend on the enterprise and the range of testing carried out. Typical test solutions may include:*

- Solutions required for diagnostic/analytical and limit tests in food and chemical laboratories (eg, sulphates, chlorides, heavy metals)
- Solutions such as stains for standard diagnostic/analytical procedures in biomedical/environmental laboratories eg cell staining, fixation of cells and tissues, suspension of cells, titrimetric indicators
- Solutions required for laboratory maintenance and

## RANGE OF VARIABLES

disinfection (eg, 70% ethanol, hypochlorite)

*This unit of competency may include the use of items of equipment such as:*

- pH meters
- Balances
- Magnetic stirrers, waterbaths and hot plates
- Measuring cylinders, beakers, conical flasks, volumetric flasks, pipettes, burettes
- Filter papers and funnels
- Fume cupboards

*Monitoring quality of solutions can include:*

- Noting turbidity noting deposits to exclude microbial contamination or chemical degradation
- Noting crystals to exclude evaporation
- Measurement of pH or conductance colour changes indicating a pH shift with solutions containing indicators

*Concentration terms may include:*

- % w/w
- % w/v
- % v/v
- PPM
- MG/L
- molarity (MNOL/L)

*Updating information:*

This unit of competency does not contain detailed information that requires regular updating.

## Evidence Guide

Each unit of competency has an evidence guide that relates directly to the performance criteria and the range of variables. Its purpose is to guide assessment of the unit in the workplace and/or training program.

### *Critical aspects of competency:*

Cross industry

The following aspects of competency apply to all industry sectors covered by this Training Package.

*Competency must be demonstrated in the ability to prepare working solutions and check solution stocks to ensure that they are suitable for use. In particular, the assessor should look to see that the candidate:*

- Uses appropriate materials, equipment and procedures to prepare solutions
- Follows appropriate OHS and hygiene procedures
- Uses all equipment safely, appropriately and efficiently
- Uses enterprise procedures to calculate concentrations
- Identifies solutions not fit for use
- Uses titrations to determine the concentration of solutions
- Label and stores solutions appropriately
- Records and present data appropriately

### *Essential knowledge:*

Cross industry

The following knowledge requirements apply to all industry sectors covered by this Training Package.

*Competency includes the ability to apply and explain:*

- Relevant biological, chemical, food and laboratory terminology as applicable
- Basic theory of acids, bases, salts, buffers and neutralisation
- Laboratory procedures for preparing solutions
- Calculations required to prepare specified amounts of solutions of specified concentration
- Appropriate OHS procedure for preparing, handling and disposal of solutions
- Use of MSDSs and computer based packages
- Waste disposal following bio-hazard guidelines

### *Assessment context:*

This unit of competency is to be assessed in the workplace or simulated workplace environment.

## Evidence Guide

### *Interdependent assessment of unit:*

This unit of competency may be assessed with:

- PML DATA 300 A – Process and record data
- PML OHS 300 A – Work safely in accordance with defined policies and procedures.

This unit of competency has no prerequisites.

### *Assessment methods and resources*

The following assessment methods are suggested:

- Observation of the candidate preparing working solutions
- Oral or written questioning
- Feedback from peers, and supervisors
- Examples of solution records and workplace documentation completed

### *Resources may include:*

- Standard laboratory equipped with appropriate equipment and reagents
- Standard operating procedures and testing methods

### *This competency in practice:*

Industry representatives have provided storylines to illustrate the practical application of each unit of competency and show its relevance in a workplace setting.

## Evidence Guide

### *Process manufacturing and construction materials industries:*

When starting materials used for the manufacture of common household materials are in transit from the supplier to the manufacturer, they may degrade if subjected to conditions such as heat, moisture, light and oxygen. Even when the supplier ships quality materials to the manufacturing plant, the materials may be substandard when they arrive.

Quality control tests are designed to test starting materials to ensure they are within specification. For example, aspirin forms salicylic acid when stored under adverse conditions. Laboratory assistants prepare and monitor the quality of solutions, such as ferric chloride solution, which gives an intense violet colour when added to salicylic acid but gives no colour with aspirin. Absence of the violet colouration indicates that breakdown of the aspirin hasn't occurred.

### *Biomedical and environmental services:*

A laboratory assistant made up 1 litre of buffer solution using buffer tablets and a 1 litre volumetric flask as specified in the method. To ensure the solution was suitable for use, the assistant measured the pH and found it was within acceptable range. The assistant then appropriately labeled a storage vessel and stored the buffer according to requirements. By following enterprise procedures the shelf life of the buffer was maximised.

### *Food and beverage processing industries:*

A laboratory assistant is required to determine the percentage of ethanol by volume in a new brand of beer. The assistant cleans a specific gravity bottle in chromic acid, thoroughly dries it at room temperature and then fills the bottle with degassed beer. The assistant measures the mass of the bottle on an analytical balance, looks up the alcohol content of the beer using specific gravity tables and records these results as per enterprise procedures.

## **UNIT PMLTEST304A      Prepare culture media**

### **Unit Descriptor**

This unit of competency covers the ability to prepare culture media free of contamination, and facilitate optimal growth of organisms and cells. It also includes the ability to organise the materials, equipment and environment.

### **ELEMENTS**

### **PERFORMANCE CRITERIA**

- |                                |  |
|--------------------------------|--|
| 1. Prepare culture media       | 1.1 Prepare mixture of media and solvent to ensure solution and even settling of heat soluble materials                          |
|                                | 1.2 Label media to allow tracking in subsequent processes  |
|                                | 1.3 Dispense media into vessels for sterilisation, leaving room for expansion during heating and cooling                         |
| 2. Sterilise media             | 2.1 Load the steriliser in keeping with maximum permitted loads and appropriate positioning of materials                         |
|                                | 2.2 Ensure a sterilisation indicator is correctly placed with the load to monitor sterilisation process                          |
|                                | 2.3 Operate sterilisation cycle in accordance with manufacturer's requirements to achieve sterilisation at the required settings |
|                                | 2.4 Wear appropriate personal protective equipment when removing molten or hot media   |
|                                | 2.5 Cool media to the temperature specified in the media formulation procedures  |
| 3. Pour, label and store media | 3.1 Add labile constituents where necessary, under conditions that will not lead to their denaturation or contamination of media |
|                                | 3.2 Ensure even mixing of additives and media before dispensing  |
|                                | 3.3 Aseptically dispense media to minimise occurrence of procedural contamination  |
|                                | 3.4 Label media to allow for selection, avoiding areas of the culture vessel required for examination of colony growth           |
|                                | 3.5 Store media to maximise shelf life and minimise contamination  |
|                                | 3.6 Date batch media to ensure correct batch rotation  |
|                                | 3.7 Incubate control plates as a sterility check   |



<b>ELEMENTS</b>	<b>PERFORMANCE CRITERIA</b>
4. Perform quality control checks	<ul style="list-style-type: none"><li>4.1 Inspect media for any evidence of possible contamination or problems with structure or sterilisation</li><li>4.2 Check useability of selective media by growth of expected organism</li><li>4.3 Check stored stocks at regular intervals for conformance to required standards</li></ul>
5. Maintain work area and equipment to prevent cross-infection and contamination	<ul style="list-style-type: none"><li>5.1 Apply practices to ensure occupational health and safety of self and others</li><li>5.2 Place disposable and reusable items into relevant receptacles</li><li>5.3 Clean and disinfect work area and equipment after use</li><li>5.4 Transport disposable and reusable contaminated materials to relevant areas for disinfection, sterilisation and cleaning or disposal</li></ul>

## RANGE OF VARIABLES

The range of variables places each unit of competency in context and allows for differences between enterprises and workplaces, including practices, knowledge and requirements.

The following variables may apply to all industry sectors covered by this Training Package.

This unit of competency may be performed by laboratory assistants in the biomedical, environmental, food, pharmaceuticals and general biological industry sectors.

*The range of equipment may include:*

- Balance
- pH meter
- Hot plate stirrer
- Autoclave
- Arnold steamer
- Membrane filtration equipment
- Measuring cylinders
- Distilled water
- Automatic agar pourers
- Flasks and glass wear
- Media storage bottles
- Labelling equipment
- Refrigerators
- Consumables
- Sterilisation indicators
- Self refilling syringes
- Bunsen burners
- Petri dishes
- Falcon dishes
- Tissue culture bottles

*Workplace information may include:*

- Standard operating procedures (SOPs)
- Specifications
- AQIS requirements for safe disposal of plates and media
- Operation and maintenance manuals for automated media preparation equipment
- Production schedules and instructions
- Material safety data sheets (MSDSs)
- Good laboratory practice (GLP) and good manufacturing practice (GMP)

## RANGE OF VARIABLES

- Manufacturer's instructions or verbal direction from laboratory manager, supervisor or senior technician
- Food Standards Code

The media could be prepared from formulated powders obtained from microbiological companies or from first principles under supervision of a technical officer or scientist.

*Cell and tissue culture media may include:*

- Agars
- Broths
- Solutions
- Slopes
- Basic balanced salt solutions such as Hank's or Kerb-ringer's
- Deeps
- Enriched media such as blood sugar, chocolate agar, tetrathionate broth, selenite broth
- Control media
- Differential media such as eosin-methylene blue agar, Macconkey's agar
- Selective media such as deoxycholate-citrate agar, Lowenstein-Jensen medium

Labile constituents could include blood, hormones or antibodies.

Sterilising techniques could include autoclaves, steamers and membrane filtration equipment.

Changes in codes of practice and applicable standards should be noted.

## EVIDENCE GUIDE

Each unit of competency has an evidence guide that relates directly to the performance criteria and the range of variables. Its purpose is to guide assessment of the unit in the workplace and/or training program.

### *Critical aspects of competency*

The following aspects of competency apply to all industry sectors covered by this Training Package:

Competency must be demonstrated in the ability to prepare culture media to specification and within the required timeframe. In particular, the assessor should look to see that the candidate is able to:

- Use appropriate personal protective clothing and/or equipment
- Use a vessel large enough to endure adequate mixing and heating of the media
- Prevent cross contamination
- Follow procedures consistently
- Confirm sterility of media, by using appropriate sterilisation techniques
- Maintain adequate space between containers to ensure efficient sterilisation
- Allow the chamber pressure of the autoclave to return to zero and temperature to cool to 80 – 90° before opening autoclave door to prevent boil over or plugs/caps being blown off flasks or tubes
- Carry out post sterilisation procedures such as dispensing or adding using aseptic technique
- Ensure the sterilised media has cooled down sufficiently to ensure that heat labile constituents such as blood, hormones or antibodies are not inactivated when added to the media
- Select media suitable for isolating and/or growth of a specified organism
- Label and store culture media according to enterprise procedures
- Accurately record data
- Report non-compliance, anomalies or out-of-specification results
- Sort, collect, treat, recycle or dispose of waste
- Demonstrate ability of media to support growth of relevant microorganism

### *Essential knowledge*

Competency includes the ability to apply and/or explain:

- The relationship between the correct preparation of culture media and the optimal growth of organisms or cells

## EVIDENCE GUIDE

- The purpose and features of culture media
- Range of biological media
- Accurate measuring techniques
- Mathematical skills to calculate mass and volume
- The relationship between sterile practices, hygiene procedures and the ability to obtain growth free of contamination
- Temperature control requirements
- Basic microbiological concepts and terminology
- The importance of physical requirements such as pH and isotonicity on optimal growth of organisms and cells
- Importance of d, l isomers in media ingredients
- Methods for purifying water for use in the preparation of culture media
- Role of cell growth regulators/inhibitors in the culture medium
- Role of macro-nutrients and micro-nutrients in the culture medium
- The effect of inappropriate storage on culture media quality and performance
- Cleaning and sanitising requirements of equipment and work area

### *Assessment context:*

This unit of competency is to be assessed in the workplace or simulated workplace environment and over sufficient time to allow the candidate to demonstrate the preparation of a range of media and recognition of a variety of non-conformances.

### *Interdependent assessment of unit*

This unit of competency may be assessed with:

- PML TEST 301 A Perform biological laboratory procedures
- PML OHS 300 A Work safely in accordance with defined policies and procedures.

This unit of competency should be assessed after:

- PMX TEST 305 A Perform aseptic techniques

### *Assessment methods and resources:*

The following assessment methods are suggested:

- Observation of the candidate preparing culture media

## EVIDENCE GUIDE

- Written and/or oral questioning to assess underpinning knowledge
- Results of quality assurance and batches of media prepared

### *Resources may include:*

- Work schedule and work procedures including advice on safe work practices
- Relevant equipment
- Relevant OHS clothing and personal protective equipment
- Material safety data sheets (MSDSs)

### *This competency in practice*

Industry representatives have provided storylines to illustrate the practical application of each unit of competency and show its relevance in a workplace setting.

### *Biomedical and environmental services*

Media preparation is a routine task of the technical assistant. The methods and standard procedures are all documented but common working knowledge and standard "don'ts" are not always written into the methods. Some ingredients such as labile nutrients and antibiotics must be added under sterile conditions after the basic ingredients have been mixed and autoclaved. In one laboratory there is a list of ingredients not to be autoclaved posted on the notice board, in the media recipe book and for good measure on the autoclave itself. One day, a technical assistant who was preparing media added all the ingredients including the glucose, then autoclaved all 20L of it. The technical assistant learned the consequences of not paying full attention to the procedure the hard way and spent most of the day removing the toffee from inside the autoclave!



## **UNIT PMLTEST305A      Perform aseptic techniques**

### **Unit Descriptor**

This unit of competency covers the ability to perform aseptic techniques during sampling, and generic microbiological procedures in field and laboratory work, to maintain the integrity of the sample source and the sample and to produce reliable microbiological test data.

### **Elements**

### **Performance Criteria**

- |  |  |
|--|--|
| 1. Prepare for aseptic sampling or transfer                                      | 1.1 Ensure that any sampling procedure conforms with the requirements of the sampling plan   |
|  | 1.2 Wear required protective apparel suitable to the procedure   |
|  | 1.3 Prepare the work area for safe and effective sample transfer   |
|  | 1.4 Select equipment and materials specified by the procedure  |
|  | 1.5 Organise equipment to minimise contamination during manipulations  |
| 2. Transfer materials aseptically  | 2.1 Protect the integrity of the sample source by sterilising the sampling site and flaming the mouth of transport or culture vessel     |
|  | 2.2 Sterilise inoculating loops and/or pipette where used to prevent contamination   |
|  | 2.3 Perform transfer minimising opportunities for contamination and cross-infection  |
|  | 2.4 After transfer, and before sealing the transport or culture vessel, flame the vessel mouth to maintain sterility                     |
|  | 2.5 Re-sterilise inoculating loops, minimising the generation of aerosols  |
|  | 2.6 Streak plate inoculations to maximise potential for single colony growth and to avoid contamination                                  |
|  | 2.7 Label transport or culture vessels for clear identification  |
| 3. Maintain work area and equipment to prevent cross-infection and contamination | 3.1 Place disposable and reusable items into relevant receptacles  |
|  | 3.2 Clean and disinfect work area and equipment after use  |
|  | 3.3 Transport disposable and reusable contaminated materials to relevant areas for disinfection, sterilisation and cleaning or disposal. |



## RANGE OF VARIABLES

The range of variables places each unit of competency in context and allows for differences between enterprises and workplaces, including practices, knowledge and requirements.

### *Cross industry variables*

The following variables may apply to all industry sectors covered by this Training Package.

This unit of competency describes the performance of aseptic techniques used in microbiological tasks performed by laboratory technicians in the biomedical, environmental, food and beverage industry sectors.

All work assumes the potential infectivity of samples and materials presented for laboratory processing. Facilities, equipment and processes would conform to the recommendations of AS/NZ 2243.3 Safety in laboratories, Part 3: Microbiology, and National Health and Medical Research Council guidelines on infection control.

*Aseptic sampling and transfers will typically involve accessing a sample source, using specified equipment to remove a sample and transferring it to a specified vessel without:*

- Contamination of the sample source
- Contamination of the sample
- Cross contamination

*Sampling transfers may include sample pot and transfer media and the subculturing and/or passaging of culture to:*

- Sterile broth
- Media for isolation of colony
- Tissue culture media
- Media for continuous culture systems.

*Samples could include:*

- Body fluids and tissue
- Water and soil
- Sterile pharmaceuticals
- Yeasts and moulds
- Milk and yoghurt
- Swabs and smears
- Propagation tissue
- Plant material
- Bacterial cultures
- Fermented foods and beverages

*Equipment may include:*

- Transfer equipment, such as inoculating loops, pipettes (quantitative and qualitative), flasks, tubes and spatulas
- Bunsen burners and bench incinerators

## RANGE OF VARIABLES

- Anaerobic jars
- Incubators, waterbaths, refrigerators, freezers and possibly dry ice and liquid nitrogen cylinders
- Laminar flow units and biohazard cabinets
- Personal protective equipment such as gloves, gown, mask and safety glasses
- Autoclave or pressure cooker
- Swabs
- Continuous culture systems

*The range of material may involve:*

- Solid and/or liquid media
- Supplied media (eg, media manufactured in the enterprise or raw material supplies for media)
- Disinfecting and sterilising agents and materials (eg, methylated spirits, ethanol and ether)
- Disposable equipment and clothing
- Tissue culture media
- Growth media in broths, plates, deeps or slopes
- Receptacles for safe disposal of wastes and for processing of reusable materials
- Bar coding material and labels

*Workplace hazards and hazardous events may include:*

- Accessing the sample from difficult or dangerous areas
- Dry ice and liquid nitrogen vapour
- UV light sources
- Bunsen burners
- Molten agar
- Sharps
- Chemical, biological and radioactive spills
- Infectious crisis

*Workplace information may include:*

- Standard operating procedures (sops)
- Specifications for safe waste disposal of biohazardous materials
- Production schedules and instructions
- Work notes
- Material safety data sheets (msdss)

## RANGE OF VARIABLES

- Manufacturer's instructions
- Verbal instructions from laboratory manager, supervisor or senior technician
- Guidelines for small-scale genetic manipulation work

It is expected that all procedures including recording of samples, operation of equipment and cleaning/decontamination will be carried out according to established laboratory procedures and these may vary across sectors. All sterilising equipment must meet Workcover requirements. All samples and wastes must be handled in accordance with OHS guidelines and Australian Standard (AS) 2243.3.

*Updating information:* Changes in codes of practice and applicable standards should be noted.

## EVIDENCE GUIDE

Each unit of competency has an evidence guide that relates directly to the performance criteria and the range of variables. Its purpose is to guide assessment of the unit in the workplace and/or training program.

*Critical aspects of competency:* Cross industry  
The following aspects of competency apply to all industry sectors covered by this Training Package.

*Competency must be demonstrated in the ability to perform aseptic techniques to preserve the integrity of samples and preventing contamination of personnel, work area and environment. In particular, the assessor should look to see that the candidate:*

- Prevents cross contamination of sample source and sample
- Manipulates equipment to prevent contamination of culture medium during transfer
- Sterilises equipment as required to prevent cross contamination of work area, personnel and environment

*Essential knowledge:* Cross industry  
The following knowledge requirements apply to all industry sectors covered by this Training Package.

*Competency includes the ability to apply and explain:*

- Principles of infection control related to occupational health and safety and to sampling and transfer of materials in microbiological investigations
- Disinfection and sterilisation procedures used in the collection, processing and safe disposal of samples and materials
- Importance of pure culture techniques and aseptic transfer to the successful microbiological investigation of laboratory results
- Growth requirements of microorganisms (bacteria, fungi, protozoans, viruses and multicellular parasites) in terms of their laboratory culture
- Effects of physical and chemical agents on microbial growth and death

*The candidate must be able to follow defined OHS policies and procedures. In some instances the candidate may also need to apply:*

- Environmental requirements
- Infection control procedures
- Food safety principles

## EVIDENCE GUIDE

### Specific industry

Additional knowledge requirements apply for each industry sector below.

#### *Food and beverage processing industries:*

- Food spoilage symptoms
- Beneficial/detrimental organisms relevant to specific food industry sector.

#### *Assessment context:*

This unit of competency is to be assessed in the workplace or simulated workplace environment.

#### *Interdependent assessment of unit*

This unit of competency may be assessed with:

- PML OHS 300 A – Work safely in accordance with defined policies and procedures.

This unit of competency has no prerequisites

#### *Assessment methods and resources*

##### *The following assessment methods are suggested:*

- Observation of the candidate successfully transferring a range of samples
- Written and/or oral questioning to assess underpinning knowledge. Questioning will be appropriate to the language and literacy levels of the candidate

#### *Resources may include:*

- Workplace procedures
- Food standards code
- State Dairy Corporation Standards
- Medical/pathology documentation
- Material safety data sheets (MSDSs)

## EVIDENCE GUIDE

### *This competency in practice*

Industry representatives have provided storylines to illustrate the practical application of each unit of competency and show its relevance in a workplace setting.

#### Biomedical and environmental services \*

As a preparation for antibiotic sensitivity testing and biochemical identification of presumed pathogenic bacteria, a technical assistant was asked to prepare a sterile peptone suspension of a lactose fermenting colony, previously identified by the supervisor on a MacConkey's agar plate.

The assistant labelled a 5mL tube of peptone broth with the sample number and a code for the identified colony and then donned a pair of disposable gloves. Bringing the labelled tube and the MacConkey's plate near to the Bunsen, (s)he took an inoculating loop and sterilised it in the incandescent flame. (S)he carefully cooled the loop in a sterile area of the agar and gently scraped off half the colony. With the other hand, and in the vicinity of the heated air of the Bunsen, (s)he removed the cover of the peptone tube in her/his crooked finger. In a continuous and coordinated way (s)he flamed the lip of the tube and emulsified the colony in the broth. (S)he then flamed the lip of the tube and replaced its cover. Finally, (s)he resterilised the inoculating loop introducing and holding it in the Bunsen flame to minimise the generation of bacterial aerosols.

#### *Food and beverage processing industries:*

As part of the quality assurance program at an ice-cream manufacturer, six ice creams were removed from the production line and placed in sterile bags then stored in the freezer in the microbiology laboratory. Later in the morning, the laboratory assistant removed the samples from the freezer, registered the samples with the date received and test code and signed the register book. The samples were then placed into a water bath set at 42°C. While the samples were melting the laboratory assistant labelled the respective agar plates with the registered codes. Using aseptic techniques the assistant carefully transferred 1ml of ice-cream mix into the total plate count agar. The plates were then placed in the incubator and recorded.

Comments- Disposable sterile loops are used in path labs. The use of naked flames such as Bunsen burners has ceased in many workplaces to reduce fire hazard



## **UNIT HLTPH1A**

## **Orientation to hospital pharmacy services and hospital pharmacy assistant practices**

### **Unit Descriptor**

This unit is concerned with providing an introduction to working in a hospital pharmacy, including an overview of the organisational structure, hospital pharmacy services and hospital pharmacy assistant practices.

Work performed requires a range of well developed skills where some discretion and judgement is required. Individuals will take responsibility for their own outputs and limited responsibility for the output of others.

### **ELEMENT**

### **PERFORMANCE CRITERIA**

- |   |   |
|---|---|
| 1. Work within the pharmacy environment                                   | 1.1 Work undertaken reflects a consideration of the key stakeholders and representatives of pharmacy services<br>1.2 Clients observed participating in all types of pharmacy service activities within the work environment<br>1.3 Reporting procedures are followed in accordance with organisational policies and procedures  |
| 2. Demonstrate commitment to the central philosophies of the organisation | 2.1 Work undertaken demonstrates consideration and understanding of the underpinning values and philosophy of the organisation<br>2.2 Work undertaken in the organisation demonstrates a commitment to access and equity principles<br>2.3 Personal values and attitudes regarding clients with special needs are identified and taken into account when performing work duties |
| 3. Perform the duties of a pharmacy assistant                             | 3.1 Major roles and responsibilities of a pharmacy assistant are demonstrated<br>3.2 Expected qualities and attributes of a health care professional are identified<br>3.3 Relationship between pharmacists, technical staff, clerical and store personnel within the pharmacy are identified   |



## RANGE OF VARIABLES

This range of variables provides further advice to interpret the scope and context of this unit of competence

*Stakeholders and representatives may include:*

- Pharmacists
- Doctors
- Nurses
- Patients/clients
- Pharmacy technicians
- Pharmacy assistants
- Pharmacy storepersons
- Administration staff
- Wholesalers

*Departments may include:*

- Wards
- Hospital departments
- Specialist services
- Support services

*Work environment may include:*

- Hospital pharmacy
- Wards
- Community health setting
- Manufacturing pharmacy

*Facilities may include:*

- Public hospital
- Private hospital
- Community health setting
- Rural health centres

*Roles and responsibilities may include:*

- Confidentiality
- Client identification

*Philosophies and values of the organisation may include:*

- Access and equity policies and procedures
- Anti-discrimination policies and procedures
- Sexual harassment policies and procedures
- Privacy legislation
- Relevant drugs and poison legislation

## RANGE OF VARIABLES

- Guidelines for pharmacists for the use of pharmacy support personnel
- Local and organisational Policies and Procedures
- Code of Conduct
- Code of Ethics
- Standard for Uniform Scheduling of Drugs and Poisons
- SHPA (Society of Hospital Pharmacists of Australia) guidelines

*A commitment to principles of access and equity includes:*

- A non-discriminatory approach to all people using the service, the 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 and social

*Clients with special needs may include:*

- Those from different cultural and social contexts
- Indigenous Australians
- People from non-English speaking backgrounds
- Specific religious groups
- People with a disability

## EVIDENCE GUIDE

*Critical aspects of assessment must include:*

- Work demonstrates an understanding of underpinning policies, values and philosophies in the pharmacy department and the organisation
- Work is carried out in accordance with relevant organisational policy, legislative requirements, industrial awards and agreements and in-house standard operating procedures (SOP's)
- Work is performed in a safe manner
- Issues identified outside scope of practice are referred to authorised person
- Demonstrated knowledge of the ramifications of breaches of confidentiality, policies and legislation
- Demonstrated knowledge of ramifications of infections control breaches
- Identification and reporting of workplace hazards and poisons as applied to broad OHS area
- Identification of own responsibilities within the workplace
- Work within the pharmacy environment recognising the roles and responsibilities of the members of the team
- Work under the supervision of a pharmacist and in accordance with standard procedures

*Relationship with other units:*

This unit can be delivered and assessed independently, however holistic assessment practice with other pharmacy units of competency is encouraged.

*Essential knowledge required includes*

Legislative requirements may include:

- Relevant drugs and poison legislation
- Guidelines for pharmacists for the use of pharmacy support personnel
- Local and organisational policies and procedures
- Health care team concept
- Principles of access and equity
- Workplace Health and Safety
- Principles and practices of ethics and values
- Principles and practices of confidentiality
- Principles and practices of duty of care
- Organisational philosophy and guidelines

## EVIDENCE GUIDE

- Knowledge of own role and responsibilities
- Code of ethics
- Code of conduct

### *Essential skills required include*

- Using time management strategies to set priorities
- Using technology to work safely and competently
- Reading and writing skills - literacy competence required to fulfil job roles in a safe manner and as specified by the organisation. The level of skill may range from the ability to understand symbols used in OHS signs, to reading workplace safety pamphlets or procedure manuals, to reading labels and handling chemicals. Literacy support available in the workplace may range from having access to support or assistance from expert/mentor/supervisor, to having no communication supports available. Literacy may be required in English or a community language.
- Oral communication skills - language competence required to fulfil job roles in a safe manner and as specified by the organisation. Assessors should look for skills in asking questions, providing clear information, listening to and understanding workplace instructions, and clarifying workplace instructions when necessary. Organisations may require competence in English or a community language, depending on client group.
- Numeracy skills may range from the ability to complete basic arithmetic calculations such as addition, subtraction, multiplication, division and recording numbers
- Problem solving skills required included ability to use available resources

### *Resource implications*

Resource requirements include all the relevant resources commonly provided in the health service setting Specific tools may include:

- Relevant policies and procedures manuals, legislation and standards
- Organisation's mission statement, strategic and business plan
- Other documentation relevant to the work context such as:
  - Organisational charts
  - Floor plans
  - Instructions for the use of equipment

## EVIDENCE GUIDE

- Specific instructions for staff

### *Method of assessment*

Assessment may include:

- Observation of work performance
- Written tasks
- Interview and questioning
- Authenticated portfolio/log book
- Supporting statement of supervisor(s)
- Authenticated evidence of relevant work experience and/or formal/informal learning

### *Context of assessment:*

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

Assessment should be conducted on more than one occasion to cover a variety of circumstances to establish consistency.

A diversity of assessment tasks is essential for holistic assessment.

## **UNIT HLTPH2A    Procure and store pharmaceutical products**

### **Unit Descriptor**

This unit is concerned with maintaining a pharmaceutical stock control system, in accordance with standard operating procedures.

Work performed requires a range of well developed skills where some discretion and judgement is required. Individuals will take responsibility for their own outputs and limited responsibility for the output of others.

### **ELEMENT**

### **PERFORMANCE CRITERIA**

- |                         |  |
|-------------------------|--|
| 1.    Procure stock     | 1.1    Requisition requirements are obtained from appropriate personnel and or departments                         |
|                         | 1.2    Supplier is sourced and order placed in accordance with standard procurement policy                         |
| 2.    Process new stock | 2.1    Products are accepted from delivery personnel, and delivery documentation is matched with product delivered |
|                         | 2.2    Stock received is identified  |
|                         | 2.3    Quantities and condition of products are verified and breakages reported to authorised personnel            |
|                         | 2.4    Products are reconciled with control lists and/or stock received checked against order placed and report    |
|                         | 2.5    Shortages or other deviations are reported to authorised personnel  |
|                         | 2.6    Expiry dates of incoming stock are checked  |
|                         | 2.7    Product notation is clearly attached  |
|                         | 2.8    Stock is received and packed onto the shelves in accordance with packing criteria                           |
|                         | 2.9    Scheduled products are brought to the attention of the pharmacist in accordance with legal requirements     |
|                         | 2.10    Hygienic conditions are maintained at all times  |
|                         | 2.11    Stock is stored correctly and in accordance with organisational policies and procedures                    |

ELEMENT	PERFORMANCE CRITERIA
3. Maintain stock	<p data-bbox="608 255 1155 284">3.1 Working stock levels are maintained</p> <p data-bbox="608 304 1299 405">3.2 Stock is checked on a regular basis for dated or slow moving items and these are reported to the authorised person</p> <p data-bbox="608 425 1283 490">3.3 Overstocks monitored and stock discrepancies reported to authorised personnel</p> <p data-bbox="608 510 1326 575">3.4 Stock is rotated in accordance with organisational policies and procedures</p> <p data-bbox="608 595 1326 624">3.5 Quality of stock is controlled by visual inspection</p> <p data-bbox="608 645 1337 710">3.6 Out-of-stocks, expired or damaged stock for return is reported to authorised personnel</p> <p data-bbox="608 730 1246 759">3.7 Batch traceability of products is maintained</p> <p data-bbox="608 779 1059 808">3.8 location maps are maintained</p>
4. Ensure security of stock	<p data-bbox="608 864 1299 893">4.1 Compliance with security procedures is verified</p> <p data-bbox="608 913 1283 978">4.2 Security irregularities is reported to authorised personnel</p>
5. Assist in stock-taking procedures	<p data-bbox="608 1043 1326 1072">5.1 Stock lists of all items for stocktaking are verified</p> <p data-bbox="608 1093 1219 1122">5.2 Actual stock is reconciled with stock lists</p> <p data-bbox="608 1142 1278 1207">5.3 Discrepancies are investigated and reported to authorised personnel</p> <p data-bbox="608 1227 1230 1256">5.4 Stock is counted and expiry dates checked</p> <p data-bbox="608 1276 1310 1377">5.5 Minimum and maximum stock levels are determined and reported to authorised personnel for verification</p>
6. Monitor and maintain storage conditions	<p data-bbox="608 1442 1315 1543">6.1 Storage conditions are monitored and maintained in accordance with organisational policies and procedures</p>
7. Maintain relevant documentation	<p data-bbox="608 1608 1283 1673">7.1 Documentation is filed correctly in accordance with organisational policies and procedures</p> <p data-bbox="608 1693 1182 1722">7.2 Statements and invoices are reconciled</p> <p data-bbox="608 1742 1305 1807">7.3 Stock distribution documents are completed and filed correctly</p>

## RANGE OF VARIABLES

This range of variables provides further advice to interpret the scope and context of this unit of competence.

Work is carried out in accordance with relevant organisational policy, legislative requirements, industrial awards and agreements and in-house standard operating procedures (SOPs).

- Products include the following:*
- Formulary drugs and non-formulary drugs eg clinical trial drugs and special access scheme drugs
  - Products with the required integrity as well as those whose integrity have been compromised eg damaged, contaminated or deteriorated stock
  - Routine handling products and products requiring special handling eg cytotoxics and its spill management, refrigerated and frozen items, light sensitive materials and flammables.

- Calculations may be made:*
- Manually
  - Using a calculator

- Stock ordering may be:*
- Written
  - Verbal
  - Electronic

- Records may be recorded:*
- Manually
  - Through the use of computer based systems
  - In print form and/or in an electronic system

- Security procedures may include:*
- In-store security
  - Goods received
  - Goods despatched

- Storage conditions may include:*
- Correct temperature
  - Humidity
  - Light
  - Pest control
  - Secured
  - Cold chain
  - Ventilated



## **RANGE OF VARIABLES**

- Ambient
- Isolated
- Correct storage of hazardous substances

*The recording of stocktake count  
may be performed:*

- Manually
- Using an electronic device

## EVIDENCE GUIDE

### *Critical aspects of assessment must include:*

- Work is carried out in accordance with relevant organisational policy, legislative requirements, industrial awards and agreements and in-house standard operating procedures (SOPs)
- Work is performed in a safe manner
- Issues identified outside scope of practice are referred to authorised personnel

### *Relationship with other units:*

- This unit can be delivered and assessed independently, however holistic assessment practice with other pharmacy units of competency is encouraged.

### *Essential knowledge required must include:*

- Knowledge of and the rationale for applicable legislation, organisational policy and in-house standard operating procedures (SOPs)
- Basic hygiene and the importance of maintaining a clean working environment and equipment
- Sources of stock
- Stock ordering process
- Input and access of data relating to stock control
- Principles and procedures of stock control and maintenance
- Principles and procedures of maintaining security in the pharmacy
- Purpose of batch numbering and expiry date on medicines
- Identification and handling of products which include:
  - Formulary drugs and non-formulary drugs eg clinical trial drugs and special access scheme drugs
  - Products with the required integrity as well as those whose integrity have been compromised eg damaged, contaminated or deteriorated stock
  - Routine handling products and products requiring special handling eg cytotoxics and its spill management, refrigerated and frozen items, light sensitive materials and flammables.
- Appropriate methods of disposal of unwanted

## EVIDENCE GUIDE

medicines including short and outdated stock

- Storage requirements and the rationale for different types of product
- Procedures for dealing with drug alerts and company recalls
- Hospital or health facility in-house computer system
- Relevant reference material
- Appropriate legal requirements for stock maintenance

*Essential skills must include:*

- Identify discrepancies/deviations and refer to the authorised person
- Maintain location maps
- Maintain stock security
- Ensure optimal usage of stock prior to expiry date
- Maintain stock control documentation
- Enter and access data on pharmacy computer system
- Communicate and interact appropriately with colleagues, health care practitioners, other clients and patients
- Using time management strategies to set priorities
- Reading and writing skills - literacy competence required to fulfil job roles in a safe manner and as specified by the organisation. The level of skill may range from the ability to understand symbols used in occupational health and safety signs, to reading workplace safety pamphlets or procedure manuals, to reading labels and handling chemicals. Literacy support available in the workplace may range from having access to support or assistance from expert/mentor/supervisor, to having no communication supports available. Literacy may be required in English or a community language.
- Oral communication skills - language competence required to fulfil job roles in a safe manner and as specified by the organisation. Assessors should look for skills in asking questions, providing clear information, listening to and understanding workplace instructions, and clarifying workplace instructions when necessary. Organisations may require competence in English or a community language, depending on client group.

## EVIDENCE GUIDE

	<ul style="list-style-type: none"><li>• Numeracy skills may range from the ability to complete basic arithmetic calculations including percentages, recording data and performing stocktaking duties</li><li>• Problem solving skills required include ability to use available resources</li></ul>
<p><i>Resource implications</i></p> <p>Resource requirements include all the relevant resources commonly provided in the health service setting. Specific tools may include:</p>	<ul style="list-style-type: none"><li>• Relevant policies and procedures manuals, legislation and standards</li><li>• Organisation's mission statement, strategic and business plan</li><li>• Other documentation relevant to the work context such as:<ul style="list-style-type: none"><li>– Organisational charts</li><li>– Floor plans</li><li>– Stock requisition</li><li>– Instructions for the use of equipment</li><li>– Specific instructions for staff</li></ul></li></ul>
<p><i>Method of assessment</i></p> <p>Assessment may include:</p>	<ul style="list-style-type: none"><li>• Observation of work performance</li><li>• Written tasks</li><li>• Interview and questioning</li><li>• Authenticated portfolio/log book</li><li>• Supporting statement of supervisor(s)</li><li>• Authenticated evidence of relevant work experience and/or formal/informal learning.</li></ul>
<p><i>Context of assessment:</i></p>	<p>This unit is most appropriately assessed in the workplace or a simulated workplace environment under the normal range of work conditions.</p> <p>Assessment should be conducted on more than one occasion to cover a variety of circumstances to establish consistency.</p> <p>A diversity of assessment tasks is essential for holistic assessment.</p>



## **UNIT HLTPH3A     Distribute pharmaceutical products**

### **Unit Descriptor**

This unit is concerned with the distribution of pharmaceutical products according to standard operating procedures.

Work performed requires a range of well developed skills where some discretion and judgement is required. Individuals will take responsibility for their own outputs and limited responsibility for the output of others.

### **ELEMENT**

### **PERFORMANCE CRITERIA**

- |  |  |
|--|--|
| 1.     Pack product orders             | 1.1   Products are selected correctly in accordance with order requirements  |
|  | 1.2   Products are packed to minimise breakages  |
|  | 1.3   Products are packed to maintain temperature, security and safety requirements with special regard to hazardous products                      |
|  | 1.4   Labelling and delivery information is checked for accuracy   |
|  | 1.5   Orders are verified as complete and packed in accordance with instructions   |
| 2.     Despatch product orders         | 2.1   Delivery information is verified as correct on parcels   |
|  | 2.2   Route sheets are verified and other delivery documentation is checked for accuracy   |
|  | 2.3   Security requirements are followed and goods signed over to courier/porter   |
|  | 2.4   Packaging is checked and temperature requirements met  |
|  | 2.5   Medicine registers are completed where required  |
| 3.     Handle returned stock           | 3.1   Returned products are received inspected and placed in designated area   |
|  | 3.2   Inspection documentation completed accurately for authorisation  |
|  | 3.3   Returned products disposed of in accordance with instructions from authorised personnel  |
| 4.     Maintain relevant documentation | 4.1   Stock distribution and returned goods documents are completed accurately and filed in accordance with organisational policies and procedures |

## RANGE OF VARIABLES

This range of variables provides further advice to interpret the scope and context of this unit of competence.

Work is carried out in accordance with relevant organisational policy, legislative requirements, industrial awards and agreements and in-house standard operating procedures (SOPs).

*Products include the following:*

- Formulary drugs and non-formulary drugs eg clinical trial drugs and special access scheme drugs
- Products with the required integrity as well as those whose integrity have been compromised eg damaged, contaminated or deteriorated stock
- Routine handling products and products requiring special handling eg cytotoxics and its spill management, refrigerated and frozen items, light sensitive materials and flammables

*Calculations may be made:*

- Manually
- Using a calculator

*Stock orders may be from:*

- Hospitals,
- Pharmacies
- Clinics

*Stock ordering may be:*

- Written
- Verbal
- Electronic

*Records may be recorded:*

- Manually
- Using computer based systems
- In print form
- In an electronic system

*Storage conditions may include:*

- Correct temperature
- Humidity
- Light
- Secured
- Ventilated
- Ambient

## **RANGE OF VARIABLES**

- Isolated
- Correct storage of hazardous substances



## EVIDENCE GUIDE

### *Critical aspects of assessment must include:*

- Work is carried out in accordance with relevant organisational policy, legislative requirements, industrial awards and agreements and in-house standard operating procedures (SOPs)
- Work is performed in a safe manner
- Stock is distributed accurately and efficiently in accordance with organisational policies and procedures
- Issues identified outside scope of practice are referred to authorised person

### *Relationship with other units:*

- This unit can be delivered and assessed independently, however holistic assessment practice with other pharmacy units of competency is encouraged.

### *Essential knowledge must include:*

- Knowledge of and the rationale for applicable legislation, organisational policy and in-house standard operating procedures (SOPs)
- Basic hygiene and the importance of maintaining a clean working environment and equipment
- Sources to determine legitimate receivers of stock
- Packaging and transport specifications for various products
- Input and access of data relating to stock control
- Principles and procedures of stock control and maintenance
- Principles and procedures of maintaining security in the pharmacy/warehouse
- Storage requirements and the rationale for different types of product
- Identification and handling of products which include:
  - Formulary drugs and non-formulary drugs eg clinical trial drugs and special access scheme drugs
  - Products with the required integrity as well as those whose integrity have been compromised eg damaged, contaminated or deteriorated stock
  - Routine handling products and products requiring special handling eg cytotoxics and

## EVIDENCE GUIDE

its spill management, refrigerated and frozen items, light sensitive materials and flammables

- Appropriate methods of disposal of unwanted medicines including short and outdated stock
- Procedures for dealing with returned goods
- Hospital or health facility in-house computer system
- Relevant reference material

### *Essential skills must include:*

- Apply good distribution principles to prevent contamination or deterioration of the products, damage to packs or confusion of products
- Maintain stock security
- Monitor the quality of stock and storage conditions, including temperature, light, humidity, pest control and stock organisation
- Ensure optimal usage of stock prior to expiry date
- Maintain stock supply documentation
- Enter and access data on pharmacy computer system
- Communicate and interact appropriately with colleagues, health care practitioners, other clients and patients
- Use time management strategies to set priorities
- Reading and writing skills - literacy competence required to fulfil job roles in a safe manner and as specified by the organisation. The level of skill may range from the ability to understand symbols used in occupational health and safety signs, to reading workplace safety pamphlets or procedure manuals, to reading labels and handling chemicals. Literacy support available in the workplace may range from having access to support or assistance from expert/mentor/supervisor, to having no communication supports available. Literacy may be required in English or a community language.
- Oral communication skills - language competence required to fulfil job roles in a safe manner and as specified by the organisation. Assessors should look for skills in asking questions, providing clear information, listening to and understanding workplace instructions, and clarifying workplace instructions when necessary. Organisations may require competence in English or a community

## EVIDENCE GUIDE

language, depending on client group.

- Numeracy skills may range from the ability to complete basic arithmetic calculations including percentages, recording data and movements of stock.
- Problem solving skills required include ability to use available resources

### *Resource implications*

Resource requirements include all the relevant resources commonly provided in the health service setting. Specific tools may include:

- Relevant policies and procedures manuals, legislation and standards
- Organisation's mission statement, strategic and business plan
- Other documentation relevant to the work context such as:
  - Organisational charts
  - Floor plans
  - Stock distribution
  - Instructions for the use of equipment
  - Specific instructions for staff

### *Method of assessment*

Assessment may include:

- Observation of work performance
- Written tasks
- Interview and questioning
- Authenticated portfolio/log book
- Supporting statement of supervisor(s)
- Authenticated evidence of relevant work experience and/or formal/informal learning

### *Context of assessment:*

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

Assessment should be conducted on more than one occasion to cover a variety of circumstances to establish consistency.

A diversity of assessment tasks is essential for holistic assessment.

## **UNIT HLTPH4A     Maintain pharmaceutical imprest/ward stock**

### **Unit Descriptor**

This unit is concerned with the maintenance of pharmaceutical imprest/ward stock, excluding issuing directly to the patient, according to standard operating procedures and within legal requirements.

Work performed requires a range of well developed skills where some discretion and judgement is required. Individuals will take responsibility for their own outputs and limited responsibility for the output of others.

<b>ELEMENT</b>	<b>PERFORMANCE CRITERIA</b>
1.    Generate/receive and check stock requisition list	<ul style="list-style-type: none"><li>1.1    Need to replenish the various types of stock in wards/departments is established against specified minimum/maximum levels</li><li>1.2    Enquiries from all staff are handled courteously and effectively</li><li>1.3    Stock checks are completed and a picking list(s) of requisition items printed</li><li>1.4    Requisition lists are checked for compliance with standard operating procedures (SOPs) and ward/department requirements</li><li>1.5    Deviations are reported to authorised personnel</li></ul>
2.    Select and despatch stock to recipients	<ul style="list-style-type: none"><li>2.1    Requisitioned products are selected and placed into appropriate delivery containers</li><li>2.2    Clearance for order is obtained from authorised personnel</li><li>2.3    Completed requisitions are stored and packed within the pharmacy prior to delivery</li><li>2.4    Stock is delivered to the designated receiving area, within the ward/department, in accordance with SOPs and workplace health and safety guidelines</li><li>2.5    Drugs are verified, checked and signed for on receipt by an authorised person</li><li>2.6    Stock is stored in accordance with manufacturers' recommended storage conditions</li></ul>

<b>ELEMENT</b>	<b>PERFORMANCE CRITERIA</b>
3. Complete and maintain documentation	<ul style="list-style-type: none"><li>3.1 Manual or electronic documentation is completed in accordance with organisational policies and procedures</li><li>3.2 Manual information and statistics are recorded where necessary</li><li>3.3 Imprest lists are updated, based on stock usage and drug inventory changes</li></ul>
4. Record and collate drug usage	<ul style="list-style-type: none"><li>4.1 Drug usage information collated for authorised persons, in accordance with SOPs</li><li>4.2 Occurrences or deviations that may impact on stock control are reported to appropriate personnel</li></ul>

## RANGE OF VARIABLES

This range of variables provides further advice to interpret the scope and context of this unit of competence.

Work is carried out in accordance with relevant organisational policy, legislative requirements, industrial awards and agreements and in-house standard operating procedures (SOPs).

- Products include the following:*
- Formulary drugs and non-formulary drugs eg clinical trial drugs and special access scheme drugs
  - Products with the required integrity as well as those whose integrity have been compromised eg damaged, contaminated or deteriorated stock
  - Routine handling products and products requiring special handling eg cytotoxics and its spill management; refrigerated and frozen items, light sensitive materials and flammables

- Calculations may be made:*
- Manually
  - Using a calculator

- Stock ordering may be:*
- Written
  - Verbal
  - Electronic

- Records may be recorded:*
- Manually
  - Computer based systems
  - In print form
  - In an electronic system

- Storage conditions may include:*
- Correct temperature
  - Humidity
  - Light
  - Secured
  - Ventilated
  - Ambient
  - Isolated
  - Correct storage of hazardous substances

## **RANGE OF VARIABLES**

*Ward storage may include:*

- Cupboard
- Trolley
- Automated medication distribution system
- Special storage area eg refrigerator as required for correct storage condition

## EVIDENCE GUIDE

### *Critical aspects of assessment required include:*

- Work is carried out in accordance with relevant organisational policy, legislative requirements, industrial awards and agreements and in-house standard operating procedures (SOPs)
- Work is performed in a safe manner
- Effective and efficient maintenance of a pharmaceutical imprest/ward stock
- Effective communication with internal and external clients
- Issues identified outside scope of practice are referred to authorised person

### *Relationship with other units:*

This unit can be delivered and assessed independently, however holistic assessment practice with other pharmacy units of competency is encouraged.

### *Essential knowledge must include:*

- Knowledge of and the rationale for applicable legislation, organisational policy and in-house standard operating procedures (SOPs)
- Knowledge of and rationale of auditing policy of the organisation
- Basic hygiene and the importance of maintaining a clean working environment and equipment
- Personal hygiene and the use of protective clothing
- Principles and procedures of stock control and maintenance
- Principles and procedures of maintaining security of pharmaceutical products
- Purpose of batch numbering and expiry date on medicines
- Common proprietary and generic names
- Purpose of drug usage data generated by requisitions to permit collation for an authorised person
- Storage requirements and the rationale for different types of product
- Identification and handling of products which include:
  - Formulary drugs and non-formulary drugs eg clinical trial drugs and special access scheme drugs



## EVIDENCE GUIDE

- Products with the required integrity as well as those whose integrity have been compromised eg damaged, contaminated or deteriorated stock
- Routine handling products and products requiring special handling eg cytotoxics and its spill management; refrigerated and frozen items, light sensitive materials and flammables
- Procedures for dealing with drug alerts and company recalls

*Essential skills required must include:*

- Ability to identify and select correct product with reference to form, dose, strength, brand and quantity
- Interpret stock usage on a ward and make suggestions for inventory changes
- Input and access of data relating to stock control
- Maintain stock control documentation
- Communicate and interact appropriately with colleagues, health care practitioners, other clients and patients
- Using time management strategies to set priorities
- Reading and writing skills - literacy competence required to fulfil job roles in a safe manner and as specified by the organisation. The level of skill may range from the ability to understand symbols used in OHS signs, to reading and complying with workplace procedure manuals, to reading accurately labels and handling stock. The ability to complete accurately documentation is also a key skill. Literacy support available in the workplace may range from having access to support or assistance from expert/mentor/supervisor, to having no communication supports available. Literacy may be required in English or a community language.
- Oral communication skills - language competence required to fulfil job roles in a safe manner and as specified by the organisation. Assessors should look for skills in asking questions, providing clear information, listening to and understanding workplace instructions, and clarifying workplace instructions when necessary. Organisations may require competence in English or a community language, depending on client group.
- Numeracy skills may range from the ability to

## EVIDENCE GUIDE

	<p>complete basic arithmetic calculations including percentages, recording and collating data and movements of stock</p> <ul style="list-style-type: none"><li>• Problem solving skills required included ability to use available resources</li></ul>
<p><i>Resource implications</i></p> <p>Resource requirements include all the relevant resources commonly provided in the health service setting. Specific tools may include:</p>	<ul style="list-style-type: none"><li>• Relevant policies and procedures manuals, legislation and standards</li><li>• Organisation's mission statement, strategic and business plan</li><li>• Other documentation relevant to the work context such as:<ul style="list-style-type: none"><li>– Organisational charts</li><li>– Floor plans</li><li>– Imprest lists</li><li>– Instructions for the use of equipment</li><li>– Specific instructions for staff</li></ul></li></ul>
<p><i>Method of assessment</i></p> <p>Assessment may include:</p>	<ul style="list-style-type: none"><li>• Observation of work performance</li><li>• Written tasks</li><li>• Interview and questioning</li><li>• Authenticated portfolio/log book</li><li>• Supporting statement of supervisor(s)</li><li>• Authenticated evidence of relevant work experience and/or formal/informal learning</li></ul>
<p><i>Context of assessment:</i></p>	<p>This unit is most appropriately assessed in the workplace or a simulated workplace environment under the normal range of work conditions.</p> <p>Assessment should be conducted on more than one occasion to cover a variety of circumstances to establish consistency.</p> <p>A diversity of assessment tasks is essential for holistic assessment.</p>



## **UNIT HLTPH5A Assist with prescription preparation**

### **Unit Descriptor**

This unit is concerned with the assistance with preparation of prescriptions in accordance with legal and Good Pharmacy Practice requirements.

Work performed requires a range of well developed skills where some discretion and judgement is required. Individuals will take responsibility for their own outputs and limited responsibility for the output of others.

<b>ELEMENT</b>	<b>PERFORMANCE CRITERIA</b>
1. Accept prescription for dispensing	<ul style="list-style-type: none"><li>1.1 Prescription is collected and patient details confirmed</li><li>1.2 Prescriber is identified and area initiating the order for the purpose of costing and computer entry</li><li>1.3 Legality, validity and completeness of prescription is confirmed</li><li>1.4 Patient is provided with appropriate information concerning prescription charges.</li><li>1.5 Discrepancies are reported to the pharmacist</li><li>1.6 Patient is promptly advised of any foreseen difficulty in the filling of the prescription</li><li>1.7 Patient is advised of approximate waiting time and collection arrangements.</li><li>1.8 Cost of medication is determined and patient provided with appropriate information</li><li>1.9 Payment is accepted and receipt issued</li></ul>
2. Ensure clinical evaluation of prescription by pharmacist	<ul style="list-style-type: none"><li>2.1 Prescription is referred to pharmacist for clinical evaluation</li><li>2.2 Clinical evaluation of prescription by pharmacist is confirmed before proceeding with the filling of the prescription</li><li>2.3 Special documentation is completed as required</li></ul>
3. Calculate prescription quantities	<ul style="list-style-type: none"><li>3.1 Quantities of each item are calculated in accordance with prescription</li><li>3.2 Annotate the prescription</li><li>3.3 Prescription is referred to pharmacist if uncertain about any quantity prescribed</li></ul>

ELEMENT	PERFORMANCE CRITERIA
4. Assemble prescription items in accordance with good dispensing practice	<p>4.1 Products prescribed are selected</p> <p>4.2 Correct quantity is packaged into a suitable container</p> <p>4.3 Correct label (and ancillary label if applicable) is attached to the container</p> <p>4.4 Packaged items are checked for accuracy</p> <p>4.5 Expiry date is checked for visibility</p> <p>4.6 Prescription is annotated with the quantity supplied, signature and the date</p> <p>4.7 Items are assembled for an easy and complete check by the pharmacist</p>
5. Prepare labels in accordance with legal requirements	<p>5.1 Enter data in dispensing computer (if available)</p> <p>5.2 Check information on labels for accuracy in accordance with prescription requirements</p> <p>5.3 Verify that information on the labels meets legal requirements</p> <p>5.4 Check that labels are neat, clear and easily understood</p> <p>5.5 Add appropriate cautionary and advisory labels (either incorporated into label or attached separately)</p>
6. Ensure final check conducted by pharmacist	<p>6.1 Verify that prescription is checked and signed by the pharmacist</p>
7. Complete and maintain documentation	<p>7.1 Documentation is completed in accordance with organisational policies and procedures</p> <p>7.2 Relevant information and statistics are recorded in accordance with organisational policies and procedures</p>

## RANGE OF VARIABLES

This range of variables provides further advice to interpret the scope and context of this unit of competence. It assumes that work is carried out in accordance with relevant organisational policy, legislative requirements, industrial awards and agreements and in-house standard operating procedures (SOPs).

- Products include the following:*
- Formulary drugs and non-formulary drugs eg clinical trial drugs and special access scheme drugs
  - Products with the required integrity as well as those whose integrity have been compromised eg damaged, contaminated or deteriorated stock
  - Routine handling products and products requiring special handling eg cytotoxics and its spill management, refrigerated and frozen items, light sensitive materials and flammables
  - Pharmaceutical devices

- Prescriptions may be for:*
- In-patients
  - Out-patients
  - Extemporaneous preparations that do not have a fixed formulae, for specific patients, need to be mixed and provide eg dermatological preparation, pediatric formulations

- Prescriptions may be:*
- Handwritten
  - Electronically generated
  - Include an order by a pharmacist

- Measuring devices may typically include:*
- Manual
  - Electronic tablet counters
  - Measuring cylinders

- Labels may be:*
- Typed
  - Written
  - Electronically generated

- Packaging may include:*
- Boxes
  - Bottles
  - Cartons

## **RANGE OF VARIABLES**

- Packs

*Calculations may be made:*

- Manually
- Using a calculator

*Stock ordering may be:*

- Written
- Verbal
- Electronic

*Records may be recorded:*

- Manually
- Using computer based systems and
- In print form
- In an electronic system

## EVIDENCE GUIDE

### *Critical aspects of assessment must include:*

- Work is carried out in accordance with relevant organisational policy, legislative requirements, industrial awards and agreements and in-house standard operating procedures (SOPs)
- Work is performed in a safe manner
- Assist pharmacist effectively in the preparation of prescription requirements
- Follow instructions and complete tasks accurately and efficiently
- Issues identified outside scope of practice are referred to authorised person

### *Relationship with other units:*

- This unit can be delivered and assessed independently, however holistic assessment practice with other pharmacy units of competency is encouraged.

### *Essential knowledge required includes:*

- Knowledge of and the rationale for applicable legislation, organisational policy and in-house standard operating procedures (SOPs)
- Basic hygiene and the importance of maintaining a clean working environment and equipment
- Personal hygiene and the use of protective clothing
- Requirements to be satisfied for a complete, unambiguous and valid prescription and actions to take if validity is questionable
- Procedures and the rationale for validating prescriptions
- Charging for pharmaceuticals eg organisational policy and the Pharmaceutical Benefits Scheme
- Types of prescriptions and their use
- Prescribing conventions and abbreviations
- Common proprietary and generic names
- Drug forms, dose, strength and quantity
- Procedures to be followed regarding dispensing of a controlled drug
- Medicine administration and use and effect on basic human physiology
- Properties of container types and principles of selection for use



## EVIDENCE GUIDE

- Principles of calculations, weights and measures
- Legal requirements and principles of pharmaceutical product labelling eg product name, batch numbering and expiry date
- Processes for reconstitution of products
- Principles and range of storage requirements for pharmaceutical products
- Principles and procedures of maintaining security of pharmaceutical products
- Identification and handling of products which include:
  - Formulary drugs and non-formulary drugs eg clinical trial drugs and special access scheme drugs
  - Products with the required integrity as well as those whose integrity have been compromised eg damaged, contaminated or deteriorated stock
  - Routine handling products and products requiring special handling eg cytotoxics and its spill management, refrigerated and frozen items, light sensitive materials and flammables
- Appropriate methods of disposal of unwanted medicines including short and outdated stock
- Procedures for dealing with drug alerts and company recalls

### *Essential skills required include:*

- Identify discrepancies/deviations and refer to the authorised person
- Identify drugs by generic and proprietary names, or readily access this information
- Identify and select correct product with reference to form, dose, strength, brand and quantity
- Use measuring devices appropriately
- Create labels which are legal, clearly readable, with instructions expressed in simple language, including all information specified by the prescriber
- Use ancillary and cautionary labels and explanatory statements as specified by the most recent Australian Pharmaceutical Formulary (APF)

## EVIDENCE GUIDE

- Enter and access data on pharmacy computer system
- Communicate and interact appropriately with colleagues, health care practitioners, other clients and patients
- Using time management strategies to set priorities
- Reading and writing skills - literacy competence required to fulfil job roles in a safe manner and as specified by the organisation. The level of skill may range from the ability to understand symbols used in OHS signs, to reading and comprehending legislative and good Pharmacy Practice requirements, workplace safety and procedure manuals, to reading prescriptions and handling drugs. Literacy support available in the workplace may range from having access to support or assistance from expert/mentor/supervisor, to having no communication supports available. Literacy may be required in English or a community language.
- Oral communication skills - language competence required to fulfil job roles in a safe manner and as specified by the organisation. Assessors should look for skills in asking questions, providing clear information, listening to and understanding workplace instructions, and clarifying workplace instructions when necessary. Organisations may require competence in English or a community language, depending on client group.
- Numeracy skills may range from the ability to complete arithmetic calculations including percentages, weighing and measuring items to recording and collating data
- Problem solving skills required included ability to use available resources

### *Resource implications*

Resource requirements include all the relevant resources commonly provided in the health service setting. Specific tools may include:

- Relevant policies (Good Pharmacy Practice requirements) and procedures manuals, legislation and standards
- Organisation's mission statement, strategic and business plan
- Other documentation relevant to the work context such as:
  - Organisational charts
  - Weighing and measuring equipment

## EVIDENCE GUIDE

- Instructions for the use of equipment
- Specific instructions for staff

### *Method of assessment*

Assessment may include:

- Observation of work performance
- Written tasks
- Interview and questioning
- Authenticated portfolio/log book
- Supporting statement of supervisor(s)
- Authenticated evidence of relevant work experience and/or formal/informal learning

### *Context of assessment:*

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

Assessment should be conducted on more than one occasion to cover a variety of circumstances to establish consistency.

A diversity of assessment tasks is essential for holistic assessment.

## **UNIT HLTPH6A     Package and/or pre-pack pharmaceutical products**

### **Unit Descriptor**

This unit is concerned with packaging and/or pre-packing of pharmaceutical products in accordance with Good Manufacturing Practice procedures.

Work performed requires a range of well developed skills where some discretion and judgement is required. Individuals will take responsibility for their own outputs and limited responsibility for the output of others.

### **ELEMENT**

### **PERFORMANCE CRITERIA**

- |  |   |
|--|---|
| 1.     Prepare packing/pre-packing process                               | 1.1    Required dress code, safety requirements and personal hygiene procedures are complied with prior to entering the packaging/pre-packing area                                      |
|  | 1.2    Work area is cleaned and prepared according to work specifications   |
|  | 1.3    Pre-packing documentation including authorisation and instructions from authorised personnel is obtained and interpreted in accordance with packaging/pre-packing specifications |
|  | 1.4    Packaging machinery/pre-packing equipment or counting trays is identified, cleaned, prepared and set   |
|  | 1.5    Appropriate packaging/pre-packing materials are obtained in accordance with stock issuing procedures   |
| 2.     Allocate bulk product/medicine to machinery/pre-packing apparatus | 2.1    Approved bulk product/medicine is obtained and prepared  |
|  | 2.2    Bulk product/medicine is allocated to packaging machine/pre-packing apparatus in accordance with instructions from authorised personnel  |
|  | 2.3    Sufficient packaging/pre-packing materials are allocated to the work area  |
| 3.     Pack or pre-pack products   | 3.1    Line opening procedures are initiated  |
|  | 3.2    Products packed or pre-packed in accordance with SOPs  |
|  | 3.3    In-process controls are applied and results recorded   |
|  | 3.4    Deviations are reported to authorised personnel  |

ELEMENT	PERFORMANCE CRITERIA
	<p>3.5 Corrective action is taken in accordance with instructions from authorised personnel</p> <p>3.6 Packaging machinery and equipment is operated in accordance with manufacturer specifications and OHS requirements</p>
4. Conduct quality control	<p>4.1 Approval from authorised person is obtained at designated points in the packaging/pre-packing process in accordance with batch record</p> <p>4.2 Relevant documentation is obtained and product specifications checked in accordance with batch documentation</p> <p>4.3 Pre-packs/packaging materials are reconciled and verified under supervision of authorised personnel</p> <p>4.4 Sample is submitted where appropriate</p>
5. Shut down packaging/pre-packing process	<p>5.1 Pre-packing/packaging documentation is completed and forwarded in accordance with standard operating procedures</p> <p>5.2 Discrepancies in labels and documentation are noted</p> <p>5.3 Number of labels printed are reconciled with number used and excess discarded</p> <p>5.4 Discrepancies in the functioning of equipment are noted, reported and corrective action taken in accordance with instructions of authorised personnel</p> <p>5.5 Authorised person are alerted of excess materials</p> <p>5.6 Machinery and equipment is cleaned in accordance with standard operating procedures</p> <p>5.7 Final approval is obtained from the pharmacist and pre-packed/packaged medicines/product released to storage areas</p>

## RANGE OF VARIABLES

This range of variables provides further advice to interpret the scope and context of this unit of competence.

Work is carried out in accordance with relevant organisational policy, legislative requirements, industrial awards and agreements and in-house standard operating procedures (SOPs)

- Products include the following:*
- Formulary drugs and non-formulary drugs eg clinical trial drugs and special access scheme drugs
  - Products with the required integrity as well as those whose integrity have been compromised eg damaged, contaminated or deteriorated stock
  - Routine handling products and products requiring special handling eg cytotoxics and its spill management, refrigerated and frozen items, light sensitive materials and flammables

- Calculations may be made:*
- Manually
  - Using a calculator

- Packaging/pre-packaging machine may be:*
- Automatic
  - Operated manually

- Records may be kept:*
- Manually
  - Through the use of computer based systems
  - In print form
  - In an electronic system

- Storage conditions may include:*
- Correct temperature
  - Humidity
  - Light
  - Secured
  - Ventilated
  - Ambient
  - Isolated
  - Correct storage of hazardous substances

## EVIDENCE GUIDE

### *Critical aspects of assessment required include:*

- Work is carried out in accordance with relevant organisational policy, legislative requirements, industrial awards and agreements and in-house standard operating procedures (SOPs)
- Work is performed in a safe manner
- Effectively package and/or pre-pack pharmaceutical products in accordance with organisational requirements
- Maintain effective quality control during the packaging and/or pre-packaging process
- Issues identified outside scope of practice are referred to authorised person

### *Relationship with other units:*

- This unit can be delivered and assessed independently, however holistic assessment practice with other pharmacy units of competency is encouraged.

### *Essential knowledge must include:*

- Knowledge of and the rationale for applicable legislation, organisational policy and in-house standard operating procedures (SOPs)
- Basic hygiene and the importance of maintaining a clean working environment and equipment
- Personal hygiene and the use of protective clothing
- Various pack sizes and appropriateness
- Properties of container types and principles of selection for use
- Principles of calculations, weights and measures
- Legal requirements and principles of pharmaceutical product labelling eg product name, batch numbering and expiry date
- Principles and range of storage requirements for pharmaceutical products
- Identification and handling of products which include:
  - Formulary drugs and non-formulary drugs eg clinical trial drugs and special access scheme drugs
  - Products with the required integrity as well as those whose integrity have been compromised eg damaged, contaminated or deteriorated

## EVIDENCE GUIDE

stock

- Routine handling products and products requiring special handling eg cytotoxics and its spill management, refrigerated and frozen items, light sensitive materials and flammables.

*Essential skills must include:*

- Operate the specified equipment
- Maintain packaging/pre-packing documentation
- Enter and access data on pharmacy computer system
- Communicate and interact appropriately with colleagues, health care practitioners, other clients and patients
- Using time management strategies to set priorities
- Reading and writing skills - literacy competence required to fulfil job roles in a safe manner and as specified by the organisation. The level of skill may range from the ability to understand symbols used in OHS signs, to reading and understanding manufacturers' specifications for equipment and good manufacturing practice procedures. Written documentation relating to the packing process has to be completed accurately. Literacy support available in the workplace may range from having access to support or assistance from expert/mentor/supervisor, to having no communication supports available. Literacy may be required in English or a community language.
- Oral communication skills - language competence required to fulfil job roles in a safe manner and as specified by the organisation. Assessors should look for skills in asking questions, providing clear information, listening to and understanding workplace instructions, and clarifying workplace instructions when necessary. Organisations may require competence in English or a community language, depending on client group.
- Numeracy skills may range from the ability to complete arithmetic calculations including percentages, weighing and measuring items to recording and collating data.
- Problem solving skills required included ability to use available resources



## EVIDENCE GUIDE

### *Resource implications*

Resource requirements include all the relevant resources commonly provided in the health service setting. Specific tools may include:

- Relevant policies (Good Manufacturing Practice Procedures) and procedures manuals, legislation and standards
- Organisation's mission statement, strategic and business plan
- Other documentation relevant to the work context such as:
  - Organisational charts
  - Weighing and measuring equipment
  - Relevant packing machinery
  - Instructions for the use of equipment
  - Specific instructions for staff

### *Method of assessment*

Assessment may include:

- Observation of work performance
- Written tasks
- Interview and questioning
- Authenticated portfolio/log book
- Supporting statement of supervisor(s)
- Authenticated evidence of relevant work experience and/or formal/informal learning

### *Context of assessment:*

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

Assessment should be conducted on more than one occasion to cover a variety of circumstances to establish consistency.

A diversity of assessment tasks is essential for holistic assessment.

## **UNIT HLTPH7A                      Small scale compound/manufacture of pharmaceutical products**

### **Unit Descriptor**

This unit is concerned with the manufacturing and small scale compounding of non-sterile pharmaceutical products from fixed formulas.

All tasks are conducted in accordance with Good Manufacturing Practice (GMP) and standard operating procedures (SOPs)

Work performed requires a range of well developed skills where some discretion and judgement is required. Individuals will take responsibility for their own outputs and limited responsibility for the output of others.

<b>ELEMENT</b>	<b>PERFORMANCE CRITERIA</b>
1. Prepare for production process	<ul style="list-style-type: none"><li>1.1 Correct dress code, safety and personnel hygiene procedures are followed</li><li>1.2 Preparation areas are maintained at GMP requirements and Australian Standards for area classification</li><li>1.3 Work area and equipment are cleaned correctly</li><li>1.4 Inventory levels of raw materials and disposable equipment is maintained</li><li>1.5 Manufacturing order is obtained and clarified, confirmed and formulated by pharmacist</li><li>1.6 Manufacturing work sheet is interpreted and assigned appropriate product batch number</li><li>1.7 Manufacturing/compounding machinery is checked and set up correctly</li><li>1.8 Labels are generated and printed</li></ul>
2. Obtain and process raw materials	<ul style="list-style-type: none"><li>2.1 Raw materials are acquired in accordance with stock levels and stock requisitioning procedures</li><li>2.2 Raw materials are checked, to ensure they have been released from quarantine for use by authorised personnel</li><li>2.3 Raw materials are verified against manufacturing work sheet and raw material batch numbers recorded</li><li>2.4 Raw materials are weighed or measured in designated weighing area,</li><li>2.5 Raw materials are allocated, where applicable, to appropriate manufacturing machinery</li><li>2.6 Required authorisation/checks are obtained at designated points</li></ul>

ELEMENT	PERFORMANCE CRITERIA
3. Manufacture/ compound products	<p>3.1 Approved bulk raw materials are allocated to appropriate machinery where required</p> <p>3.2 Raw materials are incorporated in accordance with batch documentation</p> <p>3.3 Product are compounded in accordance with method on manufacturing work sheet and in compliance with SOPs for usage of any required machinery.</p> <p>3.4 Required authorisation/checks are obtained at designated points</p> <p>3.5 Product is monitored and any necessary pharmaceutical/compounding adjustments made to ensure product complies with work sheet specifications</p> <p>3.6 Finished products are inspected for deviations</p> <p>3.7 On completion of compounding and approval from authorised person, product is packed using appropriate packaging devices/machinery as specified on the work sheet</p> <p>3.8 Containers/units are labelled in accordance with labelling specifications on the work sheet</p> <p>3.4 If required, a retention sample and/or quality control sample is packed and labelled as specified on the work sheet</p>
4 Complete production process	<p>4.1 Where specified, product is placed in quarantine area under appropriate storage conditions</p> <p>4.2 Machinery and manufacturing area are cleaned correctly</p> <p>4.3 Machinery and equipment records and/or logs are completed</p> <p>4.4 Documentation is completed correctly and forwarded to appropriate department</p> <p>4.5 Discrepancies in labels and documentation are noted</p> <p>4.6 Number of labels printed are reconciled with number used and excess discarded</p> <p>4.7 Discrepancies in the functioning of equipment are noted, reported and corrective action taken in accordance with instructions of authorised personnel</p> <p>4.8 Discrepancies are reported to authorised person</p> <p>4.9 Final clearance from the authorised personnel is obtained</p>

ELEMENT	PERFORMANCE CRITERIA
5. Participate in quality control	<p>5.1 Environmental monitoring is performed in accordance with organisational requirements</p> <p>5.2 Product sample and relevant documentation is submitted to quality control where specified</p> <p>5.3 Product quality control assay results and manufacturing area environmental monitoring results are recorded and filed appropriately</p>
6. Transport and store released product	<p>6.1 Products are stored in accordance to manufacturing documentation</p> <p>6.2 Released product(s) are obtained from quarantine store</p> <p>6.3 Released product(s) are packed into appropriate delivery containers</p> <p>6.4 Product is delivered to store/dispensary by appropriate means</p> <p>6.5 Receipting area personnel are advised of products requiring special storage conditions</p> <p>6.6 Records and/or work sheets are completed and filed appropriately</p>

## RANGE OF VARIABLES

This range of variables provides further advice to interpret the scope and context of this unit of competence. It assumes that work is carried out in accordance with relevant organisational policy, legislative requirements, industrial awards and agreements and in-house standard operating procedures (SOPs).

*Products include the following:*

- Formulary drugs and non-formulary drugs eg clinical trial drugs and special access scheme drugs
- Products with the required integrity as well as those whose integrity have been compromised eg damaged, contaminated or deteriorated stock
- Routine handling products and products requiring special handling eg cytotoxics and its spill management; refrigerated and frozen items, light sensitive materials and flammables

*Calculations may be made:*

- Manually
- Using a calculator

*Records may be recorded:*

- Manually
- Computer based systems

*Records may be produced:*

- In print form
- Electronically

*Storage conditions include:*

- Correct temperature
- Humidity
- Light
- Secured
- Ventilated
- Ambient
- Isolated
- Correct storage of hazardous substances
- The range of raw materials, manufacturing equipment and packaging devices to be used is specified by the batch/work sheet

*Skin cleaning preparations used are specified by hospital/health facility infection control policy*

- Chlorhexidine gluconate
- Povidone iodine preparations

## RANGE OF VARIABLES

*and SOPs and may include:*

Batch numbers can consist of any combination of numerals and digits as specified in SOP that can uniquely identify an individual product or batch for recording and identification purposes.

*Raw materials may include:*

- Therapeutic agents
- Agents considered inactive, that are required for bulking, stabilising, colouring and flavouring the final product

Quarantine period may be defined as time taken to obtain confirmation of suitability of product/batch for human use.

*Equipment used in manufacturing process may be disposable or non-disposable and may include:*

- Balances
- Meters
- Gauges
- Measures
- Beakers
- Mixers
- Pumps
- Spatulas
- Ointment slabs
- Filters
- Extractors
- Stills
- Syringes
- Needles
- Pestle and mortars

*Compounding includes:*

- Trituration
- Aggregation
- Grinding
- Dissolution
- Mixing
- Emulsification
- Suspension

*Product packing may include:*

- Bulk containers
- Patient ready units

## RANGE OF VARIABLES

*Containers include:*

- Bottles (medicinal and poison)
- Glass jars
- Tubes
- Vials
- Syringes
- Miscellaneous individual patient unit devices

*Labels can be:*

- Typed
- Written
- electronically produced

*Cleaning methods include:*

- Swabbing washing
- Sweeping
- Wiping
- Disinfecting
- Soaking
- De-scaling

*Dosage forms include:*

- Oral
- Parenteral
- Topical

*Special storage conditions may include:*

- Refrigeration
- Inflammable store

## EVIDENCE GUIDE

### *Critical aspects of assessment required include:*

- Work is carried out in accordance with organisational policy, legislative requirements, industrial awards and agreements and in-house standard operating procedures (SOP's)
- Work is performed in a safe manner
- Prepare, process and manufacture quality non-sterile pharmaceutical products from fixed formulae
- Transport and store product in accordance with GMP
- Complete and file documentation correctly
- Issues identified outside scope of practice are referred to authorised person

### *Relationship with other units:*

This unit can be delivered and assessed independently, however holistic assessment practice with other pharmacy units of competency is encouraged.

### *Essential knowledge required includes:*

- Knowledge of and the rationale for applicable legislation, organisational policy and in-house standard operating procedures (SOPs)
- Basic hygiene and the importance of maintaining a clean working environment and equipment
- Principles and procedures of maintaining security of pharmaceutical products
- Purpose of batch numbering and expiry date on medicines
- Identification and handling of products which include:
  - Formulary drugs and non-formulary drugs eg clinical trial drugs and special access scheme drugs
  - Products with the required integrity as well as those whose integrity have been compromised eg damaged, contaminated or deteriorated stock
  - Routine handling products and products requiring special handling eg cytotoxics and its spill management; refrigerated and frozen items, light sensitive materials and flammables
- Maintenance principles and procedures of clean



## EVIDENCE GUIDE

work environments

- Personal hygiene and clothing standards for manufacturing
- Chemical and physical properties of raw materials in relation to formulation and compounding
- Principles and procedures of formulae calculations, weights and measures
- Purpose of information to be shown on medicine packs eg product name, batch numbering and expiry date
- Storage requirements and the rationale for different types of product
- Principles of handling and storage of hazardous materials
- Sources and types of contamination - microbial, cross-chemical, physical, environmental and corrective strategies
- Basic principles of manufacturing processes
- Processes for dilution, suspension, incorporation and reconstitution
- Nature and use of different dosage forms
- Packaging methods, container materials and principles for selection
- Principles of record keeping

### *Underpinning skills:*

- Produce a product free from microbial or cross-contamination
- Assemble, maintain, clean and use all equipment used in manufacturing process in a correct and safe manner and ensure a clean work environment
- Select and maintain appropriate equipment for manufacturing task
- Calculate drug and non-drug stock requirements
- Communicate and interact appropriately with colleagues, health care practitioners, other clients and patients
- Use time management strategies to set priorities
- Reading and writing skills - literacy competence required to fulfil job roles in a safe manner and as specified by the organisation. The level of skill may range from the ability to understand symbols used in OHS signs, to reading and understanding manufacturer specifications for equipment and

## EVIDENCE GUIDE

good Manufacturing Practice procedures. Written documentation relating to the packing process has to be completed accurately. Literacy support available in the workplace may range from having access to support or assistance from expert/mentor/supervisor, to having no communication supports available. Literacy may be required in English or a community language.

- Oral communication skills - language competence required to fulfil job roles in a safe manner and as specified by the organisation. Assessors should look for skills in asking questions, providing clear information, listening to and understanding workplace instructions, and clarifying workplace instructions when necessary. Organisations may require competence in English or a community language, depending on client group.
- Numeracy skills may range from the ability to complete arithmetic calculations including percentages, weighing and measuring items to recording and collating data
- Problem solving skills required include ability to use available resources

### *Resource implications*

Resource requirements include all the relevant resources commonly provided in the health service setting. Specific tools may include:

- Relevant policies (Good Manufacturing Practice Procedures) and procedures manuals, legislation and standards
- Organisation's mission statement, strategic and business plan
- Other documentation relevant to the work context such as:
  - Organisational charts
  - Weighing and measuring equipment
  - Relevant manufacturing and packaging machinery
  - Instructions for the use of equipment
  - Specific instructions for staff

### *Method of assessment*

Assessment may include:

- Observation of work performance
- Written tasks
- Interview and questioning
- Authenticated portfolio/log book
- Supporting statement of supervisor(s)

## EVIDENCE GUIDE

- Authenticated evidence of relevant work experience and/or formal/informal learning.

### *Context of assessment:*

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

Assessment should be conducted on more than one occasion to cover a variety of circumstances and to establish consistency.

A diversity of assessment tasks is essential for holistic assessment.

## **UNIT HLTPH8A     Maintain the procurement and storage of pharmaceutical products**

### **Unit Descriptor**

This unit is concerned with maintaining a pharmaceutical stock control system according to standard operating procedures (SOPs) that complies with Good Pharmacy Practice, Good Wholesaling Practice and legal requirements.

All tasks are conducted in accordance with standard procurement policy and standard operating procedures (SOPs)

Work performed requires a broad knowledge base and the ability to apply solutions to a defined range of unpredictable problems. One will take responsibility for own outputs and limited responsibility for the quantity and quality of output of others.

<b>ELEMENT</b>	<b>PERFORMANCE CRITERIA</b>
1. Source inventory and/or unusual stock	<ul style="list-style-type: none"><li>1.1 Requisition requirements are obtained</li><li>1.2 Generic drug name, the trade name(s) and manufacturer/supplier details are identified via a range of manual or electronic resources</li><li>1.3 If drug is registered in terms of the Therapeutic Goods Act, appropriate supplier is sourced</li><li>1.4 Availability and cost data are provided to the designated pharmacist</li><li>1.5 Once approval is given to proceed, order is placed</li></ul>
2. Control the receipt of products	<ul style="list-style-type: none"><li>2.1 SOPs are adhered to during the receipt of products</li><li>2.2 Verification of quantities and condition of products is supervised as indicated in documentation</li><li>2.3 Check temperature requirements are followed where appropriate</li><li>2.4 Scheduled products are brought to the attention of the pharmacist for correct handling</li><li>2.5 Stock is quarantined as appropriate</li><li>2.6 Data capture is checked for accuracy</li><li>2.7 Check batch traceability is maintained</li><li>2.8 Timely and accurate transfer of products to allocated bins is supervised</li></ul>

ELEMENT	PERFORMANCE CRITERIA
3. Control the storage of products	3.1 Warehouse maps are maintained 3.2 Products are stored in accordance with logical auditable system 3.3 Correct storage conditions are monitored and supervised 3.4 Deviations reported to the responsible pharmacist 3.5 Check hygienic conditions are maintained at all times 3.6 Condition of products verified and maintained in saleable condition 3.7 Check responsible pharmacist has been alerted if the condition of the stock deteriorates
4 Monitor and maintain stock	4.1 Verify stock received is packed onto the shelves in accordance with packing criteria 4.2 Correct working stock levels and storage conditions are maintained 4.3 Stock discrepancies are reported to responsible pharmacist 4.4 Verify stock is checked on a regular basis for dated or slow moving items and these are reported to responsible pharmacist 4.5 Verify stock is rotated appropriately 4.6 Quality of stock is controlled by visual inspection 4.7 Expired or damaged stock for return is reported to responsible pharmacist 4.8 Batch traceability of products is maintained

## RANGE OF VARIABLES

This range of variables provides further advice to interpret the scope and context of this unit of competence. It assumes that work is carried out in accordance with relevant organisational policy, legislative requirements, industrial awards and agreements and in-house standard operating procedures (SOPs).

- Products include the following:*
- Formulary drugs and non-formulary drugs eg clinical trial drugs and special access scheme drugs
  - Products with the required integrity as well as those whose integrity have been compromised eg damaged, contaminated or deteriorated stock
  - Routine handling products and products requiring special handling eg cytotoxics and its spill management; refrigerated and frozen items, light sensitive materials and flammables.
- Calculations may be made:*
- Manually
  - Using a calculator
- Stock ordering may be:*
- Written
  - Verbal
  - Electronic
- Records may be recorded:*
- Manually
  - Through the use of computer based systems
  - In print form
  - In an electronic system
- Storage conditions may include:*
- Correct temperature
  - Humidity
  - Light
  - Secured
  - Ventilated
  - Ambient
  - Isolated
  - Correct storage of hazardous substances

## EVIDENCE GUIDE

### *Critical aspects of assessment required:*

- Work is carried out in accordance with relevant organisational policy, legislative requirements, industrial awards and agreements and in-house standard operating procedures (SOPs)
- Work is performed in a safe manner
- Pharmaceutical stock is procured and stored to meet organisational requirements
- Effectively communicate with internal and external clients
- Issues identified outside scope of practice are referred to authorised person

### *Relationship with other units:*

This unit can be delivered and assessed independently, however holistic assessment practice with other pharmacy units of competency is encouraged.

### *Essential knowledge required must include:*

- Knowledge of and the rationale for applicable legislation, organisational policy and in-house standard operating procedures (SOPs)
- Basic hygiene and the importance of maintaining a clean working environment and equipment
- Sources of stock, including non-formulary items
- Purpose and operation of purchasing contracts
- Principles and procedures of stock control and maintenance
- Financial implications of stock level control
- Principles and procedures of maintaining security of pharmaceutical products
- Purpose of batch numbering and expiry date on medicines
- Storage requirements and the rationale for different types of product
- Identification and handling of products which include:
  - Formulary drugs and non-formulary drugs eg clinical trial drugs and special access scheme drugs
  - Products with the required integrity as well as those whose integrity have been compromised eg damaged, contaminated or deteriorated stock

## EVIDENCE GUIDE

- Routine handling products and products requiring special handling eg cytotoxics and its spill management, refrigerated and frozen items, light sensitive materials and flammables
- Appropriate methods of disposal of unwanted medicines including short and outdated stock
- Procedures for dealing with drug alerts and company recalls
- Procedures for dealing with returned goods

*Essential skills required include:*

- Provide workplace instruction and training to other pharmacy support personnel in procurement and storage of pharmaceuticals
- Identify, maintain and report working stock levels, eg slow moving items, overstocks, discrepancies, out-of-stocks, expired stock and damaged stock
- Monitor the quality of stock and storage conditions, including temperature, light, humidity, pest control and stock organisation
- Maintain stock security
- Ensure optimal usage of stock prior to expiry date
- Maintain stock control documentation
- Source supplier and place an order
- Enter and access data on pharmacy computer system
- Draw up and maintain location maps
- Communicate and interact appropriately with colleagues, health care practitioners, other clients and patients
- Use time management strategies to set priorities
- Reading and writing skills - literacy competence required to fulfil job roles in a safe manner and as specified by the organisation. The level of skill may range from the ability to understand symbols used in OHS signs, to reading and understanding organisational policies and procedures, Written documentation relating to the procurement process has to be completed accurately. Literacy support available in the workplace may range from having access to support or assistance from expert/mentor/supervisor, to having no communication supports available. Literacy may be required in English or a community language.



## EVIDENCE GUIDE

- Oral communication skills - language competence required to fulfil job roles in a safe manner and as specified by the organisation. Assessors should look for skills in asking questions, providing clear information, listening to and understanding workplace instructions, and clarifying workplace instructions when necessary. Organisations may require competence in English or a community language, depending on client group.
- Numeracy skills may range from the ability to complete arithmetic calculations including percentages, to recording, collating and analysing data.
- Problem solving skills required include ability to use available resources

### *Resource implications*

Resource requirements include all the relevant resources commonly provided in the health service setting. Specific tools may include:

- Relevant policies (Good Manufacturing Practice Procedures) and procedures manuals, legislation and standards
- Organisation's mission statement, strategic and business plan
- Other documentation relevant to the work context such as:
  - Organisational charts
  - Instructions for the use of equipment
  - Specific instructions for staff

### *Method of assessment*

Assessment may include:

- Observation of work performance
- Written tasks
- Interview and questioning
- Authenticated portfolio/log book
- Supporting statement of supervisor(s)
- Authenticated evidence of relevant work experience and/or formal/informal learning

### *Context of assessment:*

- This unit is most appropriately assessed in the workplace or a simulated workplace environment under the normal range of work conditions.
- Assessment should be conducted on more than one occasion to cover a variety of circumstances to establish consistency.
- A diversity of assessment tasks is essential for holistic assessment.





## **UNIT HLTPH9A     Maintain the distribution of pharmaceutical products**

### **Unit Descriptor**

This unit is concerned with maintaining a pharmaceutical distribution system in accordance with standard operating procedures (SOPs) and complies with Good Pharmacy Practice, Good Wholesaling Practice and legal requirements.

All tasks are conducted in accordance with standard procurement policy and standard operating procedures (SOPs).

Work performed requires a broad knowledge base and the ability to apply solutions to a defined range of unpredictable problems. Individuals will take responsibility for their own outputs and limited responsibility for the quantity and quality of output of others.

<b>ELEMENT</b>	<b>PERFORMANCE CRITERIA</b>
1. Maintain the packing of product orders	<ul style="list-style-type: none"><li>1.1 Availability of suitable packaging materials is verified, to minimise breakages</li><li>1.2 Finished products are packed correctly</li><li>1.3 Verify correct packing procedures are followed in order to maintain integrity, cold chain and security</li><li>1.4 Verify safety procedures are complied with regarding hazardous substances</li><li>1.5 Availability of labels are checked and accurate delivery information provided</li><li>1.6 Ensure orders are completed and in accordance with packing instructions</li></ul>
2. Maintain the despatch product orders	<ul style="list-style-type: none"><li>2.1 Ensure products are despatched accurately and timely</li><li>2.2 Security relating to delivery information on parcels are maintained</li><li>2.3 Check route sheets and other delivery documentation is accurate and followed</li><li>2.4 Security procedures are implemented to ensure the integrity of delivered goods</li><li>2.5 Verify packaging and handling procedures are implemented in accordance with standard operating procedures</li><li>2.6 Cold chain maintenance and breakage avoidance is verified</li></ul>
3. Maintain the handling of returned products	<ul style="list-style-type: none"><li>3.1 Authorisation is obtained for receiving returned goods</li><li>3.2 Procedures for the receiving of returned products are applied</li></ul>

<b>ELEMENT</b>	<b>PERFORMANCE CRITERIA</b>
	3.3 Accurate records are kept and credit processes completed in a timely manner
	3.4 Returned products policies are implemented under the supervision of the pharmacist
	3.5 Ensure returned goods safely and securely stored in designated areas
	3.6 Accidental contamination of returned products is minimised
	3.7 documentation for inspection and authorisation is forwarded to appropriate personnel

## RANGE OF VARIABLES

This range of variables provides further advice to interpret the scope and context of this unit of competence. It assumes that work is carried out in accordance with relevant organisational policy, legislative requirements, industrial awards and agreements and in-house standard operating procedures (SOPs).

- Products include the following:*
- Formulary drugs and non-formulary drugs eg clinical trial drugs and special access scheme drugs
  - Products with the required integrity as well as those whose integrity have been compromised eg damaged, contaminated or deteriorated stock
  - Routine handling products and products requiring special handling eg cytotoxics and its spill management; refrigerated and frozen items, light sensitive materials and flammables
- Calculations may be made:*
- Manually
  - Using a calculator
- Stock orders may be from:*
- Hospitals
  - Pharmacies
  - Clinics
- Stock ordering may be:*
- Written
  - Verbal
  - Electronic
- Records may be recorded:*
- Manually
  - Computer based systems
  - In print form
  - Electronic system
- Storage conditions may include:*
- Correct temperature
  - Humidity
  - Light
  - Secured
  - Ventilated
  - Ambient
  - Isolated
  - Correct storage of hazardous substances

## EVIDENCE GUIDE

### *Critical aspects of assessment must include:*

- Work is carried out in accordance with relevant organisational policy, legislative requirements, industrial awards and agreements and in-house standard operating procedures (SOPs)
- Work is performed in a safe manner
- Effective maintenance of a pharmaceutical distribution system
- Effective communication with internal and external clients of the distribution system
- Issues identified outside scope of practice are referred to authorised person

### *Relationship with other units:*

- This unit can be delivered and assessed independently, however holistic assessment practice with other pharmacy units of competency is encouraged.

### *Essential knowledge must include:*

- Knowledge of and the rationale for applicable legislation, organisational policy and in-house standard operating procedures (SOPs)
- Basic hygiene and the importance of maintaining a clean working environment and equipment
- Sources to determine legitimate receivers of stock
- Packaging and transport specifications for various products
- Input and access of data relating to stock control
- Principles and procedures of stock control and maintenance
- Principles and procedures of maintaining security in the pharmacy/warehouse
- Storage requirements and the rationale for different types of product
- Identification and handling of products which include:
  - Formulary drugs and non-formulary drugs eg clinical trial drugs and special access scheme drugs
  - Products with the required integrity as well as those whose integrity have been compromised eg damaged, contaminated or deteriorated stock
  - Routine handling products and products

## EVIDENCE GUIDE

requiring special handling eg cytotoxics and its spill management; refrigerated and frozen items, light sensitive materials and flammables

- Appropriate methods of disposal of unwanted medicines including short and outdated stock
- Procedures for dealing with returned goods

### *Essential skills must include:*

- Apply good distribution principles to prevent contamination or deterioration of the products, damage to packs or confusion of products
- Provide workplace instruction and training to other pharmacy support personnel in distribution of pharmaceuticals
- Maintain stock security
- Monitor the quality of stock and storage conditions, including temperature, light, humidity, pest control and stock organisation
- Ensure optimal usage of stock prior to expiry date
- Maintain stock supply documentation
- Enter and access data on pharmacy computer system
- Communicate and interact appropriately with colleagues, health care practitioners, other clients and patients
- Use time management strategies to set priorities
- Reading and writing skills - literacy competence required to fulfil job roles in a safe manner and as specified by the organisation. The level of skill may range from the ability to read and understand legislation, to implementing organisational policies and procedures manuals. Documentation relating to the distribution of pharmaceutical products is to be accurately completed and maintained. Literacy support available in the workplace may range from having access to support or assistance from expert/mentor/supervisor, to having no communication supports available. Literacy may be required in English or a community language.
- Oral communication skills - language competence required to fulfil job roles in a safe manner and as specified by the organisation. Assessors should look for skills in asking questions, providing clear information, listening to and understanding



## EVIDENCE GUIDE

workplace instructions, and clarifying workplace instructions when necessary. Organisations may require competence in English or a community language, depending on client group.

- Numeracy skills may range from the ability to complete arithmetic calculations including percentages, to recording, collating and analysing data.
- Problem solving skills required include ability to use available resources

### *Resource implications*

Resource requirements include all the relevant resources commonly provided in the health service setting. Specific tools may include:

- Relevant policies and procedures manuals, legislation and standards
- Organisation's mission statement, strategic and business plan
- Other documentation relevant to the work context such as:
  - Organisational charts
  - Floor plans
  - Stock distribution
  - Instructions for the use of equipment
  - Specific instructions for staff

### *Method of assessment*

Assessment may include:

- Observation of work performance
- Written tasks
- Interview and questioning
- Authenticated portfolio/log book
- Supporting statement of supervisor(s)
- Authenticated evidence of relevant work experience and/or formal/informal learning

### *Context of assessment:*

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

Assessment should be conducted on more than one occasion to cover a variety of circumstances to establish consistency.

A diversity of assessment tasks is essential for holistic assessment.

## **UNIT HLTPH10A**

## **Prepare batch and extemporaneous product master work sheets and labels**

### **Unit Descriptor**

This unit is concerned with the preparation of master work sheets for use in batch or extemporaneous product manufacture.

All tasks are conducted in accordance with legislative requirements, Good Pharmacy Practice (GPP) and standard operating procedures (SOPs).

Work performed requires a broad knowledge base and the ability to apply solutions to a defined range of unpredictable problems. Individuals will take responsibility for their own outputs and limited responsibility for the quantity and quality of output of others.

### **ELEMENT**

### **PERFORMANCE CRITERIA**

- |                                  |   |
|----------------------------------|---|
| 1. Source information on formula | 1.1 Appropriate dosage form for product is selected, based on patient need and/or against application of drug |
|                                  | 1.2 Validated resources are used to source available formulae for required product                            |
|                                  | 1.3 Relevant information is consolidated and made available   |
|                                  | 1.4 Suitability of chosen formula and availability of resources is confirmed with pharmacist                  |
|                                  | 1.5 Authority of pharmacist to proceed is obtained  |

- |    |   |     |  |
|----|---|-----|--|
| 2. | Design master batch/work sheet and labels | 2.1 | If available, template is used to create a master batch/work sheet   |
|    |   | 2.2 | If no template is available, a master batch/work sheet is created based on existing institutional format   |
|    |   | 2.3 | Verify that master batch/work sheets is clearly written in logical order with no ambiguous directions  |
|    |   | 2.4 | Verify that master batch/work sheets contains all the required information   |
|    |   | 2.5 | Create a master label that: <ul style="list-style-type: none"><li>– Is within legislative requirements</li><li>– Contains name, form and strength of product</li><li>– Provides spacing for entry of batch numbers and expiry dates</li><li>– Includes hazard warnings</li></ul> |
|    |   | 2.6 | Included ancillary labels as part of label details according to institutional policy   |
|    |   | 2.7 | Master label is created  |
|    |   | 2.8 | Where specified, batch record sheet is created for recording details of dates and quantities of products to be made and released for use   |

- 3. Seek approval and release of batch/work sheet for use
  - 3.1 Master batch/work sheet and labels are submitted to pharmacist for approval
  - 3.2 Once released by pharmacist, copies of master batch/work sheet are made for use and stored in designated work sheet storage file
  - 3.3 Master batch/work sheet is filed

## RANGE OF VARIABLES

This range of variables provides further advice to interpret the scope and context of this unit of competence. It assumes that work is carried out in accordance with relevant organisational policy, legislative requirements, industrial awards and agreements and in-house standard operating procedures (SOPs).

*Products include the following:*

- Formulary drugs and non-formulary drugs eg clinical trial drugs and special access scheme drugs
- Products with the required integrity as well as those whose integrity have been compromised eg damaged, contaminated or deteriorated stock
- Routine handling products and products requiring special handling eg cytotoxics and its spill management; refrigerated and frozen items, light sensitive materials and flammables.
- Validated resources include the Australian pharmaceutical formulary, British national formulary, British Pharmacopoeia, Martindale, Trissel, hospital formulae in manual or electronic format

Dosage forms include oral (solid or liquid), parenteral and topical

*Information may include:*

- Raw drug materials list
- Equipment required
- Preparation instructions
- Storage and stability data
- Packaging and label requirements

*Master batch/work sheets must:*

- Be clearly written
- Be in logical order
- Contain all the required information
- Contain no ambiguous directions

*Master label must:*

- Be within legislative requirements;
- Contain name, form and strength of product
- Provide spacing for entry of batch numbers and expiry dates
- Include hazard warnings
- Include ancillary labels as part of label details

## RANGE OF VARIABLES

according to institutional policy

*Calculations may be made:*

- Manually
- Using a calculator

*Stock ordering may be:*

- Written
- Verbal
- Electronic

*Records may be recorded:*

- Manually
- Using computer based systems
- In print form
- Using electronic system

*Storage conditions may include:*

- Correct temperature
- Humidity
- Light
- Secured
- Ventilated
- Ambient
- Isolated
- Correct storage of hazardous substances

## EVIDENCE GUIDE

### *Critical aspects of assessment required include:*

- Work is carried out in accordance with relevant organisational policy, legislative requirements, industrial awards and agreements and in-house standard operating procedures (SOPs) manner
- Master batch/work sheet and labels designed to meet organisational and legislative requirements
- Masters and copied documents filed in accordance with organisational requirements
- Issues identified outside scope of practice are referred to authorised person
- Work is performed in a safe manner

### *Relationship with other units:*

This unit can be delivered and assessed independently, however holistic assessment practice with other pharmacy units of competency is encouraged.

### *Essential knowledge required includes:*

- Knowledge of and the rationale for applicable legislation, organisational policy and in-house standard operating procedures (SOPs)
- Basic hygiene and the importance of maintaining a clean working environment and equipment
- Principles and procedures of stock control and maintenance
- Principles and procedures of maintaining security of pharmaceutical products
- Purpose of batch numbering and expiry date on medicines
- Storage requirements and the rationale for different types of product
- Identification and handling of products which include:
  - Formulary drugs and non-formulary drugs eg clinical trial drugs and special access scheme drugs
  - Products with the required integrity as well as those whose integrity have been compromised eg damaged, contaminated or deteriorated stock
  - Routine handling products and products requiring special handling eg cytotoxics and its spill management; refrigerated and frozen items, light sensitive materials and flammables

## EVIDENCE GUIDE

- Formulation resources
- Issues of pharmaceutical procedures, relevant to formulation and calculation
- Nature and usage of different drug dosage forms
- Principles of good manufacturing practice
- Chemical and physical properties of pharmaceutical raw materials in relation to formulation and compounding
- Principles of mathematics in relation to formulation calculations
- Hospital or health facility in-house computer system

*Underpinning skills required include:*

- Use validated formulation resources to formulae a stable, pharmaceutically correct, quality product
- Communicate and interact appropriately with colleagues, health care practitioners, other clients and patients
- Enter and access data on pharmacy computer system
- Use time management strategies to set priorities
- Reading and writing skills - literacy competence required to fulfil job roles in a safe manner and as specified by the organisation. The level of reading and writing skills is advanced and ranges from the ability to read and understand legislation, to implementing organisational policies and procedures manuals. Documentation in respect to formulation of pharmaceutical products is to be accurately completed and maintained. Literacy support available in the workplace may range from having access to support or assistance from expert/mentor/supervisor, to having no communication supports available. Literacy may be required in English or a community language.
- Oral communication skills - language competence required to fulfil job roles in a safe manner and as specified by the organisation. Assessors should look for skills in asking questions, providing clear information, listening to and understanding workplace instructions, and clarifying workplace instructions when necessary. Organisations may require competence in English or a community language, depending on client group.
- Numeracy skills may range from the ability to complete arithmetic calculations including



## EVIDENCE GUIDE

percentages, formulation calculations, to recording, collating and analysing data

- Problem solving skills required included ability to use available resources

### *Resource implications*

Resource requirements include all the relevant resources commonly provided in the health service setting. Specific tools may include:

- Relevant policies and procedures manuals, legislation and standards
- Organisation's mission statement, strategic and business plan
- Other documentation relevant to the work context such as:
  - Organisational charts
  - Floor plans
  - Stock distribution
  - Instructions for the use of equipment
  - Specific instructions for staff

### *Method of assessment*

Assessment may include:

- Observation of work performance
- Written tasks
- Interview and questioning
- Authenticated portfolio/log book
- Supporting statement of supervisor(s)
- Authenticated evidence of relevant work experience and/or formal/informal learning

### *Context of assessment:*

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

Assessment should be conducted on more than one occasion to cover a variety of circumstances to establish consistency.

A diversity of assessment tasks is essential for holistic assessment.

## **UNIT HLTPH11A**

## **Small scale compound/manufacture aseptic pharmaceutical products**

### **Unit Descriptor**

This unit is concerned with the manufacturing and small scale compounding of sterile pharmaceutical products from fixed formulae.

All tasks are conducted in accordance with Good Manufacturing Practice, relevant Australian Standards and standard operating procedures (SOPs).

Work performed requires a broad knowledge base and the ability to apply solutions to a defined range of unpredictable problems. Individuals will take responsibility for their own outputs and limited responsibility for the quantity and quality of output of others.

### **ELEMENT**

### **PERFORMANCE CRITERIA**

- |                                     |  |
|-------------------------------------|--|
| 1. Prepare for production process   | 1.1 Correct dress code, safety and personnel hygiene procedures are followed                                     |
|                                     | 1.2 Preparation areas maintained and work area and equipment cleaned correctly                                   |
|                                     | 1.3 Cytotoxic spill cleaning kits are made available for all production areas                                    |
|                                     | 1.4 Inventory levels of raw materials and disposable equipment is maintained                                     |
|                                     | 1.5 Manufacturing order is obtained, clarified, confirmed and formulated by pharmacist                           |
|                                     | 1.6 Manufacturing batch/work sheet is interpreted and assigned appropriate product batch number                  |
|                                     | 1.7 Manufacturing/compounding machinery is checked and set up correctly  |
|                                     | 1.8 Labels are generated and printed   |
| 2. Obtain and process raw materials | 2.1 Raw materials are acquired in accordance with stock levels and stock requisitioning procedures               |
|                                     | 2.2 Raw materials are checked, to ensure they have been released from quarantine for use by authorised personnel |
|                                     | 2.3 Raw materials are verified against manufacturing work sheet and raw material batch numbers recorded          |
|                                     | 2.4 Raw materials are weighed or measured in designated weighing area,   |
|                                     | 2.5 Raw materials are allocated, where applicable, to appropriate manufacturing machinery                        |
|                                     | 2.6 Required authorisation/checks are obtained at designated points  |

ELEMENT	PERFORMANCE CRITERIA
3. Prepare for sterile manufacturing	<p>3.1 Raw materials, disposable equipment and covered work sheet are transferred to pre-production area</p> <p>3.2 Hand washing and gowning procedures are followed</p> <p>3.3 Raw materials, disposable equipment and work sheet are disinfected and transferred to sterile production area</p>
4. Manufacture/compound products	<p>4.1 Cleaning, set-up of work station and transference of raw materials is compliant with GMP and Australian Standards for operator safety</p> <p>4.2 Approved bulk raw materials are allocated to appropriate machinery where required</p> <p>4.3 Raw materials are incorporated in accordance with batch documentation</p> <p>4.4 Product is compounded in accordance with method on manufacturing work sheet and in compliance with SOPs for usage of any required machinery</p> <p>4.5 Required authorisation/checks are obtained at designated points</p> <p>4.6 Product is monitored and any necessary pharmaceutical/compounding adjustments made to ensure product complies with work sheet specifications</p> <p>4.7 Finished products are inspected for deviations</p> <p>4.8 On completion of compounding and approval from authorised person, product is packed using appropriate packaging devices/machinery as specified on the work sheet</p> <p>4.9 Containers/units are labelled in accordance with labelling specifications on the work sheet</p> <p>4.10 If required, a retention sample and/or quality control sample is packed and labelled as specified on the work sheet</p>

<b>ELEMENT</b>	<b>PERFORMANCE CRITERIA</b>
5. Complete production process	<p>5.1 Where specified, product is placed in quarantine area under appropriate storage conditions</p> <p>5.2 Machinery and manufacturing area is cleaned correctly</p> <p>5.3 Machinery and equipment records and/or logs are completed</p> <p>5.4 Documentation is completed correctly and forwarded to appropriate department</p> <p>5.5 Discrepancies are reported to authorised person</p> <p>5.6 Final clearance from the authorised personnel is obtained</p>
6. Participate in quality control	<p>6.1 Environmental monitoring is performed in accordance with organisational requirements</p> <p>6.2 Product sample and relevant documentation is submitted to quality control where specified</p> <p>6.3 Product quality control assay results and manufacturing area environmental monitoring results are recorded and filed appropriately</p>
7. Transport and store released product	<p>7.1 Products are stored in accordance to manufacturing documentation</p> <p>7.2 Released product(s) is obtained from quarantine store</p> <p>7.3 Released product(s) is packed into appropriate delivery containers</p> <p>7.4 Product is delivered to store/dispensary by appropriate means</p> <p>7.5 Receipting area personnel is advised of products requiring special storage conditions</p> <p>7.6 Records and/or work sheets are completed and filed appropriately</p>

## RANGE OF VARIABLES

This range of variables provides further advice to interpret the scope and context of this unit of competence. It assumes the work is carried out in accordance with relevant organisational policy, legislative requirements, industrial awards and agreements and in-house standard operating procedures (SOPs).

*Products include the following:*

- Formulary drugs and non-formulary drugs eg clinical trial drugs and special access scheme drugs
- Products with the required integrity as well as those whose integrity have been compromised eg damaged, contaminated or deteriorated stock
- Routine handling products and products requiring special handling eg cytotoxics and its spill management, refrigerated and frozen items, light sensitive materials and flammables.

*Calculations may be made:*

- Manually
- Using a calculator

*Records may be recorded:*

- Manually
- Using computer based systems

*Records may be produced:*

- In print form
- Electronically

*Storage conditions include:*

- Skin cleaning preparations used are specified by hospital/health facility infection control policy and SOPs and may include:
  - Chlorhexidine gluconate
  - Povidone iodine preparations
- Batch numbers can consist of any combination of numerals and digits as specified in SOP that can uniquely identify an individual product or batch for recording and identification purposes

*Raw materials may include:*

- Therapeutic agents
- Agents considered inactive, that are required for bulking, stabilising, colouring and flavouring the final product
- Quarantine period may be defined as time taken to obtain confirmation of suitability of product/batch

## RANGE OF VARIABLES

for human use

*Equipment used in manufacturing process may be disposable or non-disposable and may include:*

- Balances
- Meters
- Gauges
- Measures
- Beakers
- Mixers
- Pumps
- Spatulas
- Ointment slabs
- Filters
- Extractors
- Stills
- Syringes
- Needles
- Pestle and mortars

*Compounding includes:*

- Trituration
- Aggregation
- Grinding
- Dissolution
- Mixing
- Emulsification
- Suspension

*Product packing may include:*

- Bulk containers
- Patient ready units

*Containers include:*

- Bottles (medicinal and poison)
- Glass jars
- Tubes
- Vials
- Syringes
- Miscellaneous individual patient unit devices

*Labels can be:*

- Typed
- Written

## RANGE OF VARIABLES

- Electronically produced

*Cleaning methods include:*

- Swabbing
- Washing
- Sweeping
- Wiping
- Disinfecting
- Soaking
- De-scaling

*Dosage forms include:*

- Oral
- Parenteral
- Topical

*Special storage conditions may include:*

- Refrigeration
- Inflammable store

## EVIDENCE GUIDE

### *Critical aspects of assessment required include:*

- Work is carried out in accordance with organisational policy, legislative requirements, industrial awards and agreements and in-house standard operating procedures (SOPs)
- Work is performed in a safe manner
- Perform correct aseptic technique
- Compound raw materials correctly and safely to achieve a quality product
- Produce a product free from microbial or cross-contamination
- Transport and store product in accordance with GMP
- Complete and file documentation correctly
- Issues identified outside scope of practice are referred to authorised person

### *Relationship with other units:*

- This unit can be delivered and assessed independently, however holistic assessment practice with other pharmacy units of competency is encouraged.

### *Essential knowledge required includes:*

- Knowledge of and the rationale for applicable legislation, organisational policy and in-house standard operating procedures (SOPs)
- Basic hygiene and the importance of maintaining a clean working environment and equipment
- Principles and procedures of maintaining security of pharmaceutical products
- Purpose of batch numbering and expiry date on medicines
- Identification and handling of products which include:
  - Formulary drugs and non-formulary drugs eg clinical trial drugs and special access scheme drugs
  - Products with the required integrity as well as those whose integrity have been compromised eg damaged, contaminated or deteriorated stock
  - Routine handling products and products requiring special handling eg cytotoxics and its spill management; refrigerated and frozen



## EVIDENCE GUIDE

items, light sensitive materials and flammables

- Maintenance principles and procedures of clean work environments
- Personal hygiene and clothing standards for manufacturing
- Chemical and physical properties of raw materials in relation to formulation and compounding
- Principles and procedures of formulae calculations, weights and measures
- Purpose of information to be shown on medicine packs eg product name, batch numbering and expiry date
- Storage requirements and the rationale for different types of product
- Principles of handling and storage of hazardous materials
- Sources and types of contamination - microbial, cross-chemical, physical, environmental and corrective strategies
- Basic principles of manufacturing processes
- Processes for dilution, suspension, incorporation and reconstitution
- Nature and use of different dosage forms
- Packaging methods, container materials and principles for selection
- Principles of record keeping

### *Underpinning skills:*

- Assemble, maintain, clean and use all equipment used in manufacturing process in a correct and safe manner and ensure a clean work environment
- Select and maintain appropriate equipment for manufacturing task
- Calculate drug and non-drug stock requirements
- Communicate and interact appropriately with colleagues, health care practitioners, other clients and patients
- Use time management strategies to set priorities
- Reading and writing skills - literacy competence required to fulfil job roles in a safe manner and as specified by the organisation. The level of skill may range from the ability to understand symbols used in OHS signs, to reading and interpreting specifications for equipment, Good Manufacturing

## EVIDENCE GUIDE

Practice and legislative requirements. Written documentation relating to quality control and transportation of product must be completed accurately. Literacy support available in the workplace may range from having access to support or assistance from expert/mentor/supervisor, to having no communication supports available. Literacy may be required in English or a community language.

- Oral communication skills - language competence required to fulfil job roles in a safe manner and as specified by the organisation. Assessors should look for skills in asking questions, providing clear information, listening to and understanding workplace instructions, and clarifying workplace instructions when necessary. Organisations may require competence in English or a community language, depending on client group.
- Numeracy skills may range from the ability to complete arithmetic calculations including percentages, formulae calculations, weighing and measuring items to recording, collating and analysing data
- Problem solving skills required included ability to use available resources

### *Resource implications*

Resource requirements include all the relevant resources commonly provided in the health service setting. Specific tools may include:

- Relevant policies (Good Manufacturing Practice Procedures) and procedures manuals, legislation and standards
- Organisation's mission statement, strategic and business plan
- Other documentation relevant to the work context such as:
  - Organisational charts
  - Weighing and measuring equipment
  - Relevant manufacturing and packaging machinery
  - Instructions for the use of equipment
  - Specific instructions for staff

### *Method of assessment*

Assessment may include:

- Observation of work performance
- Written tasks
- Interview and questioning
- Authenticated portfolio/log book
- Supporting statement of supervisor(s)

## EVIDENCE GUIDE

- Authenticated evidence of relevant work experience and/or formal/informal learning

### *Context of assessment:*

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

Assessment should be conducted on more than one occasion to cover a variety of circumstances to establish consistency.

A diversity of assessment tasks is essential for holistic assessment.

## UNIT HLTSTE1A

## Cleaning of reusable medical devices

### Unit Descriptor

This unit is concerned with the ability to follow the correct procedures for collection of soiled items, identification, inspection, cleaning and handling of used equipment and operation of appropriate cleaning equipment where the range of functions is prescribed around known routines and procedures under the supervision of a qualified personnel.

### ELEMENT

### PERFORMANCE CRITERIA

- |  |   |
|--|---|
| 1. Follow standard precaution guidelines             | 1.1 Standard precautions are identified and accurately observed   |
|  | 1.2 Cleaning procedures comply with standard precautions guidelines and health care facility policies and procedures and OHS/AS 4187 guidelines |
|  | 1.3 Appropriate personal protection is worn   |
| 2. Collect contaminated items and equipment          | 2.1 Trolley designated for the collection of items and equipment is prepared and stocked with replacement collection bins                       |
|  | 2.2 Designated route and timetable for collecting contaminated items and equipment is followed  |
|  | 2.3 Contaminated items are secured and covered prior to transport   |
|  | 2.4 Contaminated goods are not left unattended en route   |
|  | 2.5 Used items and equipment are transported to the cleaning area according to departmental/health care facility policies                       |
|  | 2.6 Collection trolley and bins are cleaned and stored appropriately after use  |
| 3. Sort and process contaminated items and equipment | 3.1 Items and equipment are identified and classified in accordance with processing requirements/standards                                      |
|  | 3.2 Personal protective equipment is used appropriately   |
|  | 3.3 Cleaning processes are identified and implemented according to AS 4187  |
|  | 3.4 Items and equipment are prepared for specific cleaning  |

ELEMENT	PERFORMANCE CRITERIA
	<p>3.5 Items and equipment are cleaned according to manufacturer's and health care facility specifications</p> <p>3.6 Specific items and equipment requiring priority processing are identified and given priority</p> <p>3.7 Delicate items are segregated and processed according to policy</p> <p>3.8 Faulty or damaged items and equipment are identified and reported to designated authority</p> <p>3.9 Sharps and waste are removed and disposed of to point of use and any variance is reported in accordance with local regulations and health care facility guidelines AS4187</p> <p>3.10 Instrument lubrication is used according to departmental policy</p> <p>3.11 Items are appropriately transferred to packing or storage area</p>
<p>4. Follow required work flow processes</p>	<p>4.1 Work flows in one direction only from dirty to clean</p> <p>4.2 Designated work areas are segregated and clearly identified</p> <p>4.3 All tasks are performed in designated area</p> <p>4.4 Interruptions to work flow are identified and reported according to departmental procedures</p>
<p>5. Operate cleaning appliances safely and efficiently</p>	<p>5.1 Cleaning protocols according to AS 4187 are followed</p> <p>5.2 All appliances selected are prepared for use according to departmental guidelines</p> <p>5.3 Water quality and/or temperature quality checks are performed according to departmental policy</p> <p>5.4 Test cycles are carried out to the appropriate Australian or international standards to ensure appliances are functioning correctly</p> <p>5.5 Chemicals are identified, selected, stored and used according to manufacturer's instructions and OHS guidelines and with material safety data sheets visible for all chemicals in use</p> <p>5.6 Faulty/damaged appliances are identified and reported to the designated authority for repair</p> <p>5.7 Machines are operated and loaded according to AS 4187 manufacturer guidelines</p>

ELEMENT	PERFORMANCE CRITERIA
6. Follow procedures for handling and using cleaning appliances	5.8 AS4187 machines and environment are cleaned in accordance with manufacturer and departmental guidelines
	5.9 Chemicals used for cleaning of items and equipment comply with current Australian Standard 4187 and manufacturers recommendations.
	5.10 Environment and equipment is restocked according to departmental policy
	5.11 Processed items are checked for cleanliness, dryness and need for reprocessing if necessary
	6.1 Personal protective equipment and appropriate attire is used according to current NHMRC Infection Control Guidelines and Health Care Facility policies and procedures and AS 4187
	6.2 Safe work practices are followed

## RANGE OF VARIABLES

Items and equipment are goods that need to be processed.

*Cleaning appliances may include:*

- Washers/disinfectors
- Ultrasonic washers
- Cabinet washers
- Tunnel washers
- Drying cabinets
- Compressed air guns
- High pressure water equipment
- Sinks, hot and cold water and brushes
- Index cleaning systems

*Items and equipment may include:*

- Reusable surgical and medical instruments and equipment
- Reusable anaesthetic/respiratory equipment
- Reusable hollow ware

*Cleaning procedures may involve the use of specific chemicals such as:*

- Detergents
- Enzymatic cleaners
- Rinse aid
- Stain remover

Use of appliances and processing of items and equipment must comply with manufacturers' and health care facility specifications.

Work flow and traffic flow processes involve movement in one direction only from dirty to clean.

*Separate processing requirements apply for:*

- Anaesthetic/respiratory equipment
- Items for ultrasonic and mechanical processing
- Items for manual processing

*Specific cleaning may involve:*

- Dismantling
- Soaking
- Brushing of cannulated equipment
- Non-submersibles

## **RANGE OF VARIABLES**

- Complex specialised instrumentation

Selection and use of personal protective equipment should comply with Australian Standard 4187 and OHS requirements.



## EVIDENCE GUIDE

### *Critical aspects of assessment:*

- Knowledge and compliance with AS 4187 and/or AS-NZS 4815 for sterilisation procedures
- Maintenance work flow processes
- Documentation is complete and accurate

### *Concurrent assessment and relationship with other units:*

- This unit can be assessed independently, however holistic assessment practice with other sterilization units of competency is encouraged.

### *Underpinning knowledge required must include:*

- Fundamental knowledge of microbiology as it affects the sterilisation work environment
- Knowledge of the importance of sterilisation technology as a contribution to patient care
- Knowledge of the legal responsibilities of providers of health care in relation to confidentiality, patients rights, duty of care and the implications of negligence
- Knowledge of the work flow process, reasons for design of work area
- Use of chemicals
- Test cycle procedures
- Medical and surgical items and equipment
- Standard precaution procedures
- OHS policies, guidelines and symbols
- Basic principles and practices of cleaning and disinfection
- Hazard identification and risk controls
- Enterprise code of practice
- AS 4187, AS-NZS 4815, AS 2187 and all relevant infection prevention guidelines
- Relevant state/territory guidelines for sterilising services

### *Essential skills must include:*

- Machine and equipment operation
- Cleaning processes
- Selection and use of personal protection equipment
- Ability to collect, sort and process contaminated items and equipment
- Ability to follow organisational policies and

procedures

- Reading and writing skills - literacy competence required to fulfil job roles in a safe manner and as specified by organisation. The level of skill may range from the ability to understand symbols used OHS signs, to reading workplace safety pamphlets or procedure manuals, equipment operation manuals, handling chemicals such as cleaning fluids and completing documentation. Literacy support available in the workplace may range from having access to support or assistance from expert/mentor/supervisor, to having no communication supports available. Literacy may be required in English or a community language.
- Oral communication skills - language competence required to fulfil job roles in a safe manner and as specified by the organisation. Assessors should look for skills in asking questions, providing clear information, listening to and understanding workplace instructions, and clarifying workplace instructions when necessary. The organisation may require competence in english or community language, depending on client group.
- Numeracy skills - the ability to complete basic arithmetic calculations such as addition, subtraction, multiplication, division and record numbers.
- Problem solving skills - the ability to use available resources and prioritise workload

*Resource implications:*

Resource requirements include:

- Access to relevant workplace or appropriately simulated environment where assessment can take place
- Access to relevant Australian Standards, government and organisational policy, guidelines, procedures and protocols
- Cleaning equipment operation manuals

*Method of assessment:*

Assessment may include:

- Observation of performance
- Written tasks
- Interviewing and questioning
- Formal appraisal systems

- Staff/client feedback
- Portfolio/CV
- Supporting statement of supervisor(s)
- Authenticated evidence of relevant work experience and/or formal/informal learning
- Case studies and scenarios as a basis for discussion of issues and strategies to contribute to best practice in the work environment

*Context of assessment:*

This unit is most appropriately assessed in the workplace or in a simulated workplace setting under the normal range of workplace conditions. Assessment may be conducted on one occasion but should include a range of clients, reflecting the diverse nature of those for whom service is provided in the workplace context.

A diversity of assessment tasks is essential for holistic assessment.

## UNIT HLTSTE2A

## Prepare and pack items

### Unit Descriptor

This unit is concerned with the ability to process decontaminated items in preparation for sterilisation where the range of functions is prescribed around known routines and procedures except in some occasions where staff have to make executive decisions.

### ELEMENT

### PERFORMANCE CRITERIA

- |                         |   |
|-------------------------|---|
| 1. Prepare packing area | <ul style="list-style-type: none"><li>1.1 Area is cleaned prior to actual use</li><li>1.2 Appropriate attire is worn according to departmental policy</li><li>1.3 Line management is notified regarding stock requirements</li><li>1.4 Stock levels are maintained</li><li>1.5 Standard precautions are implemented</li><li>1.6 All equipment to be used is tested according to manufacturer and departmental policy</li></ul>  |
| 2. Process items        | <ul style="list-style-type: none"><li>2.1 Items requiring specific priority are identified and given priority</li><li>2.2 Items are identified and checked to ensure they are clean and dry</li><li>2.3 Where required, items are disassembled for cleaning, reassembled to assess completeness and function, and disassembled again to be packaged and sterilised, ensuring sterilant is able to contact all surfaces</li><li>2.4 Illuminated magnifier is used appropriately</li><li>2.5 Moving parts are lubricated where necessary</li><li>2.6 Items are identified and checked to ensure they are functional and complete, in accordance with manufacturers' specifications</li><li>2.7 Damaged items are identified, reported, removed and/or replaced</li><li>2.8 Items are identified, assembled, packaged and labelled according to specifications</li><li>2.9 Procedure for dealing with implantable medical items is followed</li><li>2.10 Linen is inspected and folded in designated area according to AS 4187 and departmental policy</li><li>2.11 Inspection and identification of linen suitability is carried out</li><li>2.12 Linen items not meeting required standard are</li></ul> |

ELEMENT	PERFORMANCE CRITERIA
	discarded for relaunder or repair
	2.13 Items not requiring sterilisation are assembled, packed and placed in the dedicated container for transfer to the identified location
3. Assemble trays and packs	<p data-bbox="608 418 1334 562">3.1 Packaging requirements and sterilising process are identified AS 4187 and selected for reusable items and linen in accordance with departmental guidelines and AS 4187</p> <p data-bbox="608 575 1302 680">3.2 Instrument trays or containers are identified and prepared in accordance with departmental specifications</p> <p data-bbox="608 694 1315 799">3.3 Every tray assembled is checked against relevant tray lists for completeness and cleanliness, damage reported and documented.</p> <p data-bbox="608 813 1307 918">3.4 Trays are wrapped, labelled and secured with adhesive sterilisation indicator tape according to departmental guidelines</p> <p data-bbox="608 931 1334 1037">3.5 Containers are closed and secured with external tamper-proof clips, chemical indicators and labels, according to manufacturer specifications</p> <p data-bbox="608 1050 1302 1126">3.6 Linen is folded in accordance with departmental and end user specifications and configurations</p> <p data-bbox="608 1140 1214 1216">3.7 Linen bundles and packs are packed with appropriate density</p> <p data-bbox="608 1229 1315 1305">3.8 Quality assurance documentation is completed in accordance with AS 4187 departmental policy</p> <p data-bbox="608 1319 1307 1382">3.9 Chemical indicators are used in accordance with AS 4187 departmental policy</p>
4. Operate equipment	4.1 Equipment is selected and operated correctly and safely

## RANGE OF VARIABLES

*Assembly equipment may include:*

- Heat-sealing machine
- Tape dispensers
- Illuminated magnifier

*Reusable items or items specified to be included on the instrument tray may include:*

- Instrument protective device
- QA slip
- Tray list
- Internal chemical indicator
- Biological indicator (test bundles only)

Selection and use of personal protective equipment will depend on the type of task(s) and situation(s).

Advice will need to be sought from more knowledgeable/senior personnel regarding special or unfamiliar items and/or correct procedures.

*Items not requiring sterilisation may include:*

- Reusable devices used in non-critical procedures

## EVIDENCE GUIDE

*Critical aspects of assessment must include:*

- The integrity of the packaging is maintained at all times
- Procedures for instrumentation are followed
- Knowledge and compliance with AS 4187 and/or AS-NZS 4815, AS 1079 and AS 3789
- All documentation is accurately completed

*Concurrent assessment and relationship with other units:*

- This unit can be assessed independently, however holistic assessment practice with other sterilisation units of competency is encouraged.

*Essential knowledge is required of the following standard precaution procedures:*

- Fundamental knowledge of infection control principles as it affects the sterilisation work environment
- Knowledge of the importance of sterilisation technology as a contribution to patient care
- Knowledge of the legal responsibilities of providers of health care in relation to confidentiality, patient rights, duty of care and the implications of negligence
- All items to be processed
- OHS policies, guidelines and symbols
- Health care facility policy and procedures regarding packaging materials techniques
- Cleaning and infection control principles
- Current Australian Standard 4187
- Relevant state/territory/area/local guidelines for sterilising services
- Maintenance of environmental standards
- Sterilisation indicators
- Use of recall and tracking systems
- Importance of accurate documentation and requirements
- Different types of wrapping and packaging materials (disposable and reusable)
- Relationships between the wrapping/packaging material and the sterilisation method used
- Packaging/wrapping material and the impact of it on the content
- Sealing material and the impact of it on the

## EVIDENCE GUIDE

sterilisation process

- Using other types of packing/wrapping material for a particular type of sterilisation method

*Essential skills must include:*

- Machine and equipment operation ie illuminated magnifier, heat sealer
- Cleaning processes
- Selection and use of appropriate attire
- Ability to prepare, process and assemble trays and packs
- Ability to follow organisational policies and procedures
- Reading and writing skills - literacy competence required to fulfil job roles in a safe manner and as specified by organisation. The level of skill may range from the ability to understand symbols used in OHS signs, to reading workplace safety pamphlets or procedure manuals, handling chemicals such as cleaning fluids and completing accurately documentation. Literacy support available in the workplace may range from having access to support or assistance from expert/mentor/supervisor, to having no communication supports available. Literacy may be required in english or a community language.
- Oral communication skills - language competence required to fulfil job roles in a safe manner and as specified by the organisation. Assessors should look for skills in asking questions, providing clear information, listening to and understanding workplace instructions, and clarifying workplace instructions when necessary. The organisation may require competence in English or community language, depending on client group.
- Numeracy skills - the ability to complete basic arithmetic calculations such as addition, subtraction, multiplication, division and recording numbers.
- Problem solving skills - the ability to use available resources and prioritise workload



## EVIDENCE GUIDE

### *Resource implications:*

Resource requirements include all the relevant resources commonly provided in the work environment. Specific resources may include:

- Access to relevant workplace or appropriately simulated environment where assessment can take place
- Access to relevant Australian standards, government and organisational policy, guidelines, procedures and protocols
- Equipment, trays, packs, items and materials for processing and packing

### *Method of assessment:*

Assessment may include:

- Observation of performance
- Written tasks
- Interviewing and questioning
- Formal appraisal systems
- Staff/client feedback
- Portfolio/CV
- Supporting statement of supervisor(s)
- Authenticated evidence of relevant work experience and/or formal/informal learning
- Case studies and scenarios as a basis for discussion of issues and strategies to contribute to best practice in the work environment

### *Context of assessment:*

This unit is most appropriately assessed in the workplace or in a simulated workplace setting under the normal range of workplace conditions. Assessment may be conducted on one occasion but should include a range of clients, reflecting the diverse nature of those for whom service is provided.

A diversity of assessment tasks is also essential for holistic assessment.

## UNIT HLTSTE3A

## Sterilise loads

### Unit Descriptor

This unit is concerned with the ability to safely prepare for, follow and complete sterilisation processes for standard items where the range of functions is prescribed around known routines and procedures under the supervision of a key professional worker.

### ELEMENT

### PERFORMANCE CRITERIA

- |                                     |   |
|-------------------------------------|---|
| 1. Prepare load for sterilisation   | <ul style="list-style-type: none"><li>1.1 Cycle documentation is completed for each load and initial validation results are recorded in batching records as per AS 4187 guidelines</li><li>1.2 Packaging, sealing and labelling of each pack is checked to ensure standards are met prior to sterilising</li><li>1.3 Items that do not meet the specified standards are identified and dealt with appropriately</li><li>1.4 Appropriate sterilising method is chosen for reusable items</li><li>1.5 Items are grouped for required sterilisation process and clearly marked</li><li>1.6 Items are “batch labelled” according to recall protocol</li><li>1.7 Correct loading method is followed</li><li>1.8 Items are loaded on, or in, steriliser carriages to enable total contact of all load surfaces by the sterilant for the appropriate exposure period selected</li><li>1.9 Load is configured for safe handling</li></ul> |
| 2. Maintain and monitor sterilisers | <ul style="list-style-type: none"><li>2.1 Sterilisers are cleaned and maintained according to manufacturer specifications and AS 4187</li><li>2.2 Sterilising cycle is monitored and details recorded as specified in AS 4187</li><li>2.3 Monitoring cycles are performed according to AS 4187 and documentation identifying results is maintained</li><li>2.4 Regular maintenance program is followed and documented</li><li>2.5 Safety precautions are observed to ensure pressure sterilisers function safely</li></ul>  |

<b>ELEMENT</b>	<b>PERFORMANCE CRITERIA</b>
3. Operate sterilisers	<ul style="list-style-type: none"><li>3.1 Sterilisers are used safely, according to the Health Care Facility guidelines</li><li>3.2 Carriage and items are placed in the steriliser chamber not touching the chamber boundaries</li><li>3.3 Product traceability guidelines are followed according to AS 4187</li><li>3.4 Faults are identified and action taken in accordance with departmental guidelines</li><li>3.5 OHS guidelines are followed</li><li>3.6 Steriliser records are kept, filed and appropriately stored</li></ul>
4. Complete sterilisation procedures	<ul style="list-style-type: none"><li>4.1 Monitoring devices are checked and results recorded on completion of cycle as specified</li><li>4.2 Steriliser trolley or basket removed immediately on completion of cycle and checked to ensure specified performance criteria have been met</li><li>4.3 Damaged and/or wet items are removed and dismantled for reprocessing and recording according to AS 4187</li><li>4.4 Trolley is placed in designated location for cooling down period</li><li>4.5 Specified handling techniques are used to unload sterile items from the trolley</li><li>4.6 OHS guidelines are followed</li><li>4.7 All items processed are recorded</li></ul>

## RANGE OF VARIABLES

Selection and use of personal protective equipment will depend on the type of task(s) and situation(s).

*Items may be grouped for sterilisation as follows:*

- Steam under pressure
- Low temperature ethylene oxide gas
- Low temperature hydrogen peroxide vapour/plasma
- Chemical (paracetic acid)
- Dry heat

*Performance criteria to be met for sterilisation cycle must include measures such as:*

- Verifying print outs
- Load dryness
- Indicator tape
- Data records or graphs
- Cycle number/date

Recording of statistics will depend on whether a manual or computerised system is used.

## EVIDENCE GUIDE

- Critical aspects of performance:*
- Procedures for instrumentation are followed
  - Knowledge and compliance with AS 4187 and/or AS-NZS 4815 for all procedures
  - All documentation is accurately completed
- Concurrent assessment and relationship with other units:*
- This unit can be assessed independently, however holistic assessment practice with other sterilisation units of competency is encouraged.
- Essential knowledge is required of the following:*
- Fundamental knowledge of microbiology as it affects the sterilisation work environment
  - Knowledge of the importance of sterilisation technology as a contribution to patient care
  - Knowledge of the legal responsibilities of providers of health care in relation to confidentiality, patient rights, duty of care and the implications of negligence
  - Work flow process required for sterilisation
  - OHS policies, guidelines and symbols
  - Cleaning and infection control principles
  - Australian standard 4187 and NCCTG
  - Relevant state/territory guidelines for sterilising services
  - Function and operation of sterilisers
  - Sterilisation processes and requirements
  - Departmental procedures to be followed when criteria are not met
  - Environmental conditions required for efficient functioning of the sterilisation area
  - Range of sterilisation tests as noted in AS 4187
  - Health care facility standards for record maintenance
  - Difference between the different types of steam sterilisers
  - Steam generation, steam quality and the impact of these on the outcome of the product

## EVIDENCE GUIDE

- The dynamics of steam under pressure in the steriliser chamber and the impact on the item being sterilised and the loading method items in the chamber
- Cleaning protocols for sterilisers and trolleys and special requirements for same
- Specific monitoring equipment and procedures for each method of sterilising as the process is monitored
- Parameters that may influence or affect the operation of each form of sterilising
- Conditions required for effectively carrying out each form of sterilising
- Terminology used in sterilising
- Any quarantine protocols applicable

*Essential skills required must include:*

- Interpret test results of different types of sterilisation methods
- Identify the problem from the test result.
- Follow departmental policies problem solving for steriliser maintenance and service
- Identify the methods of sterilisation in current use in Australia
- Identify and use safeguards necessary for the use of chemical products
- Reading and writing skills - literacy competence required to fulfil job roles in a safe manner and as specified by organisation. The level of skill may range from the ability to understand symbols used in OHS signs, to reading workplace safety pamphlets or procedure manuals, handling chemicals such as cleaning fluids and completing accurately documentation. Literacy support available in the workplace may range from having access to support or assistance from expert/mentor/supervisor, to having no communication supports available. Literacy may be required in English or a community language.

## EVIDENCE GUIDE

- Oral communication skills - language competence required to fulfil job roles in a safe manner and as specified by the organisation. Assessors should look for skills in asking questions, providing clear information, listening to and understanding workplace instructions, and clarifying workplace instructions when necessary. The organisation may require competence in English or a community language, depending on client group.
- Numeracy skills - the ability to complete basic arithmetic calculations such as addition, subtraction, multiplication, division and recording data
- Problem solving skills - the ability to use available resources and prioritise workload

### *Resource implications:*

Resource requirements include all the relevant resources commonly provided in the work environment. Specific resources may include:

- Access to relevant workplace or appropriately simulated environment where assessment can take place
- Access to relevant Australian Standards, government and organisational policy, guidelines, procedures and protocols

### *Method of assessment:*

Assessment may include:

- Observation of performance
- Written tasks
- Interviewing and questioning
- Formal appraisal systems
- Staff/client feedback
- Portfolio/CV
- Supporting statement of supervisor(s)
- Authenticated evidence of relevant work experience and/or formal/informal learning
- Case studies and scenarios as a basis for discussion of issues and strategies to contribute to best practice in the work environment

## EVIDENCE GUIDE

### *Context of assessment:*

This unit is most appropriately assessed in the workplace or in a simulated workplace setting under the normal range of workplace conditions. Assessment may be conducted on one occasion but should include a range of clients, reflecting the diverse nature of those for whom service is provided in the workplace context.

A diversity of assessment tasks is essential for holistic assessment.





## UNIT HLTSTE4A Control sterile stock

### Unit Descriptor

This unit is concerned with the ability to correctly handle, store and maintain sterile stock levels where the range of functions is prescribed around known routines and procedures under the supervision of a key professional worker.

ELEMENT	PERFORMANCE CRITERIA
1. Store sterile stock	<ul style="list-style-type: none"><li>1.1 Dedicated area for storing sterile stock is identified</li><li>1.2 Dust covers and labels are used according to AS4187</li><li>1.3 Handling of stock is minimised</li><li>1.4 Stock is managed according to inventory control guidelines</li><li>1.5 Stock rotation principles are used in accordance with AS4187 and organisational policies</li><li>1.6 Stock is handled and stored in compliance with AS 4187 and NCCTG</li></ul>
2. Clean sterile stock area	<ul style="list-style-type: none"><li>2.1 Cleaning protocols are followed</li><li>2.2 Cleaning equipment is dried after use</li><li>2.3 Cleaning equipment and chemicals are stored after use</li></ul>
3. Transport sterile stock	<ul style="list-style-type: none"><li>3.1 Trolleys and containers are cleaned and maintained</li><li>3.2 Designated trolleys are used</li><li>3.3 Trolleys are loaded and handled according to OHS, Manual Handling and Infection Control Guidelines</li><li>3.4 Goods transported externally are removed from outer transport containers prior to transfer into sterile stock room</li></ul>
4. Maintain packaging integrity of sterilised stock	<ul style="list-style-type: none"><li>4.1 Packaging integrity of sterilised stock is checked prior to issue</li><li>4.2 Departmental procedures are followed when packaging integrity or sterility is compromised</li></ul>
5. Control sterile stock area	<ul style="list-style-type: none"><li>5.1 Hand washing guidelines are followed</li><li>5.2 Attire is selected and worn in accordance with</li></ul>

ELEMENT	PERFORMANCE CRITERIA
	departmental policy and NCCTG
	5.3 Access by unauthorised staff is restricted
	5.4 Traffic is minimised
	5.5 Manufacturers' transport containers are excluded
6. Maintain stock levels	6.1 Stock not complying with inventory control guidelines is identified, removed and/or disposed of in accordance with Health Care facility guidelines
	6.2 Recall processes are followed
	6.3 Stock levels are assessed and stock replenished to maintain adequate supply

## RANGE OF VARIABLES

Sterile stock which has been sterilised in an external facility will be removed from transport container prior to transfer into sterile store.

*Dedicated area may include:*

- Store room
- Shelving
- Storage bins

*Packaging integrity means that packaging:*

- Is free of dirt and dust
- Is free of holes or tears
- Has not been previously opened or damaged
- Has not been comprised and therefore requiring disposal or re-sterilisation

*Attire includes:*

- Gown
- Hair protection and covering
- Overshoes
- Theatre attire
- Gloves
- Personal protective clothing

*Recall processes may relate to procedures to be followed in relation to:*

- Stock recalled by manufacturer or supplier
- Stock recalled by the Therapeutic Goods Administration
- Stock recalled by the organisation

## EVIDENCE GUIDE

- Critical aspects of evidence must include:*
- Ability to monitor the necessary environmental conditions to maintain stock in a sterile condition
  - Maintaining stock levels within specified guidelines
  - Implementing the correct procedures to control stock
  - Knowledge and compliance with AS 4187 and/or AS-NZS 4815 for all procedures
- Concurrent assessment and relationship with other units:*
- This unit can be assessed independently, however holistic assessment practice with other sterilisation units of competency is encouraged.
- Essential knowledge is required of the following:*
- Fundamental knowledge of microbiology as it affects the sterilisation work environment
  - Knowledge of the importance of sterilisation technology as a contribution to patient care
  - Knowledge of the legal responsibilities of providers of health care in relation to confidentiality, patient rights, duty of care and the implications of negligence
  - Standard precaution procedures
  - OHS policies, guidelines and symbols
  - Contamination and infection control principles
  - Environmental conditions
  - Australian standard 4187 and NCCTG
  - State/territory guidelines for sterilising services
- Essential skills required must include:*
- Stock management principles
  - Reading and writing skills - literacy competence required to fulfil job roles in a safe manner and as specified by organisation. The level of skill may range from the ability to understand symbols used in OHS signs, to reading workplace safety pamphlets or procedure manuals, handling chemicals such as cleaning fluids and completing accurately documentation. Literacy support available in the workplace may range from having access to support or assistance from expert/mentor/supervisor, to having no

## EVIDENCE GUIDE

communication supports available. Literacy may be required in English or a community language.

- Oral communication skills - language competence required to fulfil job roles in a safe manner and as specified by the organisation. Assessors should look for skills in asking questions, providing clear information, listening to and understanding workplace instructions, and clarifying workplace instructions when necessary. The organisation may require competence in English or community language, depending on client group.
- Numeracy skills - the ability to complete arithmetic calculations and record stock movements
- Problem solving skills - the ability to use available resources and prioritise workload

### *Resource implications:*

Resource requirements include all the relevant resources commonly provided in the work environment. Specific resources may include:

- Access to relevant workplace or appropriately simulated environment where assessment can take place
- Access to relevant Australian Standards, government and organisational policy, guidelines, procedures and protocols

### *Method of assessment:*

Assessment may include:

- Observation of performance
- Written tasks
- Interviewing and questioning
- Formal appraisal systems
- Staff/client feedback
- Portfolio/CV
- Supporting statement of supervisor(s)
- Authenticated evidence of relevant work experience and/or formal/informal learning
- Case studies and scenarios as a basis for discussion of issues and strategies to contribute to best practice in the work environment

## EVIDENCE GUIDE

### *Context of assessment:*

This unit is most appropriately assessed in the workplace or in a simulated workplace setting under the normal range of workplace conditions. Assessment may be conducted on one occasion but should include a range of clients, reflecting the diverse nature of those for whom service is provided.

A diversity of assessment tasks is essential for holistic assessment.

## **UNIT HLTSTE5A Provide sterilisation support services**

### **Unit Descriptor**

This unit is concerned with the ability to provide a range of cleaning, delivery/collection and sterilisation support services where the range of functions is prescribed around known routines and procedures under the supervision of a key professional worker.

<b>ELEMENT</b>	<b>PERFORMANCE CRITERIA</b>
1. Deliver imprest to customers and other service areas	<ul style="list-style-type: none"><li>1.1 All items on the imprest list are identified and located</li><li>1.2 Imprest order is filled and loaded securely on the appropriate delivery trolley</li><li>1.3 Routine imprest delivery to customers and other service areas is completed</li><li>1.4 Effective communication is used with internal and external customers</li><li>1.5 Enquiries are handled within departmental guidelines</li></ul>
2. Process customer lists/carts	<ul style="list-style-type: none"><li>2.1 Customer needs are identified and/or appropriate assistance is sought where required</li><li>2.2 Specified items on the preference card are identified and availability of these items is ensured</li><li>2.3 Transfer carts are loaded and conveyed to specified place</li><li>2.4 Damaged or faulty equipment is reported to designated authority</li></ul>
3. Collect contaminated goods	<ul style="list-style-type: none"><li>3.1 Items are promptly transferred to appropriate cleaning area</li><li>3.2 Appropriate procedure is followed if trolley fails to meet Health Care Facility guidelines</li><li>3.3 Trolley/cart is cleaned after each use and before returning to user</li></ul>



## RANGE OF VARIABLES

Selection and use of personal protective equipment will be dependent on the type of task(s) and situation(s).

*Equipment may include:*

- Vented cabinet
- Precision lensed instruments
- Thermoelectrical and fibre optic equipment
- Flash sterilisers
- Carts
- Hoists
- Trolleys
- Automated decontaminating equipment
- Chemical disinfectants
- Soaking sinks
- Manual cleaning tools

*Imprest items may include:*

- Sterile stock
- Consumables
- Sterile equipment

*Effective communication methods may include:*

- Verbal
- Written
- Electronic form

*Lists/carts may include:*

- Storage containers
- Trolleys
- Stock lists

## EVIDENCE GUIDE

### *Critical aspects of assessment must include:*

- Compliance with health care facility guidelines for the safe use and handling of chemicals and related equipment are implemented
- Knowledge and compliance with AS 4187 and/or AS-NZS 4815 for all procedures

### *Essential knowledge required must include:*

- Fundamental knowledge of microbiology as it affects the sterilisation work environment
- Knowledge of the importance of sterilisation technology as a contribution to patient care
- Knowledge of the legal responsibilities of providers of health care in relation to confidentiality, duty of care and the implications of negligence
- OHS policies, guidelines and symbols
- Policies and procedures for operating
- Australian standard 4187 and NCCTG standards
- Relevant state/territory guidelines for sterilising services

### *Essential skills required must include:*

- Ability to follow the route and timetable for routine imprest delivery to wards and other service areas
- Basic level computer skills and basic data retrieval appropriate to the systems used
- Ability to follow standard precaution procedures
- Reading and writing skills - literacy competence required to fulfil job roles in a safe manner and as specified by organisation. The level of skill may range from the ability to understand symbols used in OHS signs, to reading workplace safety pamphlets or procedure manuals, handling chemicals such as cleaning fluids and completing accurately documentation. Literacy support available in the workplace may range from having access to support or assistance from expert/mentor/supervisor, to having no communication supports available. Literacy may be required in English or a community language.
- Oral communication skills - language

## EVIDENCE GUIDE

competence required to fulfil job roles in a safe manner and as specified by the organisation. Assessors should look for skills in asking questions, providing clear information, listening to and understanding workplace instructions, and clarifying workplace instructions when necessary. The organisation may require competence in English or community language, depending on client group.

- Numeracy skills - the ability to complete arithmetic calculations and process orders
- Problem solving skills - the ability to use available resources and prioritise workload

### *Resource implications:*

Resource requirements include all the relevant resources commonly provided in the work environment. Specific resources may include:

- Access to relevant workplace or appropriately simulated environment where assessment can take place
- Access to relevant Australian Standards, government and organisational policy, guidelines, procedures and protocols

### *Method of assessment:*

Assessment may include:

- Observation of performance
- Written tasks
- Interviewing and questioning
- Formal appraisal systems
- Staff/client feedback
- Portfolio/CV
- Supporting statement of supervisor(s)
- Authenticated evidence of relevant work experience and/or formal/informal learning
- Case studies and scenarios as a basis for discussion of issues and strategies to contribute to best practice in the work environment

## EVIDENCE GUIDE

*Context of assessment:*

This unit is most appropriately assessed in the workplace or in a simulated workplace setting under the normal range of workplace conditions. Assessment may be conducted on one occasion but should include a range of clients, reflecting the diverse nature of those for whom service is provided.

A diversity of assessment tasks is also essential for holistic assessment



## **UNIT HLTTEC1A                      Operate an x-ray machine**

### **Unit Descriptor**

This unit describes the competencies required to operate and maintain a diagnostic x-ray machine for use in clinical practice in accordance with radiation safety guidelines.

Work performed requires a range of well developed skills where some discretion and judgement is required. Individuals will take responsibility for their own outputs and limited responsibility for the output of others.

Note: This unit of competency applies only to Queensland health sector employees who do not have formal qualifications in diagnostic radiography and who are seeking, or have obtained, a licence under the Radiation Safety Act as approved by the Chief Executive, Queensland Health.

The licence applies to rural and remote areas as determined by the Chief Executive, Queensland Health, and is limited to the use of radiation apparatus for plain film radiography of the chest and extremities.

This unit of competency does not apply to dental radiography.

### **ELEMENT**

### **PERFORMANCE CRITERIA**

- |  |   |
|--|---|
| 1. Operate an x-ray machine              | 1.1 Machine is operated in accordance with the manufacturer specifications  |
|  | 1.2 Machine is operated in accordance with organisational guidelines, the Radiation Safety Act and Regulation     |
|  | 1.3 Machine is operated and stored in accordance with organisational and state OHS guidelines and regulations     |
| 2. Monitor and maintain an x-ray machine | 2.1 Basic machine operation is monitored  |
|  | 2.2 Machine is serviced regularly by a qualified x-ray engineer   |
|  | 2.3 Breakdowns are reported swiftly to a qualified x-ray engineer in accordance with organisational guidelines    |
|  | 2.4 All repairs are carried out by a qualified x-ray engineer or under the guidance of a qualified x-ray engineer |
|  | 2.5 Records of services and repairs are kept in accordance with organisational guidelines                         |
|  | 2.6 Machine is cleaned regularly in accordance with manufacturer specifications                                   |

## RANGE OF VARIABLES

*Equipment may include:*

- Fixed irradiating apparatus (for diagnosis)
- Mobile irradiating apparatus (for diagnosis)

*Organisational and legislative guidelines may include:*

- X-ray operators licence (for use of irradiating apparatus for diagnosis)
- Radiation Safety Act 1999
- Possession by the licensee of a radiation safety and protection plan
- X-ray machine operating manuals
- OHS guidelines
- Procedures manuals

## EVIDENCE GUIDE

### *Critical aspects of assessment must include:*

- Operate an x-ray machine in accordance with organisational guidelines and legislative requirements
- X ray machine monitored and maintained in accordance with organisational guidelines and manufacturer specifications

### *Concurrent assessment and relationship with other units:*

- This unit can be assessed independently, however holistic assessment practice with other x-ray operation units of competency is encouraged.

### *Underpinning knowledge*

- Radiographic Radiation Safety

### *Essential knowledge required includes:*

- Identification of the major bones and bony landmarks involved in the radiography of areas of the body allowable under radiography licensing requirements.
- A basic understanding of the Radiation Safety Act 1999
- Duty of care
- Clinical consequences of poor radiography for the patient and legal consequences for the operator
- The licensee's radiation safety and protection plan
- Radiation protection principles and personal monitoring
- Exposure standardisation
- Working knowledge of an x-ray tube (construction, components, operation)
- Working knowledge of an x-ray beam collimator (construction, components, operation,)
- Working knowledge of an x-ray generator (basic function, relationship to x-ray tube)
- Working knowledge of an x-ray machine control panel (timer, relationship to generator and x-ray tube)
- Basic knowledge of the properties of x-rays
- Terminology used in radiography
- Control factors affecting the x-ray beam
- Operation of the types of equipment encountered in rural and remote areas



## EVIDENCE GUIDE

- Essential skills required include:*
- Ability to meet the licensing requirements for x-ray operators
  - Manual skills to operate the x-ray machine
  - Interpersonal skills to communicate effectively with patients
  - Patient care requirements while in the care of an x-ray operator
  - Appropriate application of medical ethics
  - Communication with referring medical practitioners
  - Ability to communicate with client/patients and carers
  - Reading and writing skills - literacy competence required to fulfil job roles in a safe manner and as specified by organisation. The level of skill may range from the ability to understand symbols used in OHS signs, to reading workplace safety pamphlets and procedure manuals, maintaining maintenance records and following manufacturer specifications for equipment use and maintenance. Literacy support available in the workplace may range from having access to support or assistance from Radiographer, to having no communication supports available. Literacy may be required in English or a community language.
  - Oral communication skills - language competence required to fulfil job roles in a safe manner and as specified by the organisation. Assessors should look for skills in asking questions, providing clear information, listening to and understanding workplace instructions, and clarifying workplace instructions when necessary. The organisation may require competence in English or a community language, depending on client group.
  - Numeracy skills may range from the ability to complete basic arithmetic calculations such as addition, subtraction, multiplication, division to recording data
  - Problem solving skills required include the

## EVIDENCE GUIDE

ability to use available resources and prioritise workload and to communicate effectively in the range of client/patient contact situations.

### *Resource implications*

Resource requirements include:

- Radiation Safety Act 1999
- Radiation safety and protection plan
- X-ray machine operating manuals
- Occupational health and safety guidelines
- Procedures manuals
- Access to relevant workplace or appropriately simulated environment where assessment can take place

### *Method of assessment:*

- Written examination to assess theoretical and applied knowledge
- On-the-job or role play assessment of prescribed radiographic skills, in particular correct and appropriate use of the x-ray machine
- Observation of work activities
- Authenticated transcripts of relevant education / training courses

### *Context of assessment:*

This unit is most appropriately assessed in the workplace or in a simulated workplace setting under the normal range of workplace conditions. Assessment may be conducted on one occasion but should include a range of clients, reflecting the diverse nature of those for whom service is provided in the workplace context.

A diversity of assessment tasks is also essential for holistic assessment.



## UNIT HLTTEC2A                      Using x-ray support equipment

### Unit Descriptor

This unit describes the competencies required to use and maintain support equipment necessary for performing diagnostic radiography

Work will usually be performed within a prescribed range of functions involving known routines and procedures.

Note: This unit of competency applies only to Queensland health sector employees who do not have formal qualifications in diagnostic radiography and who are seeking, or have obtained, a licence under the Radiation Safety Act as approved by the Chief Executive, Queensland Health.

The licence applies to rural and remote areas as determined by the Chief Executive, Queensland Health, and is limited to the use of radiation apparatus for plain film radiography of the chest and extremities.

This unit of competency does not apply to dental radiography.

ELEMENT	PERFORMANCE CRITERIA
1. Use x-ray support equipment	<ul style="list-style-type: none"><li>1.1 Support equipment is used safely and correctly in accordance with organisational requirements, OHS and radiation safety guidelines</li><li>1.2 Support equipment is positioned correctly</li><li>1.3 Support equipment is cleaned regularly, and sterilised if required, in accordance with organisational requirements including infection control guidelines</li><li>1.4 Support equipment is stored in accordance with organizational requirements</li></ul>
2. Use film identification devices	<ul style="list-style-type: none"><li>2.1 All radiographs (x-ray films) are marked and identified in accordance with legislative requirements</li></ul>
3. Use patient positioning and protection devices correctly	<ul style="list-style-type: none"><li>3.1 Patient positioning and protection devices are used in accordance with best practice principles as identified in the x-ray operator training course</li><li>3.2 Patient positioning and protection devices are cleaned and disinfected regularly</li></ul>
4. Use grids and buckys	<ul style="list-style-type: none"><li>4.1 Grids and buckys are used in accordance with the organisational requirements, OHS and radiation safety guidelines</li><li>4.2 Grids and buckys are stored in accordance with organisational requirements and manufacturer specifications</li></ul>

## RANGE OF VARIABLES

*X-ray support equipment may include:*

- X-ray table
- Cassette stand
- X-ray cassettes and x-ray film
- Upright and horizontal buckys
- Stationary grids
- Film labeller
- Side markers
- Immobilisation devices (foam pads/wedges, sandbags)
- Radiation protection devices (lead rubber gowns, aprons, thyroid protectors, gloves and shields)

*Manufacturers' specifications, organisational requirements and radiation safety guidelines may include:*

- X-ray processor operators manual
- X-ray operator's license (for use of irradiating apparatus for diagnosis)
- Radiation Safety Act 1999
- Possession by the licensee of a radiation safety and protection plan.
- OHS guidelines
- Procedures manuals

## EVIDENCE GUIDE

### *Critical aspects of assessment must include:*

- Positioning of the patient is appropriate and uses the correct operational parameters
- Correct use of x-ray support equipment in accordance with legislative and organisational requirements
- Correct cleaning and storage of x-ray support equipment in accordance with legislative and organisational requirements
- Application of the safe use of radiation in accordance with legislative requirements

### *Concurrent assessment and relationship with other units:*

- This unit can be assessed independently, however holistic assessment practice with other x-ray operation units of competency is encouraged.

### *Underpinning knowledge*

- Radiographic Radiation Safety

### *Essential knowledge required includes:*

- A basic understanding of ‘Recommendations for limiting exposure to ionising radiation (1995)’
- National standard for limiting occupational exposure to ionising radiation
- NHMRC and NOHSC publication
- Working knowledge of the x-ray table (construction, components, function)
- Working knowledge of the cassette stand (construction, components, function,)
- Working knowledge of an x-ray cassettes and screens (construction, components, function, positioning)
- Working knowledge of an x-ray bucky (construction, components, function)
- Working knowledge of an x-ray grid (construction, components, function)
- Working knowledge of x-ray film (construction, function, appropriateness for test )
- Working knowledge of the various characteristics of x-ray support equipment for producing accurate diagnostic radiographs and minimising radiation dose ie client positioning, client restraints, radiation protection of clients/assistants/operators, film labelling/identification
- Positioning techniques

## EVIDENCE GUIDE

- Essential skills required include:*
- Sufficient numeracy and literacy skills to meet entry requirements for x-ray operator training
  - Manual skills to correctly use x-ray support equipment
  - Reading and writing skills - literacy competence required to fulfil job roles in a safe manner and as specified by organisation. The level of skill may range from the ability to understand symbols used in OHS signs, to reading workplace safety pamphlets and procedure manuals, maintaining maintenance records and following manufacturers' specifications for equipment use and maintenance. Literacy support available in the workplace may range from having access to support or assistance from expert/mentor/supervisor, to having no communication supports available. Literacy may be required in English or a community language.
  - Oral communication skills - language competence required to fulfil job roles in a safe manner and as specified by the organisation. Assessors should look for skills in asking questions, providing clear information, listening to and understanding workplace instructions, and clarifying workplace instructions when necessary. The organisation may require competence in English or a community language, depending on client group.
  - Numeracy skills may range from the ability to complete basic arithmetic calculations such as addition, subtraction, multiplication, division to recording data
  - Problem solving skills required include the ability to use available resources and prioritise workload and to communicate effectively in the range of client/patient contact situations.

## EVIDENCE GUIDE

### *Resource implications*

Resource requirements include:

- Radiation Safety Act 1999
- Radiation Safety and Protection Plan.
- X-ray machine operating manuals
- OHS guidelines
- Procedures manuals
- Access to relevant workplace or appropriately simulated environment where assessment can take place

### *Method of assessment:*

- Written examination to assess theoretical and applied knowledge
- On-the-job or role play assessment of prescribed radiographic skills, in particular correct and appropriate use of the x-ray machine
- Observation of work activities
- Authenticated transcripts of relevant education / training courses

### *Context of assessment:*

This unit is most appropriately assessed in the workplace or in a simulated workplace setting under the normal range of workplace conditions. Assessment may be conducted on one occasion but should include a range of clients reflecting the diverse nature of those for whom service is provided in the workplace context.

A diversity of assessment tasks is also essential for holistic assessment.





## **UNIT HLTTEC3A                      Operating an x-ray film processor**

### **Unit Descriptor**

This unit describes the competencies required to operate and maintain an x-ray film processor, an x-ray darkroom, and use x-ray film.

Work will usually be performed within a prescribed range of functions involving known routines and procedures.

Note: This unit of competency applies only to Queensland health sector employees who do not have formal qualifications in diagnostic radiography and who are seeking, or have obtained, a licence under the Radiation Safety Act as approved by the Chief Executive, Queensland Health.

The licence applies to rural and remote areas as determined by the Chief Executive, Queensland Health, and is limited to the use of radiation apparatus for plain film radiography of the chest and extremities.

This unit of competency does not apply to dental radiography.

<b>ELEMENT</b>	<b>PERFORMANCE CRITERIA</b>
1. Operate the x-ray film processor	1.1 The processor is situated and used in accordance with manufacturer specifications and organisational requirements
2. Using the x-ray darkroom	2.1 The film is used and stored in accordance with the manufacturer specifications and organisational requirements
3. Use x-ray film	3.1 The film is used and stored in accordance with the manufacturer specifications, organisational requirements and radiation safety guidelines

## RANGE OF VARIABLES

*Equipment and consumables may include:*

- Automatic x-ray film processor
- Safelight
- X-ray processing chemicals (developer and fixer)
- X-ray film (various sizes)

*Manufacturers' specifications, organisational requirements and radiation safety guidelines may include:*

- X-ray operators licence (for use of irradiating apparatus for diagnosis)
- X-ray processor operators manual
- Radiation Safety Act 1999
- The possession by the licensee of a Radiation Safety and Protection Plan
- OHS guidelines (in particular relative to exposure to hazardous chemicals)
- Procedures manuals
- Infection control guidelines

*X-ray film processing requirements include:*

- Ventilation
- Safe lighting
- Storage
- Bench space
- Radiation protection

## EVIDENCE GUIDE

### *Critical aspects of assessment must include:*

- Operate correctly and safely an x-ray film processor, x-ray darkroom and film in accordance with organisational and legislative requirements
- Correct film processing techniques

### *Concurrent assessment and relationship with other units:*

- This unit can be assessed independently, however holistic assessment practice with other x-ray operation units of competency is encouraged.

### *Underpinning knowledge:*

- Radiographic Radiation Safety

### *Essential knowledge required includes:*

- Basic knowledge of OHS guidelines, especially in relation to handling of hazardous chemicals
- Knowledge of the Radiation Safety Act 1999
- Working knowledge of the x-ray film processor (construction, components, operation, troubleshooting)
- Working knowledge of x-ray film (construction, function)
- Working knowledge of the ancillary darkroom equipment relative to the production of accurate diagnostic radiographs and darkroom safety ie ventilation, lighting, safelight, storage, bench space, plumbing requirement, radiation protection.

### *Essential skills required include:*

- Manual skills to correctly use the x-ray processor and x-ray film
- Processor cleaning skills
- Correct storage, handling, use and processing of x-ray film
- Organisational skills to order and rotate stocks of x-ray film and processing chemicals
- Identification of darkroom problems and faults
- Carry light and safelight tests
- Reading and writing skills - literacy competence required to fulfil job roles in a safe manner and as specified by organisation. Literacy skills must be at a level to meet entry requirements for x-ray operator training. The level of skill may range from the ability to understand symbols used in OHS signs, to reading workplace safety pamphlets and procedure manuals, keeping maintenance

## EVIDENCE GUIDE

records and following manufacturer specifications for equipment use and maintenance. Literacy support available in the workplace may range from having access to support or assistance from expert/mentor/supervisor, to having no communication supports available. Literacy may be required in English or a community language.

- Oral communication skills - language competence required to fulfil job roles in a safe manner and as specified by the organisation. Assessors should look for skills in asking questions, providing clear information, listening to and understanding workplace instructions, and clarifying workplace instructions when necessary. The organisation may require competence in English or a community language, depending on client group.
- Numeracy skills may range from the ability to complete basic arithmetic calculations such as addition, subtraction, multiplication, division to recording data
- Problem solving skills required include the ability to use available resources and prioritise workload and to communicate effectively in the range of client/patient contact situations

### *Resource implications*

Resource requirements include:

- Radiation Safety Act 1999
- Radiation Safety and Protection Plan
- X-ray machine operating manuals
- OHS guidelines
- Procedures manuals
- Access to relevant workplace or appropriately simulated environment where assessment can take place

### *Method of assessment:*

- Written examination to assess theoretical and applied knowledge relative to x-ray film processing, x-ray film, and darkroom safety
- On-the-job or role play assessment of essential skills
- Observation of work activities
- Authenticated transcripts of relevant education / training courses

## **EVIDENCE GUIDE**

### *Context of assessment:*

This unit is most appropriately assessed in the workplace or in a simulated workplace setting under the normal range of workplace conditions. Assessment may be conducted on one occasion but should include a range of clients, reflecting the diverse nature of those for whom service is provided in the workplace context.

A diversity of assessment tasks is also essential for holistic assessment



## UNIT HLTTEC4A Take an x-ray examination

### Unit Descriptor

This unit describes the competencies required to undertake basic radiographic examinations.

Note: This unit of competency applies only to Queensland health sector employees who do not have formal qualifications in diagnostic radiography and who are seeking, or have obtained, a licence under the Radiation Safety Act as approved by the Chief Executive, Queensland Health.

The licence applies to rural and remote areas as determined by the Chief Executive, Queensland Health, and is limited to the use of radiation apparatus for plain film radiography of the chest and extremities.

This unit of competency does not apply to dental radiography.

ELEMENT	PERFORMANCE CRITERIA
1. Obtain information about the client	<ul style="list-style-type: none"><li>1.1 Contact with the client is initiated</li><li>1.2 Client is interviewed and x-ray request information is confirmed</li><li>1.3 Client notes and other relevant documentation (including previous x-rays and exposure factors) are reviewed to ensure maximum care of patient</li></ul>
2. Perform the x-ray examination	<ul style="list-style-type: none"><li>2.1 X-ray procedure to the client is explained in plain language</li><li>2.2 Client's verbal consent to proceed with the examination is obtained</li><li>2.3 Client and equipment is positioned for the radiographic procedure, in accordance with a recognised radiographic positioning guide, to produce radiographs of optimal diagnostic value</li><li>2.4 Client is treated with care in accordance with OHS guidelines</li><li>2.5 Client is positioned and protected from radiation in accordance with radiation safety guidelines</li><li>2.6 X-ray exposure is taken safely and correctly</li></ul>
3. Set exposure factors	<ul style="list-style-type: none"><li>3.1 Exposure factors are set for the radiographic examination in accordance with an exposure guide specifically compiled for the x-ray machine</li><li>3.2 Exposure factors are set in accordance with radiation safety guidelines</li></ul>
4. Use radiation protection	<ul style="list-style-type: none"><li>4.1 Appropriate radiation protection is provided and used during the radiographic examination in</li></ul>



ELEMENT	PERFORMANCE CRITERIA
	accordance with radiation safety guidelines as identified in the x-ray operator training course
	4.2 Radiation monitoring is undertaken in accordance with legislative guidelines
5. Assess film and implement follow up care	5.1 Technical quality of radiographic images are assessed
	5.2 Client is informed the procedure has been completed
	5.3 Radiographs are arranged to be reviewed (and reported on) by a radiologist and/or medical practitioner
	5.4 Continuation of treatment is arranged in consultation with the client and health staff
	5.5 Client confidentiality is maintained at all times

## RANGE OF VARIABLES

*Equipment and consumables must include:*

- Radiographic positioning guide/manual
- Exposure factor guide
- Radiation protection devices (lead rubber gowns, aprons, thyroid protectors, gloves and shields)
- Radiation monitoring devices
- X-ray machine
- X-ray cassette and film

*Organisational and legislative guidelines may include:*

- X-ray operator licence (for use of irradiating apparatus for diagnosis)
- Radiation Safety Act 1999
- X-ray machine operating manuals
- OHS guidelines

*Clients may include*

All or any persons referred for a diagnostic x-ray examination by a medical practitioner including:

- Infants
- Children
- Adults
- Pregnant women
- Persons with physical and intellectual disabilities

*Care may include:*

- Explanation of the x-ray examination
- Ascertaining whether the person is pregnant and, if so, seek clarification about the radiography from a medical practitioner before proceeding
- Checking with the client that the information provided on the x-ray request form is correct
- Protecting the client and others from unnecessary radiation exposure
- Application of slings/splints
- Returning the client and radiographs to the referring medical practitioner

## EVIDENCE GUIDE

### *Critical aspects of assessment must include:*

- Determine client requirements and gather all relevant information prior to x-ray examination
- Conduct x-ray examination in accordance with correct radiographic techniques (positioning, projection, exposure factors, radiation protection, image assessment)
- Comply with radiation protection, legislative and organisational requirements
- Implement follow up procedures correctly

### *Concurrent assessment and relationship with other units:*

- This unit can be assessed independently, however holistic assessment practice with other x-ray operation units of competency is encouraged.

### *Underpinning knowledge:*

- Demonstrated knowledge of skeletal anatomy
- Working knowledge of anatomy relevant to radiographic examinations permitted for particular licence classifications
- Working knowledge of client positioning techniques relevant to radiographic examinations permitted for particular licence classifications
- Working knowledge of exposure factors relevant to examinations permitted for particular licence classifications ie kilovoltage (peak), milliampereage, time, milliamperageseconds, distance, filtration, beam collimation
- Basic understanding of the Radiation Safety Act 1999
- Methods of minimising radiation exposure to clients, staff, and the general public
- Basic knowledge of the genetic and somatic effects of radiation
- Ability to assess the technical quality of a radiograph and a working knowledge of the factors that contribute to image quality
- Radiographic Radiation Safety

### *Underpinning skills:*

- Correctly position the client relative to the x-ray machine and film cassette
- Direct and control the x-ray beam and use protective devices
- Technical skills to set exposure factors appropriate

## EVIDENCE GUIDE

for the x-ray examination

- Organisational skills to follow radiation monitoring procedures
- Reading and writing skills - literacy competence required to fulfil job roles in a safe manner and as specified by organisation. Literacy skills must be at a level to meet entry requirements for x-ray operator training. The level of skill may range from the ability to understand symbols used in OHS signs, to reading workplace safety pamphlets and procedure manuals, keeping maintenance records and following manufacturer specifications for equipment use and maintenance. Literacy support available in the workplace may range from having access to support or assistance from expert/mentor/supervisor, to having no communication supports available. Literacy may be required in English or a community language.
- Oral communication skills - language competence required to fulfil job roles in a safe manner and as specified by the organisation. Assessors should look for skills in asking questions, providing clear information, listening to and understanding workplace instructions, and clarifying workplace instructions when necessary. The organisation may require competence in English or a community language, depending on client group.
- Numeracy skills may range from the ability to complete basic arithmetic calculations such as addition, subtraction, multiplication, division to recording data
- Problem solving skills required include the ability to use available resources and prioritise workload and to communicate effectively in the range of client/patient contact situations

### *Resource implications*

Resource requirements include:

- Radiation Safety Act 1999
- Radiation Safety and Protection Plan
- X-ray machine operating manuals
- OHS guidelines
- Procedures manuals
- Access to relevant workplace or appropriately simulated environment where assessment can take place

## EVIDENCE GUIDE

### *Method of assessment:*

- Written examination to assess theoretical and applied knowledge relative to positioning the client, choice of exposure factors, radiation protection, and image quality
- On-the-job or role play assessment of prescribed skills, in particular accurate client positioning, directing and controlling the x-ray beam, setting appropriate exposure factors, application of appropriate radiation protection procedures, and assessment of technical quality of the radiographic image
- Observation of work activities
- Authenticated transcripts of relevant education/training courses

### *Context of assessment:*

This unit is most appropriately assessed in the workplace or in a simulated workplace setting under the normal range of workplace conditions. Assessment may be conducted on one occasion but should include a range of clients reflecting the diverse nature of those for whom service is provided in the workplace context.

## **UNIT HLTTEC5A Maintain records for x-ray operation**

### **Unit Descriptor**

This unit describes the competencies required to ensure accurate log details of the x-ray service in accordance with organisational or legislative requirements.

<b>ELEMENT</b>	<b>PERFORMANCE CRITERIA</b>
1. Maintain accurate client records	<ul style="list-style-type: none"><li>1.1 Client information and relevant technical information is recorded in the x-ray register in accordance with organisational procedures</li><li>1.2 Procedures to protect client confidentiality are followed</li></ul>
2. Maintain accurate administrative records	<ul style="list-style-type: none"><li>2.1 Equipment maintenance and stock order records are maintained in accordance with organisational procedures</li><li>2.2 Radiation monitoring records are maintained in accordance with legislative and organisational procedures</li><li>2.3 Internal forms and documents are completed in accordance with organisational procedures</li></ul>
3. Contribute information and data as required	<ul style="list-style-type: none"><li>3.1 Resource information is collected and maintained in accordance with organisational procedures</li><li>3.2 Client statistics, inquiries, technical and other data are collected as required</li><li>3.3 Correspondence is dealt with within established organisational guidelines</li></ul>
4. Handle correspondence	<ul style="list-style-type: none"><li>4.1 Correspondence is sorted and noted in accordance with organisational procedures</li><li>4.2 Correspondence is recorded in accordance with organisational procedures</li><li>4.3 Correspondence is distributed in accordance with organisational procedures</li><li>4.4 Correspondence is prepared for postage</li></ul>

## RANGE OF VARIABLES

*Records and reports may include:*

- Verbal or written, according to the requirements of the job

*Files or records may include:*

- Client information
- Time sheets
- Correspondence – incoming/outgoing
- Petty cash forms
- Reports for organisation
- Equipment usage and maintenance report
- Stock order and receipt records
- Financial statements
- Organisational policies and procedure manual
- X-ray films (radiographs)
- Discharge summaries
- Doctors/Nurses/Health Worker notes
- Specialist reports
- Pathology/microbiology reports

*Correspondence may include:*

- Mail
- Facsimiles
- Memos
- Messages
- Internal reports
- Organisational letters
- X-ray request forms
- Client (x-ray) register
- Labelled film storage bags

## EVIDENCE GUIDE

### *Underpinning knowledge:*

- Knowledge of guidelines and policies of organisation
- Knowledge of government legislation
- Knowledge of different record systems and the relevance to health

### *Underpinning skills may include:*

- Language and literacy / numeracy competencies according to the procedures and literacy/numeracy support of the workplace
- Understanding of basic medical terminology
- Communication skills as required to provide instruction and support

### *Context of assessment:*

The workplace is recommended including assessment by mentors and peers. Information may be gathered from observation, inquiries, and written and other sources.

Off the job role plays and exercises may also be used.





## **UNIT HLTTH1A    Provide theatre support services**

### **Unit Descriptor**

This unit is concerned with the ability to assist with the preparation and maintenance of the operating suite environment in readiness for a theatre case.

Work will be performed within a prescribed range of functions, generally within a team environment, involving known routines and procedures.

All activities are carried out in accordance with organisational policies, procedures and infection control guidelines.

### **ELEMENTS**

### **PERFORMANCE CRITERIA**

- |   |  |
|---|--|
| 1.    Prepare theatre environment         | 1.1    Appropriate theatre clothing is selected and worn in the operating theatre complex  |
|   | 1.2    All surfaces and equipment are cleaned  |
|   | 1.3    Liaison occurs with relevant staff to confirm equipment requirements  |
|   | 1.4    Theatre list is checked and maintained and designated supplies re-stocked as required in consultation with relevant staff     |
|   | 1.5    Equipment is assembled and checked to ensure that it is complete, clean and correctly functioning                             |
| 2.    Provide support to the theatre team | 2.1    A safe working area is maintained at all times and correct manual handling techniques utilised                                |
|   | 2.2    Patient is transported and transferred safely from bed/trolley to theatre table   |
|   | 2.3    Assistance is provided during the prepping stage of patient   |
|   | 2.4    All instructions from relevant staff are followed during theatre procedures   |
|   | 2.5    Assistance is provided to theatre team in patient repositioning   |
|   | 2.6    Blood, pathology specimens and other items necessary are transported, using standard precautions, to support the theatre team |
| 3.    Maintain theatre area               | 3.1    Equipment is removed and cleaned at conclusion of procedure and stored correctly  |
|   | 3.2    Bed and other relevant equipment is collected and patient transported from theatre to recovery room                           |

## RANGE OF VARIABLES

*Theatre clothing may include:*

- Allocated theatre outfits
- Boots
- Dress shoes
- Goggles
- Lead aprons
- Plastic aprons
- Masks

*Cleaning may include:*

- Floors in theatre
- Lights and light fittings
- Theatre tables
- X-ray gowns
- Walls
- Theatre furniture
- Theatre boots
- Shelves

*Equipment may include:*

- Lifting equipment
- Transport trolleys
- Theatre trolleys
- Diathermy units
- Orthopaedic frames
- Plaster trolleys
- Table attachments
- Video tower equipment
- Microscopes

*Relevant staff may include:*

- Nursing staff
- Doctors
- Other theatre assistants and personnel

## EVIDENCE GUIDE

*Critical aspects of assessment must include:*

- Compliance with enterprise requirements, OHS legislation, infection control, manual handling procedures and relevant health regulations
- Completion of all activities accurately and in a timely and safe manner
- Work completed systematically with attention to detail without damage to equipment or harm to patient/personnel
- Effective co-ordination of required processes
- Effective communication with theatre team

*Concurrent assessment and relationship with other units:*

- This unit can be assessed independently, however holistic assessment practice with other general health services units of competency is encouraged.

*Co-assessment may be considered with:*

- HLTTH2A Provide equipment support in an operating theatre environment
- HLTTH3A Identify and move to maintain a sterile field

*Essential knowledge required includes:*

- Relevant OHS legislation and infection control codes of practice, enterprise policies and procedures
- Basic understanding of theatre team responsibility in relation to the surgical count
- Organisational procedures for preparation of a deceased patient, who has died in the theatre environment
- Relevant Australian hospital standards, regulations and guidelines
- Safety and environmental aspects related to workplace operation and manual handling, including workplace hazards
- Theatre policy and procedures guidelines
- Theatre protocols
- Basic equipment care and maintenance

*Essential skills required include;*

- Specialist cleaning processes for theatre
- Positioning and support requirements for patient preparation procedures
- Patient positioning and patient transfer procedures

## EVIDENCE GUIDE

- Equipment set-up procedures
- Prioritising workload
- Carrying out all work according to safe working guidelines
- Working with conscious and unconscious patients
- Numeracy skills range from the ability to complete basic arithmetic calculations such as addition, subtraction, multiplication, division to recording numbers
- Reading and writing skills - literacy competence required to fulfil job roles in a safe manner and as specified by the organisation. The level of skill may range from the ability to understand symbols used in OHS signs to reading manufacturers' instructions for equipment use, workplace safety pamphlets or procedure manuals to reading labels and handling chemicals such as cleaning fluids. Literacy support available in the workplace may range from having access to support or assistance from expert/mentor/supervisor, to having no communication supports available. Literacy may be required in English or a community language.
- Oral communication skills - language competence required to fulfil job roles in a safe manner and as specified by the organisation. Assessors should look for skills in asking questions, providing clear information, listening to and understanding workplace instructions, and clarifying workplace instructions when necessary. The organisation may require competence in English or a community language, depending on client group.
- Problem solving skills required include the ability to use available resources, assemble equipment and prioritise workload

### *Resource implications*

Resource requirements include access to:

- Theatre clothing
- Equipment
- Infection control procedures
- Workplace health and safety guidelines
- Theatre policy and procedure guidelines
- Other organisational policies and procedures
- Duties statements and/or job descriptions

## EVIDENCE GUIDE

### *Method of assessment*

Assessment may include:

- Observation of performance
- Written tasks
- Interviewing and questioning
- Formal appraisal systems
- Staff/client feedback
- Portfolio/CV
- Supporting statement of supervisor(s)
- Authenticated evidence of relevant work experience and/or formal/informal learning
- Case studies and scenarios as a basis for discussion of issues and strategies to contribute to best practice in the work environment

### *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. Assessment may be conducted on more than one occasion to cover a variety of situations.

A diversity of assessment tasks is essential for holistic assessment.



## **UNIT HLTTH2A    Provide equipment support in an operating theatre environment**

This unit is concerned with the provision of equipment support to meet the needs of the patient and surgical team in an operating suite.

Work will be performed within a prescribed range of functions, generally within a team environment, involving known routines and procedures.

All activities are carried out in accordance with organisational policies, procedures and infection control guidelines.

<b>ELEMENT</b>	<b>PERFORMANCE CRITERIA</b>
1. Ascertain equipment requirements of the operating list	<ul style="list-style-type: none"><li>1.1 Consult with relevant operating team members and reference material to determine equipment required</li><li>1.2 Use basic knowledge of surgical procedures to assist and identify the needs of operating teams</li></ul>
2. Select and use appropriate equipment	<ul style="list-style-type: none"><li>2.1 Relevant equipment is located and checked to ensure that it is complete, clean and ready for use</li><li>2.2 Equipment is positioned in accordance with set up procedures</li><li>2.3 Basic equipment faults are notified to appropriate staff according to organisational policy and procedure</li><li>2.4 Equipment is cleaned and stored safely</li></ul>



## RANGE OF VARIABLES

*Equipment requirements will depend upon:*

- Personal preference of medical staff
- Availability of equipment
- Patient assessment
- Case complexity and speciality area eg general, vascular, ophthalmic, gynaecology
- Manual handling requirements

Equipment will vary between hospitals due to the above considerations.

*Equipment may include:*

- Furniture
- Electrical
- Positioning aids
- Cylinders
- Operating tables
- Positioning accessories
- Electro-surgical equipment
- Lasers
- Gas cylinders/regulators
- Microscopes
- Endoscopic monitors and tower systems
- Suction units
- Monitoring devices
- Warming equipment
- Audio visual equipment
- Lights
- Orthopaedic equipment
- Tourniquet
- Mechanical lifter

*Reference material may include but is not limited to:*

- Operating list
- Preference cards
- Manuals

*Operating teams may include:*

- Nursing staff
- Anesthetists
- Surgeons
- Other support staff

## EVIDENCE GUIDE

### *Critical aspects of assessment must include:*

- Compliance with enterprise requirements, OH&S legislation, infection control, manual handling procedures and relevant health regulations
- Completion of all activities accurately and in a timely and safe manner
- Correct theatre handling equipment procedures
- Correct set-up and positioning of theatre equipment for a variety of surgical procedures
- Work completed systematically with attention to detail without damage to equipment
- Effective co-ordination of required processes
- Ability to liaise effectively with theatre staff and provide appropriate equipment as requested

### *Essential knowledge required includes:*

- Relevant OHS legislation and infection control codes of practice, enterprise policies and procedures
- Relevant Australian hospital standards, regulations and guidelines
- Safety and environmental aspects related to workplace operation and manual handling, including workplace hazards
- Theatre policy and procedures guidelines
- Theatre protocols
- Types of theatre attire and purpose of personal protective clothing

### *Essential skills required include:*

- Specialist cleaning processes for theatre equipment
- Equipment set-up procedures
- Safe handling of equipment
- Carrying out all work according to safe working guidelines
- Numeracy skills include the ability to complete basic arithmetic calculations such as addition, subtraction, multiplication, division to recording numbers.
- Reading and writing skills - literacy competence required to fulfil job roles in a safe manner and as specified by organisation. The level of skill may range from the ability to understand symbols used

## EVIDENCE GUIDE

in OHS signs to reading and interpreting manufacturers' instructions for equipment, workplace safety pamphlets or procedure manuals to reading labels and handling chemicals such as cleaning fluids. Literacy support available in the workplace may range from having access to support or assistance from expert/mentor/supervisor to having no communication supports available. Literacy may be required in English or a community language.

- Oral communication skills - language competence required to fulfil job roles in a safe manner and as specified by the organisation. Assessors should look for skills in asking questions, providing clear information, listening to and understanding workplace instructions, and clarifying workplace instructions when necessary. The organisation may require competence in English or a community language, depending on client group.
- Problem solving skills required include the ability to use available resources and prioritise workload.

### *Resource implications*

Resource requirements include access to:

- Equipment
- Infection control procedures
- Workplace health and safety guidelines
- Theatre policy and procedure guidelines
- Other organisational policies and procedures
- Duties statements and/or job descriptions

### *Method of assessment*

Assessment may include:

- Observation of performance
- Written tasks
- Interviewing and questioning
- Formal appraisal systems
- Staff/client feedback
- Portfolio/CV
- Supporting statement of supervisor(s)
- Authenticated evidence of relevant work experience and/or formal/informal learning
- Case studies and scenarios as a basis for discussion of issues and strategies to contribute to best practice in the work environment

## EVIDENCE GUIDE

*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. Assessment may be conducted on more than one occasion to cover a variety of situations.

A diversity of assessment tasks is essential for holistic assessment.



## **UNIT HLTTH3A Identify and move to maintain a sterile field**

### **Unit Descriptor**

This unit is concerned with the ability to identify and move around a sterile environment in the operating suite and to ensure that infection control principles are maintained.

Work will be performed within a prescribed range of functions, generally within a team environment, involving known routines and procedures.

All activities are carried out in accordance with organisational policies, procedures and infection control guidelines.

<b>ELEMENT</b>	<b>PERFORMANCE CRITERIA</b>
1. Apply personal hygiene standards	<ul style="list-style-type: none"><li>1.1 Operating room attire is worn correctly and conforms with hospital and enterprise policy and procedures</li><li>1.2 Standard infection control guidelines are followed to reduce risk of infection</li></ul>
2. Move around a sterile field	<ul style="list-style-type: none"><li>2.1 Movement and activities are consistent with duties being carried out</li><li>2.2 Personal movement around a sterile field conforms with aseptic principles to ensure the sterile field is not contaminated</li><li>2.3 Personal and other staff breaches of aseptic principles are reported to the relevant staff</li><li>2.4 Personal protective attire is worn as required</li></ul>

## RANGE OF VARIABLES

‘Sterile field includes the area immediately surrounding the draped patient, the sterile personnel, sterile draped trolleys and equipment’ ACORN (1998) *Aseptic Techniques in the Operating Suite*

Asepsis involves the prevention of contamination of a sterile field.

*Operating room attire may include:*

- Allocated theatre outfits
- Boots
- Dress shoes
- Goggles
- Lead aprons
- Plastic aprons
- Masks

*Factors affecting sterile field include:*

- Physical
- Positive pressure
- Air conditioning system
- Temperature
- Humidity
- Clean equipment and environment
- Personal
- Attire
- Personal hygiene including effective hand washing
- Work and traffic flow processes
- Aseptic conditions
- Identification of breaches
- Accountability for breaches of self and others

## EVIDENCE GUIDE

### *Critical aspects of assessment must include:*

- Compliance with enterprise requirements, OHS legislation, infection control, manual handling procedures and relevant health regulations
- Completion of all activities accurately and in a timely and safe manner
- Work completed systematically with attention to detail without damage to equipment or injury to oneself or others
- Effective co-ordination of required processes
- Ability to liaise effectively with theatre staff

### *Essential knowledge required includes:*

- Definition of sterile and the sterilisation process
- Knowledge of the importance of asepsis as a contribution to patient care
- Basic knowledge of the transmission methods of pathogenic organisms
- Basic knowledge of the factors influencing growth of micro-organisms (environmental conditions)
- Duty of care
- Communication techniques and pathways in the operating room
- Possible hazards in the sterile environment
- Relevant OHS legislation and infection control codes of practice, enterprise policies and procedures
- Relevant Australian hospital standards, regulations and guidelines
- Safety and environmental aspects related to workplace operation
- Theatre policy and procedures guidelines
- Theatre protocols

### *Essential skills required include;*

- Cleaning process
- Effective hand washing techniques
- Safe waste handling techniques and disposal
- Carrying out all work according to safe working guidelines
- Numeracy skills include the ability to complete basic arithmetic calculations such as addition, subtraction, multiplication, division and recording



## EVIDENCE GUIDE

numbers.

- Reading and writing skills - literacy competence required to fulfil job roles in a safe manner and as specified by organisation. The level of skill may range from the ability to understand symbols used in OHS signs to reading and interpreting manufacturers' instructions for equipment, workplace safety pamphlets or procedure manuals to reading labels and handling chemicals such as cleaning fluids. Literacy support available in the workplace may range from having access to support or assistance from expert/mentor/supervisor, to having no communication supports available. Literacy may be required in English or a community language.
- Oral communication skills - language competence required to fulfil job roles in a safe manner and as specified by the organisation. Assessors should look for skills in asking questions, providing clear information, listening to and understanding workplace instructions, and clarifying workplace instructions when necessary. The organisation may require competence in English or community language, depending on client group.
- Problem solving skills required include the ability to use available resources and prioritise workload.

### *Resource implications*

Resource requirements include access to:

- Equipment
- Infection control procedures
- Workplace health and safety guidelines
- Theatre policy and procedure guidelines
- Other organisational policies and procedures
- Duties statements and/or job descriptions

### *Method of assessment*

Assessment may include:

- Observation of performance
- Written tasks
- Interviewing and questioning
- Formal appraisal systems
- Staff/client feedback
- Portfolio/CV
- Supporting statement of supervisor(s)
- Authenticated evidence of relevant work experience and/or formal/informal learning

## EVIDENCE GUIDE

- Case studies and scenarios as a basis for discussion of issues and strategies to contribute to best practice in the work environment

### *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. Assessment may be conducted on more than one occasion to cover a variety of situations.

A diversity of assessment tasks is essential for holistic assessment.



## **UNIT CHCAC3C Orientation to aged care work**

### **Unit Descriptor**

Work is performed within a legal and ethical framework and supports the rights and interests of the aged people and follows appropriate reporting mechanisms to meet duty of care requirements.

### **ELEMENTS**

### **PERFORMANCE CRITERIA**

- |   |  |
|---|--|
| 1. Demonstrate commitment to quality care for aged people   | 1.1 All work reflects an understanding of key issues facing aged people and their carers   |
|   | 1.2 All work undertaken reflects 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 relating to client participation are followed  |
|   | 1.5 Personal values and attitudes regarding ageing are taken into account when planning and implementing all work activities         |
| 2. Support rights, interests and needs of the aged person   | 2.1 Aged person is supported and encouraged to exercise their rights where appropriate   |
|   | 2.2 Legal responsibilities and duty of care are complied with  |
| 3. Respond to situations of risk or potential risk to the aged person within work role and skills level | 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 the aged person                                      |

## RANGE OF VARIABLES

*Issues may include:*

- Coming to terms with the ageing process
- Access to community
- Changing needs for physical comfort, sleep and rest
- Death, grieving and loss
- Changes that ageing may bring to physical processes, memory, intellectual function, personality and social interaction

*Context includes:*

- Statutory framework within which work takes place
- Historical context of work eg. Changing attitudes to ageing; changing approaches to working with clients
- Changing social context of work eg. Consumer centred approach, changing government and societal views of aged care, approaches to working with clients,
- Political context eg. Government policies and initiatives affecting aged care work
- Economic context eg. The current economic situation as it relates to and affects aged care and the subsequent impact on client needs
- Facts/myths about ageing

*Different models of work in the sector may include:*

- Community development and education
- Health promotion
- Case management
- Working with families
- Peer support/self help
- Residential services
- Respite care
- Home based support
- Unpaid work
- Palliative care

*Quality of care may include the following underpinning values and philosophies:*

- A holistic and consumer-centred approach
- Community education
- Promotion of mental health and wellbeing
- Early intervention

## RANGE OF VARIABLES

- Targeting of appropriate services
- Commitment to meeting the needs and upholding the rights of clients
- Commitment to empowering clients

*Policy and legislative requirements include:*

- Privacy Act
- Equal Employment Opportunity principles
- Guardianship Board
- Freedom of Information Act
- Individual rights
- Residential Aged Care Service Standards
- Aged Care Act 1997
- Nurses Act
- Medical Act
- Pharmacy Act
- Poisons Act
- Medication regulations

*A commitment to principles of access and equity includes:*

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

*Rights include principles expressed in:*

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

*Rights may be detailed in:*

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

## RANGE OF VARIABLES

- Rights may include:*
- Privacy
  - Confidentiality
  - Common law
  - To be treated in a dignified, safe and comfortable manner
  - To express own feelings
  - Freedom of association
  - Choice to participate
  - Access to complaint mechanisms
- Interests may include:*
- Financial
  - Accommodation
  - Services
  - Recreation
- Needs may include:*
- Personal
  - Security
  - Safety
  - Recreational
  - Social
- Legal responsibilities include:*
- Legislation
  - Regulations
- Appropriate people may include:*
- Supervisors
  - Relatives
  - Colleagues
  - Health workers
  - Administrators
  - Emergency services
  - Health care services
  - Community care
  - Social services
- Reporting may be:*
- By telephone
  - Face to face
  - Written

## RANGE OF VARIABLES

- Hand over books
- Written reports
- Incident reports
- Accident reports

*Uncharacteristic behaviours may include:*

- Agitation
- Aggression
- Sleeplessness
- Withdrawal
- Disorientation
- Confusion

*Inappropriate behaviours are those which may put others at risk or infringe upon the rights of others*

*Observations of situations of risk may include:*

- Nourishment and hydration/diet (eg. Aged person not eating or drinking enough)
- Occupational health and safety (eg. Loose carpet squares, slippery bathroom floors)
- Uncharacteristic behaviour
- Memory and mental ability
- Distress
- Confusion
- Mental state
- Pain
- Sleep/rest patterns
- Self care needs
- Clothing
- Hygiene
- Health
- Skin integrity
- Substance abuse
- Crisis
- Social rights infringement
- Substance abuse
- Those needing emergency care



## **RANGE OF VARIABLES**

*Responding to situations of risk  
may include:*

- Identifying risks
- Providing information on risks or potential risks
- Risk minimisation

## EVIDENCE GUIDE

### *Critical aspects of assessment:*

- Working within the aged care legal and ethical framework
- Adheres to own role and responsibilities in aged care work environment
- Work maintains quality of care for aged people

### *Interdependent assessment of units:*

This unit must be assessed with all other specialisation units chosen as part of the package

### *Underpinning knowledge:*

- Consumer needs and rights
- Duty of care
- Principles of client empowerment/disempowerment
- Current issues facing clients and existing services to address their needs and rights
- Principles and practices of confidentiality
- Knowledge specific to working with people from culturally and linguistically diverse backgrounds
- Organisational occupational health and safety policies and procedures
- Organisational philosophy and guidelines
- Rights and responsibilities of the aged person
- Understanding of stereotypes of ageing
- Awareness of own attitudes to ageing
- Common health problems of the aged and their effects including dementia and sensory disability
- Common risks to safety
- Depending on the work role or services provided, specific knowledge of particular groups or issues may be required. See additional information for assessors (pg. 24) regarding the following:
  - ◇ Alcohol and other drugs
  - ◇ Cultural and linguistic diversity
  - ◇ Risk of self harm
  - ◇ Women
  - ◇ Men
  - ◇ Community education
  - ◇ Aboriginal and Torres Strait Islanders
  - ◇ Mental health
- Knowledge of own role and responsibilities

## EVIDENCE GUIDE

- Knowledge of risk management strategies et infection control, pressure area management

### *Underpinning skills:*

- Interpersonal communication with clients and other stakeholders. Communication may involve both oral and written communication skills, and will depend on the requirements to fulfil the job role as specified by the organisation/service. Language used may be English or a community language, depending on the client group.
- Language, literacy and numeracy competence required to fulfil organisational reporting requirements and according to the literacy support available in the workplace. Reports may be verbal or written. Reporting needs may vary from a two or three sentence note on a familiar workplace situation with assistance available from a supervisor, to a complex report completed with no assistance. Language used may be English or a community language, depending on the client group

### *Resource implications:*

- Access to appropriate workplace where assessment can take place
- Resources available for development of language, literacy and numeracy competence as required by the organisation for workers with language, literacy and numeracy needs

### *Consistency in performance:*

- Assessment will primarily be observations, questioning and evidence sourced from a workplace environment
- Assessment of written skills must be based on workplace requirements
- Assessment to be assessed over a period of time

### *Context of assessment:*

- Assessment is recommended to be conducted in a workplace setting under the normal range of workplace conditions

## **UNIT CHCAOD1B Introduction to the alcohol and other drugs sector**

### **ELEMENTS**

### **PERFORMANCE CRITERIA**

- |   |  |
|---|--|
| 1. Develop knowledge of the alcohol and other drugs sector                                  | 1.1 Work reflects knowledge of the current issues which impact on the work area/organisation and different models of work  |
|   | 1.2 In collecting information about the work role and the organisation's role, the views of key stakeholders and representatives from relevant target groups are sought and used in accordance with organisational policies and procedures |
| 2. Demonstrate commitment to the central philosophies of the alcohol and other drugs sector | 2.1 Work undertaken demonstrates consideration and understanding of the underpinning values and philosophy of the sector   |
|   | 2.2 Work in the sector demonstrates a commitment to access and equity principles   |
|   | 2.3 Personal values and attitudes regarding alcohol and other drugs use are identified and taken into account when implementing work activities  |

## RANGE OF VARIABLES

*Stakeholders and representatives may include:*

- Clients
- Friends, peers and target group
- Families and care givers
- Local community
- Community organisations
- Government representatives and service providers
- Specialists/experts
- Peak bodies and networks in the sector
- Services
- Management, colleagues, supervisor, team members

*Different models of work in the sector may include:*

- Community development and education
- Case management
- Working with families

*The underpinning values and philosophies of the sector may include:*

- A holistic and client-centred approach ie. Promotion of health and wellbeing; early identification of health problems; delivery of appropriate services; commitment to meeting the needs and upholding the rights of clients; commitment to empowering the client
- A focus on harm minimisation including harm prevention; harm reduction; and harm management

*A commitment to access and equity must be demonstrated by:*

- A non-discriminatory approach to all people using the service, their family and friends, the general public and co-workers

## EVIDENCE GUIDE

**Critical aspects of assessment:**

- Applying a non-judgemental approach to alcohol and other drug use
- Working within the defined work role and responsibilities

**Interdependent assessment of units:**

This unit must be assessed with all other specialisation units when chosen as part of a qualification

*Underpinning knowledge:*

- Interrelationship of the clients needs
- Harm minimisation approach to work in the sector and a range of activities which support this
- Individual client needs and rights, and workers' duty of care to clients
- Locally available assistance
- Awareness of own biases and beliefs
- Limitations of work role and responsibilities

*Underpinning skills:*

- Interpersonal communication with the specific client group
- Working as part of a team or as a sole worker

**Resource implications:**

- Access to appropriate workplace where assessment can take place

**Consistency in performance:**

- Assessment will primarily be by observation and questioning and evidence sought from the workplace environment and may be gathered over one assessment period with a single target group

*Context of assessment:*

- This unit must be assessed in a realistic workplace environment



## **UNIT CHCAOD2B Orientation to the alcohol and other drugs sector**

### **ELEMENTS**

### **PERFORMANCE CRITERIA**

- |   |  |
|---|--|
| 1. Work within the context of the alcohol and other drugs sector                            | 1.1 All work in the sector reflects consideration of the historical context of the sector  |
|   | 1.2 All work reflects consideration of the changing social, political and economic context   |
|   | 1.3 All work reflects consideration of the interrelationship of issues affecting clients in the alcohol and other drugs sector   |
| 2. Develop knowledge of the alcohol and other drugs sector                                  | 2.1 All work reflects thorough knowledge of the current issues which impact on the sector and different models of work   |
|   | 2.2 In collecting information about the alcohol and other drugs sector, the views of key stakeholders and representatives from relevant target groups are collected and used |
| 3. Demonstrate commitment to the central philosophies of the alcohol and other drugs sector | 3.1 All work undertaken demonstrates consideration and understanding of the underpinning values and philosophy of the sector   |
|   | 3.2 All work in the sector demonstrates a commitment to access and equity principles   |
|   | 3.3 Personal values and attitudes regarding alcohol and other drugs use are identified and taken into account when planning and implementing all work activities             |



## RANGE OF VARIABLES

*Historical, social, political and economic context includes:*

- Statutory framework within which work takes place in the sector
- Historical context of work eg. Changing attitudes to alcohol and other drugs use; changing approaches to working with clients
- Changing social context of work eg. Changing government and societal views of alcohol and other drugs use and approaches to working with clients
- Political context eg. Government policies and initiatives affecting alcohol and other drugs work
- Economic context eg. The current economic situation as it relates to and affects alcohol and other drugs use and the subsequent impact on client needs

*Consideration of interrelating issues affecting clients may include:*

- Community development approach
- Empowerment of the community

*Stakeholders and representatives may include:*

- Clients
- Friends, peers and target group
- Families and care givers
- Local community
- Community organisations
- Government representatives and service providers
- Specialists/experts
- Peak bodies and networks in the sector
- Services
- Management, colleagues, supervisor, team members

*Different modes of work in the sector may include:*

- Community development and education
- Case management
- Working with families

*The underpinning values and philosophies of the sector may include:*

- A holistic and client-centred approach ie. Promotion of health and wellbeing; early identification of health problems; delivery of appropriate services; commitment to meeting the needs and upholding the rights of clients; commitment to empowering the client

## RANGE OF VARIABLES

- A focus on harm minimisation including harm prevention; harm reduction; health promotion and harm management
- A commitment to access and equity must be demonstrated by:*
- 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 etc

## EVIDENCE GUIDE

Critical aspects of assessment:	<ul style="list-style-type: none"><li>• Application of an in depth knowledge of alcohol and other drug issues and their impact on individuals and the community</li></ul>
<i>Interdependent assessment of units:</i>	<ul style="list-style-type: none"><li>• This unit must be assessed with all other specialisation units when chosen as part of a qualification</li></ul>
<i>Underpinning knowledge:</i>	<ul style="list-style-type: none"><li>• Interrelationship of the clients needs</li><li>• Harm minimisation approach to work in the sector and a range of activities which support this</li><li>• Individual client needs and rights, duty of care and ethical practices</li><li>• Principles of client and community empowerment / disempowerment within the specific area of work</li><li>• Statutory framework within which work takes place</li><li>• Current issues facing clients and existing services to address their needs and rights</li><li>• Community support structures available to clients</li><li>• Principles of health promotion (as per Ottawa Charter)</li><li>• Basic pharmacology - types of drugs; dose levels; effects of specific drugs; tolerance; treatment approaches broadly</li></ul>
<i>Underpinning skills:</i>	<ul style="list-style-type: none"><li>• Interpersonal communication with clients and other stakeholders</li><li>• Working as part of a team or as a sole worker</li></ul>
<i>Resource implications:</i>	<ul style="list-style-type: none"><li>• Access to appropriate workplace where assessment can take place</li></ul>
Consistency in performance:	<ul style="list-style-type: none"><li>• Assessment must be over a range of situations with more than one target group. It will entail observations and other workplace assessment tools</li></ul>
<i>Context of assessment:</i>	<ul style="list-style-type: none"><li>• This unit may be assessed on the job or through simulation</li></ul>

## **UNIT CHCDIS1C    Orientation to disability work**

### **Unit Descriptor**

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

### **ELEMENTS**

### **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 carers                                    |
|  | 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 OF VARIABLES

### *Context includes:*

- Statutory framework within which work takes place
- Historical context of work eg. Changing attitudes, changing approaches to working with clients
- Changing social context of work eg. Consumer centred approach, changing government and societal views, approaches to working with clients
- Political context eg. Government policies and initiatives
- Economic context eg. The current economic situation as it relates to and affects people with disabilities and the subsequent impact on client needs
- Facts/myths about disability

### *Issues include:*

- Access to services for people with disabilities and their carers
- Meeting individual needs and personal goals of people with disabilities

### *Different models of work in the sector may include:*

- Community development and education
- Health promotion
- Case management
- Working with families
- Peer support/self help
- Residential services
- Respite care
- Home based support
- Community access
- Advocacy
- Employment support
- Lifestyle support
- Business services support

### *The underpinning values and philosophies of the sector may include:*

- A holistic and consumer-centred approach
- Community education
- Delivery of appropriate services
- Commitment to meeting the needs and upholding the rights of clients

## RANGE OF VARIABLES

	<ul style="list-style-type: none"> <li>• Commitment to empowering clients</li> </ul>
<i>Different client requirements may depend upon:</i>	<ul style="list-style-type: none"> <li>• Type of disability eg: <ul style="list-style-type: none"> <li>◊ Physical</li> <li>◊ Sensory</li> <li>◊ Intellectual</li> <li>◊ Psychiatric</li> </ul> </li> <li>• Support availability including: <ul style="list-style-type: none"> <li>◊ Family</li> <li>◊ Financial</li> <li>◊ Physical and emotional</li> <li>◊ Employment</li> <li>◊ Education and training</li> <li>◊ Presence of a terminal illness/condition</li> </ul> </li> </ul>
<i>Policy and legislative requirements include:</i>	<ul style="list-style-type: none"> <li>• Disability Services Act</li> <li>• Disability Discrimination Act</li> <li>• Privacy Act</li> <li>• Equal Employment Opportunity principles</li> <li>• Guardianship Board</li> <li>• Individual rights</li> <li>• Disability Service Standards</li> <li>• Nurses Act</li> <li>• Medical Act</li> <li>• Medication regulations</li> </ul>
<i>A commitment to principles of access and equity includes:</i>	<ul style="list-style-type: none"> <li>• Creation of a client oriented culture</li> <li>• A non-discriminatory approach to all people using the service, their family and friends, the general public and co-workers</li> <li>• Ensuring the work undertaken takes account of and caters for differences including: cultural, physical, religious, economic, social, developmental, behavioural, emotional and intellectual</li> </ul>
<i>Rights include principles expressed in:</i>	<ul style="list-style-type: none"> <li>• Charters of rights</li> <li>• Outcomes standards documents</li> <li>• General human rights</li> </ul>

## RANGE OF VARIABLES

- Freedom from discrimination
- Freedom of information

### *Rights include:*

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

### *Interests include:*

- Financial
- Accommodation
- Services
- Recreation
- Supervisors

### *Appropriate people include:*

- Relatives
- Colleagues
- Health workers
- Administrators
- Emergency services
- Health care services

### *Responding to situations of risk in the context of the work role may include:*

- Identifying risks
- Providing information on risks or potential risks
- Risk minimisation
- Strategies for preventing abuse of people with disabilities

## EVIDENCE GUIDE

### *Critical aspects of assessment:*

- Current issues facing clients and existing services for addressing needs and rights
- Rights and responsibilities of people with disabilities
- Understanding the stereo types of people with disabilities
- Awareness of own attitudes to people with disabilities

### *Underpinning knowledge:*

- Knowledge of specific culture and language used by people with disabilities
- Knowledge specific to working with families and family systems
- Understanding different client requirement according to different disabilities
- Knowledge of networks in the disability sector
- Holistic and client-centred care
- Consumer needs and rights including duty of care
- Principles of empowerment/disempowerment in relation to people with disabilities
- Principles of access and equity
- Principles and practices of confidentiality
- Organisational policies, practices and programs relating to the work role
- Organisational occupational health and safety policies and procedures
- Organisational philosophy and guidelines
- Awareness of discriminatory actions
- Common risks to safety
- Depending on the work role or services provided, specific knowledge of particular groups or issues may be required. See additional information for assessors (pg. 24) regarding the following:
  - ◇ Alcohol and other drugs abuse
  - ◇ Cultural and linguistic diversity
  - ◇ Risk of self harm
  - ◇ Women
  - ◇ Men
  - ◇ Community education
  - ◇ Aboriginal and Torres Strait Islander people



## EVIDENCE GUIDE

### ◇ Mental health

- |                                    |  |
|------------------------------------|--|
| <i>Underpinning skills:</i>        | <ul style="list-style-type: none"><li>• Interpersonal communication with clients and other stakeholders</li></ul>  |
| <i>Resource implications:</i>      | <ul style="list-style-type: none"><li>• Access to a relevant workplace or an appropriately simulated environment where assessment may take place</li></ul>     |
| <i>Consistency in performance:</i> | <ul style="list-style-type: none"><li>• Consistency in performance should consider the particular workplace context</li></ul>                                  |
| <i>Context of assessment:</i>      | <ul style="list-style-type: none"><li>• This unit is best assessed in the workplace or in a simulated workplace under the normal range of conditions</li></ul> |

## UNIT CHCMH1B Orientation to work in the mental health sector

### Unit Descriptor

This unit aims to describe the context within which mental health work occurs.

### ELEMENTS

### PERFORMANCE CRITERIA

- |   |  |
|---|--|
| 1. Work within the context of the mental health sector                            | <p>1.1 All work in the sector reflects consideration of the historical context of the sector</p> <p>1.2 All work reflects consideration of the changing social, political and economic context</p>   |
| 2. Develop knowledge of the mental health sector                                  | <p>2.1 All work reflects knowledge of the current issues which impact on the sector and different models of work</p> <p>2.2 In collecting information about the mental health sector, the views of key stakeholders and representatives from relevant target groups are collected and used</p>   |
| 3. Demonstrate commitment to the central philosophies of the mental health sector | <p>3.1 All work undertaken demonstrates consideration and understanding of the underpinning values and philosophy of the sector</p> <p>3.2 All work in the sector demonstrates a commitment to access and equity principles</p> <p>3.3 Clients participate in all aspects of service planning and support activities</p> <p>3.4 Personal values and attitudes regarding mental health and illness are identified and taken into account when planning and implementing all work activities</p> |
| 4. Work with people from culturally and linguistically diverse backgrounds        | <p>4.1 All work undertaken demonstrates consideration and understanding of cultural and linguistic differences</p> <p>4.2 All work is adapted to meet the specific cultural and linguistic needs of clients</p>  |

## RANGE OF VARIABLES

### *Context includes*

- Statutory framework within which work takes place
- Historical context of work eg. Changing attitudes to mental health; changing approaches to working with clients
- Changing social context of work eg. Consumer centred approach, changing government and societal views of mental health, approaches to working with clients, deinstitutionalisation
- Political context eg. Government policies and initiatives affecting mental health work, mainstreaming
- Economic context eg. The current economic situation as it relates to and affects mental health and the subsequent impact on client needs
- Facts/myths about mental illness and psychiatric disability

### *Different models of work in the sector may include:*

- Community development and education
- Mental health promotion
- Case management
- Working with families
- Clubhouse
- Psychosocial rehabilitation
- Supported employment
- Peer support/self help
- Crisis situation responses
- Early intervention/prevention
- Consumer run models
- Clinical mental health services
- Residential services
- Respite care
- Home based support

### *Stakeholders and representatives may include:*

- Consumers
- Carers
- Friends, peers and target group
- Families and care givers
- Local community

## RANGE OF VARIABLES

- Community organisations
- Government representatives and service providers
- Clinical mental health services
- Peak bodies and networks in the sector
- Management, colleagues, supervisor, team members

*The underpinning values and philosophies of the sector may include:*

- A holistic and consumer-centred approach
- Community education
- Promotion of mental health and wellbeing
- Early intervention
- Delivery of appropriate services
- Commitment to meeting the needs and upholding the rights of consumers
- Commitment to empowering the consumer
- Encouragement of personal growth and development toward recovery and wellness

*A commitment to principles of access and equity includes:*

- Creation of a consumer 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

*Cultural and linguistic differences may include:*

- Different cultural and social contexts
- The needs of indigenous Australians
- The needs of people from non-English speaking backgrounds
- Social variables such as social attitudes to mental illness

## EVIDENCE GUIDE

<i>Critical aspects of assessment:</i>	Work or model of work demonstrates an understanding of underpinning values and philosophies in the mental health sector
<i>Interdependent assessment of units:</i>	This unit must be assessed with all other mental health (non clinical) specialisation units chosen as part of a package at a particular Australian Qualifications Framework level
Underpinning knowledge:	<ul style="list-style-type: none"><li>• Impact of stigma</li><li>• Facts/myths about mental illness and psychiatric disability</li><li>• Principles of disability</li><li>• Principles of community delivered service provision</li><li>• Importance of consumer input</li><li>• Holistic and client-centred care</li><li>• Consumer needs and rights including duty of care</li><li>• Principles of client empowerment/disempowerment</li><li>• Principles of access and equity</li><li>• Policy, regulatory, legislative and legal requirements include<ul style="list-style-type: none"><li>◇ Mental Health Acts</li><li>◇ Privacy Act</li><li>◇ Equal Employment Opportunity principles</li><li>◇ Community treatment orders</li><li>◇ Community counselling orders</li><li>◇ Guardianship Board</li><li>◇ Freedom of Information Act</li><li>◇ Individual rights</li><li>◇ United Nations Principles for the Protection of Persons with Mental illness and the Improvement of Health Care</li><li>◇ National Mental Health Policy and Plan</li><li>◇ National Mental Health Service Standards</li><li>◇ Disability Services/Discrimination Acts and standards</li></ul></li><li>• Involuntary and voluntary admission to hospital</li><li>• National standards for mental health services</li></ul>

## EVIDENCE GUIDE

- Historical and social context
- Political and economic context
- Current issues facing clients and existing services to address their needs and rights
- Understanding of regulations and guidelines governing the handling of medication
- Principles and practices of ethics and values
- Principles and practices of confidentiality
- Principles and practice of duty of care
- Major psychiatric illnesses
- Early intervention
- Legal system
  - ◊ Courts
  - ◊ Police powers
  - ◊ Court reports
  - ◊ Tribunals
  - ◊ Parole
  - ◊ Community treatment orders
- Indigenous Australian culture
- Knowledge specific to working with people from culturally and linguistically diverse backgrounds
- Knowledge specific to working with people at risk of self harm

*Resource implications:* Access to a workplace or simulated workplace where assessment may occur

*Consistency in performance:* Consistency in performance should consider the requirements of the particular workplace context

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

