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| BSBCCO404A Collect, analyse and record information.....                                                                       | 1648 |
| BSBATSIC511A Plan and conduct a community meeting.....                                                                        | 1654 |
| CHCICS408B Provide support to people with chronic disease .....                                                               | 1661 |
| CHCICS407B Support positive lifestyle .....                                                                                   | 1669 |

|                                                                                                                   |      |
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| CHCICS406B Support client self-management .....                                                                   | 1675 |
| CHCAOD510B Work effectively with clients with complex alcohol and-or other drugs issues.....                      | 1683 |
| CHCAOD409E Provide alcohol and-or other drug withdrawal services .....                                            | 1695 |
| CHCAOD408B Assess needs of clients with alcohol and-or other drugs issues .....                                   | 1702 |
| BSBINM302A Utilise a knowledge management system.....                                                             | 1714 |
| BSBCCO301B Use multiple information systems.....                                                                  | 1720 |
| BSBATS1W417C Select and use technology.....                                                                       | 1726 |
| CHCOHC407B Apply and manage use of basic oral health products.....                                                | 1732 |
| CHCOHC406B Provide or assist with oral hygiene .....                                                              | 1745 |
| CHCOHC404A Recognise and respond to signs and symptoms that may indicate oral health issues.....                  | 1765 |
| CHCOHC402A Support clients and groups to learn practical aspects of oral health care.....                         | 1777 |
| CHCOHC401A Inform and encourage clients and groups to understand and achieve good oral health.....                | 1790 |
| CHCOHC303B Use basic oral health screening tools.....                                                             | 1806 |
| HLTCSD306D Respond effectively to behaviours of concern .....                                                     | 1814 |
| CHCTC404B Provide competent suicide intervention in a telephone counselling context.....                          | 1821 |
| CHCTC403B Provide telephone counselling in crisis situations .....                                                | 1834 |
| CHCMH411A Work with people with mental health issues .....                                                        | 1841 |
| CHCMH403A Establish and maintain communication and relationships to support the recovery process.....             | 1851 |
| CHCMH402B Apply understanding of mental health issues and recovery processes .....                                | 1857 |
| CHCMH301C Work effectively in mental health .....                                                                 | 1863 |
| CHCCS514B Recognise and respond to individuals at risk.....                                                       | 1871 |
| HLTPH316A Assist with dispensing of prescriptions and medication orders .....                                     | 1880 |
| HLTPH312B Procure, store and maintain pharmaceutical products.....                                                | 1889 |
| HLTPH305A Maintain pharmaceutical imprest stock.....                                                              | 1898 |
| HLTPH301C Undertake pharmacy technician duties.....                                                               | 1905 |
| HLTPOP311C Identify land care issues as they relate to health.....                                                | 1913 |
| HLTPOP310C Monitor and maintain dog health in the community.....                                                  | 1921 |
| HLTPOP307C Provide information and support on environmental health issues.....                                    | 1934 |
| HLTPOP304C Contribute to evaluating a population health project .....                                             | 1942 |
| HLTPOP303C Contribute to population health project planning.....                                                  | 1950 |
| HLTPOP302C Contribute to working with the community to identify health needs .....                                | 1958 |
| HLTPOP301C Work effectively in the population health sector .....                                                 | 1966 |
| CHCPROM502B Implement health promotion and community intervention .....                                           | 1974 |
| CHCPROM401C Share health information.....                                                                         | 1980 |
| CHCDFV406C Provide domestic and family violence support in Aboriginal and Torres Strait Islander communities..... | 1988 |
| CHCDFV404C Promote community awareness of domestic and family violence.....                                       | 2002 |
| CHCDFV301A Recognise and respond appropriately to domestic and family violence.....                               | 2014 |
| CHCPRT002 Support the rights and safety of children and young people.....                                         | 2028 |
| Assessment Requirements for CHCPRT002 Support the rights and safety of children and young people.....             | 2031 |
| CHCPRT001 Identify and respond to children and young people at risk.....                                          | 2033 |
| Assessment Requirements for CHCPRT001 Identify and respond to children and young people at risk .....             | 2036 |
| SIRPDIS002A Deliver prescription medicines to customers outside the pharmacy.....                                 | 2039 |
| CHCLLN403A Identify clients with language, literacy and numeracy needs and respond effectively .....              | 2048 |
| CHCCM402E Establish and monitor a case plan .....                                                                 | 2057 |
| CHCCM401D Undertake case management .....                                                                         | 2064 |

|                                                                                                                       |      |
|-----------------------------------------------------------------------------------------------------------------------|------|
| CHCCD413E Work within specific communities .....                                                                      | 2070 |
| CHCCS401C Facilitate responsible behaviour .....                                                                      | 2077 |
| CHCAOD407E Provide needle and syringe services .....                                                                  | 2085 |
| CHCAOD406E Work with clients who are intoxicated .....                                                                | 2091 |
| CHCAOD402B Work effectively in the alcohol and other drugs sector .....                                               | 2098 |
| CHCDIS409B Provide services to people with disabilities with complex needs.....                                       | 2107 |
| CHCCS426B Provide support and care relating to loss and grief .....                                                   | 2116 |
| CHCAC319A Provide support to people living with dementia .....                                                        | 2126 |
| TAEDEL301A Provide work skill instruction.....                                                                        | 2136 |
| PSPPM402B Manage simple projects .....                                                                                | 2144 |
| CHCPOL301B Participate in policy development.....                                                                     | 2153 |
| BSBWOR404B Develop work priorities .....                                                                              | 2159 |
| BSBWOR402A Promote team effectiveness .....                                                                           | 2166 |
| BSBWOR204A Use business technology .....                                                                              | 2173 |
| BSBSUS201A Participate in environmentally sustainable work practices.....                                             | 2180 |
| BSBCOM406A Conduct work within a compliance framework.....                                                            | 2187 |
| BSBADM409A Coordinate business resources .....                                                                        | 2193 |
| CHCCS400C Work within a relevant legal and ethical framework .....                                                    | 2199 |
| SIRCDIS301 Accept prescriptions and return dispensed medicines to customers.....                                      | 2208 |
| HLTRAH301C Undertake visits to remote communities.....                                                                | 2215 |
| HLTPOP404C Provide interventions to clients who are nicotine dependent.....                                           | 2222 |
| HLTPOP403C Provide information on smoking and smoking cessation .....                                                 | 2230 |
| HLTPOP402C Assess readiness for and effect behaviour change.....                                                      | 2238 |
| HLTHIR403C Work effectively with culturally diverse clients and co-workers.....                                       | 2245 |
| HLTCSD208D Transport clients.....                                                                                     | 2252 |
| CHCCS403C Provide brief intervention .....                                                                            | 2259 |
| CHCAOD201D Prepare for alcohol and other drugs work.....                                                              | 2267 |
| BSBWOR202A Organise and complete daily work activities.....                                                           | 2273 |
| BSBMED305B Apply the principles of confidentiality, privacy and security within the<br>medical environment .....      | 2279 |
| BSBITU101A Operate a personal computer .....                                                                          | 2285 |
| BSBINM201A Process and maintain workplace information .....                                                           | 2291 |
| BSBCMM201A Communicate in the workplace.....                                                                          | 2297 |
| BSBADM101A Use business equipment and resources.....                                                                  | 2303 |
| HLTIN301C Comply with infection control policies and procedures.....                                                  | 2309 |
| HLTHIR404D Work effectively with Aboriginal and/or Torres Strait Islander people.....                                 | 2320 |
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| HLTSS00033 Aboriginal and/or Torres Strait Islander Family Health Skill Set .....                                     | 2348 |
| HLTSS00035 Chronic Condition Self-management for Aboriginal and/or Torres Strait<br>Islander Clients Skill Set .....  | 2350 |
| HLTSS00036 Aboriginal and/or Torres Strait Islander Eye Health Coordinator Skill Set.....                             | 2352 |

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| <b>HLTSS00037 Advanced Practice for Aboriginal and/or Torres Strait Islander Health<br/>Workers Skill Set .....</b> | <b>2354</b> |
| <b>HLTSS00038 Aboriginal and/or Torres Strait Islander Disability Care Skill Set.....</b>                           | <b>2356</b> |
| <b>HLTSS00039 Aboriginal and/or Torres Strait Islander Aged Care Skill Set .....</b>                                | <b>2358</b> |
| <b>HLTSS00040 Smoking Cessation Skill Set .....</b>                                                                 | <b>2360</b> |
| <b>HLTSS00041 Aboriginal and/or Torres Strait Islander Sexual Health Skill Set.....</b>                             | <b>2362</b> |
| <b>HLTSS00042 Aboriginal and/or Torres Strait Islander Men's Health Skill Set.....</b>                              | <b>2364</b> |
| <b>HLTSS00043 Telehealth Administration skill set .....</b>                                                         | <b>2366</b> |
| <b>HLTSS00044 Nutrition Support Skill Set for Aboriginal an/or Torres Strait Islander<br/>Communities .....</b>     | <b>2368</b> |



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## Links

Companion Volume implementation guides are found in VETNet -  
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=ced1390f-48d9-4ab0-bd50-b015e5485705>

## HLT20113 Certificate II in Aboriginal and/or Torres Strait Islander Primary Health Care

### Modification History

| Release     | Comments                                                                                                                                                                                                                                                                                                                                                    |
|-------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Release 3.0 | Added Taxonomy data. Equivalent outcome.                                                                                                                                                                                                                                                                                                                    |
| Release 2.0 | Corrections to metadata and mapping. Minor corrections to formatting to improve readability.                                                                                                                                                                                                                                                                |
| Release 1.0 | <p>This version was released in <i>HLT Health Training Package release 1.0</i> and meets the requirements of the New Standards for Training Packages.</p> <p>Overall– decreased from 11 to 10 units</p> <p>Core – decreased from 8 to 7 units</p> <p>Electives – remains as 3 units</p> <p>Includes new unit: HLTAHW004, first aid and updated WHS unit</p> |

### Qualification Description

This qualification reflects the role of workers who undertake a range of tasks under direct supervision to support the provision of primary health care services to Aboriginal and/or Torres Strait Islander clients and communities. Such work will be performed as part of a health clinic, centre or service. This qualification is suited to Australian Apprenticeship pathways and is appropriate for delivery within VET in Schools programs.

*No licensing, legislative or certification requirements apply to this qualification at the time of publication*

### Packaging Rules

Total number of units = 10, including:

- ▶ 7 core units
- ▶ 3 elective units from the list below or from any endorsed Training Packages or accredited courses relevant to the work outcome.

All electives chosen must support the overall integrity of the AQF level of this qualification and contribute to a valid, industry-supported vocational outcome.

## Core units

HLTAHW001 Work with Aboriginal and/or Torres Strait Islander clients and communities

HLTAHW002 Support clients to obtain access to health services

HLTAHW003 Provide basic health information to clients

HLTAHW004 Perform work role in Aboriginal and/or Torres Strait Islander primary health care context

HLTAID003 Provide first aid

HLTIN301C Comply with infection control policies and procedures

HLTWHS001 Participate in workplace health and safety

## Elective units

BSBADM101A Use business equipment and resources

BSBCMM201A Communicate in the workplace

BSBINM201A Process and maintain workplace information

BSBITU101A Operate a personal computer

BSBMED305B Apply the principles of confidentiality, privacy and security within a medical environment

BSBWOR202A Organise and complete daily work activities

CHCAOD201D Prepare for alcohol and other drugs work

CHCCS403C Provide brief intervention

HLTAHW007 Undertake basic health assessments

HLTAHW009 Provide information about social and/or emotional support

HLTAHW021 Provide nutrition guidance for specific health care

HLTAHW034 Provide healthy lifestyle programs and advice

HLTCSD208D Transport clients

HLTAID005 Provide first aid remote situations

HLTHIR403C Work effectively with culturally diverse clients and co-workers

HLTPOP402C Assess readiness for and effect behaviour change

HLTPOP403C Provide information on smoking and smoking cessation

HLTPOP404C Provide interventions to clients who are nicotine dependent

HLTRAH301C Undertake visits to remote communities

SIRCDIS301 Accept prescriptions and return dispensed medicines to customers

## Qualification Mapping Information

No equivalent qualification

## Links

Companion Volume implementation guides are found in VETNet -  
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=ced1390f-48d9-4ab0-bd50-b015e5485705>

## HLT30113 Certificate III in Aboriginal and/or Torres Strait Islander Primary Health Care

### Modification History

| Release     | Comments                                                                                                                                                                                                                                                                                                                                                            |
|-------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Release 3.0 | Updated mapping information. Added Taxonomy data. Equivalent outcome.                                                                                                                                                                                                                                                                                               |
| Release 2.0 | Updated mapping information. Equivalent outcome.                                                                                                                                                                                                                                                                                                                    |
| Release 1.0 | <p>This version was released in <i>HLT Health Training Package release 1.0</i> and meets the requirements of the New Standards for Training Packages.</p> <p>Overall – increase from 14 to 17 units</p> <p>Core – decrease from 13 to 12 units</p> <p>Electives – increase from 1 to 5 units</p> <p>Includes new unit HLTAHW015, first aid and updated WHS unit</p> |

### Qualification Description

This qualification reflects the role of Aboriginal and/or Torres Strait Islander people working at the entry level of primary health care for Aboriginal and/or Torres Strait Islander clients. Certificate III may be regarded by many jurisdictions as the minimum level for Aboriginal and/or Torres Strait Islander health work. In some jurisdictions, however, individuals may start at Certificate II level and, when ready, progress to Certificate III. The qualification structure for Certificate III supports both these options. This qualification is suited to Australian Apprenticeship pathways.

*No licensing, legislative or certification requirements apply to this qualification at the time of publication.*

### Packaging Rules

Total number of units = 17, including:

12 core units

5 elective units, of which:

- at least 3 units must come from the elective unit list below

- up to 2 units may be selected from any endorsed Training Packages or accredited courses relevant to the work outcome.

All electives chosen must support the overall integrity of the AQF level of this qualification and contribute to a valid, industry-supported vocational outcome.

### **Core units**

CHCCS400C Work in a relevant legal and ethical framework

HLTAHW005 Work in Aboriginal and/or Torres Strait Islander primary health care context

HLTAHW006 Facilitate and advocate for the rights and needs of clients and community members

HLTAHW007 Undertake basic health assessments

HLTAHW008 Assist in planning and implementation of basic health care

HLTAHW009 Provide information about social and/or emotional support

HLTAHW010 Identify community health issues, needs and strategies

HLTAHW011 Assist with basic health screening, promotion and education services

HLTAHW015 Work under instructions to support the safe use of medication

HLTAID003 Provide first aid

HLTIN301C Comply with infection control policies and procedures

HLTWHS001 Participate in workplace health and safety

### **Elective units**

#### *General*

CHCCS403C Provide brief intervention

HLTAHW025 Provide information and strategies in health care

HLTAHW026 Provide information and strategies in sexual health for men

HLTAHW027 Provide information and strategies in sexual health for women

HLTAHW028 Provide information and strategies in chronic condition care

HLTHIR403C Work effectively with culturally diverse clients and co-workers

#### *Administration*

BSBADM101A Use business equipment and resources

BSBADM409A Co-ordinate business resources  
BSBCMM201A Communicate in the workplace  
BSBCOM406A Conduct work within a compliance framework  
BSBINM201A Process and maintain workplace information  
BSBITU101A Operate a personal computer  
BSBSUS201A Participate in environmentally sustainable work practices  
BSBWOR204A Use business technology  
BSBWOR402A Promote team effectiveness  
BSBWOR404B Develop work priorities  
BSBWORK202A Organise and complete daily work activities  
CHCPOL301B Participate in policy development  
PSPPM402B Manage simple projects  
TAEDEL301A Provide work skill instruction

#### *Aged & disability care*

CHCAC319A Provide support to people living with dementia  
CHCCS426B Provide support and care relating to loss and grief  
CHCDIS409B Provide services to people with disabilities with complex needs  
HLTAHW014 Work with Elders in Aboriginal and/or Torres Strait Islander communities  
HLTAHW051 Respond to loss, grief and trauma

#### *Alcohol and other drugs*

CHCAOD201D Prepare for alcohol and other drugs work  
CHCAOD402B Work effectively in the alcohol and other drugs sector  
CHCAOD406E Work with clients who are intoxicated  
CHCAOD407E Provide needle and syringe services  
CHCCS401C Facilitate responsible behaviour  
HLTAHW012 Assist with substance misuse care  
HLTAHW024 Work in alcohol, other drug and mental health with Aboriginal and/or Torres Strait Islander communities

#### *Cancer care*

HLTAHW035 Provide information and support around cancer  
HLTAHW036 Provide information and support to women with breast cancer

### *Client care*

CHCCD413E Work within specific communities

CHCCM401D Undertake case management

CHCCM402E Establish and monitor a case plan

CHCLLN403A Identify clients with language, literacy and numeracy needs and respond effectively

HLTAHW013 Respond to emergencies

HLTCSD208D Transport clients

HLTRAH301C Undertake visits to remote communities

SIRPDIS002A Deliver prescription medicines to customers outside the pharmacy

SIRCDIS301 Accept prescriptions and return dispensed medicines to customers

### *Family and community violence*

CHCPRT001 Identify and respond to children and young people at risk

CHCPRT002 Support the rights and safety of children and young people

CHCDFV301A Recognise and respond appropriately to domestic and family violence

CHCDFV404C Promote community awareness of domestic and family violence

CHCDFV406C Provide domestic and family violence support in Aboriginal and Torres Strait Islander communities

### *Health promotion*

CHCPROM401C Share health information

CHCPROM502B Implement health promotion and community intervention

HLTAHW029 Provide information and strategies in maternal and infant health

HLTAHW031 Promote and enhance the capacities of Aboriginal and/or Torres Strait Islander families and communities

HLTAHW033 Maintain community health profile

HLTAHW034 Provide healthy lifestyle programs and advice

HLTPOP301C Work effectively in the population health sector

HLTPOP302C Contribute to working with the community to identify health needs

HLTPOP303C Contribute to population health project plan

HLTPOP304C Contribute to evaluating a population health project plan

HLTPOP307C Provide information and support on environmental health issues

HLTPOP310C Monitor and maintain dog health in the community



HLTPOP311C Identify land care issues as they relate to health

*Medication assistant*

HLTPH301C Undertake pharmacy technician duties

HLTPH305A Maintain pharmaceutical imprest stock

HLTPH312B Procure, store and maintain pharmaceutical products

HLTPH316A Assist with dispensing of prescriptions and medication orders

*Mental health*

CHCCS514B Recognise and respond to individuals at risk

CHCMH301C Work effectively in mental health

CHCMH402B Apply understanding of mental health issues and recovery processes

CHCMH403A Establish and maintain communication and relationships to support the recovery process

CHCMH411A Work with people with mental health issues

CHCTC403B Provide telephone counselling in crisis situations

CHCTC404B Provide competent suicide intervention in a telephone counselling context

HLTCSD306D Respond effectively to behaviours of concern

*Nutrition*

HLTAHW021 Provide nutrition guidance for specific health care

HLTAHW023 Plan, develop and evaluate health promotion and community development programs

HLTAHW034 Provide healthy lifestyle programs and advice

*Oral health care*

CHCOHC303B Use basic oral health screening tools

CHCOHC401A Inform and encourage clients and groups to understand and achieve good oral health

CHCOHC402A Support clients and groups to learn practical aspects of oral health care

CHCOHC404A Recognise and respond to signs and symptoms that may indicate oral health issues

CHCOHC406B Provide or assist with oral hygiene

CHCOHC407B Apply and manage use of basic oral health products

### *Smoking cessation*

HLTPOP402C Assess readiness for and effect behaviour change

HLTPOP403C Provide information on smoking and smoking cessation

HLTPOP404C Provide interventions to clients who are nicotine dependent

## **Qualification Mapping Information**

No equivalent qualification

## **Links**

Companion Volume implementation guides are found in VETNet -

<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=ced1390f-48d9-4ab0-bd50-b015e5485705>

## HLT40113 Certificate IV in Aboriginal and/or Torres Strait Islander Primary Health Care

### Modification History

| Release     | Comments                                                                                                                                                                                                                                                                                                                                                                                                               |
|-------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Release 3.0 | Added Taxonomy data. Equivalent outcome.                                                                                                                                                                                                                                                                                                                                                                               |
| Release 2.0 | Corrections to metadata and mapping. Equivalent outcome.                                                                                                                                                                                                                                                                                                                                                               |
| Release 1.0 | <p>This version was released in <i>HLT Health Training Package release 1.0</i> and meets the requirements of the New Standards for Training Packages.</p> <p>Overall – increase from 14 to 21 units</p> <p>Core – increase from 9 to 14 units</p> <p>Electives – increase from 5 to 7 units</p> <p>Includes new unit HLTAHW037</p> <p>Includes first aid and updated WHS unit</p> <p>Removal of entry requirements</p> |

### Qualification Description

This qualification reflects the role of Aboriginal and/or Torres Strait Islander people working to provide a range of non-clinical primary health care services to Aboriginal and/or Torres Strait Islander clients and communities, including specific health care programs. These workers can be expected to flexibly assume a variety of job roles and undertake a broad range of tasks either individually or as a member of a multidisciplinary team.

*No licensing, legislative or certification requirements apply to this qualification at the time of publication*

### Packaging Rules

Total number of units = 21, including:

- 14 core units
- 7 elective units, of which:

- at least 4 units must come from the elective list below
- up to 3 units may be selected from any endorsed Training Packages or accredited courses relevant to the work outcome.

All electives chosen must support the overall integrity of the AQF level of this qualification and contribute to a valid, industry-supported vocational outcome.

### **Core units**

CHCCS400C Work within a relevant legal and ethical framework

HLTAHW005 Work in an Aboriginal and/or Torres Strait Islander primary health care context

HLTAHW006 Facilitate and advocate for the rights and needs of clients and community members

HLTAHW007 Undertake basic health assessments

HLTAHW017 Assess and support client's social and emotional wellbeing

HLTAHW018 Plan, implement and monitor health care in a primary health care context

HLTAHW019 Deliver primary health care programs for Aboriginal and/or Torres Strait Islander communities

HLTAHW021 Provide nutrition guidance for specific health care

HLTAHW022 Address social determinants of Aboriginal and/or Torres Strait Islander health

HLTAHW023 Plan, develop and evaluate health promotion and community development programs

HLTAHW037 Support the safe use of medications

HLTAID003 Provide first aid

HLTIN301C Comply with infection control policies and procedures

HLTWHS001 Participate in workplace health and safety

### **Elective units**

#### **General**

CHCCS403C Provide brief intervention

HLTAHW025 Provide information and strategies in health care

HLTAHW026 Provide information and strategies in sexual health for men

HLTAHW027 Provide information and strategies in sexual health for women

HLTAHW028 Provide information and strategies in chronic condition care

HLTAHW030 Provide information and strategies in eye health

HLTAHW051 Respond to loss, grief and trauma

HLTAID007 Provide advanced resuscitation

HLTHIR403C Work effectively with culturally diverse clients and co-workers

#### Administration

BSBADM409A Co-ordinate business resources

BSBATSIW417C Select and use technology

BSBCCO301B Use multiple information systems

BSBCOM406A Conduct work within a compliance framework

BSBINM302A Utilise a knowledge management system

BSBWOR402A Promote team effectiveness

BSBWOR404B Develop work priorities

HLTAHW062 Supervise a health care team

PSPPM402B Manage simple projects

#### Aged and disability care

CHCAC319A Provide support to people living with dementia

CHCCS426B Provide support and care relating to loss and grief

CHCDIS409B Provide services to people with disabilities with complex needs

HLTAHW014 Work effectively with Elders in Aboriginal and/or Torres Strait Islander communities

#### Alcohol and other drugs

CHCAOD402B Work effectively in the alcohol and other drugs sector

CHCAOD406E Work with clients who are intoxicated

CHCAOD407E Provide needle and syringe services

CHCAOD408B Assess needs of clients with alcohol and/or other drugs issues

CHCAOD409E Provide alcohol and/or other drug withdrawal services

CHCAOD510B Work effectively with clients with complex alcohol and/or other drugs issues

CHCCS401C Facilitate responsible behaviour

HLTAHW012 Assist with substance misuse care

## HLTAHW024 Work in alcohol, other drug and mental health care with Aboriginal and/or Torres Strait Islander communities

### Burns treatment

HLTAHW040 Promote burns prevention in homes and the community

HLTAHW041 Burn injury assessment and emergency management

HLTAHW042 Implement a burns rehabilitation care plan

### Cancer care

HLTAHW035 Provide information and support around cancer

HLTAHW036 Provide information and support to women with breast cancer

### Chronic disease care

CHCICS406B Support client self-management

CHCICS407B Support positive lifestyle

CHCICS408B Provide support to people with chronic disease

### Community development

BSBATSIC511A Plan and conduct a community meeting

BSBCCO404A Collect, analyse and record information

BSBCCO405A Survey stakeholders to gather and record information

BSBRES401A Analyse and present research information

CHCCD412B Work within a community development framework

CHCCD413E Work within specific communities

CHCCD514B Implement community development strategies

CHCCD618B Facilitate the development of community capacity to manage place

### Community services

BSBWOR402A Establish effective workplace relationships

CHCCD413E Work within specific communities

CHCCM402E Establish and monitor a case plan

CHCCOM403A Use targeted communication skills to build relationships

CHCCS419C Provide support services to clients

CHCCS422B Respond holistically to client issues and refer appropriately

CHCCS503B Develop, implement and review services and programs to meet client needs

CHCLLN403A Identify clients with language, literacy and numeracy needs and respond effectively

CHCNET404A Work with other services

CHCPOL403C Undertake research activities

HLTAHW013 Respond to emergencies

HLTAHW032 Supervise individual workers

HLTPOP322C Implement a disaster plan

Ear and hearing health

HLTAU402D Conduct screening hearing tests for industrial hearing loss

HLTAU501D Conduct screening hearing tests for children

Family and community violence

CHCDFV301A Recognise and respond appropriately to domestic and family violence

CHCDFV403C Provide crisis intervention and support to those experiencing domestic and family violence

CHCDFV404C Promote community awareness of domestic and family violence

CHCDFV406C Provide domestic and family violence support in Aboriginal and Torres Strait Islander communities

CHCDFV408C Provide support to children affected by domestic and family violence

CHCDFV509D Work with users of violence to effect change

CHCPRT001 Identify and respond to children and young people at risk

HLTAHW031 Provide information and strategies to promote and enhance the capacities of Aboriginal and/or Torres Strait Islander families and communities

Health promotion

CHCCD402B Develop and provide community education projects

CHCCD412B Work within a community development framework

CHCCD619B Establish and maintain community, government & business partnerships

CHCPROM401C Share health information

CHCPROM502B Implement health promotion and community intervention

HLTAHW010 Identify community health issues, needs and strategies

HLTAHW029 Provide information and strategies in maternal and infant health

HLTAHW033 Maintain community health profile

HLTAHW034 Provide healthy lifestyle programs and advice

HLTAHW043 Facilitate access to tertiary health services

HLTPOP307C Provide information and support on environmental health issues

HLTPOP401C Maintain a population health database

HLTPOP405C Use media to disseminate information

HLTPOP407C Develop population health competencies in other people

HLTPOP501C Apply a population health framework

HLTPOP502C Work with the community to identify health needs

HLTPOP503C Plan a population health project

HLTPOP505C Build capacity to promote health

#### Mental health

CHCCS514B Recognise and respond to individuals at risk

CHCCS521B Assess and respond to individuals at risk of suicide

CHCCS504B Provide services to clients with complex needs

CHCMH401A Work effectively in mental health settings

CHCMH402B Apply understanding of mental health issues and recovery processes

CHCMH403A Establish and maintain communication and relationships to support the recovery process

CHCMH404B Conduct assessment and planning as part of the recovery process

CHCMH408C Provide interventions to meet the needs of consumers with mental health and AOD issues

CHCMH504E Provide a range of services to people with mental health issues

CHCTC403B Provide telephone counselling in crisis situations

CHCTC404B Provide competent suicide intervention in a telephone counselling context

HLTCSD306D Respond effectively to behaviours of concern

#### Mentoring

CHCORG428A Reflect on and improve own professional practice

CHCORG627B Provide mentoring support to colleagues



## Nutrition

HLTAHW053 Address impact of food security on community health

## Oral health care

CHCOHC303B Use basic oral health screening tools

CHCOHC401A Inform and encourage clients and groups to understand and achieve good oral health

CHCOHC402A Support clients and groups to learn practical aspects of oral health care

CHCOHC404A Recognise and respond to signs and symptoms that may indicate oral health issues

CHCOHC406B Provide or assist with oral hygiene

CHCOHC407B Apply and manage use of basic oral health products

## Policy development

CHCPOL301B Participate in policy development

CHCPOL402C Contribute to policy development

CHCPOL403C Undertake research activities

## Smoking cessation

CHCCS403C Provide brief intervention

HLTPOP402C Assess readiness for and effect behaviour change

HLTPOP403C Provide information on smoking and smoking cessation

HLTPOP404C Provide interventions to clients who are nicotine dependent

## Workplace training

CHCCS427B Facilitate adult learning and development

TAEASS301B Contribute to assessment

TAEASS401B Plan assessment activities and processes

TAEASS402B Assess competence

TAEDEL301A Provide work skill instruction

TAEDEL401A Plan, organise and deliver group-based learning

TAEDEL402A Plan, organise and facilitate learning in the workplace

## Youth work

CHCPRT001 Identify and respond to children and young people at risk

CHCPRT002 Support the rights and safety of children and young people

CHCPRT003 Work collaboratively to maintain an environment safe for children and young people

CHCYTH002 Work effectively with young people in the youth work context

CHCYTH003 Support young people to create opportunities in their lives

CHCYTH004 Respond to critical situations

CHCYTH011 Work effectively with young people and their families

## Qualification Mapping Information

No equivalent qualification

## Links

Companion Volume implementation guides are found in VETNet -

<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=ced1390f-48d9-4ab0-bd50-b015e5485705>

## HLT40213 Certificate IV in Aboriginal and/or Torres Strait Islander Primary Health Care Practice

### Modification History

| Release     | Comments                                                                                                                                                                                                                                                                                                                                                                                                                |
|-------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Release 3.0 | Added Taxonomy data. Equivalent outcome.                                                                                                                                                                                                                                                                                                                                                                                |
| Release 2.0 | Minor changes to formatting to improve readability. Corrections to metadata.                                                                                                                                                                                                                                                                                                                                            |
| Release 1.0 | <p>This version was released in <i>HLT Health Training Package release 1.0</i> and meets the requirements of the New Standards for Training Packages.</p> <p>Overall – increase from 13 to 21 units</p> <p>Core – increase from 10 to 14 units</p> <p>Electives – increase from 3 to 7 units</p> <p>Includes new unit HLTAHW037</p> <p>Includes first aid and updated WHS unit</p> <p>Removal of entry requirements</p> |

### Qualification Description

This qualification reflects the role of Aboriginal and/or Torres Strait Islander people working to provide a range of clinical primary health care services to Aboriginal and/or Torres Strait Islander clients and communities, including specific health care programs, advice and assistance with, and administration of, medication.

These workers can be expected to flexibly assume a variety of job roles and undertake a broad range of tasks either individually or as a member of a multidisciplinary team.

This qualification addresses the specific legislative responsibilities of Aboriginal and/or Torres Strait Islander Health Practitioners and is required for national registration with the Aboriginal and Torres Strait Islander Health Practice Board of Australia.

## Packaging Rules

Total number of units = 21, including:

- 14 core units
- 7 elective units, of which:
  - at least 4 units must come from the elective list below
  - up to 3 units may be selected from any endorsed Training Packages or accredited courses relevant to the work outcome.

All electives chosen must support the overall integrity of the AQF level of this qualification and contribute to valid, industry-supported vocational outcome.

### Core units

CHCCS400C Work within a relevant legal and ethical framework

HLTAHW005 Work in an Aboriginal and/or Torres Strait Islander primary health care context

HLTAHW006 Facilitate and advocate for the rights and needs of clients and community members

HLTAHW016 Assess client's physical wellbeing

HLTAHW017 Assess and support client's social and emotional wellbeing

HLTAHW018 Plan, implement and monitor health care in a primary health care context

HLTAHW019 Deliver primary health care programs for Aboriginal and/or Torres Strait Islander communities

HLTAHW020 Administer medications

HLTAHW021 Provide nutrition guidance for specific health care

HLTAHW022 Address social determinants of Aboriginal and/or Torres Strait Islander health

HLTAHW037 Support the safe use of medications

HLTAID003 Provide first aid

HLTIN301C Comply with infection control policies and procedures

HLTWHS001 Participate in workplace health and safety

### Elective units

General

CHCCS403C Provide brief intervention

HLTAHW025 Provide information and strategies in health care

HLTAHW026 Provide information and strategies in sexual health for men

HLTAHW027 Provide information and strategies in sexual health for women

HLTAHW030 Provide information and strategies in eye health

HLTAHW051 Respond to loss, grief and trauma

HLTHIR403C Work effectively with culturally diverse clients and co-workers

#### Administration

BSBADM409A Co-ordinate business resources

BSBCOM406A Conduct work within a compliance framework

BSBWOR402A Promote team effectiveness

BSBWOR404B Develop work priorities

CHCPOL301B Participate in policy development

HLTAHW062 Supervise a health care team

PSPPM402B Manage simple projects

#### Alcohol and other drugs

CHCAOD402B Work effectively in the alcohol and other drugs sector

CHCAOD406E Work with clients who are intoxicated

CHCAOD407E Provide needle and syringe services

CHCAOD408B Assess needs of clients with alcohol and/or other drugs issues

CHCAOD409E Provide alcohol and/or other drug withdrawal services

CHCAOD510B Work effectively with clients with complex alcohol and/or other drugs issues

CHCCS401C Facilitate responsible behaviour

HLTAHW012 Assist with substance misuse care

HLTAHW024 Work in alcohol, other drugs and mental health care with Aboriginal and/or Torres Strait Islander communities

#### Aged and disability care

CHCAC319A Provide support to people living with dementia

CHCCS426B Provide support and care relating to loss and grief

CHCDIS409B Provide services to people with disabilities with complex needs

HLTAHW014 Work with Elders in Aboriginal and/or Torres Strait Islander communities

#### Burns treatment

HLTAHW040 Promote burns prevention in homes and the community

HLTAHW041 Burn injury assessment and emergency management

HLTAHW042 Implement a burns rehabilitation care plan

#### Cancer care

HLTAHW035 Provide information and support around cancer

HLTAHW036 Provide information and support to women with breast cancer

#### Chronic disease care

CHCICS406B Support client self-management

CHCICS407B Support positive lifestyle

CHCICS408B Provide support to people with chronic disease

HLTAHW028 Provide information and strategies in chronic condition care

#### Community development

BSBATSIC511A Plan and conduct a community meeting

BSBCCO404A Collect, analyse and record information

BSBCCO405A Survey stakeholders to gather and record information

BSBRES401A Analyse and present research information

CHCCD412B Work within a community development framework

CHCCD413E Work within specific communities

CHCCD514B Implement community development strategies

CHCCD618B Facilitate the development of community capacity to manage place

#### Community services

CHCCD413E Work within specific communities

CHCCM402E Establish and monitor a case plan

CHCCOM403A Use targeted communication skills to build relationships

CHCCS419C Provide support services to clients

CHCCS422B Respond holistically to client issues and refer appropriately

CHCCS503B Develop, implement and review services and programs to meet client needs

CHCLLN403A Identify clients with language, literacy and numeracy needs and respond effectively

CHCNET404A Work with other services

CHCPOL403C Undertake research activities

HLTAHW013 Respond to emergencies

HLTAHW032 Supervise individual workers

HLTPOP322C Implement a disaster plan

#### Ear and hearing health

HLTAU402D Conduct screening hearing tests for industrial hearing loss

HLTAU501D Conduct screening hearing tests for children.

#### Family and community violence

CHCDFV301A Recognise and respond appropriately to domestic and family violence

CHCDFV403C Provide crisis intervention and support to those experiencing domestic and family violence

CHCDFV404C Promote community awareness of domestic and family violence

CHCDFV406C Provide domestic and family violence support in Aboriginal and Torres Strait Islander communities

CHCDFV408C Provide support to children affected by domestic and family violence

CHCDFV509D Work with users of violence to effect change

CHCPRT001 Identify and respond to children and young people at risk

#### Health promotion

CHCCD402B Develop and provide community education projects

CHCCD412B Work within a community development framework

CHCCD619B Establish and maintain community, government & business partnerships

CHCPROM401C Share health information

CHCPROM502B Implement health promotion and community intervention

HLTAHW010 Identify community health issues, needs and strategies

HLTAHW029 Provide information and strategies in maternal and infant health

HLTAHW031 Provide information and strategies to promote and enhance the capacities of Aboriginal and/or Torres Strait Islander families and communities

HLTAHW033 Maintain community health profile

HLTAHW034 Provide healthy lifestyle programs and advice

HLTAHW043 Facilitate access to tertiary health services

HLTPOP307C Provide information and support on environmental health issues

HLTPOP401C Maintain a population health database

HLTPOP405C Use media to disseminate information

HLTPOP407C Develop population health competencies in other people

HLTPOP501C Apply a population health framework

HLTPOP502C Work with the community to identify health needs

HLTPOP503C Plan a population health project

HLTPOP505C Build capacity to promote health

#### Maternal and infant care

HLTAHW038 Assess and promote physical and emotional wellbeing of children

HLTAHW039 Monitor early childhood growth and development

#### Mental health

CHCCS504B Provide services to clients with complex needs

CHCCS514B Recognise and respond to individuals at risk

CHCCS521B Assess and respond to individuals at risk of suicide

CHCMH401A Work effectively in mental health settings

CHCMH402B Apply understanding of mental health issues and recovery processes

CHCMH403A Establish and maintain communication and relationships to support the recovery process

CHCMH404B Conduct assessment and planning as part of the recovery process

CHCMH408C Provide interventions to meet the needs of consumers with mental health and AOD issues

CHCMH504E Provide a range of services to people with mental health issues

CHCTC403B Provide telephone counselling in crisis situations

CHCTC404B Provide competent suicide intervention in a telephone counselling context

HLTCSD306D Respond effectively to behaviours of concern

#### Mentoring



CHCORG428A Reflect on and improve own professional practice

CHCORG627B Provide mentoring support to colleagues

#### Nutrition

HLTAHW023 Plan, develop and evaluate health promotion and community development programs

HLTAHW053 Address impact of food security on community health

#### Oral health care

CHCOHC303B Use basic oral health screening tools

CHCOHC401A Inform and encourage clients and groups to understand and achieve good oral health

CHCOHC402A Support clients and groups to learn practical aspects of oral health care

CHCOHC404A Recognise and respond to signs and symptoms that may indicate oral health issues

CHCOHC406B Provide or assist with oral hygiene

CHCOHC407B Apply and manage use of basic oral health products

HLTOHC408B Apply fluoride varnish

#### Pathology

HLTPAT304D Collect pathology specimens other than blood

HLTPAT306D Perform blood collection

HLTPAT308D Identify and respond to clinical risks associated with pathology specimen collection

#### Policy development

CHCPOL301B Participate in policy development

CHCPOL402C Contribute to policy development

CHCPOL403C Undertake research activities

#### Smoking cessation

CHCCS403C Provide brief intervention

HLTPOP402C Assess readiness for and effect behaviour change

HLTPOP403C Provide information on smoking and smoking cessation

## HLTPOP404C Provide interventions to clients who are nicotine dependent

### Workplace training

CHCCS427B Facilitate adult learning and development

TAEASS301B Contribute to assessment

TAEASS401B Plan assessment activities and processes

TAEASS402B Assess competence

TAEDEL301A Provide work skill instruction

TAEDEL401A Plan, organise and deliver group-based learning

TAEDEL402A Plan, organise and facilitate learning in the workplace

### Youth work

CHCPRT001 Identify and respond to children and young people at risk

CHCPRT002 Support the rights and safety of children and young people

CHCPRT003 Work collaboratively to maintain an environment safe for children and young people

CHCYTH002 Work effectively with young people in the youth work context

CHCYTH003 Support young people to create opportunities in their lives

CHCYTH004 Respond to critical situations

CHCYTH011 Work effectively with young people and their families

## Qualification Mapping Information

No equivalent qualification

## Links

Companion Volume implementation guides are found in VETNet -

<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=ced1390f-48d9-4ab0-bd50-b015e5485705>

## HLT50113 Diploma of Aboriginal and/or Torres Strait Islander Primary Health Care

### Modification History

| Release     | Comments                                                                                                                                                                                                                                                                                                                                                                                                                |
|-------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Release 3.0 | Added Taxonomy data. Equivalent outcome.                                                                                                                                                                                                                                                                                                                                                                                |
| Release 2.0 | Corrections to metadata and mapping. Equivalent outcome.                                                                                                                                                                                                                                                                                                                                                                |
| Release 1.0 | <p>This version was released in <i>HLT Health Training Package release 1.0</i> and meets the requirements of the New Standards for Training Packages.</p> <p>Overall – increase from 15 to 30 units</p> <p>Core – increase from 7 to 20 units</p> <p>Electives – increase from 8 to 10 units</p> <p>Includes new unit HLTAHW037</p> <p>Includes first aid and updated WHS unit</p> <p>Removal of entry requirements</p> |

### Qualification Description

This qualification reflects the role of Aboriginal and/or Torres Strait Islander people working to provide a range of primary health care services to Aboriginal and/or Torres Strait Islander clients.

The Diploma of Aboriginal and/or Torres Strait Islander Primary Health Care defines the knowledge and skills for workers involved in Aboriginal and/or Torres Strait Islander Primary Health Care and who work autonomously under the broad guidance of others.

The Diploma qualification covers workers who have a basis of skills and knowledge in primary health care, which they may apply in program delivery, management, and policy or education functions.

*No licensing, legislative or certification requirements apply to this qualification at the time of publication.*

## Packaging Rules

Total number of units = 30, including:

- 20 core units
- 10 elective units, of which:
  - at least 5 units must come from the elective units list below
  - up to 5 units may be selected from any endorsed Training Packages or accredited courses relevant to the work outcome
  - no more than 3 units in total may come from the Business Services Training Package.

All electives chosen must support the overall integrity of the AQF level of this qualification and contribute to valid, industry-supported vocational outcome.

### Core units

CHCCS400C Work within a relevant legal and ethical framework

HLTAHW005 Work in an Aboriginal and/or Torres Strait Islander primary health care context

HLTAHW007 Undertake basic health assessments

HLTAHW017 Assess and support client's social and emotional well being

HLTAHW018 Plan, implement and monitor health care in a primary health care context

HLTAHW019 Deliver primary health care programs for Aboriginal and/or Torres Strait Islander communities

HLTAHW021 Provide nutrition guidance for specific health care

HLTAHW022 Address social determinants of Aboriginal and/or Torres Strait Islander health

HLTAHW023 Plan, develop and evaluate health promotion and community development programs

HLTAHW037 Support safe use of medications

HLTAHW043 Facilitate access to tertiary health care

HLTAHW044 Advocate on behalf of the community

HLTAHW047 Support and promote social and emotional well being of staff and clients

HLTAHW048 Apply a strategic approach to Aboriginal and/or Torres Strait Islander health

HLTAHW061 Engage in community health research

HLTAHW062 Supervise health care team

HLTAHW065 Apply reflective practice in an Aboriginal and/or Torres Strait Islander primary health care setting

HLTAID003 Provide first aid

HLTIN403C Implement and monitor infection control policy and procedures

HLTWHS004 Manage workplace health and safety

## **Elective units**

### *General*

CHCCS403C Provide brief intervention

HLTAHW025 Provide information and strategies in health care

HLTAHW026 Provide information and strategies in sexual health for men

HLTAHW027 Provide information and strategies in sexual health for women

HLTAHW028 Provide information and strategies in chronic condition care

HLTAHW030 Provide information and strategies in eye health

HLTHIR403C Work effectively with culturally diverse clients and co-workers

### *Administration, finances, human resources*

AHCCCF402A Report on project

BSBADM409A Coordinate business resources

BSBADM502B Manage meetings

BSBATSIW515C Secure funding

BSBHRM401A Review human resources functions

BSBHRM402A Recruit, select and induct staff

BSBMGT502B Manage people performance

BSBMGT605B Provide leadership across the organisation

BSBSUS501A Develop workplace policy and procedures for sustainability

BSBWOR402A Promote team effectiveness

CHCINF403E Coordinate information systems

CHCORG428A Reflect on and improve own professional practice

HLTIN504D Manage control of infection

HLTAHW063 Implement office systems

HLTAHW064 Manage budgets

SRXGOV004B Work effectively with the Board of an organisation

*Advocacy*

CHCAD603B Provide systems advocacy services

*Alcohol and other drugs*

CHCAOD402B Work effectively in the alcohol and other drugs sector

CHCAOD406E Work with clients who are intoxicated

CHCAOD407E Provide needle and syringe services

CHCAOD408B Assess needs of clients with alcohol and/or other drugs issues

CHCAOD409E Provide alcohol and/or other drug withdrawal services

CHCAOD510B Work effectively with clients with complex alcohol and/or other drugs issues

CHCAOD511C Provide advanced interventions to meet the needs of clients with alcohol and/or other drug issues

HLTAHW012 Assist with substance misuse care

HLTPOP403C Provide information on smoking and smoking cessation

HLTPOP404C Provide interventions to clients who are nicotine dependent

*Cancer care*

HLTAHW035 Provide information and support around cancer

HLTAHW036 Provide information and support to women with breast cancer

*Case work*

CHCCW402C Implement a case work strategy

CHCCW503A Work intensively with clients

*Chronic disease care*

CHCCS504B Provide services to clients with complex needs

CHCICS406B Support client self-management

CHCICS407B Support positive lifestyle

CHCICS408B Provide support to people with chronic disease

CHCMH501A Provide advanced supports to facilitate recovery

### *Community development*

BSBATSIC511A Plan and conduct a community meeting  
BSBCCO404A Collect, analyse and record information  
BSBCCO405A Survey stakeholders to gather and record information  
BSBRES401A Analyse and present research information  
CHCCD401E Support community participation  
CHCCD412B Work within a community development framework  
CHCCD413E Work within specific communities  
CHCCD505E Develop community resources  
CHCCD508D Support community action  
CHCCD514B Implement community development strategies  
CHCCD618B Facilitate the development of community capacity to manage place  
CHCNET404A Work with other services  
CHCPOL403C Undertake research activities  
HLTAHW010 Identify community health issues, needs and strategies  
HLTAHW053 Address impact of food security on community health

### *Community services*

CHCCS401C Facilitate responsible behaviour  
CHCCS419C Provide support services to clients  
CHCCS422B Respond holistically to client issues and refer appropriately  
CHCCS503B Develop, implement and review services and programs to meet client needs  
CHCCS604B Manage the delivery of quality services to clients

### *Ear and hearing health*

HLTAU402D Conduct screening hearing tests for industrial hearing loss  
HLTAU501D Conduct screening hearing tests for children.

### *Family and community violence*

CHCCM402E Establish and monitor a case plan  
CHCCM503C Develop, facilitate and monitor all aspects of case management  
CHCCM504D Promote high quality case management  
CHCDFV402C Manage own professional development in responding to domestic

and family violence

CHCDFV403C Provide crisis intervention and support to those experiencing domestic and family violence

CHCDFV404C Promote community awareness of domestic and family violence

CHCDFV406C Provide domestic and family violence support in Aboriginal and Torres Strait Islander communities

CHCDFV408C Provide support to children affected by domestic and family violence

CHCDFV505C Counsel clients affected by domestic and family violence

CHCDFV509D Work with users of violence to effect change

CHCDFV510D Facilitate workplace debriefing and support processes

CHCPRT001 Identify and respond to children and young people at risk

### *Group work*

CHCGROUP302D Support group activities

CHCGROUP403D Plan and conduct group activities

### *Health promotion*

CHCAD603B Provide systems advocacy services

CHCCD402B Develop and provide community education projects

CHCCD619B Establish and maintain community, government and business partnerships

CHCPROM401C Share health information

CHCPROM502B Implement health promotion and community intervention

HLTAHW033 Maintain community health profile

HLTAHW034 Provide healthy lifestyle programs and advice

HLTAHW061 Engage in community health research

HLTPOP405C Use media to disseminate information

HLTPOP501C Apply a population health framework

HLTPOP502C Work with the community to identify health needs

HLTPOP503C Plan a population health project

HLTPOP504C Evaluate a population health project

HLTPOP505C Build capacity to promote health

### *Leadership and management*



BSBADM502B Manage meetings  
BSBATSIM416A Oversee organisational planning  
BSBATSIM418A Oversee financial management  
BSBATSIM419A Contribute to the development and implementation of organisational policies  
BSBATSIM420A Oversee asset management  
BSBATSIM505C Control organisational finances  
BSBATSIM506C Develop employment policies  
BSBATSIM511C Develop enterprise opportunities  
BSBATSIW515C Secure funding  
BSBFLM512A Ensure team effectiveness  
BSBHRM401A Review human resources functions  
BSBHRM402A Recruit, select and induct staff  
BSBSUS501A Develop workplace policy and procedures for sustainability  
BSBWOR402A Promote team effectiveness  
CHCINF403E Coordinate information systems  
CHCORG428A Reflect on and improve own professional practice  
HLTAHW032 Supervise individual workers  
HLTAHW062 Supervise health care team  
HLTAHW075 Manage community health projects  
HLTAHW076 Plan for community emergencies  
HLTPM501B Manage in a health care business  
HLTPOP523C Develop a disaster plan  
HLTWHS004 Manage workplace health and safety  
SRXGOV004B Work effectively with the Board of an organisation

### *Maternal and infant care*

HLTAHW029 Provide information & strategies in maternal child health  
HLTAHW031 Provide information and strategies to enhance capacities of Aboriginal and/or Torres Strait Islander families

### *Mental health*

CHCCS514B Recognise and respond to individuals at risk  
CHCCS521B Assess and respond to individuals at risk of suicide

CHCMH401A Work effectively in mental health settings

CHCMH402B Apply understanding of mental health issues and recovery processes

CHCMH403A Establish and maintain communication and relationships to support the recovery process

CHCMH404B Conduct assessment and planning as part of the recovery process

CHCMH408C Provide interventions to meet the needs of consumers with mental health and AOD issues

CHCMH504E Provide a range of services to people with mental health issues

HLTCSD306D Respond effectively to behaviours of concern

### *Mentoring*

CHCORG428A Reflect on and improve own professional practice

CHCORG627B Provide mentoring support to colleagues

### *Oral health care*

CHCOHC303B Use basic oral health screening tools

CHCOHC401A Inform and encourage clients and groups to understand and achieve good oral health

CHCOHC402A Support clients and groups to learn practical aspects of oral health care

CHCOHC404A Recognise and respond to signs and symptoms that may indicate oral health issues

CHCOHC406B Provide or assist with oral hygiene

CHCOHC407B Apply and manage use of basic oral health products

### *Primary health care delivery*

HLTAHW043 Facilitate access to tertiary care services

HLTAHW052 Deliver primary health care to Aboriginal and/or Torres Strait Islander clients in confinement

HLTAHW060 Plan for medical emergencies

### *Social and emotional wellbeing*

CHCCS521B Assess and respond to individuals at risk of suicide

CHCCSL501A Work within a structured counselling framework

CHCCSL503B Facilitate the counselling relationship

CHCCSL507B Support clients in decision-making processes  
CHCCSL509A Reflect and improve upon counselling skills  
CHCICS303A Support individual health and emotional well being  
CHCTC403B Provide telephone counselling in crisis situations  
CHCTC404B Provide competent suicide intervention in a telephone counselling context  
HLTAHW049 Work effectively in social and emotional wellbeing  
HLTAHW050 Develop a healing framework for social and emotional wellbeing work  
HLTAHW051 Respond to loss, grief and trauma  
HLTCSD306D Respond effectively to behaviours of concern

#### *Workplace training*

CHCCS427B Facilitate adult learning and development  
TAEASS301B Contribute to assessment  
TAEASS401B Plan assessment activities and processes  
TAEASS402B Assess competence  
TAEASS403B Participate in assessment validation  
TAEDEL301A Provide work skill instruction  
TAEDEL401A Plan, organise and deliver group-based learning  
TAEDEL402A Plan, organise and facilitate learning in the workplace

#### *Youth work*

CHCPRT001 Identify and respond to children and young people at risk  
CHCPRT002 Support the rights and safety of children and young people  
CHCPRT003 Work collaboratively to maintain an environment safe for children and young people  
CHCYTH002 Work effectively with young people in the youth work context  
CHCYTH003 Support young people to create opportunities in their lives  
CHCYTH004 Respond to critical situations  
CHCYTH005 Develop and implement procedures to enable young people to address their needs  
CHCYTH009 Support youth programs  
CHCYTH010 Provide services for young people appropriate to their needs and circumstances

CHCYTH011 Work effectively with young people and their families

CHCYTH012 Manage service response to young people in crisis

## **Qualification Mapping Information**

No equivalent qualification

## **Links**

Companion Volume implementation guides are found in VETNet -

<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=ced1390f-48d9-4ab0-bd50-b015e5485705>

## HLT50213 Diploma of Aboriginal and/or Torres Strait Islander Primary Health Care Practice

### Modification History

| Release     | Comments                                                                                                                                                                                                                                                                                                                                                                                                                |
|-------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Release 3.0 | Added Taxonomy data. Equivalent outcome.                                                                                                                                                                                                                                                                                                                                                                                |
| Release 2.0 | Corrections to metadata and mapping. Equivalent outcome.                                                                                                                                                                                                                                                                                                                                                                |
| Release 1.0 | <p>This version was released in <i>HLT Health Training Package release 1.0</i> and meets the requirements of the New Standards for Training Packages.</p> <p>Overall – increase from 15 to 31 units</p> <p>Core – increase from 7 to 21 units</p> <p>Electives – increase from 8 to 10 units</p> <p>Includes new unit HLTAHW037</p> <p>Includes first aid and updated WHS unit</p> <p>Removal of entry requirements</p> |

### Qualification Description

This qualification is specific to Aboriginal and/or Torres Strait Islander people working to provide a range of primary health care services to Aboriginal and/or Torres Strait Islander clients. The Diploma of Aboriginal and/or Torres Strait Islander Primary Health Care Practice defines the knowledge and skills for workers involved in Aboriginal and/or Torres Strait Islander Primary Health Care and who work autonomously under the broad guidance of others. The Diploma qualification covers workers who have a basis of skills and knowledge in primary health care practice, which they may apply in clinical, management or education functions.

No licensing, legislative or certification requirements apply to this qualification at the time of publication.

## Packaging Rules

31 units of competency are required to achieve this qualification, including:

- 21 core units and
- 10 elective units, of which:
  - at least 5 units must come from the general elective units list below
  - up to 5 units may be selected from any endorsed Training Packages or accredited courses relevant to the work outcome
  - no more than 3 units in total may be selected from the Business Services Training Package.

All electives chosen must support the overall integrity of the AQF level of this qualification and contribute to valid, industry-supported vocational outcome.

To achieve a specialisation in maternal and infant care – all Group A electives must be selected for award of the *Diploma of Aboriginal and/or Torres Strait Islander Primary Health Care Practice (Maternal and infant care)*.

### Core units

CHCCS400C Work within a relevant legal and ethical framework

HLTAHW005 Work in an Aboriginal and/or Torres Strait Islander primary health care context

HLTAHW016 Assess client's physical wellbeing

HLTAHW018 Plan, implement and monitor health care in a primary health care context

HLTAHW019 Deliver primary health care programs for Aboriginal and/or Torres Strait Islander communities

HLTAHW020 Administer medications

HLTAHW021 Provide nutrition guidance for specific health care

HLTAHW037 Support the safe use of medications

HLTAHW043 Facilitate access to tertiary health care

HLTAHW044 Advocate on behalf of the community

HLTAHW045 Plan, develop and evaluate primary health care programs for Aboriginal and/or Torres Strait Islander communities

HLTAHW046 Apply advanced skills in primary health care

HLTAHW047 Support and promote social and emotional wellbeing of staff and clients

HLTAHW048 Apply a strategic plan approach to Aboriginal and/or Torres Strait Islander

health

HLTAHW061 Engage in community health research

HLTAHW062 Supervise health care team

HLTAHW065 Apply reflective practice in Aboriginal and/or Torres Strait Islander primary health care context

HLTAHW071 Manage medicines in Aboriginal and/or Torres Strait Islander health care

HLTAID003 Provide first aid

HLTIN403C Implement and monitor infection control policy and procedures

HLTWHS004 Manage workplace health and safety

## **Elective units**

### *Group A elective – maternal and infant care specialisation*

CHCCM402E Establish and monitor a case plan

HLTAHW027 Provide information and strategies in sexual health for women

HLTAHW029 Provide information and strategies in maternal and infant health

HLTAHW057 Provide antenatal health care

HLTAHW058 Prepare for and support childbirth

HLTAHW059 Provide postnatal and infant health care

HLTPOP403C Provide information on smoking and smoking cessation

HLTPOP404C Provide interventions to clients who are nicotine dependant

### *General electives*

HLTAHW025 Provide information and strategies in health care

HLTAHW026 Provide information and strategies in sexual health for men

HLTAHW028 Provide information and strategies in chronic condition care

HLTAHW030 Provide information and strategies in eye health

HLTHIR403C Work effectively with culturally diverse clients and co-workers

### *Administration*

AHCCCF402A Report on project

BSBADM409A Coordinate business resources  
BSBADM502B Manage meetings  
BSBATSIW515C Secure funding  
BSBHRM401A Review human resources functions  
BSBHRM402A Recruit, select and induct staff  
BSBMGT502B Manage people performance  
BSBMGT605B Provide leadership across the organisation  
BSBSUS501A Develop workplace policy and procedures for sustainability  
BSBWOR402A Promote team effectiveness  
CHCINF403E Coordinate information systems  
CHCORG428A Reflect on and improve own professional practice  
HLTAHW063 Implement office systems  
HLTAHW064 Manage budgets  
SRXGOV004B Work effectively with the Board of an organisation

#### *Advocacy*

CHCAD603B Provide systems advocacy services

#### *Alcohol and other drugs*

CHCAOD402B Work effectively in the alcohol and other drugs sector  
CHCAOD406E Work with clients who are intoxicated  
CHCAOD407E Provide needle and syringe services  
CHCAOD408B Assess needs of clients with alcohol and/or other drugs issues  
CHCAOD409E Provide alcohol and/or other drug withdrawal services  
CHCAOD510B Work effectively with clients with complex alcohol and/or other drugs issues  
CHCAOD511C Provide advanced interventions to meet the needs of clients with alcohol and/or other drug issues  
HLTAHW012 Assist with substance misuse care  
HLTPOP403C Provide information on smoking and smoking cessation  
HLTPOP404C Provide interventions to clients who are nicotine dependent

#### *Cancer care*

HLTAHW035 Provide information and support around cancer



## HLTAHW036 Provide information and support to women with breast cancer

### *Case work*

CHCCM402E Establish and monitor a case plan

CHCCW402C Implement a case work strategy

CHCCW503A Work intensively with clients

### *Chronic disease care*

CHCICS406B Support client self-management

CHCICS407B Support positive lifestyle

CHCICS408B Provide support to people with chronic disease

### *Community development*

BSBATSIC511A Plan and conduct a community meeting

BSBCCO404A Collect, analyse and record information

BSBCCO405A Survey stakeholders to gather and record information

BSBRES401A Analyse and present research information

CHCCD401E Support community participation

CHCCD412B Work within a community development framework

CHCCD413E Work within specific communities

CHCCD505E Develop community resources

CHCCD508D Support community action

CHCCD514B Implement community development strategies

CHCCD618B Facilitate the development of community capacity to manage place

CHCNET404A Work with other services

CHCPOL403C Undertake research activities

HLTAHW010 Identify community health issues, needs and strategies

HLTAHW053 Address impact of food security on community health

### *Community services*

CHCCS401C Facilitate responsible behaviour

CHCCS403C Provide brief intervention

CHCCS419C Provide support services to clients

CHCCS422B Respond holistically to client issues and refer appropriately

CHCCS503B Develop, implement and review services and programs to meet client needs

CHCCS604B Manage the delivery of quality services to clients

### *Ear and hearing health*

HLTAU402D Conduct screening hearing tests for industrial hearing loss

HLTAU501D Conduct screening hearing tests for children.

### *Family and community violence*

CHCPRT001 Identify and respond to children and young people at risk

CHCDFV402C Manage own professional development in responding to domestic and family violence

CHCDFV403C Provide crisis intervention and support to those experiencing domestic and family violence

CHCDFV404C Promote community awareness of domestic and family violence

CHCDFV406C Provide domestic and family violence support in Aboriginal and Torres Strait Islander communities

CHCDFV408C Provide support to children affected by domestic and family violence

CHCDFV505C Counsel clients affected by domestic and family violence

CHCDFV509D Work with users of violence to effect change

CHCDFV510D Facilitate workplace debriefing and support processes

CHCCM402E Establish and monitor a case plan

CHCCM503C Develop, facilitate and monitor all aspects of case management

CHCCM504D Promote high quality case management

### *Group work*

CHCGROUP302D Support group activities

CHCGROUP403D Plan and conduct group activities

### *Health promotion*

CHCAD603B Provide systems advocacy services

CHCCD402B Develop and provide community education projects

CHCCD619B Establish and maintain community, government and business partnerships

CHCPROM401C Share health information

CHCPROM502B Implement health promotion and community intervention

HLTAHW033 Maintain community health profile

HLTAHW034 Provide healthy lifestyle programs and advice

HLTAHW061 Engage in community health research

HLTPOP405C Use media to disseminate information

HLTPOP501C Apply a population health framework

HLTPOP502C Work with the community to identify health needs

HLTPOP503C Plan a population health project

HLTPOP504C Evaluate a population health project

HLTPOP505C Build capacity to promote health

### *Leadership and management*

BSBADM502B Manage meetings

BSBATSIM419A Contribute to the development and implementation of organisational policies

BSBATSIM420A Oversee asset management

BSBATSIM505C Control organisational finances

BSBATSIM506C Develop employment policies

BSBATSIM511C Develop enterprise opportunities

BSBATSIM418A Oversee financial management

BSBATSIM416A Oversee organisational planning

BSBHRM401A Review human resources functions

BSBHRM402A Recruit, select and induct staff

BSBATSIW515C Secure funding

BSBSUS501A Develop workplace policy and procedures for sustainability

BSBWOR402A Promote team effectiveness

CHCINF403E Coordinate information systems

CHCORG428A Reflect on and improve own professional practice

HLTAHW032 Supervise individual workers

HLTAHW062 Supervise health care team

HLTAHW075 Manage community health projects

HLTAHW076 Plan for community emergencies

HLTPOP523C Develop a disaster plan

HLTPM501B Manage in a health care business

HLTWHS003 Maintain workplace health and safety

SRXGOV004B Work effectively with the Board of an organisation

### *Maternal and infant care*

HLTAHW027 Provide information and strategies in sexual health for women

HLTAHW029 Provide information and strategies in maternal and infant health

HLTAHW031 Provide information and strategies to enhance capacities of Aboriginal and/or Torres Strait Islander families

HLTAHW038 Assess and promote physical and emotional wellbeing of children

HLTAHW039 Monitor early childhood growth and development

HLTAHW057 Provide antenatal health care

HLTAHW058 Prepare for and support childbirth

HLTAHW059 Provide postnatal and infant health care

### *Mental health*

CHCCS514B Recognise and respond to individuals at risk

CHCCS521B Assess and respond to individuals at risk of suicide

CHCMH401A Work effectively in mental health settings

CHCMH402B Apply understanding of mental health issues and recovery processes

CHCMH403A Establish and maintain communication and relationships to support the recovery process

CHCMH404B Conduct assessment and planning as part of the recovery process

CHCMH408C Provide interventions to meet the needs of consumers with mental health and AOD issues

CHCMH504E Provide a range of services to people with mental health issues

HLTCSD306D Respond effectively to behaviours of concern

### *Mentoring*

CHCORG428A Reflect on and improve own professional practice

CHCORG627B Provide mentoring support to colleagues

### *Nutrition*

HLTAHW023 Plan, develop and evaluate health promotion and community development programs

HLTAHW053 Address impact of food security on community health

### *Oral health care*

CHCOHC303B Use basic oral health screening tools

CHCOHC401A Inform and encourage clients and groups to understand and achieve good oral health

CHCOHC402A Support clients and groups to learn practical aspects of oral health care

CHCOHC404A Recognise and respond to signs and symptoms that may indicate oral health issues

CHCOHC406B Provide or assist with oral hygiene

CHCOHC407B Apply and manage use of basic oral health products

HLTOHC408B Apply fluoride varnish

### *Pathology*

HLTPAT304D Collect pathology specimens other than blood

HLTPAT306D Perform blood collection

HLTPAT308D Identify and respond to clinical risks associated with pathology specimen collection

### *Primary health care delivery*

CHCCS504B Provide services to clients with complex needs

CHCMH501A Provide advanced supports to facilitate recovery

HLTAHW052 Deliver primary health care to Aboriginal and/or Torres Strait Islander clients in confinement

HLTAHW054 Support renal dialysis clients in the community setting

HLTAHW055 Provide care to clients undertaking renal dialysis in the community setting

HLTAHW056 Provide sexual and reproductive health care

HLTAHW057 Provide antenatal health care

HLTAHW058 Prepare for and support childbirth

HLTAHW059 Provide postnatal and infant health care

HLTAHW060 Plan for medical emergencies

HLTAHW062 Supervise health care team

HLTAHW066 Manage the delivery of Aboriginal &/or Torres Strait Islander primary health care

HLTIN504D Manage control of infection

### *Renal care*

HLTRNL601C Support the client with chronic kidney disease

HLTRNL602C Provide support and management of the client undergoing peritoneal dialysis therapy

HLTRNL603C Provide care and support to client in renal replacement therapy in community setting

HLTRNL604C Provide support and management of the client undergoing haemodialysis therapy

### *Social and emotional wellbeing*

CHCCSL501A Work within a structured counselling framework

CHCCSL503B Facilitate the counselling relationship

CHCCSL507B Support clients in decision-making processes

CHCCSL509A Reflect and improve upon counselling skills

CHCCS521B Assess and respond to individuals at risk of suicide

CHCICS303A Support individual health and emotional well being

CHCTC403B Provide telephone counselling in crisis situations

CHCTC404B Provide competent suicide intervention in a telephone counselling context

HLTAHW049 Work effectively in social and emotional wellbeing

HLTAHW050 Develop a healing framework for social and emotional wellbeing work

HLTAHW051 Respond to loss, grief and trauma

HLTCSD306D Respond effectively to behaviours of concern

### *Workplace training*

CHCCS427B Facilitate adult learning and development

TAEASS301B Contribute to assessment

TAEASS401B Plan assessment activities and processes

TAEASS402B Assess competence

TAEASS403B Participate in assessment validation

TAEDEL301A Provide work skill instruction

TAEDEL401A Plan, organise and deliver group-based learning

TAEDEL402A Plan, organise and facilitate learning in the workplace

### *Youth work*

CHCPRT001 Identify and respond to children and young people at risk

CHCPRT002 Support the rights and safety of children and young people

CHCPRT003 Work collaboratively to maintain an environment safe for children and young people

CHCYTH002 Work effectively with young people in the youth work context

CHCYTH003 Support young people to create opportunities in their lives

CHCYTH004 Respond to critical situations

CHCYTH005 Develop and implement procedures to enable young people to address their needs

CHCYTH009 Support youth programs

CHCYTH010 Provide services for young people appropriate to their needs and circumstances

CHCYTH011 Work effectively with young people and their families

CHCYTH012 Manage service response to young people in crisis

## Qualification Mapping Information

No equivalent qualification

## Links

Companion Volume implementation guides are found in VETNet -  
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=ced1390f-48d9-4ab0-bd50-b015e5485705>

## HLT60113 Advanced Diploma of Aboriginal and/or Torres Strait Islander Health Care

### Modification History

| Release     | Comments                                                                                                                                                                                                                                                                                                                                                                    |
|-------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Release 3.0 | Added Taxonomy data. Equivalent outcome.                                                                                                                                                                                                                                                                                                                                    |
| Release 2.0 | Corrections to metadata and mapping                                                                                                                                                                                                                                                                                                                                         |
| Release 1.0 | <p>This version was released in <i>HLT Health Training Package release 1.0</i> and meets the requirements of the New Standards for Training Packages.</p> <p>Overall – increased from 16 to 18 units</p> <p>Core – increased from 8 to 10 units</p> <p>Electives – remained 8 units</p> <p>Includes first aid and updated WHS unit</p> <p>Removal of entry requirements</p> |

### Qualification Description

This qualification reflects the role of senior Aboriginal and/or Torres Strait Islander health workers working in primary health care positions to provide advanced primary health care skills or management of a health clinic or service, and who have extensive experience in primary health care work and relevant qualifications.

The Advanced Diploma of Aboriginal and/or Torres Strait Islander Primary Health Care qualification covers workers who integrate knowledge of Aboriginal and/or Torres Strait Islander Primary Health Care into broader aspects of management and community development, contributing to policy-making and decision-making across the spectrum of service delivery.

Candidates who will benefit the most from undertaking this Advanced Diploma will have either the:

- the Diploma of Aboriginal and/or Torres Strait Islander Primary Health Care Practice



- the Diploma of Aboriginal and/or Torres Strait Islander Primary Health Care
- a relevant tertiary qualification

and

- at least two years full time work experience in the delivery of comprehensive primary health care services to Aboriginal and/or Torres Strait Islander clients and communities.

*No licensing, legislative or certification requirements apply to this qualification at the time of publication.*

## Packaging Rules

Total number of units = 18, including:

- 10 core units
- 8 elective units, of which:
  - at least 5 units must come from the list below
  - up to 3 units may be selected from any endorsed Training Packages or accredited courses relevant to the work outcome
  - no more than 3 units in total may be selected from the Business Services Training Package.

All electives chosen must support the overall integrity of the AQF level of this qualification and contribute to a valid, industry-supported vocational outcome.

### Core units

BSBMGT605B Provide leadership across the organisation

BSBMGT608C Manage innovation and continuous improvement

HLTAHW061 Engage in community health research

HLTAHW066 Manage the delivery of Aboriginal and/or Torres Strait Islander primary health care

HLTAHW067 Manage health education and promotion

HLTAHW068 Develop work plans

HLTAHW069 Develop health care policy

HLTAHW070 Manage human resources

HLTIN504D Manage the control of infection

HLTWHS004 Manage workplace health and safety

## **Elective units**

### *Administration*

BSBADM409A Coordinate business resources  
BSBAUD503B Lead a quality audit  
BSBMGT604A Manage business operations  
BSBSUS501A Develop workplace policy and procedures for sustainability  
CHCINF403E Coordinate information systems  
HLTWHS003 Maintain workplace WHS processes

### *Health promotion*

AHCCCF402A Report on project  
CHCAD603B Provide systems advocacy services  
CHCCD402B Develop and provide community education projects  
CHCCD615B Develop and implement community development strategies  
CHCCD619B Establish and maintain community, government and business partnerships  
CHCPROM401C Share health information  
CHCPROM502B Implement health promotion and community intervention  
HLTAHW025 Provide information and strategies in health care  
HLTAHW033 Maintain community health profile  
HLTAHW034 Provide healthy lifestyle programs and advice  
HLTAHW061 Engage in community health research  
HLTPOP405C Use media to disseminate information  
HLTPOP501C Apply a population health framework  
HLTPOP502C Work with the community to identify health needs  
HLTPOP503C Plan a population health project  
HLTPOP504C Evaluate a population health project  
HLTPOP505C Build capacity to promote health

### *Leadership*

BSBATSIM421A Support a positive and culturally appropriate workplace culture  
BSBWOR402A Promote team effectiveness

BSBMGT605B Provide leadership across the organisation  
HLTAHW032 Supervise individual workers  
HLTAHW062 Supervise health care team  
HLTAHW076 Plan for community emergencies  
HLTHIR403C Work effectively with culturally diverse clients and co-workers  
HLTPOP523C Develop a disaster plan

### *Management*

BSBADM502B Manage meetings  
BSBATSIM414 Oversee the organisation's annual budget  
BSBATSIM416A Oversee organisational planning  
BSBATSIM418A Oversee financial management  
BSBATSIM419A Contribute to the development and implementation of organisational policies  
BSBATSIM420A Oversee asset management  
BSBATSIM505C Control organisational finances  
BSBATSIM506C Develop employment policies  
BSBATSIM511C Develop enterprise opportunities  
BSBATSIW515C Secure funding  
BSBFLM513A Manage budgets and financial plans within the work team  
BSBFLM514A Manage people  
BSBHRM405A Recruit, select and induct staff  
BSBINN601A Manage organisational change  
BSBMGT502B Manage people performance  
BSBMGT603A Review and develop business plans  
BSBRISK501B Manage risk  
BSBMGT616A Develop and implement strategic plans  
HLTAHW063 Implement office systems  
HLTAHW064 Manage budgets  
HLTAHW075 Manage community health projects  
HLTPM501B Manage in a health care business  
BSBHRM404A Review human resources functions  
SRXGOV004B Work effectively with the Board of an organisation

### *Mentoring*

CHCORG428A Reflect on and improve own professional practice

CHCORG627B Provide mentoring support to colleagues

TAEDEL404A Mentor in the workplace

### *Primary health care*

HLTAHW043 Facilitate access to tertiary health services

HLTAHW050 Develop a healing framework for social and emotional wellbeing work

HLTAHW051 Respond to loss, grief and trauma

HLTAHW072 Provide guidance in social and emotional wellbeing

HLTAHW073 Practice social and emotional wellbeing in a clinical setting

HLTAHW074 Provide closure on healing processes

HLTAHW077 Provide supervision for social and emotional wellbeing workers

HLTAHW078 Work within a narrative approach

### *Workplace training*

TAEASS301B Contribute to assessment

TAEASS401B Plan assessment activities and processes

TAEASS402B Assess competence

TAEASS403B Participate in assessment validation

TAEDEL301A Provide work skill instruction

TAEDEL401A Plan, organise and deliver group-based learning

TAEDEL402A Plan, organise and facilitate learning in the workplace

## **Qualification Mapping Information**

No equivalent qualification

## **Links**

Companion Volume implementation guides are found in VETNet -

<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=ced1390f-48d9-4ab0-bd50-b015e5485705>

## HLTADM001 Administer and coordinate Telehealth services

### Modification History

| Release   | Comments                                                                                                                                            |
|-----------|-----------------------------------------------------------------------------------------------------------------------------------------------------|
| Release 1 | This new unit was released in <i>HLT Health Training Package release 1.0</i> and meets the requirements of the New Standards for Training Packages. |

### Application

This unit describes the skills and knowledge required to administer, support and monitor Telehealth services in a healthcare organisation in collaboration with health professionals and other service providers. The unit covers only additional administration skills that are specific to Telehealth.

It applies to individuals in small to medium sized organisations who play a role in coordinating Telehealth activities in line with policies, procedures and protocols and legal and ethical requirements surrounding clinical risk management and governance.

*No licensing, legislative or certification requirements apply to this unit at the time of publication.*

### Elements and Performance Criteria

#### ELEMENT

#### PERFORMANCE CRITERIA

*Elements describe the essential outcomes*

*Performance criteria describe the performance needed to demonstrate achievement of the element.*

1. Develop and maintain Telehealth networks

1.1 Establish and maintain Telehealth networks using communication skills to develop trust and confidence with diverse people and groups

1.2 Use, update and share Telehealth service provider information with health professionals and other colleagues

1.3 Develop and refine approaches to Telehealth service

provision by pro-actively identifying and using opportunities to update and expand own knowledge

2. Maintain compliance with ethical and legal requirements

2.1 Determine risks associated with the sharing of information on Telehealth platforms

2.2 Ensure collection, use and disclosure of patient information is consistent with information privacy principles and fulfilling duty of confidentiality in line with workplace policy

2.3 Recognise and respect patient rights, care and safety in line with organisation policy and duty of care regarding all aspects of the Telehealth service

2.4 Perform all work within the boundaries of responsibility and refer problems to supervisor and/or other appropriate health professional

3. Support Telehealth service provision

3.1 Ensure referral or request is received and reason for referral and/or clinical requirements are clear and are correctly identified

3.2 Contact service providers and organise care according to doctor's request in line with organisation protocol

3.3 Coordinate information and information flow to meet consultation requirements

3.4 Identify and respond promptly to routine administrative Telehealth service problems

3.5 Pro-actively support colleagues with Telehealth services, share information and provide accurate information in response to queries

4. Complete Telehealth administration

4.1 Manage appointments, recall and reminder systems for Telehealth as per doctor's instructions

4.2 Complete Telehealth financial administration tasks according to billing systems and specific Telehealth requirements

4.3 Maintain client documentation according to organisational and compliance requirements

- 5. Contribute to evaluation of Telehealth services
  - 5.1 Measure and benchmark performance using agreed methods and tools
  - 5.2 Monitor and evaluate systems and promote risk reduction strategies in line with legal and ethical standards
  - 5.3 Promote compliance with accreditation requirements related to Telehealth
  - 5.4 Implement and evaluate change in conjunction with colleagues to ensure goals are achieved

## Foundation Skills

*This section describes those language, literacy, numeracy and employment skills that are essential to performance.*

Foundation skills essential to performance are explicit in the performance criteria of this unit.

## Unit Mapping Information

No equivalent unit

## Links

Companion Volume implementation guides are found in VETNet -  
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=ced1390f-48d9-4ab0-bd50-b015e5485705>

# Assessment Requirements for HLTADM001 Administer and coordinate Telehealth services

## Modification History

| Release   | Comments                                                                                                                                            |
|-----------|-----------------------------------------------------------------------------------------------------------------------------------------------------|
| Release 1 | This new unit was released in <i>HLT Health Training Package release 1.0</i> and meets the requirements of the New Standards for Training Packages. |

## Performance Evidence

The candidate must show evidence of the ability to complete tasks outlined in elements and performance criteria of this unit, manage tasks and manage contingencies in the context of the job role. There must be evidence that the candidate has:

- provided administrative support for at least three Telehealth consultation sessions:
  - managed client information appropriately
  - managed the information flow between service providers
  - completed financial administration tasks
- responded appropriately to Telehealth administrative problems
- evaluated and reported on the provision of Telehealth services in at least one organisation
- identified and used Telehealth networks to inform practice

## Knowledge Evidence

The candidate must be able to demonstrate essential knowledge required to effectively complete tasks outlined in elements and performance criteria of this unit, manage tasks and manage contingencies in the context of the work role. This includes knowledge of:

- key considerations in the provision of Telehealth services:
  - clinical
  - technical
  - business
  - client-centred approach
- industry Telehealth standards, guidelines and accreditation requirements
- legal requirements for the provision of Telehealth services
- risk management considerations and approaches for Telehealth
  - sharing of digital information – who can share what with whom and how
  - ownership of digital information
  - confidentiality



- consent
- role of different individuals in provision of Telehealth services and scope and limitations of own role
- Telehealth networks and ways to use them
- context for current provision of Telehealth services, including government incentives
- key aspects of practice administration systems and how they may be used or adapted to support Telehealth services:
  - sources of information about MBS items
  - funding and support mechanisms for different client groups

## Assessment Conditions

Skills must be demonstrated in the workplace or in a simulated environment that reflects workplace conditions. The following conditions must be met for this unit:

- use of suitable facilities, equipment and resources, including:
  - operational administration system capable of supporting provision of Telehealth services
  - organisation policies and procedures for Telehealth
  - industry Telehealth standards
- modelling of industry operating conditions, including:
  - interactions with clients and colleagues
  - integration of typical operational problems to which the candidate responds

Assessors must satisfy the NVR/AQTF mandatory competency requirements for assessors

## Links

Companion Volume implementation guides are found in VETNet -

<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=ced1390f-48d9-4ab0-bd50-b015e5485705>

## HLTADM002 Manage Telehealth technology

### Modification History

| Release     | Comments                                                                                                                                            |
|-------------|-----------------------------------------------------------------------------------------------------------------------------------------------------|
| Release 1.1 | Minor changes to formatting to improve readability.                                                                                                 |
| Release 1.0 | This new unit was released in <i>HLT Health Training Package release 1.0</i> and meets the requirements of the New Standards for Training Packages. |

### Application

This unit describes the skills and knowledge required to select, use and maintain Telehealth technology according to organisation needs. It requires the ability to protect the security of data, particularly in relation to client confidentiality and privacy.

It applies to individuals in small to medium sized organisations who play a role in coordinating Telehealth activities in line with policies, procedures and protocols and legal and ethical requirements surrounding clinical risk management and governance.

*No licensing, legislative or certification requirements apply to this unit at the time of publication.*

### Elements and Performance Criteria

#### ELEMENT

#### PERFORMANCE CRITERIA

*Elements describe the essential outcomes*

*Performance criteria describe the performance needed to demonstrate achievement of the element.*

1. Determine technology requirements

1.1 Seek information on organisation technology requirements based on consultation with appropriate colleagues and client population needs

1.2 Investigate and document options for Telehealth platforms and select hardware and software options that best meet organisation needs

- 1.3 Make recommendations to relevant colleagues within scope of own job role
  - 1.4 Obtain and evaluate costings for chosen hardware and software options
  - 1.5 Liaise with Telehealth and video consultation vendors to organise purchase and set up in line with scope of own job role, standards and organisation requirements
2. Set up consultation sessions
- 2.1 Prepare Telehealth video conferencing equipment for consultations according to organisation policy, procedures and protocols
  - 2.2 Verify all equipment meets requirements of organisation guidelines for Telehealth video conferencing
  - 2.3 Ensure the Telehealth consultation environment and facilities are conducive to patient care ensuring confidentiality and privacy
  - 2.4 Support and coach colleagues with use of Telehealth technology
3. Maintain telehealth equipment
- 3.1 Complete routine maintenance of Telehealth technologies, supporting equipment and facilities according to manufacturer instructions
  - 3.2 Make regular checks to confirm that technologies meet health, safety, industry and task specific legislation and requirements
  - 3.3 Use troubleshooting techniques to resolve minor technology problems
  - 3.4 Identify situations where expert assistance is required and organise technical support
  - 3.5 Provide information about privacy and confidentiality obligations technical support personnel
  - 3.6 Complete accurate maintenance documentation
4. Protect security of Telehealth information system
- 4.1 Determine information security risks associated with provision of Telehealth services

4.2 Obtain Telehealth access and equity requirements and clearance levels in accordance with organisational requirements

4.3 Test security of information system with daily data back-up, periodic testing and restoration of back-ups

4.4 Ensure accurate records of user account and security access details are provided to Telehealth clients in line with system integrity, privacy and risk management

4.5 Communicate privacy, confidentiality and security obligations to all Telehealth personnel

4.6 Complete data security documentation according to organisation and legal requirements

## Foundation Skills

*This section describes those language, literacy, numeracy and employment skills that are essential to performance.*

- Numeracy skills to work with technology costings, numerical features of computer software programs and client data

Other foundation skills essential to performance are explicit in the performance criteria of this unit.

## Unit Mapping Information

No equivalent unit

## Links

Companion Volume implementation guides are found in VETNet -

<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=ced1390f-48d9-4ab0-bd50-b015e5485705>

# Assessment Requirements for HLTADM002 Manage Telehealth technology

## Modification History

| Release     | Comments                                                                                                                                            |
|-------------|-----------------------------------------------------------------------------------------------------------------------------------------------------|
| Release 1.1 | Minor changes to formatting to improve readability.                                                                                                 |
| Release 1.0 | This new unit was released in <i>HLT Health Training Package release 1.0</i> and meets the requirements of the New Standards for Training Packages. |

## Performance Evidence

The candidate must show evidence of the ability to complete tasks outlined in elements and performance criteria of this unit, manage tasks and manage contingencies in the context of the job role. There must be evidence that the candidate has:

- managed the selection, set up and maintenance of at least one Telehealth system:
  - evaluated organisation technology needs through consultation and research
  - selected and costed options and made appropriate recommendations
  - organised technology set up
  - followed procedures to protect security of the information system and client data
  - completed routine technical maintenance and troubleshooting:
    - performed and tested back-ups
    - performed data cleaning
    - interpreted technical manuals
    - used techniques to solve minor technical problems
- completed the technical set up for at least 3 Telehealth consultation sessions

## Knowledge Evidence

The candidate must be able to demonstrate essential knowledge required to effectively complete tasks outlined in elements and performance criteria of this unit, manage tasks and manage contingencies in the context of the work role. This includes knowledge of:

- different contexts for Telehealth service provision, and the impacts on services provision and technology requirements:
  - physical environment limitations
  - location of technology within the organisation
  - need for privacy

- risk management considerations and approaches for Telehealth
  - sharing of digital information – who can share what with whom and how
  - ownership of digital information
  - confidentiality
  - consent
- features of computer hardware and software:
  - general differences between different computer platforms and their respective operating systems
  - requirements to support Telehealth services
- features of medical software and operating systems used by the organisation to support Telehealth services, including software copyright responsibilities
- key features of industry standards for:
  - provision of Telehealth services
  - computer and Information security
  - encryption of video data
- data security procedures:
  - back ups
  - data labelling and storage
  - password policy
  - system security settings
  - documentation requirements
- routine technology maintenance procedures:
  - functions and features of diagnostic tools
  - documentation requirements
- legislation and industry standards related to the confidentiality, privacy and security of client information
- work health and safety requirements in relation to set up and use of computer systems

## Assessment Conditions

Skills must be demonstrated in the workplace or in a simulated environment that reflects workplace conditions. The following conditions must be met for this unit:

- use of suitable facilities, equipment and resources, including:
  - computerised system (both hardware and software) capable of supporting provision of Telehealth services
  - a populated database
  - organisation policies and procedures
  - Industry Telehealth standards
- modelling of industry operating conditions, including:
  - integration of typical technical problems to which the candidate responds

Assessors must satisfy the NVR/AQTF mandatory competency requirements for assessors

## Links

Companion Volume implementation guides are found in VETNet -

<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=ced1390f-48d9-4ab0-bd50-b015e5485705>

## HLTAHW001 Work with Aboriginal and/or Torres Strait Islander clients and communities

### Modification History

| Release   | Comments                                                                                                                                                                                                                                                                                                               |
|-----------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Release 1 | <p>This version was released in <i>HLT Health Training Package release 1.0</i> and meets the requirements of the New Standards for Training Packages.</p> <p>Significant changes to elements and performance criteria.<br/>New evidence requirements for assessment, including volume and environment requirements</p> |

### Application

This unit describes the knowledge and skills required by a worker new to primary health care to work effectively with Aboriginal or Torres Strait Islander clients and their communities.

It enables the individual worker to understand the cultural and historical context surrounding issues facing Aboriginal and/or Torres Strait Islander clients and communities in order to support the delivery of primary health care.

This unit applies to all staff providing support to the delivery of primary health care. All work tasks are to be performed under supervision.

*No licensing, legislative or certification requirements apply to this unit at the time of publication.*

### Elements and Performance Criteria

#### ELEMENT

#### PERFORMANCE CRITERIA

*Elements define the essential outcomes.*

*Performance criteria specify the level of performance needed to demonstrate achievement of the element.*

1. Work in the context of Aboriginal and/or Torres Strait Islander history

1.1 Consider and respect local and national historical factors when working with Aboriginal and/or Torres Strait Islander people and their communities



## ELEMENT

## PERFORMANCE CRITERIA

*Elements define the essential outcomes.*

*Performance criteria specify the level of performance needed to demonstrate achievement of the element.*

1.2 Consider the impact of social, political, economic and environmental factors on Aboriginal and/or Torres Strait Islander people and their health

2. Work in a culturally safe manner

2.1 Deliver services as directed in a culturally sensitive and safe manner and in line with organisation policies, regulatory requirements and community protocols

2.2 Maintain confidentiality of client information regardless of personal, family and community pressures or status

2.3 Consider and respect local community values, beliefs and gender roles when providing health care to Aboriginal and/or Torres Strait Islander people

## Foundation Skills

*This section describes those language, literacy, numeracy and employment skills that are essential to performance.*

- |                            |                                                                                                                                                                                                                                                                |
|----------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <i>Reading:</i>            | <ul style="list-style-type: none"><li>• in order to interpret key information from policy and regulatory documentation</li></ul>                                                                                                                               |
| <i>Oral communication:</i> | <ul style="list-style-type: none"><li>• in order to communicate in a culturally acceptable manner with community members</li></ul>                                                                                                                             |
| <i>Learning</i>            | <ul style="list-style-type: none"><li>• in order to locate, access and retrieve information on the impact of social, political, economic and environmental factors on Aboriginal and/or Torres Strait Islander people and in particular their health</li></ul> |

Other foundation skills essential to performance are explicit in the performance criteria of this unit.

## Unit Mapping Information

No equivalent unit.

## Links

Companion Volume implementation guides are found in VETNet -  
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=ced1390f-48d9-4ab0-bd50-b015e5485705>

# Assessment Requirements for HLTAHW001 Work with Aboriginal and/or Torres Strait Islander clients and communities

## Modification History

| Release   | Comments                                                                                                                                                                                                                                                                                                               |
|-----------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Release 1 | <p>This version was released in <i>HLT Health Training Package release 1.0</i> and meets the requirements of the New Standards for Training Packages.</p> <p>Significant changes to elements and performance criteria.<br/>New evidence requirements for assessment, including volume and environment requirements</p> |

## Performance Evidence

The candidate must show evidence of the ability to complete tasks outlined in elements and performance criteria of this unit, manage tasks and manage contingencies in the context of the job role.

There must be evidence that the candidate has:

- worked effectively with at least three Aboriginal and/or Torres Strait Islander clients by:
  - using culturally safe and appropriate communication, including verbal and body language and gestures, with clients
  - treating information obtained about a client with respect and confidentiality
  - performing own work role in providing services with respect and consideration for Aboriginal and/or Torres Strait Islander people, their histories, cultures and current issues.

## Knowledge Evidence

The candidate must be able to demonstrate essential knowledge required to effectively do the task, under supervision, outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role.

This includes knowledge of:

- Aboriginal and/or Torres Strait Islander health issues and community beliefs, values, protocols and views on health needs
- Aboriginal and/or Torres Strait Islander history, including:
  - history, social structures, beliefs and values of traditional and contemporary Aboriginal and/or Torres Strait Islander communities in Australia
  - effects of colonisation as experienced by Aboriginal and/or Torres Strait Islander people
  - historical dilemmas faced by Aboriginal and/or Torres Strait Islander people
- history of primary health care and community-controlled health
- basic principles of primary health care
- impacts of government policies and legislation on Aboriginal and/or Torres Strait Islander communities
- rights and responsibilities of clients and workers including code of conduct and duty of care
- issues and challenges for local Aboriginal and/or Torres Strait Islander communities which may impact on work role and delivery of services.

## Assessment Conditions

Skills must be demonstrated working:

- in a health service or centre
- under supervision, as part of a primary health care team
- with Aboriginal and/or Torres Strait Islander clients and communities.

In addition, simulations and scenarios must be used where the full range of contexts and situations cannot be provided in the workplace or may occur only rarely. These are situations relating to emergency or unplanned procedures where assessment in these circumstances would be unsafe or impractical.

Simulated assessment environments must simulate a real-life working environment where these skills and knowledge would be performed, with all the relevant equipment and resources of that working environment.

Assessors must satisfy the NVR/AQTF mandatory competency requirements for assessors.

Assessment must be undertaken by a workplace assessor who has expertise in this unit of competency and who is:

- an Aboriginal and/or Torres Strait Islander Health Worker

or:

- accompanied by an Aboriginal and/or Torres Strait Islander person who is a recognised member of the community with experience in primary health care.

## Links

Companion Volume implementation guides are found in VETNet -

<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=ced1390f-48d9-4ab0-bd50-b015e5485705>

## HLTAHW002 Support clients to obtain access to health services

### Modification History

| Release     | Comments                                                                                                                                                                                                                                                                                                               |
|-------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Release 1.1 | Corrections to metadata and mapping. Equivalent outcome.                                                                                                                                                                                                                                                               |
| Release 1.0 | <p>This version was released in <i>HLT Health Training Package release 1.0</i> and meets the requirements of the New Standards for Training Packages.</p> <p>Significant changes to elements and performance criteria.<br/>New evidence requirements for assessment, including volume and environment requirements</p> |

### Application

This unit describes the knowledge and skills required by a new worker in primary health care to provide basic support to assist Aboriginal and/or Torres Strait Islander clients and community to gain access to available health services. The unit involves the communication of basic health information about health services. It does not involve the worker performing a health check or specific details of health issues.

This unit applies to all staff providing support to the delivery of primary health care. All work tasks are to be performed under supervision.

*No licensing, legislative or certification requirements apply to this unit at the time of publication.*

### Elements and Performance Criteria

#### ELEMENT

#### PERFORMANCE CRITERIA

*Elements define the essential outcomes.*

*Performance criteria specify the level of performance needed to demonstrate achievement of the element.*

1. Support clients to communicate with service providers

- 1.1 Explain services offered by specific health service providers to clients and/or significant others
- 1.2 Support clients to use their preferred language

**ELEMENT****PERFORMANCE CRITERIA**

*Elements define the essential outcomes.*

*Performance criteria specify the level of performance needed to demonstrate achievement of the element.*

when communicating with service providers

1.3 Use appropriate visual aids and other resources to support client's understanding

1.4 Show respectful and culturally appropriate behaviour and communication to the client and/or significant others

2. Assist service providers to understand client and community needs

2.1 Communicate client needs and concerns to service providers to support access to services

2.2 Communicate local community values, beliefs and gender roles to service providers as required

2.3 Explain the role of traditional healers in the community to service providers as required

3. Give practical support to clients when accessing health services

3.1 Book client appointments as required

3.2 Inform client and/or significant other person of appointments

3.3 Organise and/or provide transport to enable clients and significant other person/s to travel to and from health service provider

3.4 Contact clients as required to ensure appointments are kept

3.5 Follow-up with client and/or significant other person after appointments as required

**Foundation Skills**

*This section describes those language, literacy, numeracy and employment skills that are essential to performance.*

*Numeracy*

- in order to interpret and communicate temporal data, including minutes, hours, days and weeks

- in order to schedule client appointments

### *Writing*

- in order to record client details when making bookings

Other foundation skills essential to performance are explicit in the performance criteria of this unit.

## **Unit Mapping Information**

No equivalent unit.

## **Links**

Companion Volume implementation guides are found in VETNet -  
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=ced1390f-48d9-4ab0-bd50-b015e5485705>



## Assessment Requirements for HLTAHW002 Support clients to obtain access to health services

### Modification History

| Release     | Comments                                                                                                                                                                                                                                                                                                               |
|-------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Release 1.1 | Corrections to metadata and mapping. Equivalent outcome.                                                                                                                                                                                                                                                               |
| Release 1.0 | <p>This version was released in <i>HLT Health Training Package release 1.0</i> and meets the requirements of the New Standards for Training Packages.</p> <p>Significant changes to elements and performance criteria.<br/>New evidence requirements for assessment, including volume and environment requirements</p> |

### Performance Evidence

The candidate must show evidence of the ability to complete tasks outlined in elements and performance criteria of this unit, manage tasks and manage contingencies in the context of the job role.

There must be evidence that the candidate has:

- under supervision, supported at least three individual Aboriginal and/or Torres Strait Islander clients to access health services by:
  - encouraging each client to use their preferred language, visual aids and other resources to support understanding
  - explaining and clarifying basic health information and services to the client
  - ensuring the client has understood the services available
  - ensuring service providers understand client and community health needs, values and beliefs
  - arranging the time, attendance and follow up for the client to attend health services and appointments, including organising travel arrangements.

## Knowledge Evidence

The candidate must be able to demonstrate essential knowledge required to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role.

This includes knowledge of:

- language or languages, as spoken within the community and the workplace (verbal skills essential, written not essential)
- interpreter and/or translation services available to assist clients and the service provider
- terminology relevant to specific aspects of care provided and the workplace
- the culture of the client, caregiver and health service provider
- the communication style of the client, caregiver or health service provider
- organisation policies, guidelines and procedures, including reporting procedures appropriate to the role.
- 

## Assessment Conditions

*Assessment conditions:*

Skills must be demonstrated working:

- in a health service or centre
- under supervision, as part of a primary health care team
- with Aboriginal and/or Torres Strait Islander clients and communities.

In addition, simulations and scenarios must be used where the full range of contexts and situations cannot be provided in the workplace or may occur only rarely. These are situations relating to emergency or unplanned procedures where assessment in these circumstances would be unsafe or is impractical.

Simulated assessment environments must simulate the real-life working environment where these skills and knowledge would be performed, with all the relevant equipment and resources of that working environment.

Assessors must satisfy the NVR/AQTF mandatory competency requirements for assessors.

Assessment must be undertaken by a workplace assessor who has expertise in this unit of competency and who is:

- an Aboriginal and/or Torres Strait Islander Health Worker

or:

- accompanied by an Aboriginal and/or Torres Strait Islander person who is a recognised member of the community with experience in primary health care.

## Links

Companion Volume implementation guides are found in VETNet -

<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=ced1390f-48d9-4ab0-bd50-b015e5485705>

## HLTAHW003 Provide basic health information to clients

### Modification History

| Release   | Comments                                                                                                                                                                                                                                                                                                               |
|-----------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Release 1 | <p>This version was released in <i>HLT Health Training Package release 1.0</i> and meets the requirements of the New Standards for Training Packages.</p> <p>Significant changes to elements and performance criteria.<br/>New evidence requirements for assessment, including volume and environment requirements</p> |

### Application

This unit describes the skills and knowledge required by a new worker in primary health care to deliver clear instructions and basic healthy lifestyle information to Aboriginal and/or Torres Strait Islander clients. The unit includes basic information on nutrition and environmental health and basic information to support implementation of a client's health care plan.

This unit applies to all staff providing support to the delivery of primary health care. All work tasks are to be performed under supervision.

*No licensing, legislative or certification requirements apply to this unit at the time of publication.*

### Elements and Performance Criteria

#### ELEMENT

#### PERFORMANCE CRITERIA

*Elements define the essential outcomes.*

*Performance criteria specify the level of performance needed to demonstrate achievement of the element.*

1. Clarify client needs for health information

- 1.1 Use communication skills appropriate to individual clients and/or significant others to gain information about the client's specific basic health issues and needs
- 1.2 Consider cultural practices and beliefs when clarifying information needs of the client

**ELEMENT****PERFORMANCE CRITERIA**

*Elements define the essential outcomes.*

*Performance criteria specify the level of performance needed to demonstrate achievement of the element.*

- 1.3 Use principles of confidentiality to communicate findings about client information needs to appropriate staff
- 1.4 Gain information from health service providers to pass on to the client and/or significant other and clarify as required
- 1.5 Accurately record all information about the client as required by organisational standards

2. Provide basic health information to client

- 2.1 Use effective communication skills to deliver relevant health information to the client in line with client, community, organisation and legislative requirements
- 2.2 Provide basic information about healthy lifestyle, including nutrition and environmental health factors
- 2.3 Provide basic information to support individual health care plan
- 2.4 Provide information to support a self-care approach

3. Assist in the evaluation of health information provision

- 3.1 Consult client and/or community about effectiveness of health information
- 3.2 Seek feedback to determine how well health information has been understood
- 3.3 Provide feedback to supervisor and appropriate personnel

## Foundation Skills

*This section describes those language, literacy, numeracy and employment skills that are essential to performance.*

*Reading*

- in order to interpret key information in health documentation

Other foundation skills essential to performance are explicit in the performance criteria of this unit.

## Unit Mapping Information

No equivalent unit

## Links

Companion Volume implementation guides are found in VETNet -  
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=ced1390f-48d9-4ab0-bd50-b015e5485705>

## Assessment Requirements for HLTAHW003 Provide basic health information to clients

### Modification History

| Release   | Comments                                                                                                                                                                                                                                                                                                               |
|-----------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Release 1 | <p>This version was released in <i>HLT Health Training Package release 1.0</i> and meets the requirements of the New Standards for Training Packages.</p> <p>Significant changes to elements and performance criteria.<br/>New evidence requirements for assessment, including volume and environment requirements</p> |

### Performance Evidence

The candidate must show evidence of the ability to complete tasks outlined in elements and performance criteria of this unit, manage tasks and manage contingencies in the context of the job role.

There must be evidence that the candidate has:

- provided basic health information to at least three Aboriginal and/or Torres Strait Islander clients by:
  - gaining and clarifying each client's health information requirements in a culturally sensitive manner
  - providing basic health information specific to the needs of each client, including information on:
    - o nutrition and environmental health
    - o individual health care planning
    - o self-care and management approaches
  - getting feedback from each client on the services received
  - providing feedback to relevant personnel regarding the effectiveness of health information.

### Knowledge Evidence

The candidate must be able to demonstrate essential knowledge required to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role under supervision.

This includes basic knowledge of:

- major body systems, organs and their functions, including:
  - cardiovascular system (including heart, arteries and veins)
  - respiratory system (including lungs, nose, mouth, throat)
  - senses (including sight, hearing, smell, touch, taste and equilibrium)
  - skin and integumentary system (including skin layers, hair and nails)
  - digestive and gastrointestinal system (including stomach, intestines, bowel)
  - nervous system (including brain and nerves)
  - circulatory system (including arteries and veins)
  - genitourinary system (including male and female genital and reproductive systems)
  - endocrine system (including glands and hormones)
  - musculoskeletal system (skull, skeleton, muscles, body tissue)
- factors contributing to healthy lifestyles including:
  - nutrition
  - exercise and activity
  - alcohol consumption
  - smoking
  - use and abuse of prescribed and illicit drugs
  - healthy weight range
  - environmental factors
  - mental, social and emotional health and wellbeing
- processes to prevent infection and chronic diseases
- community health issues
- health care plans
- organisational standards, policies and procedures.

## Assessment Conditions

Skills must be demonstrated working:

- in a health service or centre
- under supervision, as part of a primary health care team
- with Aboriginal and/or Torres Strait Islander clients and communities.

In addition, simulations and scenarios must be used where the full range of contexts and situations cannot be provided in the workplace or may occur only rarely. These are situations relating to emergency or unplanned procedures where assessment in these circumstances would be unsafe or is impractical.



Simulated assessment environments must simulate the real-life working environment where these skills and knowledge would be performed, with all the relevant equipment and resources of that working environment.

Assessors must satisfy the NVR/AQTF mandatory competency requirements for assessors.

Assessment must be undertaken by a workplace assessor who has expertise in this unit of competency and who is:

- an Aboriginal and/or Torres Strait Islander Health Worker

or:

- accompanied by an Aboriginal and/or Torres Strait Islander person who is a recognised member of the community with experience in primary health care.
- 

## Links

Companion Volume implementation guides are found in VETNet -  
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=ced1390f-48d9-4ab0-bd50-b015e5485705>

## HLTAHW004 Perform work role in Aboriginal and/or Torres Strait Islander primary health care context

### Modification History

| Release   | Comments                                                                                                                                           |
|-----------|----------------------------------------------------------------------------------------------------------------------------------------------------|
| Release 1 | This version was released in <i>HLT Health Training Package release 1.0</i> and meets the requirements of the New Standards for Training Packages. |

### Application

This unit describes the knowledge and skills required by a worker in primary health care to work effectively and appropriately with Aboriginal and/or Torres Strait Islander clients and community. The unit includes the worker researching, understanding and performing their role in the broader primary health care context, as well as planning to further improve their work practices.

This unit applies to all staff providing support to the delivery of primary health care and can be adapted for a range of entry-level roles within the context of primary health care for the Aboriginal and/or Torres Strait Islander community. All work tasks are to be performed under supervision.

### Elements and Performance Criteria

#### ELEMENT

#### PERFORMANCE CRITERIA

*Elements define the essential outcomes.*

*The Performance Criteria specify the level of performance needed to demonstrate achievement of the Element.*

1. Inform own role

1.1 Identify individual personnel in the organisation and their role

1.2 Identify and apply work policies and procedures

1.3 Consider how own role contributes to the organisation's work to provide primary health care in the Aboriginal and/or Torres Strait Islander community

## ELEMENT

## PERFORMANCE CRITERIA

*Elements define the essential outcomes.*

*The Performance Criteria specify the level of performance needed to demonstrate achievement of the Element.*

### 2. Perform work tasks

- 2.1 Use time management skills to organise and perform work tasks during required hours
- 2.2 Locate and use required workplace forms, processes and systems to complete work tasks
- 2.3 Identify and wear appropriate clothing and/or personal protective equipment as required
- 2.4 Seek clarification and direction about work tasks as required
- 2.5 Complete all designated work tasks on time and to required organisational standards

### 3. Communicate effectively within work role

- 3.1 Use respectful and effective oral communication methods with staff, clients and community members
- 3.2 Respect privacy and confidentiality when handling all client information
- 3.3 Complete all relevant documents accurately and on time and seek guidance as required

### 4. Identify future pathways

- 4.1 Reflect on work performances including own strengths and areas for improvement
- 4.2 Seek feedback on work performance
- 4.3 Discuss options for skill and knowledge development with supervisor and/or colleagues
- 4.4 Identify opportunities for learning to improve own skills and further career opportunities in primary health care

## Foundation Skills

*This section describes those language, literacy, numeracy and employment skills that are essential to performance.*

|                           |                                                                                                                                                           |
|---------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------|
| <i>Numeracy</i>           | <ul style="list-style-type: none"><li>• in order to manage time and organise work tasks</li></ul>                                                         |
| <i>Reading</i>            | <ul style="list-style-type: none"><li>• in order to interpret key information in workplace forms and procedures relevant to job role</li></ul>            |
| <i>Oral communication</i> | <ul style="list-style-type: none"><li>• in order to listen to information and/or instructions from staff, clients and community members</li></ul>         |
| <i>Learning</i>           | <ul style="list-style-type: none"><li>• in order to comprehend own role in the workplace in relation to the role of colleagues and team members</li></ul> |

Other foundation skills essential to performance are explicit in the performance criteria of this unit.

## Unit Mapping Information

No equivalent unit.

## Links

Companion Volume implementation guides are found in VETNet -  
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=ced1390f-48d9-4ab0-bd50-b015e5485705>

## Assessment Requirements for HLTAHW004 Perform work role in Aboriginal and/or Torres Strait Islander primary health care context

### Modification History

| Release   | Comments                                                                                                                                           |
|-----------|----------------------------------------------------------------------------------------------------------------------------------------------------|
| Release 1 | This version was released in <i>HLT Health Training Package release 1.0</i> and meets the requirements of the New Standards for Training Packages. |

### Performance Evidence

The candidate must show evidence of the ability to complete tasks outlined in elements and performance criteria of this unit, manage tasks and manage contingencies in the context of the job role.

There must be evidence that the candidate has:

- effectively performed at least three different work tasks within their work role. This includes:
  - attending at the workplace at all required times
  - communicating with and seeking clarification/guidance from relevant personnel as required
  - organising own time to perform work tasks according to deadlines
  - using appropriate and/or required clothing and equipment and personal protective equipment
  - completing all documentation accurately and on time as required by work task
  - gaining feedback for each work task from relevant staff in the workplace
  - following all relevant workplace processes, and organisational procedures and policies
  - dressing to show respect to staff, clients and community
  - communicating respectfully and effectively with staff, clients and community
  - respecting the confidentiality of all client information received as part of the role
- identified development within own role in discussions with manager or senior staff on at least one occasion by:

- defining how own role contributes to Aboriginal and/or Torres Strait Islander primary health care
- identifying at least one area for skill improvement to perform work tasks and/or at least one area of own interest to pursue within the primary health care context
- seeking opportunities for further development.

## Knowledge Evidence

The candidate must be able to demonstrate essential knowledge required to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the work role. This includes knowledge of:

- a basic understanding of the purpose of primary health care and in particular its role within the context of Aboriginal and Torres Strait Islander clients and communities
- services typically provided by a primary health care service, including health promotion, illness prevention, treatment of chronic diseases, care of the sick, advocacy and community development
- staff and teams typically involved in a primary health care service and their specific roles
- scope of own work role
- organisation standards, policies and procedures relevant to performance of own role
- organisation structure, staff and their roles.

## Assessment Conditions

Skills must be demonstrated working:

- in a health service or centre
- under supervision, as part of a primary health care team
- with Aboriginal and/or Torres Strait Islander clients and communities.

In addition, simulations and scenarios must be used where the full range of contexts and situations cannot be provided in the workplace or may occur only rarely. These are situations relating to emergency or unplanned procedures where assessment in these circumstances would be unsafe or is impractical.

Simulated assessment environments must simulate the real-life working environment where these skills and knowledge would be performed, with all the relevant equipment and resources of that working environment.

Assessors must satisfy the NVR/AQTF mandatory competency requirements for assessors.

Assessment must be undertaken by a workplace assessor who has expertise in this unit of competency and who is:

- an Aboriginal and/or Torres Strait Islander Health Worker

or:

- accompanied by an Aboriginal and/or Torres Strait Islander person who is a recognised member of the community with experience in primary health care.

## Links

Companion Volume implementation guides are found in VETNet -  
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=ced1390f-48d9-4ab0-bd50-b015e5485705>

## HLTAHW005 Work in an Aboriginal and/or Torres Strait Islander primary health care context

### Modification History

Not applicable.

### Application

#### Application

This unit describes the knowledge and skills required to deliver primary health care services within the context of Aboriginal and/or Torres Strait Islander health. It provides an understanding of historical, political and other significant factors impacting on the current health of Aboriginal and/or Torres Strait Islander communities.

This unit applies to Aboriginal and/or Torres Strait Islander Health Workers working as part, and under the supervision, of a multidisciplinary primary health care team to provide a range of primary health care services to Aboriginal and/or Torres Strait Islander clients and communities.

*No licensing, legislative or certification requirements apply to this unit at the time of publication.*

### Elements and Performance Criteria

#### ELEMENT

#### PERFORMANCE CRITERIA

Elements define the essential outcomes.

Performance criteria specify the level of performance needed to demonstrate achievement of the element.

1. Identify factors impacting on Aboriginal and/or Torres Strait Islander health and the delivery of primary health care services

1.1 Consider the national and local history of Aboriginal and/or Torres Strait Islander people as a factor in primary health care work

1.2 Consider the impact of social, political, spiritual, economic and environmental factors on the health of Aboriginal and/or Torres Strait Islander people

2. Apply primary health care

2.1 Ensure primary health care principles underpin



## ELEMENT

## PERFORMANCE CRITERIA

Elements define the essential outcomes.  
principles

Performance criteria specify the level of performance needed to demonstrate achievement of the element.

service provision and work practices

2.2 Deliver services that support self-determination and empowerment in Aboriginal and/or Torres Strait Islander people and communities

2.3 Demonstrate commitment to achieving access and equity in health services for Aboriginal and/or Torres Strait Islander people

2.4 Establish and maintain networks with health care agencies and associated services to support Aboriginal and/or Torres Strait Islander health care

3. Work in a culturally appropriate and safe manner

3.1 Consider and respect local community values, beliefs and gender roles when providing health care to Aboriginal and/or Torres Strait Islander people

3.2 Deliver health services safely in line with organisation policies, regulatory requirements and community protocols

3.3 Apply cultural safety protocols in the implementation of government policies, research and data collection, and the delivery of services to Aboriginal and/or Torres Strait Islander people

3.4 Identify any cultural factors that produce stress, impact personal wellbeing or have a potential to impact on own work practices, and report as appropriate

4. Apply Aboriginal and/or Torres Strait Islander health policies and resources

4.1 Identify relevant aspects of Aboriginal and/or Torres Strait Islander health strategies, policies, bodies and resources

4.2 Ensure policies and resources are applied in line with identified needs of Aboriginal and/or Torres Strait Islander people and communities

4.3 Identify barriers to access and equity in relation to Aboriginal and/or Torres Strait Islander health

4.4 Take available opportunities to advocate on behalf of Aboriginal and/or Torres Strait Islander people and/or communities

## ELEMENT

Elements define the essential outcomes.

## PERFORMANCE CRITERIA

Performance criteria specify the level of performance needed to demonstrate achievement of the element.

4.5 Reflect on work practices in Aboriginal and/or Torres Strait Islander community-controlled organisations and on current strategies, programs and models that address Aboriginal and/or Torres Strait Islander primary health care issues

4.6 Maintain confidentiality of client information

## Foundation Skills

### FOUNDATION SKILLS

This section describes those language, literacy, numeracy and employment skills that are essential to performance.

#### *Learning*

- in order to locate, access and interpret information on factors impacting on Aboriginal and/or Torres Strait Islander health and the delivery of primary health care services
- in order to apply primary health care principles in familiar and some less familiar contexts

#### *Reading*

- in order to interpret key information in organisational policies and regulations, health strategies and relevant resources

*Other foundation skills essential to performance are explicit in the performance criteria of this unit.*

## Unit Mapping Information

No equivalent

## Links

Companion Volume implementation guides are found in VETNet -  
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=ced1390f-48d9-4ab0-bd50-b015e5485705>

## Assessment Requirements for HLTAHW005 Work in an Aboriginal and/or Torres Strait Islander primary health care context

### Modification History

| Release   | Comments                                                                                                                                                                                                                                                                                                               |
|-----------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Release 1 | <p>This version was released in <i>HLT Health Training Package release 1.0</i> and meets the requirements of the New Standards for Training Packages.</p> <p>Significant changes to elements and performance criteria.<br/>New evidence requirements for assessment, including volume and environment requirements</p> |

### Performance Evidence

The candidate must show evidence of the ability to complete tasks outlined in elements and performance criteria of this unit, manage tasks and manage contingencies in the context of the job role.

There must be evidence that the candidate has:

- worked with at least three Aboriginal and/or Torres Strait Islander clients in the primary health care context by:
  - interacting and communicating in a culturally safe manner with and on behalf of Aboriginal and/or Torres Strait Islander clients in line with identified community needs and workplace requirements-
  - working within the scope of their job role to apply the principles of primary health care in the delivery of health care services to each client, considering their individual needs
  - working with an understanding of the impact of historical, social, political, spiritual and environmental factors on the health of Aboriginal and/or Torres Strait Islander people
  - identifying and applying relevant aspects of Aboriginal and/or Torres Strait Islander policies, strategies and resources in line with the scope of their role.

## Knowledge Evidence

The candidate must be able to demonstrate essential knowledge required to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role.

This includes knowledge of:

- Aboriginal and/or Torres Strait Islander history, including:
  - social structures, beliefs and values of traditional and contemporary Aboriginal and/or Torres Strait Islander communities in Australia
  - impact of colonisation as experienced by Aboriginal and/or Torres Strait Islander people
  - historical dilemmas faced by Aboriginal and/or Torres Strait Islander people (e.g. to acknowledge or deny Aboriginality)
  - impact of government policies and legislation on Aboriginal and/or Torres Strait Islander communities, families and individuals
- specific health concerns and issues for Aboriginal and/or Torres Strait Islander clients and community, including:
  - community perceptions of major health issues affecting them and underlying causes
  - key health statistics (national, state and/or local) for Aboriginal and/or Torres Strait Islander people compared to those of non-Aboriginal and/or Torres Strait Islander population (such as life expectancy at birth, infant mortality rate and age-standardised mortality ratios for selected health conditions)
  - chronic illnesses impacting on the Aboriginal and/or Torres Strait Islander community, including cardiovascular disease, kidney disease, respiratory disease, diabetes, cancer, obesity and asthma
- social, cultural and environmental factors impacting on Aboriginal and/or Torres Strait Islander health status, including:
  - traditional Aboriginal and/or Torres Strait Islander cultural practices and lifestyle
  - importance of land, tradition and cultural practices to Aboriginal and/or Torres Strait Islander people's health
  - socio-economic and political factors
  - perpetuation of disadvantage
  - importance of personal achievement, education and supportive family/social networks
  - strategies for Aboriginal and/or Torres Strait Islander families to maintain strong culture and supportive social networks, and maximise educational, employment and social opportunities for their children
  - environmental factors such as overcrowding and housing and infrastructure conditions
- relevant definitions of 'health' (including those of the World Health Organisation and the National Aboriginal Community Controlled Health Organisation)

- principles of primary health care, including health promotion, illness prevention, treatment of chronic diseases, care of the sick, advocacy and community development
- relevant aspects of health care system, including:
  - relevant agencies such as Medicare, Centrelink, and Aboriginal and/or Torres Strait Islander health organisations
  - access to various benefits, including Medicare, pharmaceutical and related social benefits
  - federal and state legislation and regulations impacting on delivery of primary health care
- principles and organisation procedures and policies relating to confidentiality and privacy.

## Assessment Conditions

Skills must be demonstrated working:

- in a health service or centre
- as part of, and under the supervision of, a multidisciplinary primary health care team
- with Aboriginal and/or Torres Strait Islander clients and communities.

In addition, simulations and scenarios must be used where the full range of contexts and situations cannot be provided in the workplace or may occur only rarely. These are situations relating to emergency or unplanned procedures where assessment in these circumstances would be unsafe or is impractical.

Simulated assessment environments must simulate the real-life working environment where these skills and knowledge would be performed, with all the relevant equipment and resources of that working environment.

Assessors must satisfy the NVR/AQTF mandatory competency requirements for assessors.

Assessment must be undertaken by a workplace assessor who has expertise in this unit of competency and who is:

- an Aboriginal and/or Torres Strait Islander Health Worker

or:

- accompanied by an Aboriginal and/or Torres Strait Islander person who is a recognised member of the community with experience in primary health care.

## Links

Companion Volume implementation guides are found in VETNet -

<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=ced1390f-48d9-4ab0-bd50-b015e5485705>

## HLTAHW006 Facilitate and advocate for the rights and needs of clients and community members

### Modification History

| Release   | Comments                                                                                                                                                                                                                                                                                                               |
|-----------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Release 1 | <p>This version was released in <i>HLT Health Training Package release 1.0</i> and meets the requirements of the New Standards for Training Packages.</p> <p>Significant changes to elements and performance criteria.<br/>New evidence requirements for assessment, including volume and environment requirements</p> |

### Application

This unit describes the required knowledge and skills for primary health care workers to assist Aboriginal and/or Torres Strait Islander clients and communities to understand their rights and communicate their needs within a self-determination framework. This includes the use of interpreter and translation services to liaise with service providers to enable clients to access a range of health services. This unit does not assume the individual worker has interpretation and/or translation qualifications to provide these services themselves.

This unit applies to Aboriginal and/or Torres Strait Islander Health Workers working as part, and under the supervision, of a multidisciplinary primary health care team to provide a range of primary health care services to Aboriginal and/or Torres Strait Islander clients and communities.

*No licensing, legislative or certification requirements apply to this unit at the time of publication.*

### Elements and Performance Criteria

#### ELEMENT

#### PERFORMANCE CRITERIA

*Elements define the essential outcomes.*

*Performance criteria specify the level of performance needed to demonstrate achievement of the element.*

- |                                   |                                         |
|-----------------------------------|-----------------------------------------|
| 1. Identify the rights, needs and | 1.1 Use culturally appropriate and safe |
|-----------------------------------|-----------------------------------------|

## ELEMENT

## PERFORMANCE CRITERIA

*Elements define the essential outcomes.*

*Performance criteria specify the level of performance needed to demonstrate achievement of the element.*

options available to the client

communication to assist the client to identify their needs in relation to health issues and services

1.2 Support client to identify needs that are not being met by existing services or supports

1.3 Provide client with information about their rights and options for meeting their needs

1.4 Assist client to identify their preferred option and negotiate other options, as required

2. Assist the client to present their own needs

2.1 Assist client to make contact with relevant persons and agencies

2.2 Provide client with information and support them to present their rights and needs

2.3 Encourage client to communicate in their preferred language, and provide support as required

2.4 Assist client to put their views to relevant persons and agencies to meet their needs as required

2.5 Follow organisational procedures to arrange for interpreting and translation services as requested or required by clients

3. Advocate for the client when self-advocacy is not possible

3.1 Identify relevant individuals or agencies and contact them about the specific issue

3.2 Clearly represent the client's point of view to those involved

3.3 Use clear, appropriate and accessible language that values and respects each individual

3.4 Discuss progress and outcomes with client

3.5 Use translation and interpretation services to ensure the client's understanding and involvement in the process, as required

3.6 Maintain client confidentiality at all times when communicating client information



## ELEMENT

## PERFORMANCE CRITERIA

*Elements define the essential outcomes.*

*Performance criteria specify the level of performance needed to demonstrate achievement of the element.*

4. Liaise with health service providers to meet client and community needs

4.1 Inform multidisciplinary health service teams of ongoing and/or changing individual and community needs and issues that may impact on service provision

4.2 Communicate local community values, beliefs and gender roles to service providers, as required

4.3 Explain to service providers, as required, the role of traditional healers in the community

4.4 Consult health service providers about the organisation and delivery of health services in the community

4.5 Undertake consultation to provide clients with reasonable and timely access to general and specialist health services required outside their own community

5. Promote the rights, needs and interests of the client

5.1 Regularly discuss rights and needs of clients with other workers and supervisor

5.2 Make suggestions to other workers and supervisor about ways to improve services to clients

5.3 Implement changes as required

## Foundation Skills

*This section describes those language, literacy, numeracy and employment skills that are essential to performance.*

### Reading

- in order to interpret and synthesise information and provide to client

Other foundation skills essential to performance are explicit in the performance criteria of this unit.

## Unit Mapping Information

No equivalent unit.

## Links

Companion Volume implementation guides are found in VETNet -  
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=ced1390f-48d9-4ab0-bd50-b015e5485705>

## Assessment Requirements for HLTAHW006 Facilitate and advocate for the rights and needs of clients and community members

### Modification History

| Release   | Comments                                                                                                                                                                                                                                                                                                               |
|-----------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Release 1 | <p>This version was released in <i>HLT Health Training Package release 1.0</i> and meets the requirements of the New Standards for Training Packages.</p> <p>Significant changes to elements and performance criteria.<br/>New evidence requirements for assessment, including volume and environment requirements</p> |

### Performance Evidence

The candidate must show evidence of the ability to complete tasks outlined in elements and performance criteria of this unit, manage tasks and manage contingencies in the context of the job role.

There must be evidence that the candidate has:

- supported Aboriginal and/or Torres Strait Islander clients and/or groups to identify, clarify and present their rights and needs on at least three occasions by:
  - using culturally safe and appropriate communication skills to work effectively with Aboriginal and/or Torres Strait Islander clients
  - identifying avenues for addressing each client's issues and/or concerns and/or improving services provided
  - supporting individual clients to express themselves in culturally appropriate and safe ways to service providers to access services
  - supporting individual clients to use their preferred language to communicate
  - advocating on behalf of clients and/or community groups where they were unable to express individual or collective concerns.

## Knowledge Evidence

The candidate must be able to demonstrate essential knowledge required to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role.

This includes knowledge of:

- organisational policies, guidelines and procedures and legislation or regulations relating to:
  - client confidentiality
  - referral, including various levels of urgency, and follow-up of client
  - mandatory reporting
  - notifiable communicable diseases
  - limits of own ability and authority
  - reporting procedures
  - documentation
- a basic understanding of:
  - Charter of Human Rights of the Child
  - Child Protection Legislation
  - Domestic Violence Legislation
  - Anti-discrimination Legislation
  - Centrelink and Veteran Affairs Guidelines
- referral options and resources available to community members
- existing program policy
- interpreter and/or translation services available within local and regional areas
- language or languages, written and/or spoken, as required within the community and workplace
- medical terminology relevant to the workplace
- communication style and culture of the client, caregiver and health service provider.

## Assessment Conditions

Skills must be demonstrated working:

- in a health service or centre
- as part of, and under the supervision of, a multidisciplinary primary health care team
- with Aboriginal and/or Torres Strait Islander clients and communities.

In addition, simulations and scenarios must be used where the full range of contexts and situations cannot be provided in the workplace or may occur only rarely. These are situations relating to emergency or unplanned procedures where assessment in these circumstances would be unsafe or is impractical.

Simulated assessment environments must simulate the real-life working environment where these skills and knowledge would be performed, with all the relevant equipment and resources of that working environment.

Assessors must satisfy the NVR/AQTF mandatory competency requirements for assessors.

Assessment must be undertaken by a workplace assessor who has expertise in this unit of competency and who is:

- an Aboriginal and/or Torres Strait Islander Health Worker

or:

- accompanied by an Aboriginal and/or Torres Strait Islander person who is a recognised member of the community with experience in primary health care.

## Links

Companion Volume implementation guides are found in VETNet -

<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=ced1390f-48d9-4ab0-bd50-b015e5485705>

## HLTAHW007 Undertake basic health assessments

### Modification History

| Release   | Comments                                                                                                                                                                                                                                                                                                               |
|-----------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Release 1 | <p>This version was released in <i>HLT Health Training Package release 1.0</i> and meets the requirements of the New Standards for Training Packages.</p> <p>Significant changes to elements and performance criteria.<br/>New evidence requirements for assessment, including volume and environment requirements</p> |

### Application

This unit describes the knowledge and skills required to undertake a range of basic health assessments of Aboriginal and/or Torres Strait Islander clients, including infants, children and adults.

This unit applies to Aboriginal and/or Torres Strait Islander Health Workers working as part, and under the supervision, of a multidisciplinary primary health care team to provide a range of primary health care services to Aboriginal and/or Torres Strait Islander clients and communities.

*No licensing, legislative or certification requirements apply to this unit at the time of publication.*

### Elements and Performance Criteria

#### ELEMENT

#### PERFORMANCE CRITERIA

*Elements define the essential outcomes.*

*Performance criteria specify the level of performance needed to demonstrate achievement of the element.*

1. Obtain client information

1.1 Establish a relationship of trust with the client by demonstrating and respecting confidentiality

1.2 Use effective, culturally appropriate and safe communication to gain information from the client and/or significant others about general health, chronic conditions

**ELEMENT****PERFORMANCE CRITERIA**

*Elements define the essential outcomes.*

*Performance criteria specify the level of performance needed to demonstrate achievement of the element.*

and specific presenting problems including any medications being taken

1.3 Access available documentation and written sources of information in relation to client's health

1.4 Consult relevant allied health professionals about client's health

1.5 Accurately record client information on client file according to organisation procedures and policies

2. Perform basic physical examination

2.1 Explain the purpose and procedures involved in the examination to the client using culturally appropriate and safe communication skills

2.2 Confirm client understanding and gain client consent to the examination

2.3 Consider and respect Aboriginal and/or Torres Strait Islander community values, beliefs and gender roles when undertaking examination

2.4 Conduct examination according to organisation procedures and policies, standard infection control and workplace health and safety requirements

2.5 Accurately record measurements and findings and identify any significant variation from normal ranges according to organisational procedures

2.6 Identify non-clinical factors potentially responsible for significant variations identified and repeat assessments as required

2.7 Use, maintain and regularly clean medical equipment according to organisational procedures, standard infection control and workplace health and safety requirements

3. Summarise and present findings

3.1 Accurately document client history and examination findings in the client's file in accordance with organisational policies and procedures

3.2 Present and discuss client history and findings of physical examination with primary health care team

**ELEMENT****PERFORMANCE CRITERIA**

*Elements define the essential outcomes.*

*Performance criteria specify the level of performance needed to demonstrate achievement of the element.*

according to organisational policies and procedures

3.3 Identify common, uncomplicated health conditions based on history, physical examination and available information about presenting problem

3.4 Recognise and assess self-management issues for clients with chronic conditions with primary health care team

3.5 Promptly inform senior health staff about serious or potentially serious health problems including chronic conditions, according to organisational procedures and policies

3.6 Identify and confirm with supervisor issues arising out of examination requiring mandatory notification

3.7 Report notifiable diseases identified to supervisor and/or an appropriate authority in line with jurisdictional requirements

4. Support client's physical wellbeing

4.1 Explain findings of physical examination to client in a culturally appropriate and safe manner according to organisation policies and procedures

4.2 Support client to improve and maintain health through a self-care approach and provide brief intervention as required

4.3 Discuss with the client and/or significant others any identified barriers and options to self care for clients with chronic conditions

4.4 Check for client understanding of information and encourage client to ask questions about health care

**Foundation Skills**

Not Applicable



## Unit Mapping Information

No equivalent unit.

## Links

Companion Volume implementation guides are found in VETNet -

<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=ced1390f-48d9-4ab0-bd50-b015e5485705>

# Assessment Requirements for HLTAHW007 Undertake basic health assessments

## Modification History

| Release   | Comments                                                                                                                                                                                                                                                                                                               |
|-----------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Release 1 | <p>This version was released in <i>HLT Health Training Package release 1.0</i> and meets the requirements of the New Standards for Training Packages.</p> <p>Significant changes to elements and performance criteria.<br/>New evidence requirements for assessment, including volume and environment requirements</p> |

## Performance Evidence

The candidate must show evidence of the ability to complete tasks outlined in elements and performance criteria of this unit, manage tasks and manage contingencies in the context of the job role.

There must be evidence that the candidate has:

- worked with at least five Aboriginal and/or Torres Strait Islander clients, including infants, adults and children to:
  - conduct a health assessment of each client by:
    - o using a structured approach to assessment
    - o taking and recording relevant details of client's history and current state, including body language
    - o observing and assessing client's health in line with guidance
    - o using correct procedures and protocols to examine common client presentations
    - o using medical equipment correctly
    - o taking standard precautions for infection control
    - o summarising and reporting findings in line with organisation procedures and protocols
  - interpret the outcomes of the assessment of each client by:
    - o identifying any significant variations from normal range of assessment outcomes for each client

- o identifying and acting upon situations requiring urgent action according to organisation procedures
- o recognising common uncomplicated health conditions from clinical features of each client
- used effective and culturally appropriate and safe communication and interaction with each client and/or significant others, including:
  - o eliciting relevant information from client or documents
  - o clearly explaining examination procedures and protocols to client
  - o making appropriate referrals
- recorded all findings in accordance with organisational procedures and policies with adherence to client confidentiality.

## Knowledge Evidence

The candidate must be able to demonstrate essential knowledge required to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role.

This includes knowledge of:

- organisational policies and procedures and legislation or regulations relating to:
  - client confidentiality
  - referral, including various levels of urgency
  - mandatory reporting
  - notifiable communicable diseases
  - limits of own ability and authority
- infection control and workplace health and safety procedures
- knowledge of anatomy and physiology to identify major body systems, relevant organs and their functions, including:
  - cardiovascular system (including heart, arteries and veins)
  - respiratory system (including lungs, nose, mouth, throat)
  - senses (including sight, hearing, smell, touch, taste and equilibrium)
  - skin and integumentary system (including skin layers, hair and nails)
  - digestive and gastrointestinal system (including stomach, intestines, bowel)
  - nervous system (including brain and nerves)
  - circulatory system (including arteries, veins)
  - genitourinary system (including male and female genital and reproductive systems)
  - endocrine system (including glands and hormones)
  - musculoskeletal system (skull, skeleton, muscles, body tissue)
- common conditions and presenting problems associated with major body systems and relevant organs, including chronic conditions
- acute chronic conditions impacting on Aboriginal and/or Torres Strait Islander clients and communities, including:

- cardiovascular disease
- diabetes
- cancer
- chronic respiratory disease
- chronic kidney disease
- asthma
- arthritis
- features of chronic illness, including:
  - complex causality
  - multiple risk factors
  - long latency periods
  - a prolonged course of illness
  - functional impairment or disability
- determinants of chronic conditions, including:
  - smoking
  - physical inactivity
  - nutrition
  - alcohol intake
  - use of illicit drugs
  - obesity
- purpose, procedures and equipment involved in the following examinations, including:
  - clinical hand wash
  - external physical observations
  - adult and paediatric methods for measuring:
    - o temperature
    - o pulse and respiration
    - o blood pressure
    - o blood glucose level
    - o haemoglobin
    - o weight and height
    - o length
    - o head and waist circumference
    - o visual acuity and ear examination
    - o peak expiratory flow rate (peak flow meter)
    - o INR (a test for blood clotting)
    - o glycohaemoglobin
    - o spirometry (measuring lung function)
    - o ECG (to detect cardiac abnormalities)
- 'normal' range of outcomes of physical assessments
- non-clinical reasons for significant variation from 'normal' range of outcomes

- common over-the-counter and prescribed medicines used within the community and their general purposes
- basic knowledge relating to pregnancy and birthing, including:
  - basic mechanics of pregnancy and birthing
  - impact of smoking and alcohol in pregnancy
  - impact of chronic conditions on pregnancy and birthing.

## Assessment Conditions

Skills must be demonstrated working:

- in a health service or centre
- as part of, and under the supervision of, a multidisciplinary primary health care team
- with Aboriginal and/or Torres Strait Islander clients and communities.

In addition, simulations and scenarios must be used where the full range of contexts and situations cannot be provided in the workplace or may occur only rarely. These are situations relating to emergency or unplanned procedures where assessment in these circumstances would be unsafe or is impractical.

Simulated assessment environments must simulate the real-life working environment where these skills and knowledge would be performed, with all the relevant equipment and resources of that working environment.

Assessors must satisfy the NVR/AQTF mandatory competency requirements for assessors.

Assessment must be undertaken by a workplace assessor who has expertise in this unit of competency and who is:

- an Aboriginal and/or Torres Strait Islander Health Worker

or:

- accompanied by an Aboriginal and/or Torres Strait Islander person who is a recognised member of the community with experience in primary health care.

## Links

Companion Volume implementation guides are found in VETNet -  
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=ced1390f-48d9-4ab0-bd50-b015e5485705>

## HLTAHW008 Assist in planning and implementation of basic health care

### Modification History

| Release   | Comments                                                                                                                                                                                                                                                                                                               |
|-----------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Release 1 | <p>This version was released in <i>HLT Health Training Package release 1.0</i> and meets the requirements of the New Standards for Training Packages.</p> <p>Significant changes to elements and performance criteria.<br/>New evidence requirements for assessment, including volume and environment requirements</p> |

### Application

This unit describes the required knowledge and skills to assist in the planning and implementation of a health care plan to address findings from clinical assessments. Actions as part of the plan may include delivering information, supporting healthy lifestyle practices, and explaining and supporting medication use and specific medical procedures.

This unit applies to Aboriginal and/or Torres Strait Islander Health Workers working as part, and under the supervision, of a multidisciplinary primary health care team to provide a range of primary health care services to Aboriginal and/or Torres Strait Islander clients and communities.

*No licensing, legislative or certification requirements apply to this unit at the time of publication.*

### Elements and Performance Criteria

#### ELEMENT

#### PERFORMANCE CRITERIA

*Elements define the essential outcomes.*

*Performance criteria specify the level of performance needed to demonstrate achievement of the element.*

1. Assist in planning a care response to a health assessment

1.1 Show consideration of Aboriginal or Torres Strait Islander community values, beliefs and gender roles when assisting in developing a health care

**ELEMENT****PERFORMANCE CRITERIA**

*Elements define the essential outcomes.*

*Performance criteria specify the level of performance needed to demonstrate achievement of the element.*

|                                                |                                                                                                                                                                       |
|------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                                                | plan                                                                                                                                                                  |
|                                                | 1.2 Provide assistance to develop care plan, including delivering health care services with the primary health care team and other health care providers              |
|                                                | 1.3 Take immediate action in line with standard treatment protocols to address life-threatening conditions, injuries or events appropriate to own role and authority  |
|                                                | 1.4 Document care plan in line with standard protocols for health management and organisation procedures                                                              |
|                                                | 1.5 Ensure care plan supports clients in taking a self-care approach to health, in line with individual needs and organisation requirements                           |
| 2. Communicate the need for a health care plan | 2.1 Use culturally appropriate and safe communication with client and/or significant others to discuss health assessment findings and the need for a health care plan |
|                                                | 2.2 Explain the purpose and impact of a primary health care plan to the client and/or significant others                                                              |
|                                                | 2.3 Encourage the client to ask questions about the health care plan to support understanding and agreement                                                           |
|                                                | 2.4 Seek support from primary health care team members to support the client's understanding of the need and scope of the health care plan as required                |
| 3. Implement treatment under health care plan  | 3.1 Use visual aids and other resources to explain each aspect of the treatment to the client and/or significant others and check their understanding and agreement   |
|                                                | 3.2 Initiate treatment as part of health care plan following organisational procedures                                                                                |
|                                                | 3.3 Deliver health care services with reference to the primary health care team and other providers                                                                   |

**ELEMENT****PERFORMANCE CRITERIA**

*Elements define the essential outcomes.*

*Performance criteria specify the level of performance needed to demonstrate achievement of the element.*

- |                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>3.4 Report serious or potentially serious health problems as determined in organisational protocols</p> <p>3.5 Follow all organisational procedures supporting infection control and workplace health and safety</p> <p>3.6 Implement basic life-support and clinical treatments in line with organisational guidelines and limits of own ability and authority</p> <p>3.7 Assist clients requiring referral to gain access to appropriate service providers</p> |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |
| <p>4. Monitor effectiveness of care</p>                                                                                                                                                                                                                                                                                                                                                                                                                             | <p>4.1 Monitor health, chronic conditions, symptoms and potential acute presentations of the client in accordance with care plan and as negotiated with the client and/or significant others</p> <p>4.2 Communicate with client and/or significant others about the progress of or concerns about the care plan</p> <p>4.3 Review and evaluate effectiveness of care against care plan and adjust as required in consultation with primary health care team, other health professionals and organisational procedures</p> <p>4.4 Undertake effective networking and liaison with external health care and other service providers to facilitate client access to services</p> <p>4.5 Document client progress in the client's file in accordance with organisational policies and procedures</p> |

## Foundation Skills

*This section describes those language, literacy, numeracy and employment skills that are essential to performance.*



### *Numeracy*

- in order to use and record data from medical equipment, including thermometers, blood glucose testing units and peak expiratory flow rate meters
- in order to measure vital signs, including temperature, pulse, blood pressure and ture, pulse, blood pressure, temperature, pulse, blood pressure, respiratory rate and blood sugar levellood pressure testing respiratory rate

Other foundation skills essential to performance are explicit in the performance criteria of this unit.

## **Unit Mapping Information**

No equivalent unit.

## **Links**

Companion Volume implementation guides are found in VETNet -  
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=ced1390f-48d9-4ab0-bd50-b015e5485705>

# Assessment Requirements for HLTAHW008 Assist in planning and implementation of basic health care

## Modification History

| Release   | Comments                                                                                                                                                                                                                                                                                                               |
|-----------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Release 1 | <p>This version was released in <i>HLT Health Training Package release 1.0</i> and meets the requirements of the New Standards for Training Packages.</p> <p>Significant changes to elements and performance criteria.<br/>New evidence requirements for assessment, including volume and environment requirements</p> |

## Performance Evidence

The candidate must show evidence of the ability to complete tasks outlined in elements and performance criteria of this unit, manage tasks and manage contingencies in the context of the job role.

There must be evidence that the candidate has:

- assisted in the planning and implementation of basic health care for at least five Aboriginal and/or Torres Strait Islander clients by:
  - communicating in culturally safe and appropriate ways with each client and/or significant others to effectively:
    - o gather information to assess health status
    - o communicate care plan options
    - o check the client and/or significant other's understanding of information provided
    - o supporting clients to implement self-management strategies
  - documenting the health care plan according to organisation procedures and policies
  - using relevant medical equipment safely and correctly to implement health care plan
  - recognising situations requiring immediate or urgent action and acting appropriately
  - making appropriate referrals, and providing accurate and relevant details to clients and referral agencies
  - assisting clients to access relevant benefits associated with the health care system, including, Medicare, pharmaceutical and other related benefits
  - recognising appropriate progress in relation to identified criteria for client care plan

- determining further actions in the context of monitoring and evaluating outcomes with colleagues
- maintaining client confidentiality according to organisational procedures and policies.

## Knowledge Evidence

The candidate must be able to demonstrate essential knowledge required to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role.

This includes knowledge of:

- organisational policies and procedures and legislation or regulations relating to:
- client confidentiality
- referral, including various levels of urgency, and follow-up of client
- mandatory reporting
- notifiable communicable diseases
- limits of own ability and authority
- reporting procedures
- documentation
- infection control and workplace health and safety procedures
- knowledge of anatomy and physiology to identify major body systems, relevant organs and their functions, including:
  - o cardiovascular system (including heart, arteries and veins)
  - o respiratory system (including lungs, nose, mouth, throat)
  - o senses (including sight, hearing, smell, touch, taste and equilibrium)
  - o skin and integumentary system (including skin layers, hair and nails)
  - o digestive and gastrointestinal system (including stomach, intestines, bowel)
  - o nervous system (including brain and nerves)
  - o circulatory system (including arteries, veins)
  - o genitourinary system (including male and female genital and reproductive systems)
  - o endocrine system (including glands and hormones)
  - o musculoskeletal system (skull, skeleton, muscles, body tissue)
- common conditions and presenting problems associated with major body systems and relevant organs, including general impact of chronic conditions
- acute chronic conditions impacting on Aboriginal and/or Torres Strait Islander clients and communities, including:
  - o cardiovascular disease
  - o diabetes
  - o cancer
  - o chronic respiratory disease
  - o chronic kidney disease

- o asthma
- o arthritis
- features of chronic illness, including:
  - o complex causality
  - o multiple risk factors
  - o long latency periods
  - o a prolonged course of illness
  - o functional impairment or disability
  - o determinants of chronic conditions, including:
    - o smoking
    - o physical inactivity
    - o nutrition
    - o alcohol intake
    - o use of illicit drugs
    - o obesity
- purpose, procedures and equipment involved in the following examinations, including:
  - o temperature
  - o pulse and respiration
  - o blood pressure
  - o blood glucose level
  - o haemoglobin
  - o weight and height
  - o length
  - o head and waist circumference
  - o visual acuity and ear examination
  - o peak expiratory flow rate
- 'normal' range of outcomes of physical assessments
- non-clinical reasons for significant variation from 'normal' range of outcomes
- common over-the-counter and prescribed medicines used within the community and their general purposes
- basic knowledge relating to pregnancy and birthing, including:
  - o basic mechanics of pregnancy and birthing
  - o impact of smoking and alcohol in pregnancy
  - o impact of chronic conditions on pregnancy and birthing
  - o basic newborn and infant care, including:
    - o promotion of breast feeding
    - o growth assessment
    - o correct use of infant formula
- principles of:
  - o aseptic technique

- o effective bandaging
- o infection control and limiting cross infection
- basic pharmacological principles relevant to specific treatments to be initiated
- criteria and methods for evaluating effectiveness of care/treatments
- strategies, methods and tools available for self-management of chronic conditions and to address barriers to self-management
- environmental factors contributing to poor health which can impact on the effectiveness of health care plans such as:
  - o lack of access to clean water
  - o faulty housing equipment including toilets, taps, drainage, pipes, washing machines and hot water
  - o poor housing or building design contributing to health problems
  - o overcrowding
  - o littering and lack of facilities to dispose of rubbish
  - o personal hygiene and community interactions
  - o unsafe food handling, preparation, storage and disposal.

## Assessment Conditions

Skills must be demonstrated working:

- in a health service or centre
- as part of, and under the supervision of, a multidisciplinary primary health care team
- with Aboriginal and/or Torres Strait Islander clients and communities.

In addition, simulations and scenarios must be used where the full range of contexts and situations cannot be provided in the workplace or may occur only rarely. These are situations relating to emergency or unplanned procedures where assessment in these circumstances would be unsafe or is impractical.

Simulated assessment environments must simulate the real-life working environment where these skills and knowledge would be performed, with all the relevant equipment and resources of that working environment.

Assessors must satisfy the NVR/AQTF mandatory competency requirements for assessors.

Assessment must be undertaken by a workplace assessor who has expertise in this unit of competency and who is:

- an Aboriginal and/or Torres Strait Islander Health Worker

or:

- accompanied by an Aboriginal and/or Torres Strait Islander person who is a recognised member of the community with experience in primary health care.

## Links

Companion Volume implementation guides are found in VETNet -  
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=ced1390f-48d9-4ab0-bd50-b015e5485705>

## HLTAHW009 Provide information about social and emotional support

### Modification History

| Release   | Comments                                                                                                                                                                                                                                                                                                               |
|-----------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Release 1 | <p>This version was released in <i>HLT Health Training Package release 1.0</i> and meets the requirements of the New Standards for Training Packages.</p> <p>Significant changes to elements and performance criteria.<br/>New evidence requirements for assessment, including volume and environment requirements</p> |

### Application

This unit describes the skills and knowledge required to communicate with clients requiring social and emotional support and provide information about available referral options. It provides basic skills and knowledge in social and emotional support required by those involved in face-to-face delivery of primary health care services.

This unit applies to Aboriginal and/or Torres Strait Islander Health Workers working as part, and under the supervision, of a multidisciplinary primary health care team to provide a range of primary health care services to Aboriginal and/or Torres Strait Islander clients and communities.

This unit equips Aboriginal and/or Torres Strait Islander Health Workers to provide support related to social and emotional wellbeing and does not infer that they are qualified counsellors.

*No licensing, legislative or certification requirements apply to this unit at the time of publication.*

### Elements and Performance Criteria

#### ELEMENT

#### PERFORMANCE CRITERIA

*Elements define the essential outcomes.*

*Performance criteria specify the level of performance needed to demonstrate achievement of the element.*

- |                                                                              |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |
|------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1. Identify social and emotional needs of clients                            | 1.1 Use effective and culturally appropriate and safe communication skills to gain an understanding of the client's concerns<br>1.2 Maintain client confidentiality at all times according to organisation procedures<br>1.3 Record findings according to organisation procedures                                                                                                                                                                                                                    |
| 2. Provide information about available social and emotional support services | 2.1 Provide accurate information about counselling options, which are targeted to identified individual and community needs<br>2.2 Adapt delivery of information as required to facilitate understanding and address need<br>2.3 Obtain further information as required to address identified needs<br>2.4 Support clients in taking a self-care approach to health, in line with individual needs and organisation and community requirements                                                       |
| 3. Assist clients to receive support for social and emotional wellbeing      | 3.1 Consult other health professionals to clarify required care and support services, including referral to other service providers or allied health professionals<br>3.2 Provide immediate support to clients in crisis, in consultation with the health team and supervisor and in line with organisation procedures<br>3.3 Provide clients with details of social and/or emotional support service providers in line with identified needs<br>3.4 Offer immediate help to bereaved family members |
| 4. Follow up clients after accessing social and emotional supports           | 4.1 Consult individual and/or community about effectiveness of support services and associated support provided                                                                                                                                                                                                                                                                                                                                                                                      |



**ELEMENT****PERFORMANCE CRITERIA**

*Elements define the essential outcomes.*

*Performance criteria specify the level of performance needed to demonstrate achievement of the element.*

4.2 Investigate and provide additional referrals as required

5. Apply self-care strategies

5.1 Acknowledge limits of own personal ability, authority and role

5.2 Seek debriefing as required

5.3 Use ongoing self-care and stress management practices to manage work-related stress

**Foundation Skills**

Not Applicable

**Unit Mapping Information**

No equivalent unit.

**Links**

Companion Volume implementation guides are found in VETNet -  
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=ced1390f-48d9-4ab0-bd50-b015e5485705>

## Assessment Requirements for HLTAHW009 Provide information about social and emotional support

### Modification History

| Release   | Comments                                                                                                                                                                                                                                                                                                               |
|-----------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Release 1 | <p>This version was released in <i>HLT Health Training Package release 1.0</i> and meets the requirements of the New Standards for Training Packages.</p> <p>Significant changes to elements and performance criteria.<br/>New evidence requirements for assessment, including volume and environment requirements</p> |

### Performance Evidence

The candidate must show evidence of the ability to complete tasks outlined in elements and performance criteria of this unit, manage tasks and manage contingencies in the context of the job role.

There must be evidence that the candidate has:

- provided three Aboriginal and/or Torres Strait Islander clients with information about social and emotional support by:
  - communicating effectively with client to identify specific social and emotional needs
  - providing information about available support options and referring client as appropriate in consultation with client and other health professionals
  - maintaining records as required
  - following up counselling and/or other referred support effectiveness with client
  - managing own work-related stress and applied self-care strategies, including using debriefing services
  - demonstrating culturally appropriate and safe communication skills when interacting with clients and/or significant others at all times.

## Knowledge Evidence

The candidate must be able to demonstrate essential knowledge required to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role.

This includes knowledge of:

- organisation policies and procedures and legislation or regulations relating to:
  - client confidentiality
  - referral, including various levels of urgency, and follow-up of client
  - mandatory reporting
  - notifiable communicable diseases
  - limits of own ability and authority
  - reporting procedures
  - documentation
- basic knowledge of distinctions between counselling, social and emotional, and mental health support and how each relates to Aboriginal and/or Torres Strait Islander communities
- scope of own role in providing social and emotional support
- available counselling, social and emotional support services and associated referral processes
- organisation policies on counselling
- basic information on human psychology and mental health care
- basic counselling principles
- culture and spirituality issues
- impacts of trans-generational trauma on individuals, families and communities around:
  - identity
  - loss of land
  - culture
  - language
  - ceremony
- legislative and confidentiality requirements
- community views on counselling needs
- self-care strategies for Aboriginal and/or Torres Strait Islander Health Worker, including debriefing, own counselling and employee assistance programs
- identifying and referring grief, dying and bereavement issues, such as:
  - Aboriginal and/or Torres Strait Islander views on death, dying, grief and bereavement as contrasted with views in non-Aboriginal communities
  - stages of grief
  - methods of coping with grief, dying and bereavement
  - ways in which Aboriginal and/or Torres Strait Islander families may be assisted (e.g. in making funeral arrangements).

## Assessment Conditions

Skills must be demonstrated working:

- in a health service or centre
- as part of, and under the supervision of, a multidisciplinary primary health care team
- with Aboriginal and/or Torres Strait Islander clients and communities.

In addition, simulations and scenarios must be used where the full range of contexts and situations cannot be provided in the workplace or may occur only rarely. These are situations relating to emergency or unplanned procedures where assessment in these circumstances would be unsafe or is impractical.

Simulated assessment environments must simulate the real-life working environment where these skills and knowledge would be performed, with all the relevant equipment and resources of that working environment.

Assessors must satisfy the NVR/AQTF mandatory competency requirements for assessors.

Assessment must be undertaken by a workplace assessor who has expertise in this unit of competency and who is:

- an Aboriginal and/or Torres Strait Islander Health Worker

or:

- accompanied by an Aboriginal and/or Torres Strait Islander person who is a recognised member of the community with experience in primary health care.

## Links

Companion Volume implementation guides are found in VETNet -

<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=ced1390f-48d9-4ab0-bd50-b015e5485705>

## HLTAHW010 Identify community health issues, needs and strategies

### Modification History

| Release   | Comments                                                                                                                                                                                                                                                                                                               |
|-----------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Release 1 | <p>This version was released in <i>HLT Health Training Package release 1.0</i> and meets the requirements of the New Standards for Training Packages.</p> <p>Significant changes to elements and performance criteria.<br/>New evidence requirements for assessment, including volume and environment requirements</p> |

### Application

This unit describes the skills and knowledge required to gather, interpret and act upon information about the community's health. It covers the collection of information for a specific purpose, such as developing a program or project, or for the purpose of maintaining a community health profile to identify and address issues impacting on community health.

This unit applies to Aboriginal and/or Torres Strait Islander Health Workers working as part, and under the supervision, of a multidisciplinary primary health care team to provide a range of primary health care services to Aboriginal and/or Torres Strait Islander clients and communities.

*No licensing, legislative or certification requirements apply to this unit at the time of publication.*

### Elements and Performance Criteria

#### ELEMENT

#### PERFORMANCE CRITERIA

*Elements define the essential outcomes.*

*Performance criteria specify the level of performance needed to demonstrate achievement of the element.*

1. Gather information on community health

1.1 Show respect for cultural values, beliefs and gender roles when planning to gather information on community health

**ELEMENT****PERFORMANCE CRITERIA**

*Elements define the essential outcomes.*

*Performance criteria specify the level of performance needed to demonstrate achievement of the element.*

- |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>1.2 Consult with the primary health team to identify specific health issues and ways to gather community information on these issues</p> <p>1.3 Meet with community representatives to discuss health priorities and gain agreement to gather information from community members</p> <p>1.4 Identify community members as sources of information</p> <p>1.5 Explain purpose and method of gathering information to community members to support individual consent</p> <p>1.6 Use culturally appropriate and safe communication skills to effectively gather information (verbally or in writing) from individual community members</p> <p>1.7 Confidentially record information according to community, organisation and ethical requirements</p> |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |
| <p>2. Compile, interpret and report on information gathered</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | <p>2.1 Compile information in format agreed with the primary health care team</p> <p>2.2 Provide assistance to document findings into written reports</p> <p>2.3 Provide assistance to identify and document community impact of emerging trends and issues</p>                                                                                                                                                                                                                            |
| <p>3. Provide feedback to organisation and community</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | <p>3.1 Present information to organisation to contribute to planning health service provision</p> <p>3.2 Use information gathered to clarify effectiveness of existing health promotion, education, services and programs and plan for future actions</p> <p>3.3 Assist in advising the community of the outcomes of the research</p> <p>3.4 Keep organisation informed of any community or ethical issues relating to research activities being planned or conducted in the community</p> |

## Foundation Skills

Not Applicable

## Unit Mapping Information

No equivalent unit.

## Links

Companion Volume implementation guides are found in VETNet -  
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=ced1390f-48d9-4ab0-bd50-b015e5485705>

## Assessment Requirements for HLTAHW010 Identify community health issues, needs and strategies

### Modification History

| Release   | Comments                                                                                                                                                                                                                                                                                                               |
|-----------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Release 1 | <p>This version was released in <i>HLT Health Training Package release 1.0</i> and meets the requirements of the New Standards for Training Packages.</p> <p>Significant changes to elements and performance criteria.<br/>New evidence requirements for assessment, including volume and environment requirements</p> |

### Performance Evidence

The candidate must show evidence of the ability to complete tasks outlined in elements and performance criteria of this unit, manage tasks and manage contingencies in the context of the job role.

There must be evidence that the candidate has:

- contributed to identifying community health issues, needs and strategies by:
  - consulting community members to obtain information on community health issues and to establish agreement on health priorities
  - using culturally appropriate and safe communication to effectively gather information
  - recording all information received confidentially and according to organisation procedures
- assisted in preparing written reports by interpreting health information gathered to aid in planning health promotion, services and programs for the community
- helped to provide feedback to the organisation about the outcomes of the research
- assisted to provide feedback to the community about the outcomes of the research.

Each performance evidence task must be demonstrated at least once.



## Knowledge Evidence

The candidate must be able to demonstrate essential knowledge required to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role.

This includes knowledge of:

- organisation policies and procedures and legislation or regulations including:
  - o client confidentiality
  - o referral, including various levels of urgency, and follow-up of client
  - o mandatory reporting
  - o notifiable communicable diseases
  - o limits of own ability and authority
  - o reporting procedures
  - o documentation
- relevant policies, protocols and procedures of the governments and other organisations
- relevant equipment, technology and local resources for collecting community information
- sources of information and ways to access it
- formats and systems for compiling information
- community development principles
- respect for community ownership of data
- environmental factors contributing to poor health, including:
  - lack of access to clean water
  - faulty housing equipment including toilets, taps, drainage, pipes, washing machines and hot water
  - poor housing or building design contributing to health problems
  - overcrowding
  - littering and lack of facilities to dispose of rubbish
  - personal hygiene and community interactions
  - unsafe food handling, preparation, storage and disposal.

## Assessment Conditions

Skills must be demonstrated working:

- in a health service or centre
- as part of, and under the supervision of, a multidisciplinary primary health care team
- with Aboriginal and/or Torres Strait Islander clients and communities.

In addition, simulations and scenarios must be used where the full range of contexts and situations cannot be provided in the workplace or may occur only rarely. These are situations relating to emergency or unplanned procedures where assessment in these circumstances would be unsafe or is impractical.

Simulated assessment environments must simulate the real-life working environment where these skills and knowledge would be performed, with all the relevant equipment, technology and resources of that working environment.

Assessors must satisfy the NVR/AQTF mandatory competency requirements for assessors.

Assessment must be undertaken by a workplace assessor who has expertise in this unit of competency and who is:

- an Aboriginal and/or Torres Strait Islander Health Worker
- or:
- accompanied by an Aboriginal and/or Torres Strait Islander person who is a recognised member of the community with experience in primary health care.

## Links

Companion Volume implementation guides are found in VETNet -  
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=ced1390f-48d9-4ab0-bd50-b015e5485705>

## HLTAHW011 Assist with basic health screening, promotion and education services

### Modification History

| Release   | Comments                                                                                                                                                                                                                                                                                                               |
|-----------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Release 1 | <p>This version was released in <i>HLT Health Training Package release 1.0</i> and meets the requirements of the New Standards for Training Packages.</p> <p>Significant changes to elements and performance criteria.<br/>New evidence requirements for assessment, including volume and environment requirements</p> |

### Application

This unit describes the skills and knowledge required to work with Aboriginal and/or Torres Strait Islander people to identify community health information needs and to implement and evaluate routine health promotion, education and screening programs within that community. Information, education and promotion services may include nutrition, healthy lifestyle and promotion of holistic health.

This unit applies to Aboriginal and/or Torres Strait Islander Health Workers working as part, and under the supervision, of a multidisciplinary primary health care team to provide a range of primary health care services to Aboriginal and/or Torres Strait Islander clients and communities.

*No licensing, legislative or certification requirements apply to this unit at the time of publication.*

### Elements and Performance Criteria

#### ELEMENT

#### PERFORMANCE CRITERIA

*Elements define the essential outcomes.*

*Performance criteria specify the level of performance needed to demonstrate achievement of the element.*

1. Participate in the identification of community

1.1 Use culturally appropriate and safe communication and interaction when working with

## ELEMENT

## PERFORMANCE CRITERIA

*Elements define the essential outcomes.*

*Performance criteria specify the level of performance needed to demonstrate achievement of the element.*

health information needs

community representatives

1.2 Engage with community to identify current health needs and priorities, and gauge effectiveness of existing health education and promotion programs

1.3 Identify specific groups within community needing information in a particular health area

1.4 Discuss community feedback and needs with supervisor and primary health care team in the organisation or service provider

2. Plan a health promotion and education program to deliver information to community

2.1 Use feedback from community consultation as a basis for planning community health information programs

2.2 Work with the primary health care team to determine health information to address identified community needs

2.3 Consult with community representatives to plan health promotion, including identifying community members to be involved in delivery

2.4 Consider cultural practices and beliefs when determining information needs and delivery of the program

2.5 Confirm plans for the delivery of health information program with primary health care team to ensure legislative and organisation procedures are met

2.6 Document all details of the health information program according to organisation procedures

3. Participate in the delivery of health promotion and education services

3.1 Use culturally appropriate and safe communication and interaction to deliver health information and promote health

3.2 Conduct health promotion and education in partnership with the community

3.3 Ensure service delivery meets community, legislative and organisation requirements

## ELEMENT

## PERFORMANCE CRITERIA

*Elements define the essential outcomes.*

*Performance criteria specify the level of performance needed to demonstrate achievement of the element.*

3.4 Ensure health promotion and education activities support clients to take a self-care approach to health and in line with individual needs and organisation and community requirements

4. Participate in routine health screening services

4.1 Explain screening procedure and purpose to client using culturally appropriate and safe communication

4.2 Obtain feedback from client to determine whether procedure is understood and consent is given

4.3 Make client as comfortable as possible

4.4 Prepare screening equipment

4.5 Assist in routine screening in line with community, legislative and organisation requirements

5. Participate in the evaluation of health promotion and education services

5.1 Consult community about the effectiveness of health promotion and education

5.2 Ensure evaluation includes effectiveness of health promotion resources, involvement of community as a partner and community response to information provided

5.3 Consult community to identify any obstacles to application of the information

5.4 Discuss feedback and possible improvements with other members of the team and supervisor

## Foundation Skills

Not Applicable

## Unit Mapping Information

No equivalent unit.

## Links

Companion Volume implementation guides are found in VETNet -

<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=ced1390f-48d9-4ab0-bd50-b015e5485705>

## Assessment Requirements for HLTAHW011 Assist with basic health screening, promotion and education services

### Modification History

| Release   | Comments                                                                                                                                                                                                                                                                                                               |
|-----------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Release 1 | <p>This version was released in <i>HLT Health Training Package release 1.0</i> and meets the requirements of the New Standards for Training Packages.</p> <p>Significant changes to elements and performance criteria.<br/>New evidence requirements for assessment, including volume and environment requirements</p> |

### Performance Evidence

The candidate must show evidence of the ability to complete tasks outlined in elements and performance criteria of this unit, manage tasks and manage contingencies in the context of the job role.

There must be evidence that the candidate has:

- assisted with basic health screening of at least three Aboriginal and/or Torres Strait Islander clients by:
  - using culturally appropriate and safe communication skills to help clients to understand procedures
  - assisting primary health care team members with preparing for and carrying out screening procedures
- assisted in developing and delivering at least one health promotion and education service by:
  - using basic research skills to obtain, summarise and provide feedback on community information
  - helping to prepare written, spoken or digital health information to address needs of community
  - communicating effectively with clients to identify needs
  - communicating effectively to deliver health information and education services, using visual and other aids as required.

## Knowledge Evidence

The candidate must be able to demonstrate essential knowledge required to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role.

This includes knowledge of:

- organisation policies and procedures and legislation or regulations relating to:
  - o client confidentiality
  - o referral, including various levels of urgency, and follow-up of client
  - o mandatory reporting
  - o notifiable communicable diseases
  - o limits of own ability and authority
  - o reporting procedures
  - o documentation
  - o basic screening procedures.

## Assessment Conditions

Skills must be demonstrated working:

- in a health service or centre
- as part of, and under the supervision of, a multidisciplinary primary health care team
- with Aboriginal and/or Torres Strait Islander clients and communities.

In addition, simulations and scenarios must be used where the full range of contexts and situations cannot be provided in the workplace or may occur only rarely. These are situations relating to emergency or unplanned procedures where assessment in these circumstances would be unsafe or is impractical.

Simulated assessment environments must simulate the real-life working environment where these skills and knowledge would be performed, with all the relevant equipment and resources of that working environment.

Assessors must satisfy the NVR/AQTF mandatory competency requirements for assessors.

Assessment must be undertaken by a workplace assessor who has expertise in this unit of competency and who is:



- an Aboriginal and/or Torres Strait Islander Health Worker
- or:
- accompanied by an Aboriginal and/or Torres Strait Islander person who is a recognised member of the community with experience in primary health care.

## Links

Companion Volume implementation guides are found in VETNet -  
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=ced1390f-48d9-4ab0-bd50-b015e5485705>

## HLTAHW012 Assist with prevention and minimisation of substance misuse

### Modification History

| Release   | Comments                                                                                                                                                                                                                                                                                                               |
|-----------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Release 1 | <p>This version was released in <i>HLT Health Training Package release 1.0</i> and meets the requirements of the New Standards for Training Packages.</p> <p>Significant changes to elements and performance criteria.<br/>New evidence requirements for assessment, including volume and environment requirements</p> |

### Application

This unit describes the required skills and knowledge to assess whether clients are misusing alcohol and/or other drugs and implement a care plan under direction or within established guidelines that limit discretion.

This unit applies to Aboriginal and/or Torres Strait Islander Health Workers working as part, and under the supervision, of a multidisciplinary primary health care team to provide a range of primary health care services to Aboriginal and/or Torres Strait Islander clients and communities.

*No licensing, legislative or certification requirements apply to this unit at the time of publication.*

### Elements and Performance Criteria

#### ELEMENT

#### PERFORMANCE CRITERIA

*Elements define the essential outcomes.*

*Performance criteria specify the level of performance needed to demonstrate achievement of the element.*

1. Provide information to community about substance misuse

- 1.1 Ensure substance misuse information is accurate and easily accessed and understood by community
- 1.2 Obtain further information as needed

**ELEMENT****PERFORMANCE CRITERIA**

*Elements define the essential outcomes.*

*Performance criteria specify the level of performance needed to demonstrate achievement of the element.*

1.3 Encourage individuals to seek advice for their own circumstances

2. Assess whether individuals are misusing substances

2.1 Obtain a client history and records according to organisation guidelines

2.2 Use culturally appropriate and safe communication skills to undertake and record assessment of individual

2.3 Maintain client confidentiality

3. Plan and implement follow-up action

3.1 Plan follow-up action in consultation with other health professionals and key community workers

3.2 Ensure follow-up action is in line with community, legislative and organisation guidelines

3.3 Refer client to appropriate services in line with individual and community needs and organisation guidelines

3.4 Monitor the follow-up plan and record outcomes

**Foundation Skills**

Not Applicable

**Unit Mapping Information**

No equivalent unit.

**Links**

Companion Volume implementation guides are found in VETNet -

<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=ced1390f-48d9-4ab0-bd50-b015e5485705>

# Assessment Requirements for HLTAHW012 Assist with prevention and minimisation of substance misuse

## Modification History

| Release   | Comments                                                                                                                                                                                                                                                                                                               |
|-----------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Release 1 | <p>This version was released in <i>HLT Health Training Package release 1.0</i> and meets the requirements of the New Standards for Training Packages.</p> <p>Significant changes to elements and performance criteria.<br/>New evidence requirements for assessment, including volume and environment requirements</p> |

## Performance Evidence

The candidate must show evidence of the ability to complete tasks outlined in elements and performance criteria of this unit, manage tasks and manage contingencies in the context of the job role.

There must be evidence that the candidate has:

- provided accurate and accessible information about substance misuse to the community on at least three occasions by:
  - consulting with the primary health care team to determine the information to provide
  - communicating the information to members of the community in culturally appropriate and safe ways
  - using different mediums to support access to information
- worked with the primary health care team to support at least three individual clients by:
  - analysing client history and records to assess possible substance misuse for each client
  - planning follow-up action consultation with relevant community and/or health professionals
  - implementing and monitoring follow-up plans.

## Knowledge Evidence

The candidate must be able to demonstrate essential knowledge required to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role.

This includes knowledge of:

- physical, social and psychological effects of misuse of substances identified in this unit
- treatment options relating to specific substance misuse
- community issues and legislation relating to substance misuse
- patterns of drug and alcohol consumption relevant to the community and region
- service providers and associated referral processes
- understanding of blood-borne viruses in relation to injecting drug use, and associated high rates of HIV and hepatitis C in this Aboriginal population group
- indirect impacts of substance misuse, including:
  - foetal alcohol syndrome
  - environmental tobacco smoke
- principles of harm minimisation (as Australia's national policy), including:
  - harm reduction
  - supply reduction
  - demand reduction
- impact of substance misuse on the healthy functioning of major body organs and systems
- likely interactions between chronic illness and substance misuse
- impact of substance abuse on pregnancy, birth and unborn children.

## Assessment Conditions

Skills must be demonstrated working:

- in a health service or centre
- as part of, and under the supervision of, a multidisciplinary primary health care team
- with Aboriginal and/or Torres Strait Islander clients and communities.

In addition, simulations and scenarios must be used where the full range of contexts and situations cannot be provided in the workplace or may occur only rarely. These are situations relating to emergency or unplanned procedures where assessment in these circumstances would be unsafe or is impractical.

Simulated assessment environments must simulate the real-life working environment where these skills and knowledge would be performed, with all the relevant equipment and resources of that working environment.

Assessors must satisfy the NVR/AQTF mandatory competency requirements for assessors.

Assessment must be undertaken by a workplace assessor who has expertise in this unit of competency and who is:

- an Aboriginal and/or Torres Strait Islander Health Worker

or:

- accompanied by an Aboriginal and/or Torres Strait Islander person who is a recognised member of the community with experience in primary health care.

## Links

Companion Volume implementation guides are found in VETNet -

<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=ced1390f-48d9-4ab0-bd50-b015e5485705>

## HLTAHW013 Respond to emergencies

### Modification History

| Release   | Comments                                                                                                                                                                                                                                                                                                               |
|-----------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Release 1 | <p>This version was released in <i>HLT Health Training Package release 1.0</i> and meets the requirements of the New Standards for Training Packages.</p> <p>Significant changes to elements and performance criteria.<br/>New evidence requirements for assessment, including volume and environment requirements</p> |

### Application

This unit describes the required skills and knowledge to contribute to a response to emergencies that affect the community, in accordance with a prepared plan of action. It may involve dealing with emergencies of a medical or non-medical nature.

This unit applies to Aboriginal and/or Torres Strait Islander Health Workers working as part, and under the supervision, of a multidisciplinary primary health care team to provide a range of primary health care services to Aboriginal and/or Torres Strait Islander clients and communities.

*No licensing, legislative or certification requirements apply to this unit at the time of publication.*

### Elements and Performance Criteria

#### ELEMENT

#### PERFORMANCE CRITERIA

*Elements define the essential outcomes.*

*Performance criteria specify the level of performance needed to demonstrate achievement of the element.*

1. Assess the emergency

- 1.1 Identify factors which determine the event is an emergency
- 1.2 Seek information about the emergency from key people and the community, as time permits
- 1.3 Determine needs of the community and/or

**ELEMENT****PERFORMANCE CRITERIA**

*Elements define the essential outcomes.*

*Performance criteria specify the level of performance needed to demonstrate achievement of the element.*

community members, in consultation with key people and the community, as time permits

2. Identify existing relevant emergency action plans

2.1 Locate organisational protocols, procedures and plans for responding to emergencies

2.2 Identify strategies for responding to emergencies with the primary health care team

3. Identify own and others' roles in implementing the emergency action plan

3.1 Identify own roles and responsibilities and how it supports the roles of others in the primary health care team or externally

3.2 Identify and contact the emergency action plan coordinator as required

3.3 Identify and contact other workers with responsibilities for responding to the emergency as required

4. Implement the emergency action plan

4.1 Undertake work according to the strategy for responding to the emergency in line with organisation, community and legislative requirements

4.2 Provide key people and the community with progress reports, as time and client confidentiality permits

4.3 Maintain client and community confidentiality

5. Follow-up emergency

5.1 Monitor and review the emergency, in consultation with key people

5.2 Identify follow-up services and provide in line with community needs and workers' responsibilities

6. Provide feedback on the emergency action plan

6.1 Provide feedback about the effectiveness of the emergency action plan to key people



**ELEMENT**

*Elements define the essential outcomes.*

**PERFORMANCE CRITERIA**

*Performance criteria specify the level of performance needed to demonstrate achievement of the element.*

6.2 Suggest ways to improve the emergency action plan, if appropriate

6.3 Identify and use opportunities for debriefing following emergencies as required

**Foundation Skills**

Not Applicable

**Unit Mapping Information**

No equivalent unit.

**Links**

Companion Volume implementation guides are found in VETNet -  
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=ced1390f-48d9-4ab0-bd50-b015e5485705>

# Assessment Requirements for HLTAHW013 Respond to emergencies

## Modification History

| Release   | Comments                                                                                                                                                                                                                                                                                                               |
|-----------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Release 1 | <p>This version was released in <i>HLT Health Training Package release 1.0</i> and meets the requirements of the New Standards for Training Packages.</p> <p>Significant changes to elements and performance criteria.<br/>New evidence requirements for assessment, including volume and environment requirements</p> |

## Performance Evidence

The candidate must show evidence of the ability to complete tasks outlined in elements and performance criteria of this unit, manage tasks and manage contingencies in the context of the job role.

There must be evidence that the candidate has:

- participated in workplace practice drills for each of the following emergency situations:
  - fire
  - bomb threat
- contributed to the planning of at least one emergency response as a member of a primary health care team by:
  - identifying conditions and factors contributing to an emergency situation
  - accessing existing emergency plans, procedures and protocols relevant to different emergency situations
  - identifying scope of own role in contributing to an emergency response
  - identifying possible actions for particular emergencies
  - determining appropriate means of communication in the event of an emergency and alternatives if required
  - identifying relevant personnel and authorities to contact in the event of an emergency
  - identifying follow-up measures once emergency situation has been handled.

## Knowledge Evidence

The candidate must be able to demonstrate essential knowledge required to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role.

This includes knowledge of:

- organisation policies and procedures and legislation or regulations relating to:
- client confidentiality
- referral, including various levels of urgency, and follow-up of client
- mandatory reporting
- notifiable communicable diseases
- limits of own ability and authority
- reporting procedures
- documentation
- relevant organisation policies, protocols and procedures relating to emergencies, including definition of emergency situations
- organisational and community meeting points for emergency situations
- potential emergency situations including:
  - o violence from individuals or groups
  - o hazardous environmental incidents
  - o car and other vehicle accidents
  - o plane crashes
  - o mining accidents
  - o epidemic diseases
  - o fire, floods, extreme weather, earthquakes and other natural disasters
  - o bomb threats
  - o any other situations which require an urgent response
- local disaster planning processes
- immediate actions to deal with the emergency, including:
  - o evacuation from affected area
  - o sheltering in a safe location
  - o medical treatment
  - o raising awareness (both within and externally) of the emergency faced by the community
  - o securing a particular area within an organisation or community
  - o removal of individuals or groups from an area
- strategies to deal with ongoing impact of the emergency, including:
- counselling
- community trauma responses
- provision of resources and services
- debriefing

- community ceremonies
- implementing actions requested by the community council
- employee assistance programs
- roles and responsibilities as defined by the emergency action plan
- emergency response agencies at local, state, territory or federal level
- community views, considerations and directions on responding to emergencies
- cultural and community specific information
- locations and facilities of suitable and/or alternative venues to provide emergency responses
- communication means during emergency procedures and contingency back-ups.

## Assessment Conditions

Skills must be demonstrated working:

- in a health service or centre
- as part of, and under the supervision of, a multidisciplinary primary health care team
- with Aboriginal and/or Torres Strait Islander clients and communities.

In addition, simulations and scenarios must be used where the full range of contexts and situations cannot be provided in the workplace or may occur only rarely. These are situations relating to emergency or unplanned procedures where assessment in these circumstances would be unsafe or is impractical.

Simulated assessment environments must simulate the real-life working environment where these skills and knowledge would be performed, with all the relevant equipment and resources of that working environment.

Assessors must satisfy the NVR/AQTF mandatory competency requirements for assessors.

Assessment must be undertaken by a workplace assessor who has expertise in this unit of competency and who is:

- an Aboriginal and/or Torres Strait Islander Health Worker

or:

- accompanied by an Aboriginal and/or Torres Strait Islander person who is a recognised member of the community with experience in primary health care.

## Links

Companion Volume implementation guides are found in VETNet -

<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=ced1390f-48d9-4ab0-bd50-b015e5485705>

## HLTAHW014 Work with Elders in Aboriginal and/or Torres Strait Islander communities

### Modification History

Not applicable.

### Application

This unit describes the required skills and knowledge required by Aboriginal and/or Torres Strait Islander Health Workers to support the health of Elders in Aboriginal and/or Torres Strait Islander communities. Support may be provided to Elders living at home, in residential aged-care facilities, or in community organisations providing health care specifically for the Aboriginal and/or Torres Strait Islander community.

This unit applies to Aboriginal and/or Torres Strait Islander Health Workers working as part, and under the supervision, of a multidisciplinary primary health care team to provide a range of primary health care services to Aboriginal and/or Torres Strait Islander clients and communities.

*No licensing, legislative or certification requirements apply to this unit at the time of publication.*

### Elements and Performance Criteria

#### ELEMENT

#### PERFORMANCE CRITERIA

*Elements define the essential outcomes.*

*Performance criteria specify the level of performance needed to demonstrate achievement of the element.*

1. Promote healthy lifestyle practices for Elders

- 1.1 Identify strategies that support Elders to adopt healthy lifestyle practices
- 1.2 Promote social, cultural and spiritual wellbeing of Elders in the community
- 1.3 Respect, recognise and accommodate Elders' interests and life activities when delivering services
- 1.4 Assist Elders to maintain social, cultural and spiritual connectedness with their community

2. Provide information to Elders

- 2.1 Identify common problems associated with ageing

## ELEMENT

## PERFORMANCE CRITERIA

*Elements define the essential outcomes.*

*Performance criteria specify the level of performance needed to demonstrate achievement of the element.*

on changes associated with ageing

and in particular for people of Aboriginal and/or Torres Strait Islander background

2.2 Provide information on physical changes associated with ageing

2.3 Assist Elders to recognise impact that changes associated with ageing may have on daily activities

2.4 Communicate situations of risk or potential risk associated with ageing

3. Support the rights and interests of Elders

3.1 Encourage and support the Elder and/or their advocate(s) to be aware of their rights and responsibilities

3.2 Conduct work in a way that demonstrates a commitment to access and equity principles

3.3 Adopt strategies to empower the Elder and/or their advocate(s) in regard to their service requirements

3.4 Provide information to the Elder and/or their advocate(s) to facilitate choice in their decision-making

3.5 Recognise and report to appropriate person when an Elder's rights are not being upheld

3.6 Provide information to the Elder and/or their advocate(s) regarding mechanisms for lodging complaints

3.7 Identify indicators of Elder abuse and respond appropriately in line with organisation policies and procedures

4. Support Elders who are experiencing loss and grief

4.1 Recognise signs that the Elder is experiencing grief and report to appropriate person

4.2 Use culturally appropriate and safe communication strategies when an Elder is expressing their fears and other emotions associated with loss and grief

4.3 Provide the Elder and/or their support network with information regarding relevant support services as required

## ELEMENT

## PERFORMANCE CRITERIA

*Elements define the essential outcomes.*

*Performance criteria specify the level of performance needed to demonstrate achievement of the element.*

4.4 Provide ongoing support and follow-up for the Elder

4.5 Recognise and seek appropriate assistance when debriefing services are required

## Foundation Skills

*This section describes those language, literacy, numeracy and employment skills that are essential to performance.*

*Reading*

- in order to interpret relevant information in a range of health resources and policy documents

Other foundation skills essential to performance are explicit in the performance criteria of this unit.

## Unit Mapping Information

No equivalent unit.

## Links

Companion Volume implementation guides are found in VETNet -  
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=ced1390f-48d9-4ab0-bd50-b015e5485705>



# Assessment Requirements for HLTAHW014 Work with Elders in Aboriginal and/or Torres Strait Islander communities

## Modification History

Not applicable.

## Performance Evidence

The candidate must show evidence of the ability to complete tasks outlined in elements and performance criteria of this unit, manage tasks and manage contingencies in the context of the job role.

There must be evidence that the candidate has:

- worked effectively with at least three Elders in Aboriginal and/or Torres Strait Islander communities by:
  - communicating in a culturally appropriate and safe manner with Elders at all times
  - supporting healthy lifestyle practices to promote an individual Elder's social, cultural and spiritual wellbeing
  - supporting the Elder to undertake own interests and life activities
  - delivering services to each Elder with a focus on quality and commitment to promoting individual rights to maintain social, cultural and spiritual connectedness with community
  - providing information on the impact of ageing on physical and mental activity
  - advocating individual rights when receiving services
- provided appropriate information and support, and taken appropriate action for Elders who:
  - have experienced abuse and/or
  - are suffering grief and loss.

## Knowledge Evidence

The candidate must be able to demonstrate essential knowledge required to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role.

This includes knowledge of:

- organisation policies and procedures and legislation or regulations relating to:
- client confidentiality
- referral, including various levels of urgency, and follow-up of client
- mandatory reporting
- notifiable communicable diseases
- limits of own ability and authority
- reporting procedures
- documentation
- key issues facing Elders and their carer(s) in Aboriginal and/or Torres Strait Islander communities
- available supports at local, state, territory and federal level specifically for Elders in the Aboriginal and/or Torres Strait Islander community
- current philosophies of service delivery in aged care
- impact of ageing demographics on funding and service delivery models
- current legislation, policy and programs, including The Commonwealth Home and Community Care program (HACC), Department of Veterans' Affairs and Government community care directions
- regulations and legislation relevant to work in the aged care and home and community care sector, including issues such as:
  - o Elder abuse
  - o drug administration
  - o access and equity
  - o duty of care implementation in home and community settings and worker roles
  - o basic home fire safety including high-risk groups, behaviour that contributes to fire injury and fatalities, and smoke alarm placement, installation and maintenance
- principles of 'Ageing in place' and 'Positive ageing', including:
  - o managing ageist attitudes
  - o impact of changing expectations of clients, families and wider community
  - o understanding individuality of ageing
- key aspects of quality frameworks and how they link together
- quality monitoring activities, including:
  - o audits
  - o collection of data
  - o visits by external bodies
- key aspects of regulatory/ accreditation quality standards in relation to delivery of services in aged care and home and community care
- foundation aspects of common physiological, chronic and age-related conditions, including:
  - o arthritis and other musculoskeletal problems
  - o depression and neurological disorders
  - o diabetes

- o frailty and deconditioning
- o heart, lung and vascular disease
- o incontinence
- o skin disorders, including skin cancers
- o stroke
- o dementia
- o osteoporosis
- rights and responsibilities of Elders and workers in aged care and home and community care sector
- stages of loss and grief
- strategies for managing complaints
- recognising limits of own ability and authority
- organisation policies, guidelines and procedures.

## Assessment Conditions

Skills must be demonstrated working:

- in a health service or centre
- as part of, and under the supervision of, a multidisciplinary primary health care team
- with Elders from Aboriginal and/or Torres Strait Islander communities.

In addition, simulations and scenarios must be used where the full range of contexts and situations cannot be provided in the workplace or may occur only rarely. These are situations relating to emergency or unplanned procedures where assessment in these circumstances would be unsafe or is impractical.

Simulated assessment environments must simulate the real-life working environment where these skills and knowledge would be performed, with all the relevant equipment and resources of that working environment.

Assessors must satisfy the NVR/AQTF mandatory competency requirements for assessors.

Assessment must be undertaken by a workplace assessor who has expertise in this unit of competency and who is:

- an Aboriginal and/or Torres Strait Islander Health Worker

or:

- accompanied by an Aboriginal and/or Torres Strait Islander person who is a recognised member of the community with experience in primary health care.

- 

## Links

Companion Volume implementation guides are found in VETNet -  
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=ced1390f-48d9-4ab0-bd50-b015e5485705>

# HLTAHW015 Work under instructions to support the safe use of medication

## Modification History

Not applicable.

## Application

This unit describes the knowledge and skills required by Aboriginal and/or Torres Strait Islander Health Workers to support clients to use medication safely and under instruction.

The unit addresses the provision of physical assistance to take or receive medication. It may involve assisting or supporting the client with prescribed and/or over-the-counter medications, traditional and bush medicines, and complementary medicines.

This unit does not allow the individual worker to determine or calculate dosage of medication.

This unit applies to Aboriginal and/or Torres Strait Islander Health Workers working as part, and under the supervision, of a multidisciplinary primary health care team to provide a range of primary health care services to Aboriginal and/or Torres Strait Islander clients and communities.

*No licensing, legislative or certification requirements apply to this unit at the time of publication.*

## Elements and Performance Criteria

### ELEMENT

### PERFORMANCE CRITERIA

*Elements define the essential outcomes.*

*Performance criteria specify the level of performance needed to demonstrate achievement of the element.*

1. Confirm scope of own role in relation to medication

1.1 Confirm own role within a primary health care team to support the safe use of medication

1.2 Identify lines of supervision and authority for reporting and clarifying issues within job role

1.3 Identify legal and ethical boundaries and responsibilities relating to own job role

**ELEMENT****PERFORMANCE CRITERIA**

*Elements define the essential outcomes.*

*Performance criteria specify the level of performance needed to demonstrate achievement of the element.*

|                                                              |                                                                                                                                      |
|--------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------|
|                                                              | 1.4 Discuss and confirm contingency procedures for emergencies from performance of the job role                                      |
|                                                              | 1.5 Clarify any concerns or queries relating to scope of job role with relevant supervisor and/or member of primary health care team |
| 2. Obtain instructions about medication                      | 2.1 Gather all relevant information about client's medication requirements                                                           |
|                                                              | 2.2 Discuss gathered information with appropriate member/s of primary health care team to confirm medication requirements            |
|                                                              | 2.3 Confirm instructions for medication with primary health care team                                                                |
|                                                              | 2.4 Clarify any aspect of instructions as required                                                                                   |
| 3. Communicate with the client about medication requirements | 3.1 Communicate in a culturally appropriate and safe manner with the client and/or significant others at all times                   |
|                                                              | 3.2 Explain the purpose of medication to the client                                                                                  |
|                                                              | 3.3 Encourage the client and/or significant others to ask questions to promote understanding of the medication's purpose             |
|                                                              | 3.4 Confirm the client's understanding of the medication required to obtain informed consent                                         |
|                                                              | 3.5 Seek clarification and assistance from primary health care team as required                                                      |
|                                                              | 3.6 Document client's informed consent in client records according to organisational procedures and policies                         |
| 4. Follow instructions to support safe use of medication     | 4.1 Explain the medication dosage to the client                                                                                      |
|                                                              | 4.2 Assist client to measure out dosage required                                                                                     |

**ELEMENT****PERFORMANCE CRITERIA**

*Elements define the essential outcomes.*

*Performance criteria specify the level of performance needed to demonstrate achievement of the element.*

according to instructions

4.3 Assist the client to use medication in correct way according to instructions

4.4 Confirm the client has taken the medication

4.5 Observe the client for any immediate abnormal physical reaction and advise primary health care team as required

4.6 Document the medication taken in client records according to organisational procedures and policies

5. Support client's storage and transport of medication

5.1 Explain to client how the medication must be stored and the purpose of correct storage

5.2 Confirm the client's understanding of storage requirements

5.3 Confirm the client has an appropriate place for storing medication

5.4 Explain to the client how to transport medication if medication must be moved

5.5 Document all information given to the client about storage and transport of medication

**Foundation Skills**

*This section describes those language, literacy, numeracy and employment skills that are essential to performance.*

*Numeracy*

- in order to explain the medication dosage to the client and record the medication taken

Other foundation skills essential to performance are explicit in the performance criteria of this unit.

## Unit Mapping Information

No equivalent unit.

## Links

Companion Volume implementation guides are found in VETNet -  
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=ced1390f-48d9-4ab0-bd50-b015e5485705>



# Assessment Requirements for HLTAHW015 Work under instructions to support the safe use of medication

## Modification History

Not applicable.

## Performance Evidence

The candidate must show evidence of the ability to complete tasks outlined in elements and performance criteria of this unit, manage tasks and manage contingencies in the context of the job role.

There must be evidence that the candidate has:

- supported at least five clients in the safe use of medication by:
  - clarifying own role in relation to supporting clients to use over-the-counter and prescribed medication safely
  - gaining instructions for each client's use of medication and clarifying any concerns with primary health care team
  - using culturally appropriate and safe communication skills to support each client's understanding of the medication's purpose and instructions for safe use
  - supporting each client to safely use medication by following instructions
  - confirming all actions with appropriately authorised practitioner
  - correctly documenting each stage of the process according to organisational procedures and policies.

## Knowledge Evidence

The candidate must be able to demonstrate essential knowledge required to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the work role. These include knowledge of:

- organisational policies and procedures and legislation or regulations relating to:
- client confidentiality
- referral, including various levels of urgency, and follow-up of client
- mandatory reporting
- notifiable diseases
- limits of own ability and authority

- reporting procedures
- documentation
- organisational procedures, and legal and ethical requirements impacting on own role in supporting medication usage
- appropriate handling and storage of medications, including the importance of cold chain storage
- basic knowledge of commonly used medicines/drugs, including prescribed and over-the-counter medications
- basic knowledge of common terms and abbreviations used in relation to medication
- use of equipment to support medication administration
- required infection control procedures
- expected effects of medications being used, the consequences of incorrect use of medication and of main reasons for errors in medication administration
- understanding of duty of care in assisting clients to safely use medication within scope of own work role
- basic knowledge of how medications can impact on the anatomy and physiology of major body systems, relevant organs and their functions, including:
  - o cardio-vascular system (including heart, arteries and veins)
  - o respiratory system (including lungs, nose, mouth, throat)
  - o senses (including sight, hearing, smell, touch, taste and equilibrium)
  - o skin and integumentary system (including skin layers, hair and nails)
  - o digestive and gastro-intestinal system (including stomach, intestines, bowel)
  - o nervous system (including brain and nerves)
  - o circulatory system (including arteries, veins)
  - o genitourinary system (including male and female genital and reproductive systems)
  - o endocrine system (including glands and hormones)
  - o musculoskeletal system (skull, skeleton, muscles, body tissue)
- common conditions and presenting problems associated with major body systems and relevant organs.

## Assessment Conditions

Skills must be demonstrated working:

- in a health service or centre
- as part of, and under the supervision of, a multidisciplinary primary health care team
- with Aboriginal and/or Torres Strait Islander clients and communities.

In addition, simulations and scenarios must be used where the full range of contexts and situations cannot be provided in the workplace or may occur only rarely. These are situations relating to emergency or unplanned procedures where assessment in these circumstances would be unsafe or is impractical.

Simulated assessment environments must simulate the real-life working environment where these skills and knowledge would be performed, with all the relevant equipment and resources of that working environment, including medication dispensing devices and support tools.

Assessors must satisfy the NVR/AQTF mandatory competency requirements for assessors.

Assessment must be undertaken by a workplace assessor who has expertise in this unit of competency and who is:

- an Aboriginal and/or Torres Strait Islander Health Worker

or:

- accompanied by an Aboriginal and/or Torres Strait Islander person who is a recognised member of the community with experience in primary health care.

## Links

Companion Volume implementation guides are found in VETNet -  
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=ced1390f-48d9-4ab0-bd50-b015e5485705>

## HLTAHW016 Assess client's physical wellbeing

### Modification History

| Release   | Comments                                                                                                                                                                                                                                                                                                               |
|-----------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Release 1 | <p>This version was released in <i>HLT Health Training Package release 1.0</i> and meets the requirements of the New Standards for Training Packages.</p> <p>Significant changes to elements and performance criteria.<br/>New evidence requirements for assessment, including volume and environment requirements</p> |

### Application

This unit describes the skills and knowledge required to initiate, undertake and interpret findings from a range of clinical assessments, tests and procedures to determine the physical wellbeing of a client. Findings of these assessments will be used as the basis of a health care plan – the skills and knowledge to plan, implement and monitor a health care plan are detailed in HLTAHW018 Plan, implement and monitor health care plan in a primary health care context.

This unit applies to those Aboriginal and/or Torres Strait Islander Health Workers providing a range of primary health care services to Aboriginal and/or Torres Strait Islander clients and communities.

*No licensing, legislative or certification requirements apply to this unit at the time of publication.*

### Elements and Performance Criteria

#### ELEMENT

#### PERFORMANCE CRITERIA

*Elements define the essential outcomes.*

*Performance criteria specify the level of performance needed to demonstrate achievement of the element.*

1. Initiate health assessment

1.1 Seek to establish trust with the client, through active promotion of and strict adherence to confidentiality

1.2 Obtain client's history using effective, culturally

**ELEMENT****PERFORMANCE CRITERIA**

*Elements define the essential outcomes.*

*Performance criteria specify the level of performance needed to demonstrate achievement of the element.*

appropriate and safe communication skills

1.3 Seek additional health-related information from the client's family and/or carer(s) and relevant community members with the client's consent

1.4 Consult relevant allied professionals and available documentation in relation to the health of the client

1.5 Document all information about the client in accordance with organisational procedures and policies

2. Assess client's physical health

2.1 Explain the process and rationale of each examination and test to the client

2.2 Perform physical and clinical assessments in line with organisational policies and procedures and with respect for community values, beliefs and gender roles

2.3 Measure vital signs and identify significant variation from normal ranges and refer to senior staff member as required

2.4 Use correct procedures and take precautions to collect and send specimens for pathology testing

2.5 Accurately record all outcomes of assessments in accordance with organisational procedures and policies

2.6 Identify non-clinical factors potentially responsible for significant variations from normal ranges and make repeat assessments

3. Interpret and confirm health assessment findings

3.1 Accurately identify a range of signs and symptoms of health conditions

3.2 Recognise signs and symptoms of potentially serious underlying conditions and refer to senior health staff for advice

3.3 Interpret the significance of health assessment findings in the context of the holistic health of the client

3.4 Identify any significant variations from normal range on the basis of health assessment data

3.5 Consult other team members to confirm

**ELEMENT****PERFORMANCE CRITERIA**

*Elements define the essential outcomes.*

*Performance criteria specify the level of performance needed to demonstrate achievement of the element.*

interpretations and clarify implications and significance of findings

3.6 Seek assistance when findings are unclear or outside limits of own authority

3.7 Report notifiable diseases identified to supervisor and/or an appropriate authority, in line with jurisdictional requirements

3.8 Initiate action in relation to any issues requiring mandatory reporting according to procedural and legislative requirements

3.9 Accurately document client history and examination findings in client's file

4. Summarise and present findings

4.1 Provide client with information about findings of physical examination

4.2 Check client understanding of information through appropriate questioning

4.3 Provide client with information relevant to promoting and maintaining their health in a way they readily understand

4.4 Support client to take a self-care approach to health in line with individual needs and organisational and community requirements

4.5 Document and refer as necessary all discussions with client and/or significant others in client file according to organisational procedures and policies

**Foundation Skills**

*This section describes the language, literacy, numeracy and employment skills that are essential to performance.*

Numeracy

- in order to use and interpret readings of medical equipment including haemoglobinometer, tape

- measure, sphygmomanometer, scales, thermometers, glucometer, peak expiratory flow rate meters
  - in order to measure vital signs, including temperature, pulse, blood pressure and respiratory rate
- Reading
- to interpret various pieces of written information regarding the client's health, including referrals, test outcomes and reports

Other foundation skills essential to performance are explicit in the performance criteria of the unit.

## Unit Mapping Information

No equivalent unit.

## Links

Companion Volume implementation guides are found in VETNet - <https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=ced1390f-48d9-4ab0-bd50-b015e5485705>

# Assessment Requirements for HLTAHW016 Assess client's physical wellbeing

## Modification History

| Release   | Comments                                                                                                                                                                                                                                                                                                               |
|-----------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Release 1 | <p>This version was released in <i>HLT Health Training Package release 1.0</i> and meets the requirements of the New Standards for Training Packages.</p> <p>Significant changes to elements and performance criteria.<br/>New evidence requirements for assessment, including volume and environment requirements</p> |

## Performance Evidence

The candidate must show evidence of the ability to complete tasks outlined in elements and performance criteria of this unit, manage tasks and manage contingencies in the context of the job role.

There must be evidence that the candidate has:

- assessed and monitored the physical wellbeing of at least five Aboriginal and/or Torres Strait Islander adults and children by:
  - establishing a relationship of trust with clients and significant others
  - taking a detailed history of the client
  - explaining assessment methods and procedures to client and/or significant others
  - observing and assessing client's health, using appropriate tests and medical instrumentation
  - recording observations
  - questioning, assessing and monitoring client's health status, issues and needs
  - reviewing effectiveness of health care strategies and making appropriate revisions, taking prior history into consideration
  - summarising and presenting findings in line with client needs and workplace requirements
  - maintaining client records and upholding client confidentiality
  - communicating with client's family and/or significant others as required
  - gaining informed consent to conduct assessment



- taking, considering and recording relevant details of client's history (including body language)
- complying with and enforcing infection control guidelines
- using a structured approach to assessment
- interpreting common pathology tests
- taking full responsibility for assessment findings.

## Knowledge Evidence

The candidate must be able to demonstrate essential knowledge required to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role.

This includes knowledge of:

- organisational policies and procedures and legislation or regulations relating to:
  - client confidentiality
  - referral, including various levels of urgency, and follow-up of client
  - mandatory reporting
  - notifiable communicable diseases
  - limits of own ability and authority
  - reporting procedures
  - documentation
- key elements of comprehensive and accurate physical, social/emotional and mental health assessment
- anatomy/physiology and associated microbiology, pathophysiology (disease processes) and pharmacology including:
  - respiratory system
  - circulatory system
  - integumentary system
  - digestive system
  - genitourinary system
  - endocrine system
  - musculoskeletal system
  - nervous system
  - reproductive systems
- pathophysiology associated with these systems, including:
  - acute chronic condition and conditions associated with a specific body system
  - injuries
  - wounds
  - arthritis
  - inflammation

- impact of alcohol and drugs
- pharmacology to address pathophysiology, including:
  - medications and forms of administration
  - antibiotics
  - analgesics
  - contraindications
  - complications
  - psychiatric medications
  - oral hypoglycaemics
  - insulin
- procedures for health tests and 'normal' range of test outcomes, including:
  - blood pressure (for adults and children)
  - temperature
  - pulse rate
  - respiratory and peak flow rates
  - height and weight
  - components of urine
  - near vision and pinhole visual acuity testing
- visual examination of eye and ear
- blood glucose (sugar) and haemoglobin levels
- in relation to cardiovascular diseases:
  - the concept of 'cardiovascular risk factors', the significance of an individual having multiple risk factors and the concept of 'high absolute risk'
  - the importance of reduction of saturated fats and sugar-sweetened soft drinks, increased physical activity and smoking cessation in reducing the risk of heart and kidney disease in Aboriginal and/or Torres Strait Islander populations
- in relation to diabetes mellitus:
  - basic pathophysiology of type II contrasted with type I diabetes mellitus
  - complications of diabetes (including heart disease and stroke; renal failure; retinal damage and blindness; nerve damage and infection resulting in amputation; impotence)
  - the main elements of the 'diabetes check up'
  - the procedure for taking retinal photographs
  - basic anatomical features and abnormalities on a retinal photograph
  - the content of client education for diabetes covering diet, physical activity, foot-care, and use of diabetes medicines
- in relation to chronic renal disease:
  - basic pathophysiology of chronic renal failure (causes, body systems affected, natural history)
  - factors which may worsen or accelerate renal failure (including: high blood pressure, anti-inflammatory drugs, poor diabetes control, dehydration, high protein diet)

- clinical features of advanced renal failure
- the importance of early detection of renal disease in efforts to defer or prevent end-stage renal failure
- options for treatment of end-stage renal failure (haemodialysis, chronic ambulatory peritoneal dialysis, transplant).
- familiarity with a range of other common chronic conditions in Aboriginal and/or Torres Strait Islander populations:
  - chronic liver disease – causes, clinical features and principles of management (including hepatitis B, hepatitis C, alcoholic liver disease and cirrhosis)
  - chronic obstructive lung disease, relationship to smoking and principles of management
- basic nature, management and associated risk factors for common diseases
- commonly (including complete blood tests and urine analysis) and specifically requested pathology tests and the correct methods of collection, storage and transport of specimens
- the clinical significance of abnormal findings on pathology tests with particular reference to use of medicines
- knowledge of care planning and self-management support tools
- relevant criteria for evaluation of effectiveness of care plan
- features of chronic illness, including:
  - complex causality
  - multiple risk factors
  - long latency periods
  - a prolonged course of illness
  - functional impairment or disability
- specific chronic conditions affecting Aboriginal and/or Torres Strait Islander clients and communities, including:
  - cardiovascular disease
  - diabetes
  - cancer
  - chronic respiratory disease
  - chronic kidney disease
  - asthma
  - arthritis
  - oral disease
- determinants of chronic conditions, including:
  - smoking
  - physical activity
  - nutrition
  - alcohol intake
  - use of illicit drugs
  - obesity, weight and waist circumference
  - unsafe sexual practices

- genetic factors
- linkages between conditions such as diabetes and eye health, nutrition and hearing, etc.

## Assessment Conditions

Skills must be demonstrated working:

- in a health service or centre
- as part of a multidisciplinary primary health care team
- with Aboriginal and/or Torres Strait Islander clients and communities.

In addition, simulations and scenarios must be used where the full range of contexts and situations cannot be provided in the workplace or may occur only rarely. These are situations relating to emergency or unplanned procedures where assessment in these circumstances would be unsafe or is impractical.

Simulated assessment environments must simulate the real-life working environment where these skills and knowledge would be performed, with all the relevant equipment and resources of that working environment.

This may include medical equipment including but not limited to haemoglobin meter, tape measure, sphygmomanometer, scales, thermometers, glucometer, peak expiratory flow rate meters.

Assessors must satisfy the NVR/AQTF mandatory competency requirements for assessors.

Assessment must be undertaken by a workplace assessor who has expertise in this unit of competency and who is:

- an Aboriginal and/or Torres Strait Islander Health Worker

or:

- accompanied by an Aboriginal and/or Torres Strait Islander person who is a recognised member of the community with experience in primary health care.

## Links

Companion Volume implementation guides are found in VETNet -

<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=ced1390f-48d9-4ab0-bd50-b015e5485705>

# HLTAHW017 Assess and support client's social and emotional wellbeing

## Modification History

| Release   | Comments                                                                                                                                                                                                                                                                                                               |
|-----------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Release 1 | <p>This version was released in <i>HLT Health Training Package release 1.0</i> and meets the requirements of the New Standards for Training Packages.</p> <p>Significant changes to elements and performance criteria.<br/>New evidence requirements for assessment, including volume and environment requirements</p> |

## Application

This unit deals with the required skills and knowledge to assess clients in relation to their social and emotional wellbeing, and provide appropriate support and referral as a member of a multidisciplinary team working with Aboriginal and/or Torres Strait Islander communities.

The unit applies to those Aboriginal and/or Torres Strait Islander Health Workers providing a range of primary health care services to Aboriginal and/or Torres Strait Islander clients and communities.

This unit equips Aboriginal and/or Torres Strait Islander Health Workers to provide support related to social and emotional wellbeing and does not infer that they are qualified counsellors.

*No licensing, legislative or certification requirements apply to this unit at the time of publication.*

## Elements and Performance Criteria

### ELEMENT

*Elements define the essential outcomes.*

### PERFORMANCE CRITERIA

*Performance criteria specify the level of performance needed to demonstrate achievement of the element.*

**ELEMENT****PERFORMANCE CRITERIA**

*Elements define the essential outcomes.*

*Performance criteria specify the level of performance needed to demonstrate achievement of the element.*

1. Obtain client history and information for social and emotional wellbeing assessment

1.1 Establish a relationship of trust with the client by demonstrating and respecting confidentiality of communications

1.2 Use effective and culturally appropriate and safe communication skills to obtain a personal history from the client

1.3 Seek information about relevant critical incidents with due sensitivity and respect for the physical, emotional and cultural safety and security of those affected

1.4 Observe client closely to identify any signs of emotional disturbance

1.5 Seek additional related information through consultation with family and/or significant others as required and with consent of the client

1.6 Consult relevant allied professionals and available documentation in relation to the health of the client

1.7 Record all information obtained according to principles of confidentiality and organisational procedures and policies

2. Assess and determine client wellbeing

2.1 Analyse information obtained to recognise signs and symptoms of mental disturbance and significant underlying emotional reactions to loss, grief and trauma

2.2 Recognise issues that may relate to transgenerational trauma and grief for the individual, family and community

2.3 Identify disturbances in behaviour that may suggest a psychiatric disability

2.4 Promptly discuss with experienced staff any indicators of depression or suicide risk, and refer client to appropriate supports as required

2.5 Identify issues requiring mandatory notification and report to supervisor and/or an appropriate authority

2.6 Identify client's self-management capacity and barriers

**ELEMENT****PERFORMANCE CRITERIA**

*Elements define the essential outcomes.*

*Performance criteria specify the level of performance needed to demonstrate achievement of the element.*

2.7 Discuss findings with colleagues to determine appropriate course of action to support client's wellbeing with reference to any existing health care plan

2.8 Document all findings and determined actions according to policy, procedures confidentiality principles

3. Provide support to client

3.1 Invite client and, with their consent, their family to discuss issues of concern in a supportive and confidential context

3.2 Provide client with information to enable decision-making about their social and emotional wellbeing

3.3 Support client to identify key self-management needs and goals and to determine appropriate self-care strategies

3.4 Refer client as required and follow-up on referrals

3.5 Refer serious or potentially serious issues to senior health staff for advice

3.6 Assist and refer family to address own wellbeing and safety, as required

3.7 Maintain current, complete, accurate and relevant records from each client interaction

**Foundation Skills**

*This section describes the language, literacy, numeracy and employment skills that are essential to performance.*

*Reading*

- in order to interpret relevant policy and regulatory information

Other foundation skills essential to performance are explicit in the performance criteria of this unit.

## **Unit Mapping Information**

**No equivalent unit.**

## **Links**

Companion Volume implementation guides are found in VETNet -  
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=ced1390f-48d9-4ab0-bd50-b015e5485705>



# Assessment Requirements for HLTAHW017 Assess and support client's social and emotional wellbeing

## Modification History

| Release   | Comments                                                                                                                                                                                                                                                                                                               |
|-----------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Release 1 | <p>This version was released in <i>HLT Health Training Package release 1.0</i> and meets the requirements of the New Standards for Training Packages.</p> <p>Significant changes to elements and performance criteria.<br/>New evidence requirements for assessment, including volume and environment requirements</p> |

## Performance Evidence

The candidate must show evidence of the ability to complete tasks outlined in elements and performance criteria of this unit, manage tasks and manage contingencies in the context of the job role.

There must be evidence that the candidate has:

- assessed the social and emotional wellbeing of at least five clients by:
  - observing, noting and recognising unusual physical, behavioural and body language indicators
  - communicating effectively with client (and significant others) in a culturally safe manner on all occasions
  - discussing with each client their socio-emotional health status, issues and needs
  - maintaining client records and upholding client confidentiality
  - recording accurate, sufficiently comprehensive and relevant client health history and assessment findings for each client
  - distinguishing between effects of transgenerational trauma and grief and psychiatric illnesses
  - consulting team members regarding assessment findings and as otherwise required to support client wellbeing
- supported the social and emotional wellbeing of at least five clients by:
  - initiating timely and appropriate referrals, providing accurate and relevant details to clients, their families and referral agencies
  - explaining/demonstrating/instructing client to use appropriate stress reducing techniques/activities

- Organised and participated in at least one debriefing session following critical incidents or stressful interactions.

## Knowledge Evidence

The candidate must be able to demonstrate essential knowledge required to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role.

This includes knowledge of:

- organisational policies and procedures and legislation or regulations relating to:
- client confidentiality
- referral, including various levels of urgency, and follow-up of client
  - mandatory reporting
- notifiable communicable diseases
- limits of own ability and authority
- reporting procedures
- documentation
- key elements of history-taking in the context of social and emotional health and their significance
- significant problems presented and appropriate avenues of further assessment or action
- common signs/indicators of:
  - mental or psychiatric illness
  - depression
  - alcohol and other drug misuse
  - suicide risk
  - child abuse/sexual assault
- advanced communication techniques to develop trust and elicit sensitive information
- appropriate stress-reducing techniques/activities
- availability of and, referral criteria and processes for social and emotional, alcohol and other drugs and mental health support services
- awareness of culturally secure assessment tools for Aboriginal and Torres Strait Islander peoples
- principles of crisis intervention
- limits of own ability and authority.

## Assessment Conditions

Skills must be demonstrated working:

- in a health service or centre

- as part of a multidisciplinary primary health care team
- with Aboriginal and/or Torres Strait Islander clients and communities.

In addition, simulations and scenarios must be used where the full range of contexts and situations cannot be provided in the workplace or may occur only rarely. These are situations relating to emergency or unplanned procedures where assessment in these circumstances would be unsafe or is impractical.

Simulated assessment environments must simulate the real-life working environment where these skills and knowledge would be performed, with all the relevant equipment and resources of that working environment.

Assessors must satisfy the NVR/AQTF mandatory competency requirements for assessors.

Assessment must be undertaken by a workplace assessor who has expertise in this unit of competency and who is:

- an Aboriginal and/or Torres Strait Islander Health Worker
- or:
- accompanied by an Aboriginal and/or Torres Strait Islander person who is a recognised member of the community with experience in primary health care.

## Links

Companion Volume implementation guides are found in VETNet -  
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=ced1390f-48d9-4ab0-bd50-b015e5485705>

## HLTAHW018 Plan, implement and monitor health care in a primary health care context

### Modification History

| Release   | Comments                                                                                                                                                                                                                                                                                                               |
|-----------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Release 1 | <p>This version was released in <i>HLT Health Training Package release 1.0</i> and meets the requirements of the New Standards for Training Packages.</p> <p>Significant changes to elements and performance criteria.<br/>New evidence requirements for assessment, including volume and environment requirements</p> |

### Application

This unit deals with the required skills and knowledge to plan, implement and monitor a range of health care services as a member of a multidisciplinary team working with Aboriginal and/or Torres Strait Islander communities.

Care plans are developed to address findings of clinical assessments, tests and procedures. Treatments as part of care plans include making referrals and development, implementation and evaluation of plans in line with legislative requirements and organisational protocols.

This unit applies to those Aboriginal and/or Torres Strait Islander Health Workers providing a range of primary health care services to Aboriginal and/or Torres Strait Islander clients and communities.

This unit does not cover the skills and knowledge to assess physical wellbeing – these are detailed in HLTAHW016 Assess client's physical wellbeing.

*No licensing, legislative or certification requirements apply to this unit at the time of publication.*

### Elements and Performance Criteria

#### ELEMENT

#### PERFORMANCE CRITERIA

*Elements define the essential outcomes of a unit of competency.*

*Performance criteria specify the level of performance needed to demonstrate achievement of the element.*

1. Propose care plan

- 1.1 Access health assessment outcomes according to organisational procedures and policies
- 1.2 Identify specific aspects of health assessment to address in health care plan
- 1.3 Propose treatment as part of the care plan in accordance with policies and procedures
- 1.4 Develop the plan with primary health care team, using relevant standing orders and written care protocols
- 1.5 Clearly establish responsibilities for implementing the care plan
- 1.6 Document proposed health care plan in client's file in line with organisational policies and procedures

2. Communicate proposed health care plan to client

- 2.1 Use effective and culturally appropriate and safe communication skills to discuss the proposed care plan with clients and explain how it relates to their health assessment results
- 2.2 Provide client with information about each aspect of the proposed care plan and the rationale for its inclusion
- 2.3 Encourage the client to ask questions about the proposed care plan to support understanding and cooperation, and agreement
- 2.4 Explain self-management aspects of the proposed care plan
- 2.5 Consult with the primary health care team about any client-suggested changes to the proposed plan and adjust plan as appropriate
- 2.6 Document finalised plan according to organisational procedures and policies

3. Implement care plan

- 3.1 Refer clients as required to relevant health professionals in line with community, organisational and regulatory requirements
- 3.2 Conduct treatment in accordance with the care plan
- 3.3 Support client to take a self-care approach to implementation in line with individual, organisational and

## ELEMENT

## PERFORMANCE CRITERIA

*Elements define the essential outcomes of a unit of competency.*

*Performance criteria specify the level of performance needed to demonstrate achievement of the element.*

community requirements

3.4 Maintain current, complete, accurate and relevant records for each client contact

4. Provide information on healthy nutrition and lifestyle choices as part of the care plan

4.1 Provide accurate information regarding nutrition and lifestyle choices, and the impact of poor nutrition and lifestyle choices, including alcohol and smoking

4.2 Discuss risk factors relating to specific nutrition and lifestyle choices for the individual client in the context of their family, culture and local community

4.3 Provide information on early intervention and prevention practices to avoid disease caused by poor nutrition and lifestyle choices

4.4 Assist client to select an appropriate and varied diet in line with dietary guidelines and client needs

4.5 Develop strategies to assist individuals who have not exercised for some time to become more active

4.6 Offer brief interventions for smoking cessation

4.7 Establish patterns of alcohol consumption and offer brief interventions

4.8 Make appropriate referrals where required

5. Provide care and support for clients with chronic condition as part of the care plan

5.1 Provide information about the nature, incidence and potential impacts of chronic conditions in specific relation to the client's own health

5.2 Provide information on practices to manage chronic conditions to address identified individual needs

5.3 Provide practical advice relating to maintaining good health in relation to prevalent chronic conditions and in line with community needs and organisational guidelines

5.4 Explain and/or demonstrate practices for early detection of specific chronic conditions in line with organisational guidelines

5.5 Support clients to take a self-care approach to

## ELEMENT

## PERFORMANCE CRITERIA

*Elements define the essential outcomes of a unit of competency.*

*Performance criteria specify the level of performance needed to demonstrate achievement of the element.*

maintaining health

5.6 Make appropriate referrals for clients with chronic conditions in line with organisational guidelines

### 6. Monitor health care

6.1 Encourage clients and family/carer to maintain health by being actively involved in the care plan

6.2 Monitor client health in line with individual schedule and criteria incorporated in care plan

6.3 Reassess and review care plan as required where client fails to progress, in accordance with expectation

6.4 Ensure standing order/written care protocols underpin health assessment and management actions

6.5 Conduct health monitoring in accordance with organisational policies and procedures and occupational health and safety requirements

6.6 Organise follow-up care for clients with chronic conditions using computer and/or paper-based registers

6.7 Identify when clients are overdue for health care checks and employ active-recall strategies

### 7. Review effectiveness of health care

7.1 Gain feedback from the client and/or family or carer/s about their level of comfort and compliance with the health management regime

7.2 Determine degree of improvement of client's condition and compare with expectations outlined in health care plan

7.3 Provide client and/or family/carers with clear information about their level of improvement in relation to the health care plan and their level of compliance

7.4 Evaluate impact of ongoing health management in relation to the client's physical, mental and emotional condition and behaviour, in consultation with the primary health care team

## Foundation Skills

*This section describes those language, literacy, numeracy and employment skills that are essential to performance*

### Numeracy

- in order to measure and administer medication
- in order to use medical equipment, including peak flow meter, glucometer, scales and sphygmomanometer
- in order to carry out care plan treatments, including immunisations, CPR and nebuliser administration

Other foundation skills essential to performance are explicit in the performance criteria of this unit.

## Unit Mapping Information

No equivalent unit.

## Links

Companion Volume implementation guides are found in VETNet -  
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=ced1390f-48d9-4ab0-bd50-b015e5485705>



# Assessment Requirements for HLTAHW018 Plan, implement and monitor health care in a primary health care context

## Modification History

| Release   | Comments                                                                                                                                                                                                                                                                                                               |
|-----------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Release 1 | <p>This version was released in <i>HLT Health Training Package release 1.0</i> and meets the requirements of the New Standards for Training Packages.</p> <p>Significant changes to elements and performance criteria.<br/>New evidence requirements for assessment, including volume and environment requirements</p> |

## Performance Evidence

The candidate must show evidence of the ability to complete tasks outlined in elements and performance criteria of this unit, manage tasks and manage contingencies in the context of the job role.

There must be evidence that the candidate has:

- developed a care plan for at least five clients, including:
  - using standing orders/written care protocols to underpin health care plans
  - consulting clients about proposed care plan
  - proposing and negotiating treatment with client, their family and/or community
  - establishing responsibilities for care plan implementation
  - documenting health care plan in client's file
  - referring clients as required and according to organisational procedures and policies
- communicated health information in plain language to at least five clients, including:
  - nutrition, lifestyle choices and chronic condition information
  - details on prevention practices
- explained and demonstrated early detection practices for specific chronic conditions on at least five separate occasions
- developed strategies and offered brief interventions to assist at least five clients
- implemented treatment according to care plans for at least five clients, including:
  - undertaking treatments within scope of own authority
  - using and maintaining medical equipment correctly
  - maintaining current, complete and accurate client records

- supporting clients to take a self-care approach to implementing care plan
- monitored at least five clients with chronic conditions and organised follow-up care
- evaluated on at least five occasions:
  - outcomes of client's prescribed treatment/care plan
  - client's understanding of prescribed treatment/care plan
  - holistic impact of treatment on client's physical, mental and emotional condition and behaviour
  - overall effectiveness of the care plan.

## Knowledge Evidence

The candidate must be able to demonstrate essential knowledge required to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role.

This includes knowledge of:

- "Australian Guide to Healthy Eating" and the nutrients associated with each food group
- nutritional needs of people at different stages in the lifecycle, including pregnant and/or lactating women
- common nutrition-related diseases
- statistical incidence of diabetes, heart disease and kidney failure in Aboriginal and/or Torres Strait Islander populations compared to non-Aboriginal and/or Torres Strait Islander populations
- agencies able to provide support and assistance to Aboriginal and/or Torres Strait Islander people with chronic disabilities
- treatment and management of chronic conditions, including:
  - working in collaboration with clients, family and significant others to promote self-management as far as possible
  - medication
  - surgery
  - regular exercise
  - good nutrition
  - cessation of smoking
  - cessation or moderation of alcohol use
  - cessation of illicit drug use
- regular screenings for changes in disease presentation and detection of other diseases
- how to contact and access available health and support services in the region
- strategies that can assist Aboriginal and/or Torres Strait Islander people with disabilities to live fulfilling and productive life in the community
- methods of organising the care of clients with chronic conditions including:

- disease registers
- care plan schedules in medical files
- tagging files
- computerised client information
- recall systems
- the value of the opportunistic approach to chronic condition surveillance (comprehensive check-ups as people come to the clinic)
- organisational policies, guidelines and procedures.

## Assessment Conditions

Skills must be demonstrated working:

- in a health service or centre
- as part of a multidisciplinary primary health care team
- with Aboriginal and/or Torres Strait Islander clients and communities.

In addition, simulations and scenarios must be used where the full range of contexts and situations cannot be provided in the workplace or may occur only rarely. These are situations relating to emergency or unplanned procedures where assessment in these circumstances would be unsafe or is impractical.

Simulated assessment environments must simulate the real-life working environment where these skills and knowledge would be performed, with all the relevant equipment and resources of that working environment.

Assessors must satisfy the NVR/AQTF mandatory competency requirements for assessors.

Assessment must be undertaken by a workplace assessor who has expertise in this unit of competency and who is:

- an Aboriginal and/or Torres Strait Islander Health Worker

or:

- accompanied by an Aboriginal and/or Torres Strait Islander person who is a recognised member of the community with experience in primary health care.

## Links

Companion Volume implementation guides are found in VETNet -

<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=ced1390f-48d9-4ab0-bd50-b015e5485705>

## HLTAHW019 Deliver primary health care programs for Aboriginal and/or Torres Strait Islander communities

### Modification History

| Release   | Comments                                                                                                                                                                                                                                                                                                               |
|-----------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Release 1 | <p>This version was released in <i>HLT Health Training Package release 1.0</i> and meets the requirements of the New Standards for Training Packages.</p> <p>Significant changes to elements and performance criteria.<br/>New evidence requirements for assessment, including volume and environment requirements</p> |

### Application

This unit describes the required skills and knowledge to deliver health care programs to address identified needs in Aboriginal and/or Torres Strait Islander communities.

The unit applies to those Aboriginal and/or Torres Strait Islander Health Workers providing a range of primary health care services to Aboriginal and/or Torres Strait Islander clients and communities.

*No licensing, legislative or certification requirements apply to this unit at the time of publication.*

### Elements and Performance Criteria

#### ELEMENT

#### PERFORMANCE CRITERIA

*Elements define the essential outcomes.*

*Performance criteria specify the level of performance needed to demonstrate achievement of the element.*

1. Undertake health checks to inform health programs

- 1.1 Use effective and culturally appropriate and safe communication skills to provide information to clients and obtain consent to conduct health checks
- 1.2 Show respect for community values, beliefs, gender roles and taboos in conducting health checks and

## ELEMENT

## PERFORMANCE CRITERIA

*Elements define the essential outcomes.*

*Performance criteria specify the level of performance needed to demonstrate achievement of the element.*

screening

1.3 Use appropriate screening protocols to target disease patterns for particular age, sex, ethnicity, regional and other societal groups

1.4 Investigate significant variations detected through screening and other health checks and interpret in line with clinical protocols

1.5 Explain outcomes of health checks to clients and/or significant others

1.6 Provide health checks and associated health information opportunistically on client presentation to a health service

1.7 Accurately and promptly record all health assessment outcomes according to organisational procedures and policies

2. Provide health care programs to address identified common problems

2.1 Take a team approach to primary health care, including appropriate referral to specialist care providers, and other agencies

2.2 Identify, treat and/or refer common health problems, as part of the program

2.3 Support clients and families in accessing health care services and associated benefits as required

2.4 Provide guidance, support and assistance to individuals and families coping with social and emotional issues according to identified needs and cultural protocols

2.5 Explain health lifestyle practices to clients and check their understanding

2.6 Ensure health care programs support clients to take a self-care approach to health in line with individual needs and organisational and community requirements

3. Manage the delivery of health programs

3.1 Provide health care programs to the community in ways consistent with community values and beliefs

3.2 Integrate promotion of health screening,

## ELEMENT

## PERFORMANCE CRITERIA

*Elements define the essential outcomes.*

*Performance criteria specify the level of performance needed to demonstrate achievement of the element.*

surveillance and education activities with provision of therapeutic care

3.3 Organise follow-up care for clients with identified health problems using computer- and/or paper-based registers

3.4 Produce lists of clients with significantly overdue health care checks and employ active recall strategies

3.5 Identify and address social and environmental interventions that may improve health in partnership with the community and other agencies

3.6 Establish and maintain links with support agencies, resource networks and associated health services in the local and regional area

4. Evaluate health programs

4.1 Collect and document data to contribute to the evaluation of health programs

4.2 Interpret data according to program and organisational requirements to identify the strengths and areas for improvement of health programs

4.3 Report on findings to management in line with organisational guidelines

4.4 Maintain client and community confidentiality in line with organisational and community requirements

## Foundation Skills

Not Applicable

## Unit Mapping Information

No equivalent unit.

## Links

Companion Volume implementation guides are found in VETNet -  
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=ced1390f-48d9-4ab0-bd50-b015e5485705>

# Assessment Requirements for HLTAHW019 Deliver primary health care programs for Aboriginal and/or Torres Strait Islander communities

## Modification History

| Release   | Comments                                                                                                                                                                                                                                                                                                               |
|-----------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Release 1 | <p>This version was released in <i>HLT Health Training Package release 1.0</i> and meets the requirements of the New Standards for Training Packages.</p> <p>Significant changes to elements and performance criteria.<br/>New evidence requirements for assessment, including volume and environment requirements</p> |

## Performance Evidence

The candidate must show evidence of the ability to complete tasks outlined in elements and performance criteria of the unit, manage tasks and manage contingencies in the context of the job role.

There must be evidence that the candidate has:

- delivered and maintained at least one primary health care program to Aboriginal and/or Torres Strait Islander communities, including:
  - undertaking health checks relevant to the program content area
  - implementing screening procedures
  - explaining and describing procedures and illnesses/disorders to clients using clear, simple, culturally appropriate language
  - promoting healthy lifestyles
  - offering brief interventions as required to support individual client health
  - observing, obtaining and interpreting client information in relation to health issues, behaviour and health services
  - communicating and negotiating as required with colleagues, community members and other agencies and negotiating with them as required
  - reading and writing reports
  - interpreting simple statistics, charts and test results relevant to the program
  - preparing written documentation relevant to the program



- using computer-based and/or paper-based client record systems
- demonstrating client confidentiality at all times when handling client information obtained in writing or verbally
- evaluated at least one health care program by:
  - working with groups in the community to seek input and feedback on health services
  - ensuring the program addresses specific client and community needs for guidance, support and information
  - ensuring delivery is consistent with community needs, values and beliefs.

## Knowledge Evidence

The candidate must be able to demonstrate essential knowledge required to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role.

This includes knowledge of:

- organisational policies and procedures and legislation or regulations relating to:
  - client confidentiality
  - referral, including various levels of urgency, and follow-up of client
  - mandatory reporting
  - notifiable communicable diseases
  - limits of own ability and authority
  - reporting procedures
  - documentation
- health screening and surveillance methods relevant to the area/region, including:
  - use of equipment
  - testing procedures
  - interpretation and analysis of results of testing
  - 'normal' range of results
  - record-keeping for effective follow-up and management
- occupational health and safety practices and procedures relevant to the work (e.g. manual handling)
- contact details of available health and support services in the region and how to access them
- evaluation methodology

## Assessment Conditions

Skills must be demonstrated working:

- in a health service or centre
- as part of a multidisciplinary primary health care team
- with Aboriginal and/or Torres Strait Islander clients and communities.

In addition, simulations and scenarios must be used where the full range of contexts and situations cannot be provided in the workplace or may occur only rarely. These are situations relating to emergency or unplanned procedures where assessment in these circumstances would be unsafe or is impractical.

Simulated assessment environments must simulate the real-life working environment where these skills and knowledge would be performed, with all the relevant equipment and resources of that working environment.

Assessors must satisfy the NVR/AQTF mandatory competency requirements for assessors.

Assessment must be undertaken by a workplace assessor who has expertise in this unit of competency and who is:

- an Aboriginal and/or Torres Strait Islander Health Worker
- or:
- accompanied by an Aboriginal and/or Torres Strait Islander person who is a recognised member of the community with experience in primary health care

## Links

Companion Volume implementation guides are found in VETNet -  
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=ced1390f-48d9-4ab0-bd50-b015e5485705>

## HLTAHW020 Administer medications

### Modification History

| Release   | Comments                                                                                                                                                                                                                                                                                                               |
|-----------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Release 1 | <p>This version was released in <i>HLT Health Training Package release 1.0</i> and meets the requirements of the New Standards for Training Packages.</p> <p>Significant changes to elements and performance criteria.<br/>New evidence requirements for assessment, including volume and environment requirements</p> |

### Application

This unit covers the required skills and knowledge to administer medication to Aboriginal and/or Torres Strait Islander clients. It involves determining the medication requirements of an individual client, calculating dosage and performing the clinical skills necessary to administer the required medication. It also involves supporting a client to self administer medication.

This unit applies to Aboriginal and/or Torres Strait Islander health workers with the relevant authority in their state or territory to administer medication.

*Licensing, legislative or certification requirements apply to this unit at the time of publication.*

### Elements and Performance Criteria

#### ELEMENT

#### PERFORMANCE CRITERIA

*Elements define the essential outcomes.*

*The performance criteria specify the level of performance needed to demonstrate achievement of the element.*

1. Interpret and clarify orders and instructions for medication

1.1 Receive, correctly interpret and clarify written and verbal orders and instructions for medications with medical practitioners and other senior health staff

1.2 Identify potential drug interactions and refer to an appropriately authorised person

**ELEMENT****PERFORMANCE CRITERIA**

*Elements define the essential outcomes.*

*The performance criteria specify the level of performance needed to demonstrate achievement of the element.*

- |                                  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |
|----------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1.3                              | Check written and verbal medication instructions against published medications information resources                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |
| 1.4                              | Recognise special precautions and contraindications with the use of particular medications and refer to an appropriate person                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |
| <br>                             |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |
| 2. Prepare medication            | <p>2.1 Access medication according to organisational procedures and policies and within scope of own role and legislative requirements</p> <p>2.2 Use published medications resources to determine the appropriate route or method for administration of medication</p> <p>2.3 Correctly identify medication dosage in standard treatment manual or calculate mathematically</p> <p>2.4 Measure out required dose or volume of medication accurately using required and/or relevant equipment</p> <p>2.5 Confirm with relevant authorised person the calculated and measured medication dosage to be administered</p>                                                                                                                                                                                                                  |
| <br>                             |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |
| 3. Administer medications safely | <p>3.1 Administer medications appropriately, observing universal precautions and aseptic handling procedures, in line with organisation, legal and regulatory requirements</p> <p>3.2 Prepare a hygienic and sanitised environment for the administration of medications</p> <p>3.3 Assist in the administration of medications by appropriate methods and routes, observing standard precautions and in line with organisation, legal and regulatory requirements</p> <p>3.4 Identify any adverse events or allergic reactions, including anaphylaxis, related to medication and take appropriate action in line with standard protocols</p> <p>3.5 Dispose of used equipment, packaging, medical waste and other products according to manufacturer's instructions, infection control and organisational procedures and policies</p> |

**ELEMENT****PERFORMANCE CRITERIA**

*Elements define the essential outcomes.*

*The performance criteria specify the level of performance needed to demonstrate achievement of the element.*

4. Instruct and monitor clients to self administer medication

4.1 Prepare, or assist client to prepare, medication for self administration as required

4.2 Demonstrate to client correct use of relevant equipment for self medication

4.3 Guide client through the process of self administration of medication and provide assistance as necessary

4.4 Confirm with the client the completion of self administration

4.5 Instruct and educate client to dispose of used equipment, packaging, medical waste and other products according to manufacturer's instructions, infection control and organisational procedures and policies

5. Document administration procedures

5.1 Keep client file up to date by completing all relevant records relating to the specific medication administered, including access, storage and disposal requirements

5.2 Store all relevant documentation securely according to organisation policies and procedures

**Foundation Skills**

*This section describes those language, literacy, numeracy and employment skills that are essential to performance.*

*Numeracy*

- in order to reconstitute powdered medicine as a mixture using ratios

- in order to measure specified dosages of tablets and medicines for injection

*Reading*

- in order to interpret medicine manufacturer's specifications

- in order to access and use written information in approved product information sources relating to medications

## Unit Mapping Information

No equivalent unit.

## Links

Companion Volume implementation guides are found in VETNet -  
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=ced1390f-48d9-4ab0-bd50-b015e5485705>

# Assessment Requirements for HLTAHW020 Administer medications

## Modification History

| Release   | Comments                                                                                                                                                                                                                                                                                                               |
|-----------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Release 1 | <p>This version was released in <i>HLT Health Training Package release 1.0</i> and meets the requirements of the New Standards for Training Packages.</p> <p>Significant changes to elements and performance criteria.<br/>New evidence requirements for assessment, including volume and environment requirements</p> |

## Performance Evidence

The candidate must show evidence of the ability to complete tasks outlined in elements and performance criteria of this unit, manage tasks and manage contingencies in the context of the job role.

There must be evidence that the candidate has

- administered medication by each of the following routes or methods at least once:
  - oral
  - sublingual/buccal
  - dry powder inhalers
  - metered dose/spacer inhalers
  - nebulisers
  - oxygen therapy
  - topical medications
  - suppositories
  - subcutaneous injection
  - intramuscular injections
  - intravenous injections
  - Z-track injections
  - intravenous infusion/cannulation fluid
- safely administered medication on at least three occasions to a range of clients across the lifespan by

- observing and applying the Six Rights of Medication, being:
  - o Right person
  - o Right dose
  - o Right route
  - o Right medication
  - o Right time
  - o Right documentation
- consulting and confirming actions with an authorised practitioner at all relevant times
- determining medication requirements, including:
  - o consulting client and other relevant support persons for medication history and allergies
  - o reviewing relevant documentation
  - o identifying options, active ingredients, indications, contraindications, precautions, side effects, interactions of medications and accurate client information
  - o maintaining records of client medication
- interpreting orders and instructions for medication, including:
  - o receiving written and verbal orders and instructions from authorised persons/practitioners
  - o documenting orders and correctly interpreting them
  - o consulting medical practitioners and senior health staff for clarification on medication instructions
- using published medication references and resources to where appropriate
- referring queries of potential drug interactions and contraindications to appropriate personnel
- where appropriate, supporting clients in their choice, access to and use of traditional and western medications including:
  - o providing information to clients on mechanisms of action, dosing and possible side effects
  - o identifying, supporting and promoting traditional/bush medications and traditional healers
  - o providing and explaining Consumer Medications Information to clients
  - o instructing clients on self-administration of medications
- documenting administration of medication according to legislative requirements and organisation procedures and policies.

## Knowledge Evidence

The candidate must be able to demonstrate essential knowledge required to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role.



This includes knowledge of:

- The Six Rights of Medication, being:
  - Right person
  - Right dose
  - Right route
  - Right medication
  - Right time
  - Right documentation
- differences between generic and trade names for medication
- application of standard and additional precautions in the administration of medications
- awareness and application of infection control and sterile environment policies and procedures
- understanding of medication commonly used and effects on the body
- pathophysiology associated with these systems, including acute chronic condition and conditions associated with a specific body system
- pharmacology to address pathophysiology, including:
  - antibiotics
  - analgesics
  - contra indications
  - complications
  - psychiatric medications
  - oral hypoglycaemics
  - insulin
- awareness of reaction to medication administration, including:
  - indications
  - contraindications
  - complications
  - adverse effects
  - interactions
- presenting symptoms and signs that may impact on medication administration, including:
  - bruising, swelling, cuts and abrasions
  - appearance of eyes, ears, mouth and gums
  - blood pressure, respirations and temperature
  - emotional and mental state
- correct techniques for medication preparation and administration for adults and children by the following routes or methods:
  - oral medication, including counting of tablets, preparation of syrups using graduated measure and/or syringes, Webster Packs, scored tablets, cutting devices and dosette boxes

- sublingual/buccal, including usage of unopened and dated medication
- dry powder, metered dose and spacer inhalers, including operation of accuhalers and aerolisers
- nebulisers and oxygen therapy, including selection of appropriate equipment selection (oxygen cylinder or air pump)
- topical and transdermal medications, including prevention of self absorption
- suppositories, including use of lubricant and client positioning
- subcutaneous injections, including preparation of syringe and angle degree for insertion
- intramuscular and Z-track injections, including correct sites for babies, children and adults for injection, preparation of syringe and angle degree for insertion
- intravenous injections, infusion/cannulation including required equipment, inspection and preparation of cannula site, and follow up observation
- management of cold chain medications including differences between and use of purpose built vaccine and domestic refrigerators, transport and storage
- anaphylaxis management, including checking for signs of moderate or severe anaphylaxis and possible causes
- organisational, legislative and regulatory requirements for transport, storage, use, dispensing and safe disposal of medications
- different methods of medication administration and reactions for adults and children
- requirements of the Pharmaceutical Benefits Scheme (PBS)
- Quality Use of Medicines and the Consumer Medication Information
- National Medication access and review initiatives for Aboriginal/Torres Strait Islander people
- special considerations in use of medications, including:
  - complicating factors of chronic illness
  - pregnancy and lactation
  - renal impairment
  - anti-coagulant therapy
  - potential drug interactions
  - babies, children, adults and the elderly
  - informed consent and understanding of the client
- types of locally available/used traditional bush medications and their uses, benefits, side effects and interaction with other medications
- complementary roles of traditional or bush healers

## Assessment Conditions

Unless state or territory legislation prevents practice in the workplace, skills must be demonstrated working

- in a health service or centre
- as part of a multi-disciplinary primary health care team

- with Aboriginal and/or Torres Strait Islander clients and communities.

Note: Where state or territory legislation prevents practice in the workplace, simulated assessment environments may only be used in place of workplace assessment.

In addition, simulations and scenarios must be used where the full range of contexts and situations cannot be provided in the workplace or may occur only rarely. These are situations relating to emergency or unplanned procedures where assessment in these circumstances would be unsafe or is impractical.

Simulated assessment environments must simulate the real life working environment where these skills and knowledge would be performed, with all the relevant equipment and resources of that working environment.

Assessors must satisfy the NVR/AQTF mandatory competency requirements for assessors.

Assessment must be undertaken by a workplace assessor who has expertise in this unit of competency and who is:

- a Registered Aboriginal or Torres Strait Islander Health Practitioner
- or:
- a Registered Health Practitioner accompanied by an Aboriginal or Torres Strait Islander person who is a recognised member of the community with experience in primary health care.

## Links

Companion Volume implementation guides are found in VETNet -

<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=ced1390f-48d9-4ab0-bd50-b015e5485705>

## HLTAHW021 Provide nutrition guidance for specific health care

### Modification History

| Release   | Comments                                                                                                                                                                                                                                                                                                               |
|-----------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Release 1 | <p>This version was released in <i>HLT Health Training Package release 1.0</i> and meets the requirements of the New Standards for Training Packages.</p> <p>Significant changes to elements and performance criteria.<br/>New evidence requirements for assessment, including volume and environment requirements</p> |

### Application

This unit describes the required skills and knowledge to promote healthy nutrition to address the requirements of a range of client groups and to improve community nutrition.

The unit applies to those Aboriginal and/or Torres Strait Islander Health Workers providing a range of primary health care services to Aboriginal and/or Torres Strait Islander clients and communities.

*No licensing, legislative or certification requirements apply to this unit at the time of publication.*

### Elements and Performance Criteria

#### ELEMENT

*Elements define the essential outcomes.*

#### PERFORMANCE CRITERIA

*Performance criteria specify the level of performance needed to demonstrate achievement of the element.*

**ELEMENT****PERFORMANCE CRITERIA**

*Elements define the essential outcomes.*

*Performance criteria specify the level of performance needed to demonstrate achievement of the element.*

1. Provide information on nutritional needs at different stages of life

- 1.1 Provide information on nutritional requirements of pregnant and lactating women
- 1.2 Promote dietary guidelines for children and adolescents, including importance of breastfeeding and appropriate introduction of solid foods
- 1.3 Explain nutritional requirements for babies and toddlers to family and/or carers
- 1.4 Provide information on dietary guidelines for adults
- 1.5 Provide information for older people on nutrition requirements and food preparation issues

2. Inform clients of dietary requirements of specific conditions

- 2.1 Identify clients with specific conditions requiring counselling for healthy eating
- 2.2 Provide overweight clients with information on strategies to achieve long-term weight reduction
- 2.3 Identify common dietary restrictions for clients with specific health conditions and assist clients to obtain and follow specific dietary advice on appropriate nutrition
- 2.4 Refer clients to other health professionals and support agencies for nutritional advice as required

3. Work with community agencies to promote nutrition

- 3.1 Discuss the link between nutrition and health with communities, their agencies, stores and other representatives
- 3.2 Promote appropriate food storage, hygiene and preparation practices
- 3.3 Discuss policies that promote good health through nutrition with communities, their agencies, stores and relevant representatives

## Foundation Skills

*This section describes those language, literacy, numeracy and employment skills that are essential to performance.*

### Numeracy

- in order to interpret nutritional information as expressed in kj, calories, g, mg, mcg, percentages and decimals

Other foundation skills essential to performance are explicit in the performance criteria of this unit.

## Unit Mapping Information

No equivalent unit.

## Links

Companion Volume implementation guides are found in VETNet -  
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=ced1390f-48d9-4ab0-bd50-b015e5485705>

## Assessment Requirements for HLTAHW021 Provide nutrition guidance for specific health care

### Modification History

| Release   | Comments                                                                                                                                                                                                                                                                                                               |
|-----------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Release 1 | <p>This version was released in <i>HLT Health Training Package release 1.0</i> and meets the requirements of the New Standards for Training Packages.</p> <p>Significant changes to elements and performance criteria.<br/>New evidence requirements for assessment, including volume and environment requirements</p> |

### Performance Evidence

The candidate must show evidence of the ability to complete tasks outlined in elements and performance criteria of this unit, manage tasks and manage contingencies in the context of the job role.

There must be evidence that the candidate has:

- provided accurate and relevant information on:
  - healthy eating and diet
  - exercise and activity
  - nutritional requirements
  - available supports and referral services
- provided information at least once to the following types of people, either as individual clients or through community health promotion:
  - pregnant and lactating women
  - infants, toddler, children and adolescents
  - adults and the elderly
  - overweight and obese clients
- used culturally appropriate and safe communication skills to ensure all information was understood when interacting with each of these clients and/or community groups.

## Knowledge Evidence

The candidate must be able to demonstrate essential knowledge required to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role.

This includes knowledge of:

- organisational policies and procedures and legislation or regulations relating to:
  - client confidentiality
  - referral, including various levels of urgency, and follow-up of client
  - mandatory reporting
  - notifiable communicable diseases
  - limits of own ability and authority
  - reporting procedures
  - documentation
- food and dietary guidelines in line with ‘Dietary Guidelines for Australian Adults’, including:
  - Aboriginal and/or Torres Strait Islander cultural values and beliefs regarding food
  - five food groups and their function with reference to the *Australian Guide to Healthy Eating* and publications such as *A Guide to Promote Healthy Eating for Aboriginal &/or Torres Strait Islander people*
  - food values in traditional Aboriginal and/or Torres Strait Islander food
  - healthy food preparation methods
  - nutrition education models
- *Australian Guide to Healthy Eating*
- Dietary Guidelines for Australian Adults
- Dietary Guidelines for Children and Adolescents in Australia
- Dietary Guidelines for Older Australians
- nutritional requirements at different life stages, including a focus on breastfeeding and the introduction of solids
- nutritional needs of people with chronic conditions.

## Assessment Conditions

Skills must be demonstrated working:

- in a health service or centre
- as part of a multidisciplinary primary health care team
- with Aboriginal and/or Torres Strait Islander clients and communities.



In addition, simulations and scenarios must be used where the full range of contexts and situations cannot be provided in the workplace or may occur only rarely. These are situations relating to emergency or unplanned procedures where assessment in these circumstances would be unsafe or is impractical.

Simulated assessment environments must simulate the real-life working environment where these skills and knowledge would be performed, with all the relevant equipment and resources of that working environment.

Assessors must satisfy the NVR/AQTF mandatory competency requirements for assessors.

Assessment must be undertaken by a workplace assessor who has expertise in this unit of competency and who is:

- an Aboriginal and/or Torres Strait Islander Health Worker

or:

- accompanied by an Aboriginal and/or Torres Strait Islander person who is a recognised member of the community with experience in primary health care.

## Links

Companion Volume implementation guides are found in VETNet -

<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=ced1390f-48d9-4ab0-bd50-b015e5485705>

## HLTAHW022 Address social determinants of Aboriginal and/or Torres Strait Islander health

### Modification History

| Release   | Comments                                                                                                                                                                                                                                                                                                               |
|-----------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Release 1 | <p>This version was released in <i>HLT Health Training Package release 1.0</i> and meets the requirements of the New Standards for Training Packages.</p> <p>Significant changes to elements and performance criteria.<br/>New evidence requirements for assessment, including volume and environment requirements</p> |

### Application

This unit deals with the required skills and knowledge to promote and apply strategies to address social determinants that underpin and contribute to Aboriginal and Torres Strait Islander health issues, in the context of delivering primary health care services.

The unit applies to those Aboriginal and/or Torres Strait Islander Health Workers providing a range of primary health care services to Aboriginal and/or Torres Strait Islander clients and communities.

*No licensing, legislative or certification requirements apply to this unit at the time of publication.*

### Elements and Performance Criteria

#### ELEMENT

#### PERFORMANCE CRITERIA

*Elements define the essential outcomes.*

*Performance criteria specify the level of performance needed to demonstrate achievement of the element.*

1. Identify social determinants of health

1.1 Research the social determinants of Aboriginal and/or Torres Strait Islander health

1.2 Analyse social determinants of health with consideration of equity, social gradient and justice issues

## ELEMENT

## PERFORMANCE CRITERIA

*Elements define the essential outcomes.*

*Performance criteria specify the level of performance needed to demonstrate achievement of the element.*

2. Promote awareness of social determinants of health

1.3 Investigate specific impacts of social, political, economic and environmental factors on the health of Aboriginal and/or Torres Strait Islander clients

2.1 Provide information about social determinants of health as part of primary health care service delivery

2.2 Encourage Aboriginal and/or Torres Strait Islander clients and communities to be self-determining and support their empowerment

2.3 Assist Aboriginal and/or Torres Strait Islander clients and communities to achieve greater access and equity across a range of social, educational, economic and health systems and services

2.4 Promote awareness of social determinants of Aboriginal and/or Torres Strait Islander health across community service networks

2.5 Encourage community control in the delivery of health services to Aboriginal and/or Torres Strait Islander people

3. Implement strategies to address social determinants of health

3.1 Identify where organisational policies reflect ways to address the identified determinants of Aboriginal and/or Torres Strait Islander health

3.2 Deliver primary health care services in line with community requirements

3.3 Encourage and support clients to access health services and resources

3.4 Support local community values, beliefs and gender roles in the delivery of health services

3.5 Utilise existing partnering relationships to promote primary health care for Aboriginal and/or Torres Strait Islander clients

## Foundation Skills

*This section describes those language, literacy, numeracy and employment skills that are essential to performance.*

### *Learning*

- in order to locate, access, interpret, and translate information on social determinants into an appropriate and suitable medium for target audiences

Other foundation skills essential to performance are explicit in the performance criteria of this unit.

## Unit Mapping Information

No equivalent unit.

## Links

Companion Volume implementation guides are found in VETNet -  
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=ced1390f-48d9-4ab0-bd50-b015e5485705>

# Assessment Requirements for HLTAHW022 Address social determinants of Aboriginal and/or Torres Strait Islander health

## Modification History

| Release   | Comments                                                                                                                                                                                                                                                                                                               |
|-----------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Release 1 | <p>This version was released in <i>HLT Health Training Package release 1.0</i> and meets the requirements of the New Standards for Training Packages.</p> <p>Significant changes to elements and performance criteria.<br/>New evidence requirements for assessment, including volume and environment requirements</p> |

## Performance Evidence

The candidate must show evidence of the ability to complete tasks outlined in elements and performance criteria of this unit, manage tasks and manage contingencies in the context of the job role.

There must be evidence that the candidate has:

- identified and promoted an understanding of the social determinants of health when working with at least three Aboriginal and/or Torres Strait Islander clients by:
  - researching and clarifying social, political, economic and environmental factors impacting on the health of Aboriginal and/or Torres Strait Islander clients
  - applying strategies, policies and resources relevant to improving the health of Aboriginal and/or Torres Strait Islander communities through addressing the social determinants of health
  - contributing to health service delivery aspects of community development initiatives
  - establishing relationships with community groups, agencies and organisations involved in community development initiatives
- evaluated the effectiveness of at least one strategy used to address social determinants.

## Knowledge Evidence

The candidate must be able to demonstrate essential knowledge required to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role.

This includes knowledge of:

- organisational policies and procedures and legislation or regulations relating to:
  - client confidentiality
  - referral, including various levels of urgency, and follow-up of client
  - mandatory reporting
  - notifiable communicable diseases
  - limits of own ability and authority
  - reporting procedures
  - documentation
- social, cultural, political and environmental determinants of Aboriginal and/or Torres Strait Islander health. This includes:
  - importance of land, tradition and cultural practice
  - impact of socio-economic factors on health
  - social and political factors that perpetuate disadvantage
  - importance of personal achievement, education and supportive family/social networks
  - barriers to improving environmental determinants of ill health
  - impact of loss, grief and trauma
  - issues of food security/access
- means to address access and equity issues, such as:
  - strategies to maintain strong culture and supportive social networks and maximise educational, employment and social opportunities for children
  - understanding the political context of health care systems and access to benefits such as Medicare and pharmaceutical benefits
  - community development initiatives
- aspects of Aboriginal and/or Torres Strait Islander health, including:
  - community perceptions of major health issues affecting them and underlying causes
  - perceptions of non-Aboriginal and/or Torres Strait Islander people relating to major Aboriginal and/or Torres Strait Islander health issues and underlying causes
- primary health care model
- key comparative health statistics.
- 

## Assessment Conditions

Skills must be demonstrated working:

- in a health service or centre
- as part of a multidisciplinary primary health care team

- with Aboriginal and/or Torres Strait Islander clients and communities.

In addition, simulations and scenarios must be used where the full range of contexts and situations cannot be provided in the workplace or may occur only rarely. These are situations relating to emergency or unplanned procedures where assessment in these circumstances would be unsafe or is impractical.

Simulated assessment environments must simulate the real-life working environment where these skills and knowledge would be performed, with all the relevant equipment and resources of that working environment.

Assessors must satisfy the NVR/AQTF mandatory competency requirements for assessors.

Assessment must be undertaken by a workplace assessor who has expertise in this unit of competency and who is:

- an Aboriginal and/or Torres Strait Islander Health Worker

or:

- accompanied by an Aboriginal and/or Torres Strait Islander person who is a recognised member of the community with experience in primary health care.

## Links

Companion Volume implementation guides are found in VETNet -  
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=ced1390f-48d9-4ab0-bd50-b015e5485705>

# HLTAHW023 Plan, develop and evaluate health promotion and community development programs

## Modification History

| Release   | Comments                                                                                                                                                                                                                                                                                                               |
|-----------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Release 1 | <p>This version was released in <i>HLT Health Training Package release 1.0</i> and meets the requirements of the New Standards for Training Packages.</p> <p>Significant changes to elements and performance criteria.<br/>New evidence requirements for assessment, including volume and environment requirements</p> |

## Application

This unit describes the required skills and knowledge to organise, deliver and evaluate a health promotion program to address identified needs in Aboriginal and/or Torres Strait Islander communities. This unit includes designing, structuring and evaluating the effectiveness of health promotion activities for Aboriginal or Torres Strait Islander communities.

The unit applies to those Aboriginal and/or Torres Strait Islander Health Workers providing a range of primary health care services to Aboriginal and/or Torres Strait Islander clients and communities.

*No licensing, legislative or certification requirements apply to this unit at the time of publication.*

## Elements and Performance Criteria

### ELEMENT

### PERFORMANCE CRITERIA

*Elements define the essential outcomes.*

*Performance criteria specify the level of performance needed to demonstrate achievement of the element.*

1. Plan and research health promotion and community development programs

- 1.1 Consult community representatives and key people to identify community health needs and concerns
- 1.2 Assess information to identify key stakeholders,



## ELEMENT

## PERFORMANCE CRITERIA

*Elements define the essential outcomes.*

*Performance criteria specify the level of performance needed to demonstrate achievement of the element.*

community health trends and ethical considerations

1.3 Undertake appropriate research and identify community development opportunities

1.4 Consider and respect community values and beliefs, gender roles and taboos in researching community health needs

1.5 Identify and access relevant existing resources (human, financial and physical) for use in health promotion and community development programs

1.6 Create a process for key representatives of the community and any related agencies or organisations to be consulted in the plan development

1.7 Ensure health promotion and programs have a holistic, culturally sensitive approach and support the community in taking a self-determination approach to health

1.8 Prepare proposals (or submissions) as required to address any additional resource requirements, including funding

1.9 Identify evaluation processes and criteria to be used for critiquing health promotion programs

2. Develop a health promotion and community development program

2.1 Develop health promotion strategies in partnership with key representatives of the community and any related agencies or organisations

2.2 Develop goals, actions and key performance indicators for health promotion and community development activities

2.3 Identify appropriate delivery strategies according to the needs of the target group, location and health issues

2.4 Provide relevant information to health services, work team and community

2.5 Access, adapt or develop resources (human, financial and physical) as required to suit the needs of the health issue, audience and program delivery context

2.6 Document plans for health promotion and

## ELEMENT

## PERFORMANCE CRITERIA

*Elements define the essential outcomes.*

*Performance criteria specify the level of performance needed to demonstrate achievement of the element.*

community development according to organisational procedures and policies

3. Deliver a health promotion and community development program

3.1 Provide health care and community development programs to the community in ways that are consistent with Aboriginal and/or Torres Strait Islander community values and beliefs

3.2 Integrate and implement health screenings and implement on own practice to enhance understanding work team and community needs, concerns and resource availability, surveillance and education activities into the programs, as appropriate

3.3 Provide information in plain language to clients about health problems common to their particular client group, using culturally appropriate and safe communication skills

3.4 Refer common health problems identified as part of the program to professionals and support services

3.5 Support clients and families in accessing health care services and associated benefits as required

3.6 Provide guidance, support and assistance to individuals and families coping with social and emotional issues according to identified needs and cultural protocols

3.7 Reflect on own practice to enhance understanding

4. Monitor and evaluate health promotion program

4.1 Evaluate health promotion and community development program against criteria that reflect identified community health objectives

4.2 Monitor and evaluate community health outcomes

4.3 Collect, document and interpret data to contribute to the evaluation of health programs

4.4 Seek to identify program strengths as well as areas for improvement as a basis for continual enhancement of health outcomes

4.5 Communicate outcomes of the evaluation to relevant stakeholders to guide future activities in the

## ELEMENT

*Elements define the essential outcomes.*

## PERFORMANCE CRITERIA

*Performance criteria specify the level of performance needed to demonstrate achievement of the element.*

delivery of health promotion and health services to the community

4.6 Seek feedback on program effectiveness and provide to community and organisational representatives

4.7 Prepare reports from data collected and provide to management in line with organisational guidelines

4.8 Maintain client and community confidentiality in line with organisational and community requirements

4.9 Support ongoing community development strategies

## Foundation Skills

*This section describes those language, literacy, numeracy and employment skills that are essential to performance.*

### Numeracy

- in order to adapt, develop and monitor financial resources
- in order to develop key performance indicators and corresponding measures
- in order to collect, analyse and report on numerical data collected

Other foundation skills essential to performance are explicit in the performance criteria of this unit.

## Unit Mapping Information

No equivalent unit.

## Links

Companion Volume implementation guides are found in VETNet -  
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=ced1390f-48d9-4ab0-bd50-b015e5485705>

# Assessment Requirements for HLTAHW023 Plan, develop and evaluate health promotion and community development programs

## Modification History

| Release   | Comments                                                                                                                                                                                                                                                                                                               |
|-----------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Release 1 | <p>This version was released in <i>HLT Health Training Package release 1.0</i> and meets the requirements of the New Standards for Training Packages.</p> <p>Significant changes to elements and performance criteria.<br/>New evidence requirements for assessment, including volume and environment requirements</p> |

## Performance Evidence

The candidate must show evidence of the ability to complete tasks outlined in elements and performance criteria of this unit, manage tasks and manage contingencies in the context of the job role.

There must be evidence that the candidate has:

- planned and delivered at least one primary health care promotion and community development program to Aboriginal and/or Torres Strait Islander communities, including:
  - assessing community health needs
  - identifying strategies, goals, activities and key performance indicators
  - observing, obtaining and interpreting client information in relation to health issues, behaviour and health services
  - developing a health promotion plan in consultation with key stakeholders
  - preparing a proposal/submission for funding and resources
  - ensuring the program addresses specific client and community needs for guidance, support and information
  - ensuring delivery is consistent with community needs, values and beliefs
  - communicating with and seeking feedback from clients, colleagues, community members and other agencies and negotiating with them as required
- evaluated at least one health promotion and community development program against identified goals and performance criteria by:
  - collecting feedback from community and staff implementing the program
  - analysing feedback against identified goals and performance criteria
  - reporting on outcomes of evaluation to community and the organisation

- identified areas for improvement in the program.

## Knowledge Evidence

The candidate must be able to demonstrate essential knowledge required to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role.

This includes knowledge of:

- organisational policies and procedures and legislation or regulations relating to:
  - client confidentiality
  - referral, including various levels of urgency, and follow-up of clients
  - mandatory reporting
  - notifiable communicable diseases
  - limits of own ability and authority
  - reporting procedures
  - documentation
- basic understanding of community development theory
- health promotion programs relevant to the area/region/community
- social determinants that impact on health issues for the relevant community
- The Ottawa Charter for Health Promotion
- program planning cycle
- familiarity with a range of conditions, diseases and disorders
- effective strategies to monitor and manage identified health problems in line with community needs and sensitivities
- features of chronic illness, including:
  - complex causality
  - multiple risk factors
  - long latency periods
  - a prolonged course of illness
  - functional impairment or disability
- specific chronic conditions affecting Aboriginal and/or Torres Strait Islander clients and communities, including:
  - cardiovascular disease
  - diabetes
  - cancer
  - chronic respiratory disease
  - chronic kidney disease
  - asthma

- arthritis
- oral disease
- impact of chronic conditions on major body organs and systems
- groups at high risk of chronic condition
- determinants of chronic condition, including:
  - smoking
  - physical activity
  - nutrition
  - alcohol intake
  - use of illicit drugs
  - obesity, weight and waist circumference
  - unsafe sexual practices
  - genetic factors
- treatment and management of chronic conditions, including:
  - working in collaboration with clients, family and significant others to promote self management as far as possible
  - medication
  - surgery
  - regular exercise
  - good nutrition
  - cessation of smoking
  - cessation or moderation of alcohol use
  - cessation of illicit drug use
- regular screenings for changes in disease presentation and detection of other diseases
- how to contact and access health and support services available in the region
- linkages between conditions such as diabetes and eye health, nutrition and hearing, etc.
- occupational health and safety practices and procedures relevant to the work
- principles of adult education
- evaluation methodology.

## Assessment Conditions

Skills must be demonstrated working:

- in a health service or centre
- as part of a multidisciplinary primary health care team
- with Aboriginal and/or Torres Strait Islander clients and communities.

In addition, simulations and scenarios must be used where the full range of contexts and situations cannot be provided in the workplace or may occur only rarely. These are situations relating to emergency or unplanned procedures where assessment in these circumstances would be unsafe or is impractical.

Simulated assessment environments must simulate the real-life working environment where these skills and knowledge would be performed, with all the relevant equipment and resources of that working environment.

Assessors must satisfy the NVR/AQTF mandatory competency requirements for assessors.

Assessment must be undertaken by a workplace assessor who has expertise in this unit of competency and who is:

- an Aboriginal and/or Torres Strait Islander Health Worker

or:

- accompanied by an Aboriginal and/or Torres Strait Islander person who is a recognised member of the community with experience in primary health care.

## Links

Companion Volume implementation guides are found in VETNet -

<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=ced1390f-48d9-4ab0-bd50-b015e5485705>



## HLTAHW024 Work in alcohol, other drugs & mental health care w/ Aboriginal &/or Torres Strait Islander Comm.

### Modification History

| Release   | Comments                                                                                                                                                                                                                                                                                                               |
|-----------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Release 1 | <p>This version was released in <i>HLT Health Training Package release 1.0</i> and meets the requirements of the New Standards for Training Packages.</p> <p>Significant changes to elements and performance criteria.<br/>New evidence requirements for assessment, including volume and environment requirements</p> |

### Application

This unit describes the required skills and knowledge as preparation for working with Aboriginal or Torres Strait Islander communities to provide health education and support relating to alcohol and other drugs (AOD) and mental health. It addresses the rights and responsibilities of the position, the system in which this work is undertaken and the professional boundaries and cultural issues relating to this type of work.

This unit applies to those Aboriginal and/or Torres Strait Islander Health Workers providing a range of primary health care services to Aboriginal and/or Torres Strait Islander clients and communities.

*No licensing, legislative or certification requirements apply to this unit at the time of publication.*

### Elements and Performance Criteria

#### ELEMENT

#### PERFORMANCE CRITERIA

*Elements define the essential outcomes.*

*Performance criteria specify the level of performance needed to demonstrate achievement of the Element.*

1. Work within the context of alcohol and other drugs and mental health

1.1 Consider the relationship between AOD and mental health (including dual diagnosis) when working with clients

## ELEMENT

## PERFORMANCE CRITERIA

*Elements define the essential outcomes.*

*Performance criteria specify the level of performance needed to demonstrate achievement of the Element.*

- |                                                                               |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |
|-------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 2. Demonstrate commitment to the philosophy of social and emotional wellbeing | <ul style="list-style-type: none"><li>1.2 Identify difficulties that the worker may encounter in carrying out their role in the community and take these into consideration in the work</li><li>1.3 Take into account in service delivery the changing role of females and males within Aboriginal and Torres Strait Islander communities</li><li>1.4 Work within the role and limitations of the job definition and community expectations of the role</li></ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |
| 3. Work within legal and ethical boundaries                                   | <ul style="list-style-type: none"><li>2.1 Build and maintain a relationship of trust with the client and/or family/carer, with active promotion of and strict adherence to confidentiality</li><li>2.2 Consider the rights of the individual in all work undertaken</li><li>2.3 Consistently demonstrate understanding and consideration of the underpinning values and philosophy of social and emotional wellbeing in the context of Aboriginal and/or Torres Strait Islander health work</li><li>2.4 Demonstrate commitment to the empowerment of Aboriginal and/or Torres Strait Islander people and access and equity principles</li><li>2.5 Give clients, family and community the opportunity to participate in service planning and support activities</li><li>2.6 Take into account personal values, history, experiences and family/kinship when working with Aboriginal and/or Torres Strait Islander communities</li><li>2.7 Support the role of traditional healers and use of bush or traditional medicines as appropriate to each client's needs</li></ul> |
| 3. Work within legal and ethical boundaries                                   | <ul style="list-style-type: none"><li>3.1 Complete documentation in accordance with legal and ethical requirements</li><li>3.2 Maintain confidentiality in accordance with organisational policies and protocols</li></ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |

## ELEMENT

## PERFORMANCE CRITERIA

*Elements define the essential outcomes.*

*Performance criteria specify the level of performance needed to demonstrate achievement of the Element.*

|                                                           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |
|-----------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                                                           | <p>3.4 Liaise with other organisations as appropriate</p> <p>3.5 Consider the rights of the individual in all work undertaken</p> <p>3.6 Carry out duties within relevant legislative requirements and frameworks as required</p>                                                                                                                                                                                                                                                                |
| 4. Maintain accountability and responsibilities           | <p>4.1 Access the organisation's policies and procedures in regard to workers and operate in accordance with these</p> <p>4.2 Ensure all work is undertaken within the organisation's reporting and accountability frameworks</p> <p>4.3 Follow organisational occupational health and safety guidelines</p> <p>4.4 Access information to clarify the employer's responsibilities to the worker</p> <p>4.5 Observe organisational requirements for participation in processes as appropriate</p> |
| 5. Observe professional boundaries when working           | <p>5.1 Communicate professional boundaries to clients in a culturally appropriate and safe manner</p> <p>5.2 Maintain confidentiality when working with clients and other agencies</p> <p>5.3 Observe organisational boundaries when working with clients and other agencies</p> <p>5.4 Clarify organisational expectations with particular regard to professional and personal boundaries</p>                                                                                                   |
| 6. Work with the clients involved with the justice system | <p>6.1 Provide advocacy and support for clients involved with the justice system as appropriate and in accordance with organisational policies and protocols</p> <p>6.2 Identify and observe the role and limitations of Aboriginal and/or Torres Strait Islander Health Workers work within the justice system</p> <p>6.3 Access, on behalf of clients, the processes of the</p>                                                                                                                |

## ELEMENT

## PERFORMANCE CRITERIA

*Elements define the essential outcomes.*

*Performance criteria specify the level of performance needed to demonstrate achievement of the Element.*

justice system that will impact on clients, as appropriate

7. Complete relevant documentation

7.1 Collect information (i.e. data) as required to complete workplace documentation

7.2 Complete documentation appropriate to the social and emotional wellbeing work role in line with organisational requirements and reporting arrangements (such as reports to funding bodies)

## Foundation Skills

Not Applicable

## Unit Mapping Information

No equivalent unit.

## Links

Companion Volume implementation guides are found in VETNet -  
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=ced1390f-48d9-4ab0-bd50-b015e5485705>

## Assessment Requirements for HLTAHW024 Work in alcohol, other drugs & mental health care w/ Aboriginal &/or Torres Strait Islander Comm.

### Modification History

| Release   | Comments                                                                                                                                                                                                                                                                                                               |
|-----------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Release 1 | <p>This version was released in <i>HLT Health Training Package release 1.0</i> and meets the requirements of the New Standards for Training Packages.</p> <p>Significant changes to elements and performance criteria.<br/>New evidence requirements for assessment, including volume and environment requirements</p> |

### Performance Evidence

The candidate must show evidence of the ability to complete tasks outlined in elements and performance criteria of this unit, manage tasks and manage contingencies in the context of the job role.

There must be evidence that the candidate has:

- undertaken AOD and mental health work with clients within the legal and ethical boundaries of the work and with a commitment to the philosophy of social and emotional wellbeing
- maintained the professional boundaries of the work role and addressed accountability and responsibilities appropriately when performing work role and in interacting with each client
- addressed the needs of clients from culturally and linguistically diverse backgrounds and balanced expectations of the organisation, the community and clients
- completed all reports and documentation relevant to the client and their treatment
- advocated and supported clients when required.

All performance evidence must be performed at least once.

## Knowledge Evidence

The candidate must be able to demonstrate essential knowledge required to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role.

This includes knowledge of:

- organisational policies and procedures and legislation or regulations relating to:
  - client confidentiality
  - referral, including various levels of urgency, and follow-up of clients
  - mandatory reporting
  - notifiable communicable diseases
  - limits of own ability and authority
  - reporting procedures
  - documentation
- impact of cultural and spiritual factors on the way mental health problems develop and present
- rights as employees – industrial awards, duty of care, occupational health and safety, workers' compensation
- support systems available for employees – e.g. counselling, unions, professional associations
- the role, rights and responsibilities relating to social and emotional wellbeing work:
  - legal responsibilities to clients, organisation and self
  - reporting responsibilities
  - accountability to organisation and community
  - confidentiality requirements for social and emotional wellbeing work
  - ethical responsibilities
  - professional boundaries
- justice system and its processes relevant for the jurisdiction
- relevant mental health legislation and regulations for the jurisdiction
- conflict resolution and mediation.

## Assessment Conditions

Skills must be demonstrated working:

- in a health service or centre
- as part of a multidisciplinary primary health care team
- with Aboriginal and/or Torres Strait Islander clients and communities.

In addition, simulations and scenarios must be used where the full range of contexts and situations cannot be provided in the workplace or may occur only rarely. These are situations relating to emergency or unplanned procedures where assessment in these circumstances would be unsafe or is impractical.

Simulated assessment environments must simulate the real-life working environment where these skills and knowledge would be performed, with all the relevant equipment and resources of that working environment.

Assessors must satisfy the NVR/AQTF mandatory competency requirements for assessors.

Assessment must be undertaken by a workplace assessor who has expertise in this unit of competency and who is:

- an Aboriginal and/or Torres Strait Islander Health Worker

or:

- accompanied by an Aboriginal and/or Torres Strait Islander person who is a recognised member of the community with experience in primary health care.

## Links

Companion Volume implementation guides are found in VETNet -

<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=ced1390f-48d9-4ab0-bd50-b015e5485705>

## HLTAHW025 Provide information and strategies in health care

### Modification History

Not applicable.

### Application

This unit describes the skills and knowledge required to conduct health promotion as part of primary health care services for Aboriginal and/or Torres Strait Islander communities. The unit may be contextualised to apply information and strategies in specific areas of health care.

This unit applies to those Aboriginal and/or Torres Strait Islander Health Workers providing a range of primary health care services to Aboriginal and/or Torres Strait Islander clients and communities.

*No licensing, legislative or certification requirements apply to this unit at the time of publication.*

### Elements and Performance Criteria

#### ELEMENT

#### PERFORMANCE CRITERIA

*Elements define the essential outcomes.*

*Performance criteria specify the level of performance needed to demonstrate achievement of the element.*

#### 1. Promote health care

1.1 Consider identified community and individual client needs in determining priorities and potential areas to be addressed by health promotion

1.2 Provide accurate information about the nature, incidence and potential impacts of health conditions in relation to Aboriginal and/or Torres Strait Islander communities

1.3 Provide accurate information about the importance of regular health checks, compliance with treatment regimens and medications, and the need to follow-up and monitor problems

1.4 Provide health information in plain language, using visual aids where appropriate

1.5 Discuss risk factors relating to specific health problems in the context of local, cultural, community,



**ELEMENT****PERFORMANCE CRITERIA**

*Elements define the essential outcomes.*

*Performance criteria specify the level of performance needed to demonstrate achievement of the element.*

family and individual issues

1.6 Provide practical advice relating to maintaining good health in line with individual and community needs and organisational guidelines

2. Provide support to clients with health problems

2.1 Provide support for clients with common health problems in Aboriginal and/or Torres Strait Islander communities

2.2 Provide guidance about health issues in line with community needs

2.3 Use culturally appropriate educational resources for health programs

2.4 Provide information about resources available in the community and state in relation to addressing health issues

2.5 Support clients to take a self-care approach to maintaining health in line with identified individual needs

2.6 Make appropriate referrals for clients with health problems

2.7 Maintain confidentiality to reflect community and organisational guidelines

3. Follow-up clients with health problems

3.1 Organise follow-up care for clients with health problems using computer- and/or paper-based registers

3.2 Identify clients who are significantly overdue for health care checks and employ active-recall strategies

3.3 Identify social and environmental factors that impact on health problem and address them in partnership with the community and other agencies

3.4 Promptly report any notifiable health problems detected or suspected in line with organisational and regulatory requirements

## Foundation Skills

*This section describes those language, literacy, numeracy and employment skills that are essential to performance.*

### Numeracy

- in order to calculate results of blood pressure checks, checking medication dosages, and blood glucose readings

Other foundation skills essential to performance are explicit in the performance criteria of this unit.

## Unit Mapping Information

No equivalent unit.

## Links

Companion Volume implementation guides are found in VETNet -  
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=ced1390f-48d9-4ab0-bd50-b015e5485705>

# Assessment Requirements for HLTAHW025 Provide information and strategies in health care

## Modification History

## Performance Evidence

The candidate must show evidence of the ability to complete tasks outlined in elements and performance criteria of this unit, manage tasks and manage contingencies in the context of the job role.

There must be evidence that the candidate has:

- determined priorities and potential areas to be addressed in health promotion based on community and individual client needs
- promoted health care including:
  - providing accurate information about the nature, incidence and potential impacts of particular health conditions in relation to Aboriginal and/or Torres Strait Islander communities
  - presenting accurate information about the importance of regular checks, compliance with treatment regimes and medications, and the need to follow-up and monitor health problems
  - communicating health information in plain language, using visual aids where appropriate
  - discussing risk factors relating to specific health problems
  - providing practical advice relating to maintaining good health
- provided support to clients, including:
  - providing guidance about health issues
  - using culturally appropriate educational resources for health programs
  - providing information about resources available in community and statewide
  - offering blood pressure checks, checking medication dosages and blood glucose readings
  - supporting clients to take a self-care approach to maintaining health
  - making appropriate referrals for clients
  - identifying clients who require follow-up for health issues and initiating procedures to support their ongoing health care.

All performance evidence must be demonstrated at least once.

## Knowledge Evidence

The candidate must be able to demonstrate essential knowledge required to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role.

This includes knowledge of:

- organisational policies and procedures and legislation or regulations relating to:
  - client confidentiality
  - referral, including various levels of urgency, and follow-up of clients.
  - mandatory reporting
  - notifiable communicable diseases
  - limits of own ability and authority
  - reporting procedures
  - documentation
- anatomy and physiology and associated microbiology, including the:
  - respiratory system
  - circulatory system
  - integumentary system
  - digestive system
  - genitourinary system
  - endocrine system
  - musculoskeletal system
  - nervous system
- pathophysiology associated with these systems, including:
  - chronic conditions and conditions associated with a specific body system
  - injuries
  - wounds
  - arthritis
  - inflammation
  - impact of alcohol and other drugs
- pharmacology to address pathophysiology, including:
  - medications and forms of administration
  - antibiotics
  - analgesics
  - contraindications
  - complications
  - psychiatric medications
  - oral hypoglycaemics

- insulin
- features of chronic illness, including:
  - complex causality
  - multiple risk factors
  - long latency periods
  - a prolonged course of illness
  - functional impairment or disability
- specific chronic conditions affecting Aboriginal and/or Torres Strait Islander clients and communities, including:
  - cardiovascular disease
  - diabetes
  - cancer
  - chronic respiratory disease
  - chronic kidney disease
  - asthma
  - arthritis
  - oral disease
- specific impacts of chronic conditions on major body organs and systems
- groups at high risk of chronic conditions
- determinants of chronic conditions, including:
  - smoking
  - physical activity
  - nutrition
  - alcohol intake
  - use of illicit drugs
  - obesity, weight and waist circumference
  - unsafe sexual practices
  - genetic factors
- treatment and management of chronic conditions, including:
  - working strategically with clients, family and significant others to promote self-management as far as possible
  - medication
  - surgery
  - regular exercise
  - good nutrition
  - cessation of smoking
  - cessation or moderation of alcohol use
  - cessation of illicit drug use
  - regular screenings for changes in disease presentation and detection of other diseases
- referral services
- National Aboriginal Health Strategy

- communication strategies, including addressing specific audiences and using visual aids and body language to assist in information transaction
- health promotion strategies
- research techniques to gather health information in specific communities, including rural and remote
- organisational policies and procedures.

## Assessment Conditions

Skills must be demonstrated working:

- in a health service or centre
- as part of a multidisciplinary primary health care team
- with Aboriginal and/or Torres Strait Islander clients and communities.

In addition, simulations and scenarios must be used where the full range of contexts and situations cannot be provided in the workplace or may occur only rarely. These are situations relating to emergency or unplanned procedures where assessment in these circumstances would be unsafe or is impractical.

Simulated assessment environments must simulate the real-life working environment where these skills and knowledge would be performed, with all the relevant equipment and resources of that working environment.

Assessors must satisfy the NVR/AQTF mandatory competency requirements for assessors.

Assessment must be undertaken by a workplace assessor who has expertise in this unit of competency and who is:

- an Aboriginal and/or Torres Strait Islander Health Worker

or:

- accompanied by an Aboriginal and/or Torres Strait Islander person who is a recognised member of the community with experience in primary health care.

## Links

Companion Volume implementation guides are found in VETNet -

<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=ced1390f-48d9-4ab0-bd50-b015e5485705>

## HLTAHW026 Provide information and strategies in sexual health for men

### Modification History

| Release   | Comments                                                                                                                                                                                                                                                                                                               |
|-----------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Release 1 | <p>This version was released in <i>HLT Health Training Package release 1.0</i> and meets the requirements of the New Standards for Training Packages.</p> <p>Significant changes to elements and performance criteria.<br/>New evidence requirements for assessment, including volume and environment requirements</p> |

### Application

This unit describes the skills and knowledge required to conduct health promotion related to the health of Aboriginal and/or Torres Strait Islander men as part of primary health care services for Aboriginal and/or Torres Strait Islander communities.

The unit applies to those Aboriginal and/or Torres Strait Islander Health Workers providing a range of primary health care services to Aboriginal and/or Torres Strait Islander clients and communities.

*No licensing, legislative or certification requirements apply to this unit at the time of publication.*

### Elements and Performance Criteria

#### ELEMENT

#### PERFORMANCE CRITERIA

*Elements define the essential outcomes.*

*Performance criteria specify the level of performance needed to demonstrate achievement of the element.*

1. Promote healthy sexual practices

1.1 Consider identified community and individual client needs in determining priorities and potential areas to be addressed by health promotion

1.2 Discuss influences that shape sexuality in current

**ELEMENT****PERFORMANCE CRITERIA**

*Elements define the essential outcomes.*

*Performance criteria specify the level of performance needed to demonstrate achievement of the element.*

and historical contexts

1.3 Provide information on sexual and reproductive health to address identified individual and community needs

1.4 Explain methods of contraception within a cultural context

1.5 Discuss sexual practices and attitudes in relation to their impact on sexual and reproductive health and emotional wellbeing

1.6 Provide advice relating to maintaining sexual and reproductive health in line with community needs and organisational guidelines

2. Identify and discuss sexual health problems

2.1 Explain risk factors and indicators of sexually transmissible infections (STIs)

2.2 Identify and explain methods of basic management for STIs

2.3 Prepare and present HIV/AIDS information within an STI context at a community level

2.4 Explain principles and procedures of HIV/AIDS testing and provide information as required

2.5 Communicate details of interventions to address issues relating to sexually transmissible infections in the community as required

2.6 Provide advice about sexual and reproductive health issues in line with community needs and organisational guidelines

2.7 Provide information about resources available in the community and state in relation to addressing sexual and reproductive health issues

2.8 Make appropriate referrals to address identified, STIs, HIV and sexual and reproductive health issues

2.9 Maintain confidentiality to reflect community and organisational guidelines and in line with notification requirements



## Foundation Skills

Not Applicable

## Unit Mapping Information

No equivalent unit.

## Links

Companion Volume implementation guides are found in VETNet -  
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=ced1390f-48d9-4ab0-bd50-b015e5485705>

# Assessment Requirements for HLTAHW026 Provide information and strategies in sexual health for men

## Modification History

| Release   | Comments                                                                                                                                                                                                                                                                                                               |
|-----------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Release 1 | <p>This version was released in <i>HLT Health Training Package release 1.0</i> and meets the requirements of the New Standards for Training Packages.</p> <p>Significant changes to elements and performance criteria.<br/>New evidence requirements for assessment, including volume and environment requirements</p> |

## Performance Evidence

The candidate must show evidence of the ability to complete tasks outlined in elements and performance criteria of this unit, manage tasks and manage contingencies in the context of the job role.

There must be evidence that the candidate has:

- communicated effectively in a group and one-on-one environment to promote healthy practices and discussed health issues on at least three separate occasions
- provided accurate and relevant information and guidance about men's sexual health in line with identified individual and community needs on at least three separate occasions
- provided information and strategies for at least three individual male clients by:
  - taking a sexual history
  - explaining concepts related to sexuality, including:
    - o sexuality and the human sexual response
    - o sexual behaviour
    - o at-risk sexual behaviour
    - o sexual discrimination
  - explaining and demonstrating purpose and methods of contraception
  - informing clients about STIs including history, transmission, prevention, investigations, management, complications, contact tracing and confidentiality
  - exploring, reflecting on and clarifying client's personal experience and values in relation to sexuality

- making referrals at an appropriate time and to an appropriate person in relation to specific STIs.

## Knowledge Evidence

The candidate must be able to demonstrate essential knowledge required to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role.

This includes knowledge of:

- organisational policies and procedures and legislation or regulations relating to:
  - client confidentiality
  - referral, including various levels of urgency, and follow-up of clients
  - mandatory reporting
  - notifiable communicable diseases
  - limits of own ability and authority
  - reporting procedures
  - documentation
- influences on the development of sexuality, such as gender, spiritual and cultural values, kinship practices, individual ethics and socialisation.
- past and present sexual trends within Aboriginal and non-Aboriginal contexts
- sexual physiology and the human sexual response
- the influence on human sexuality and sexual response of factors such as:
  - disability
  - domestic violence
  - rape
- healthy sexual behaviours and attitudes and practices that may interfere with sexual health and emotional wellbeing including:
  - safer sex practices and barriers to same
  - influence of alcohol and other drug use on sexual behaviours
- purpose of contraception and available options
- sexually transmissible infections, including:
  - description/definition, statistics, signs and symptoms, universal precautions, common STIs, notifiable STIs
  - history of STIs in the Aboriginal community and effects of STIs on the community
  - transmission, testing and complications related to STIs
  - impact on the ability of Aboriginal and Torres Strait Islander women to have children
  - contact tracing/ partner notification
  - available ways to prevent, manage and/or treat these diseases
- risk factors for contracting STIs/HIV, including:
  - relationship between STIs and increased risk of contracting HIV

- unprotected anal, vaginal and oral sex, receptive and insertive
- partners, mother to baby, blood to blood
- unsafe drug injection
- importance of confidentiality, the limits to confidentiality and addressing this in a community.

## Assessment Conditions

Skills must be demonstrated working:

- in a health service or centre
- as part of a multidisciplinary primary health care team
- with Aboriginal and/or Torres Strait Islander clients and communities.

In addition, simulations and scenarios must be used where the full range of contexts and situations cannot be provided in the workplace or may occur only rarely. These are situations relating to emergency or unplanned procedures where assessment in these circumstances would be unsafe or is impractical.

Simulated assessment environments must simulate the real-life working environment where these skills and knowledge would be performed, with all the relevant equipment and resources of that working environment.

Assessors must satisfy the NVR/AQTF mandatory competency requirements for assessors.

Assessment must be undertaken by a workplace assessor who has expertise in this unit of competency and who is:

- an Aboriginal and/or Torres Strait Islander Health Worker

or:

- accompanied by an Aboriginal and/or Torres Strait Islander person who is a recognised member of the community with experience in primary health care.

## Links

Companion Volume implementation guides are found in VETNet -

<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=ced1390f-48d9-4ab0-bd50-b015e5485705>

## HLTAHW027 Provide information and strategies in sexual health for women

### Modification History

| Release   | Comments                                                                                                                                                                                                                                                                                                               |
|-----------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Release 1 | <p>This version was released in <i>HLT Health Training Package release 1.0</i> and meets the requirements of the New Standards for Training Packages.</p> <p>Significant changes to elements and performance criteria.<br/>New evidence requirements for assessment, including volume and environment requirements</p> |

### Application

This unit describes the skills and competencies required to conduct health promotion related to sexual and reproductive health for women as part of primary health care services for Aboriginal and/or Torres Strait Islander communities.

This unit applies to those Aboriginal and/or Torres Strait Islander Health Workers providing a range of primary health care services to Aboriginal and/or Torres Strait Islander clients and communities.

*No licensing, legislative or certification requirements apply to this unit at the time of publication.*

### Elements and Performance Criteria

#### ELEMENT

#### PERFORMANCE CRITERIA

Elements define the essential outcomes.

Performance criteria specify the level of performance needed to demonstrate achievement of the element.

1. Develop positive relationships with women

1.1 Provide regular contact opportunities for women in the community

1.2 Provide opportunities for women to voice their

- opinions in a safe and supported environment
- 1.3 Advocate for the rights and needs of women in the community
2. Promote healthy lifestyle practices
- 2.1 Provide information on sexual, reproductive and women's health to address identified individual and community needs
  - 2.2 Discuss sexual practices and attitudes in relation to their impact on sexual and reproductive health and emotional wellbeing
  - 2.3 Explain methods of contraception within a cultural context
  - 2.4 Work within a multidisciplinary team to promote healthy sexual and lifestyle practices
3. Identify and discuss women's health and wellbeing
- 3.1 Identify and explain issues relevant to women's health and wellbeing
  - 3.2 Provide advice about individual women's health issues in line with organisational guidelines
  - 3.3 Provide emotional support to women and families as appropriate
  - 3.4 Identify and discuss risk factors for women and refer to appropriate support agencies as required
  - 3.5 Deliver, implement and monitor care for women as per health management protocol in accordance with legislative guidelines
  - 3.6 Work with a team to deliver effective health promotion and education for Aboriginal and/or Torres Strait Islander women using appropriate facilitation, problem-solving and instructional practices
4. Identify and discuss women's sexual health
- 4.1 Explain risk factors and indicators of sexually transmissible infections (STIs)
  - 4.2 Identify and explain methods of basic management for STIs
  - 4.3 Prepare and present HIV/AIDS information within an STI context at a community level
  - 4.4 Explain principles and procedures of HIV/AIDS

testing and provide information as required

4.5 Explain interventions to address issues relating to STIs in the community as required

4.6 Provide advice about sexual and reproductive health issues in line with community needs and organisational guidelines

4.7 Provide information about resources available in the community and state in relation to addressing sexual and reproductive health issues

4.8 Make appropriate referrals to address identified STIs, HIV and sexual and reproductive health issues

4.9 Maintain confidentiality to reflect community and organisation guidelines and in line with notification requirements

## Foundation Skills

Not Applicable

## Unit Mapping Information

No equivalent unit.

## Links

Companion Volume implementation guides are found in VETNet -

<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=ced1390f-48d9-4ab0-bd50-b015e5485705>

# Assessment Requirements for HLTAHW027 Provide information and strategies in sexual health for women

## Modification History

| Release   | Comments                                                                                                                                                                                                                                                                                                               |
|-----------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Release 1 | <p>This version was released in <i>HLT Health Training Package release 1.0</i> and meets the requirements of the New Standards for Training Packages.</p> <p>Significant changes to elements and performance criteria.<br/>New evidence requirements for assessment, including volume and environment requirements</p> |

## Performance Evidence

The candidate must show evidence of the ability to complete tasks outlined in elements and performance criteria of this unit, manage tasks and manage contingencies in the context of the job role.

There must be evidence that the candidate has:

- communicated effectively in a group and one-on-one environment to promote healthy practices and discuss health issues on at least three separate occasions
- provided information and strategies to support the health of at least three women. This includes:
  - taking a sexual history
  - providing accurate and relevant information and guidance about women's sexual health in line with identified individual and community needs on at least three separate occasions, including:
    - o explaining concepts related to sexuality, including:
      - sexuality and human sexual response
      - sexual behaviour
      - at-risk sexual behaviour
      - sexual discrimination
    - o explaining and demonstrating purpose and methods of contraception
  - informing clients about STIs including history, transmission, prevention, investigations, management, complications, contact tracing and confidentiality
  - exploring, reflecting on and clarifying personal experience and values in relation to sexuality



- making referrals at an appropriate time and to an appropriate person in relation to specific STIs.

## Knowledge Evidence

The candidate must be able to demonstrate essential knowledge required to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

This includes knowledge of:

- organisation policies and procedures and legislation or regulations relating to:
  - client confidentiality
  - referral, including various levels of urgency, and follow-up of clients
  - mandatory reporting
  - notifiable communicable diseases
  - limits of own ability and authority
  - reporting procedures
  - documentation
- anatomy and physiology of sexual/reproductive organs
- strategies to support women's health and wellbeing
- health prevention screening options for early identification of women's health issues
- impact and treatment of conditions affecting women's health and wellbeing, e.g. breast screening, cervical screening, domestic violence, sexual assault, menopause, vaginal prolapse and continence issues
- healthy sexual behaviours such as:
  - safe-sex practices
  - contraception
  - influence of alcohol and other drug use on sexual behaviours
- sexually transmissible infections, including:
  - description/definition, statistics, signs and symptoms, universal precautions, common STIs, notifiable STIs
  - history of STI in the Aboriginal community and effects of STIs on the community
  - transmission, testing and complications related to STIs
  - impact on the ability of Aboriginal and Torres Strait Islander women to have children
  - contact tracing/ partner notification
  - available ways to prevent, manage and/or treat these diseases
- risk factors for contracting STIs/HIV, including:
  - relationship between STIs and increased risk of contracting HIV
  - unprotected anal, vaginal and oral sex, receptive and insertive
  - partners, mother to baby, blood to blood

- unsafe drug injection.

## Assessment Conditions

Skills must be demonstrated working:

- in a health service or centre
- as part of a multidisciplinary primary health care team
- with Aboriginal and/or Torres Strait Islander clients and communities.

In addition, simulations and scenarios must be used where the full range of contexts and situations cannot be provided in the workplace or may occur only rarely. These are situations relating to emergency or unplanned procedures where assessment in these circumstances would be unsafe or is impractical.

Simulated assessment environments must simulate the real-life working environment where these skills and knowledge would be performed, with all the relevant equipment and resources of that working environment.

Assessors must satisfy the NVR/AQTF mandatory competency requirements for assessors.

Assessment must be undertaken by a workplace assessor who has expertise in this unit of competency and who is:

- an Aboriginal and/or Torres Strait Islander Health Worker

or:

- accompanied by an Aboriginal and/or Torres Strait Islander person who is a recognised member of the community with experience in primary health care.

## Links

Companion Volume implementation guides are found in VETNet -

<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=ced1390f-48d9-4ab0-bd50-b015e5485705>

## HLTAHW028 Provide information and strategies in chronic condition care

### Modification History

| Release   | Comments                                                                                                                                                                                                                                                                                                               |
|-----------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Release 1 | <p>This version was released in <i>HLT Health Training Package release 1.0</i> and meets the requirements of the New Standards for Training Packages.</p> <p>Significant changes to elements and performance criteria.<br/>New evidence requirements for assessment, including volume and environment requirements</p> |

### Application

This unit describes the skills and competencies required to conduct health promotion related to chronic conditions as part of primary health care services for Aboriginal and/or Torres Strait Islander communities.

The unit applies to those Aboriginal and/or Torres Strait Islander Health Workers providing a range of primary health care services to Aboriginal and/or Torres Strait Islander clients and communities.

*No licensing, legislative or certification requirements apply to this unit at the time of publication.*

### Elements and Performance Criteria

#### ELEMENT

#### PERFORMANCE CRITERIA

*Elements define the essential outcomes.*

*Performance criteria specify the level of performance needed to demonstrate achievement of the element.*

1. Promote the prevention of chronic conditions

1.1 Consider identified community and individual client needs in determining priorities and potential areas to be addressed by chronic condition health promotion

1.2 Identify primary, secondary and tertiary prevention strategies for prevalent chronic conditions

**ELEMENT****PERFORMANCE CRITERIA**

*Elements define the essential outcomes.*

*Performance criteria specify the level of performance needed to demonstrate achievement of the element.*

across the lifespan

1.3 Provide accurate information about the nature, prevalence and potential impacts of chronic conditions in relation to Aboriginal and/or Torres Strait Islander communities

1.4 Provide health information in plain language, using culturally appropriate and safe communication skills, and visual aids where appropriate

1.5 Discuss risk factors relating to specific chronic conditions in the context of local, cultural, community, family and individual issues

1.6 Explain and/or demonstrate practices for early detection of specific chronic conditions

1.7 Provide practical advice relating to maintaining good health in relation to prevalent chronic conditions and in line with individual and community needs and organisational guidelines

2. Provide support to clients with chronic conditions

2.1 Equip clients with common chronic conditions to make decisions about their health

2.2 Assist clients with chronic conditions to actively participate in the development of multidisciplinary care plans

2.3 Use culturally appropriate educational resources for chronic condition programs

2.4 Provide information about resources available in the community and state in relation to addressing chronic condition issues

2.5 Support clients to take a self-care approach to maintaining health in line with individual needs

2.6 Make appropriate referrals for clients with chronic conditions in accordance with organisation procedures and policies

2.7 Maintain confidentiality to reflect community and organisation guidelines

2.8 Offer brief interventions for smoking cessation as

**ELEMENT****PERFORMANCE CRITERIA**

*Elements define the essential outcomes.*

*Performance criteria specify the level of performance needed to demonstrate achievement of the element.*

required, using motivational interviewing and other relevant techniques

2.9 Identify patterns of alcohol consumption and offer brief interventions as required

3. Follow-up clients with chronic conditions

3.1 Identify clients with chronic conditions who are significantly overdue for health care checks and engage follow-up and active recall strategies according to organisation procedures and policies

3.2 Identify social and environmental factors that impact on chronic conditions and address them in partnership with the Aboriginal community and other agencies

**Foundation Skills**

*This section describes those language, literacy, numeracy and employment skills that are essential to performance.*

*Numeracy*

- in order to offer blood pressure checks, check medication dosages, and blood glucose readings

*Reading*

- in order to interpret protocols for the management of conditions, and interpret and contribute to the development of implementation of care plans

Other foundation skills essential to performance are explicit in the performance criteria of this unit.

**Unit Mapping Information**

No equivalent unit.

## Links

Companion Volume implementation guides are found in VETNet -

<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=ced1390f-48d9-4ab0-bd50-b015e5485705>

# Assessment Requirements for HLTAHW028 Provide information and strategies in chronic condition care

## Modification History

| Release   | Comments                                                                                                                                                                                                                                                                                                               |
|-----------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Release 1 | <p>This version was released in <i>HLT Health Training Package release 1.0</i> and meets the requirements of the New Standards for Training Packages.</p> <p>Significant changes to elements and performance criteria.<br/>New evidence requirements for assessment, including volume and environment requirements</p> |

## Performance Evidence

The candidate must show evidence of the ability to complete tasks outlined in elements and performance criteria of this unit, manage tasks and manage contingencies in the context of the job role.

There must be evidence that the candidate has:

- provided on at least three separate occasions access to accurate health information on chronic conditions relevant to community and individual needs
- supported and guided at least three clients with chronic conditions
- referred at least three clients with chronic conditions to relevant services
- organised and ensured follow-up care for at least three clients.

## Knowledge Evidence

The candidate must be able to demonstrate essential knowledge required to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

This includes knowledge of:

- organisation policies and procedures and legislation or regulations relating to:
  - client confidentiality

- referral, including various levels of urgency, and follow-up of clients
- mandatory reporting
- notifiable communicable diseases
- limits of own ability and authority
- reporting procedures
- documentation
- prevalence and statistical incidence of diabetes, heart disease and chronic kidney disease in Aboriginal and/or Torres Strait Islander populations compared to non-Aboriginal and/or Torres Strait Islander populations
- importance of self-management and the promotion of health-seeking behaviours
- importance of developing care plans that involve the client and the multidisciplinary care team
- health promotion strategies for all chronic conditions (primary, secondary and tertiary prevention), including:
  - maternal and infant/child health
  - smoking cessation
  - national recommendations for healthy eating (including avoiding foods high in saturated fat and salt)
  - national recommendations for physical activity
  - vaccination (hepatitis B, pneumococcal, influenza & HPV)
  - oral health
  - safe alcohol consumption
  - social and emotional wellbeing
  - annual child and adult health checks
- features of chronic illness, including:
  - complex causality
  - multiple risk factors
  - long latency periods
  - a prolonged course of illness
  - functional impairment or disability
- specific chronic conditions affecting Aboriginal and/or Torres Strait Islander clients and communities, including:
  - cardiovascular disease
  - diabetes
  - cancer
  - chronic respiratory disease
  - chronic kidney disease
  - asthma
  - arthritis
  - oral disease
- specific impact of chronic conditions on major body organs and systems



- groups at high risk of chronic conditions
- determinants of chronic conditions, including:
  - smoking
  - physical activity
  - nutrition
  - alcohol intake
  - use of illicit drugs
  - obesity, weight and waist circumference
  - unsafe sexual practices
  - genetic factors
- treatment and management of chronic conditions, including:
  - working strategically with clients, family and significant others to promote self-management as far as possible
  - medication
  - surgery
  - regular exercise
  - good nutrition
  - cessation of smoking
  - cessation or moderation of alcohol use
  - cessation of illicit drug use
  - regular screenings for changes in disease presentation and detection of other diseases
- in relation to cardiovascular diseases:
  - the concept of 'cardiovascular risk factors', the significance of an individual having multiple risk factors
  - the development of atherosclerosis and the basic pathophysiology of coronary heart disease, cerebrovascular disease and peripheral vascular disease
  - basic medical and surgical management of coronary heart disease
  - basic knowledge of the causes, prevention and management of other cardiovascular diseases including rheumatic heart disease, heart failure and cardiomyopathies
- in relation to diabetes mellitus:
  - basic pathophysiology of type II contrasted with type I diabetes mellitus and gestational diabetes
  - complications of diabetes (macrovascular: coronary heart disease, cerebrovascular disease and peripheral vascular disease; and microvascular: neuropathies, retinopathy and nephropathy)
  - main elements of the 'diabetes annual cycle of care'
  - importance of follow-up for women with gestational diabetes and their children
  - role of other members of the multidisciplinary care team (e.g. GP, endocrinologist, diabetes educator, podiatrist, dietician, ophthalmologist/optometrist, psychologist)
- in relation to chronic kidney disease:

- basic pathophysiology of chronic kidney disease (causes, body systems affected, progression/staging )
- importance of early detection of chronic kidney disease in effort to defer or prevent end-stage kidney disease
- screening and monitoring of chronic kidney disease (including blood and urine tests)
- strategies to delay progression of chronic kidney disease (including control of blood sugar, blood pressure and smoking cessation)
- complications (including hypertension, anaemia, bone demineralisation and high potassium levels) and major causes of death
- options for management of end-stage kidney disease (palliative care, haemodialysis, continuous ambulatory peritoneal dialysis, transplant).
- dilemmas and difficulties faced by Aboriginal and/or Torres Strait Islander people and their families who need to relocate to distant centres in order to access dialysis treatment
- supporting clients in self-care, including diet, physical activity, foot care, self-monitoring of blood sugar, and use of diabetes medicines in relation to chronic renal disease, :
  - basic pathophysiology of chronic renal failure (causes, body systems affected, natural history)
  - factors which may worsen or accelerate renal failure (including: high blood pressure, anti-inflammatory drugs, poor diabetes control, dehydration, high protein diet)
  - clinical features of advanced renal failure
  - the importance of early detection of renal disease in efforts to defer or prevent end-stage renal failure
  - options for treatment of end-stage renal failure (haemodialysis, chronic ambulatory peritoneal dialysis, transplant)
- the dilemmas and difficulties faced by Aboriginal people and their families who need to relocate to distant centres in order to access dialysis treatment
- familiarity with a range of other common chronic conditions in Aboriginal populations:
  - chronic liver disease – causes, clinical features and principles of management (including hepatitis B, hepatitis C, alcoholic liver disease and cirrhosis)
  - chronic obstructive lung disease, relationship to smoking and principles of management
- agencies able to provide support and assistance to Aboriginal and/or Torres Strait Islander people with chronic disabilities
- strategies to assist Aboriginal and/or Torres Strait Islander people with disabilities to live fulfilling and productive lives in the community
- methods of organising care of clients with chronic conditions (e.g. disease registers, care plan schedules in medical files, tagging files, computerised client information and recall systems)
- value of the opportunistic approach to chronic condition surveillance (comprehensive check-ups as people come to the clinic)

## Assessment Conditions

Skills must be demonstrated working:

- in a health service or centre
- as part of a multidisciplinary primary health care team
- with Aboriginal and/or Torres Strait Islander clients and communities.

In addition, simulations and scenarios must be used where the full range of contexts and situations cannot be provided in the workplace or may occur only rarely. These are situations relating to emergency or unplanned procedures where assessment in these circumstances would be unsafe or is impractical.

Simulated assessment environments must simulate the real-life working environment where these skills and knowledge would be performed, with all the relevant equipment and resources of that working environment, including medical equipment used to conduct checkups, such as sphygmomanometer and glucometer to monitor blood pressure and blood sugar.

Assessors must satisfy the NVR/AQTF mandatory competency requirements for assessors.

Assessment must be undertaken by a workplace assessor who has expertise in this unit of competency and who is:

- an Aboriginal and/or Torres Strait Islander Health Worker
- or:
- accompanied by an Aboriginal and/or Torres Strait Islander person who is a recognised member of the community with experience in primary health care.

## Links

Companion Volume implementation guides are found in VETNet -  
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=ced1390f-48d9-4ab0-bd50-b015e5485705>

# HLTAHW029 Provide information and strategies in maternal and infant health

## Modification History

| Release   | Comments                                                                                                                                                                                                                                                                                                               |
|-----------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Release 1 | <p>This version was released in <i>HLT Health Training Package release 1.0</i> and meets the requirements of the New Standards for Training Packages.</p> <p>Significant changes to elements and performance criteria.<br/>New evidence requirements for assessment, including volume and environment requirements</p> |

## Application

This unit describes the required skills and knowledge to conduct health promotion related to maternal and child health as part of primary health care services for Aboriginal and/or Torres Strait Islander communities.

It applies to those Aboriginal and/or Torres Strait Islander Health Workers providing a range of primary health care services to Aboriginal and/or Torres Strait Islander clients and communities.

*No licensing, legislative or certification requirements apply to this unit at the time of publication.*

## Elements and Performance Criteria

| ELEMENT                                                                             | PERFORMANCE CRITERIA                                                                                                                                                                |
|-------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <i>Elements define the essential outcomes.</i>                                      | <i>Performance criteria specify the level of performance needed to demonstrate achievement of the element.</i>                                                                      |
| 1. Provide health information, support and care for women and families in pregnancy | <p>1.1 Develop positive relationships with women and families</p> <p>1.2 Provide information and support on maintaining good health and wellbeing prior to and during pregnancy</p> |

**ELEMENT****PERFORMANCE CRITERIA**

*Elements define the essential outcomes.*

*Performance criteria specify the level of performance needed to demonstrate achievement of the element.*

1.3 Provide emotional support to women and families as appropriate during pregnancy

1.4 Identify and discuss risk factors for mother and baby and refer to appropriate support agencies

1.5 Identify, support and advocate safe birthing practices and cultural beliefs

1.6 Discuss roles, relationships and responsibilities to support safe birthing, including the role of the Aboriginal and/or Torres Strait Islander Health Worker as an advocate for women and families

1.7 Deliver, implement and monitor care as per standard treatment protocol in accordance with legislative guidelines

1.8 Work with a team to deliver effective health promotion and education for Aboriginal and/or Torres Strait Islander families using appropriate facilitation, problem-solving and instructional practices

2. Provide health information, support and care after birth for women, infants and families

2.1 Provide information and support for self-care and wellbeing during the post-natal period

2.2 Provide advice to mothers on routine care of the newborn

2.3 Implement strategies to establish and support breastfeeding

2.4 Discuss with mother and family the importance of nutrition, physical activity, rest, sleep and support with the care of family in the immediate post-natal period

2.5 Identify minor post-natal problems for mother and newborn and provide advice and referral to appropriate agencies

2.6 Deliver, implement and monitor care in the post-natal period as per standard treatment protocol in accordance with legislative guidelines

2.7 Work with a team to deliver effective health promotion and education for Aboriginal and/or Torres Strait Islander families using appropriate facilitation,

**ELEMENT****PERFORMANCE CRITERIA**

*Elements define the essential outcomes.*

*Performance criteria specify the level of performance needed to demonstrate achievement of the element.*

problem-solving and instructional practices

3. Support maternal, infant and family health and wellbeing

3.1 Deliver, implement and monitor care as per standard treatment protocol in accordance with legislative guidelines

3.2 Organise reminders, transport and other assistance to attend care and/or provide support according to women's needs

3.3 Implement strategies to improve maternal and/or infant health in line with community requirements and organisation

3.4 Identify, engage and support high-risk families

3.5 Provide support and referral to appropriate agencies as required

3.6 Keep statistics on attendance for antenatal care and birthing outcomes and use to evaluate maternal health program

**Foundation Skills**

*This section describes those language, literacy, numeracy and employment skills that are essential to performance.*

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency.

## Unit Mapping Information

No equivalent unit.

## Links

Companion Volume implementation guides are found in VETNet -  
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=ced1390f-48d9-4ab0-bd50-b015e5485705>

## Assessment Requirements for HLTAHW029 Provide information and strategies in maternal and infant health

### Modification History

| Release   | Comments                                                                                                                                                                                                                                                                                                               |
|-----------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Release 1 | <p>This version was released in <i>HLT Health Training Package release 1.0</i> and meets the requirements of the New Standards for Training Packages.</p> <p>Significant changes to elements and performance criteria.<br/>New evidence requirements for assessment, including volume and environment requirements</p> |

### Performance Evidence

The candidate must show evidence of the ability to complete tasks outlined in elements and performance criteria of this unit, manage tasks and manage contingencies in the context of the job role.

There must be evidence that the candidate has:

- provided information and strategies to at least three women and their infants to support maternal and infant health by:
  - communicating in an effective and culturally safe and appropriate manner to understand the mother's and infant's needs
  - providing accurate and relevant information and guidance about maternal and infant health and wellbeing
  - communicating effectively with client to obtain information and ensure understanding of information provided
  - assisting mothers presenting with antenatal problems
  - liaising between service providers, individuals, families and community groups to support maternal and infant health
  - reflecting on own level and application of skills and knowledge to achieve desirable outcomes for clients
- worked within a team on at least three occasions to deliver effective health promotion and education for Aboriginal and/or Torres Strait Islander communities and clients around maternal and infant health by:
  - using appropriate facilitation, problem-solving and instructional practices



- communicating effectively and in a culturally safe and appropriate manner
- promoting discussion of health issues around maternal and infant health.

## Knowledge Evidence

The candidate must be able to demonstrate essential knowledge required to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role.

This includes knowledge of:

- organisation policies and procedures and legislation or regulations relating to:
  - client confidentiality
  - referral, including various levels of urgency, and follow-up of clients
  - mandatory reporting
  - notifiable communicable diseases
  - limits of own ability and authority
  - reporting procedures
  - documentation
- standard treatment protocols in accordance with legislative guidelines
- role of the Aboriginal and Torres Strait Islander Health Worker in relation to maternal and infant health education and care
- culturally appropriate and safe birthing practices
- awareness of the health and wellbeing of mother and child which encompasses physical, social-emotional and nutritional aspects
- health conditions and associated risks related to pregnancy, maternal and infant health which includes:
  - alcohol and other drugs
  - smoking
  - nutrition
  - domestic violence
  - sexual assault
- relevant evaluation criteria for monitoring effectiveness of specific maternal and infant health management program.

## Assessment Conditions

Skills must be demonstrated working:

- in a health service or centre

- as part of a multidisciplinary primary health care team
- with Aboriginal and/or Torres Strait Islander clients and communities.

In addition, simulations and scenarios must be used where the full range of contexts and situations cannot be provided in the workplace or may occur only rarely. These are situations relating to emergency or unplanned procedures where assessment in these circumstances would be unsafe or is impractical.

Simulated assessment environments must simulate the real-life working environment where these skills and knowledge would be performed, with all the relevant equipment and resources of that working environment.

Assessors must satisfy the NVR/AQTF mandatory competency requirements for assessors.

Assessment must be undertaken by a workplace assessor who has expertise in this unit of competency and who is:

- an Aboriginal and/or Torres Strait Islander Health Worker

or:

accompanied by an Aboriginal and/or Torres Strait Islander person who is a recognised member of the community with experience in primary health care.

## Links

Companion Volume implementation guides are found in VETNet -  
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=ced1390f-48d9-4ab0-bd50-b015e5485705>

## HLTAHW030 Provide information and strategies in eye health

### Modification History

| Release   | Comments                                                                                                                                                                                                                                                                                                               |
|-----------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Release 1 | <p>This version was released in <i>HLT Health Training Package release 1.0</i> and meets the requirements of the New Standards for Training Packages.</p> <p>Significant changes to elements and performance criteria.<br/>New evidence requirements for assessment, including volume and environment requirements</p> |

### Application

This unit describes the skills and knowledge required to conduct health promotion related to eye health as part of primary health care services for Aboriginal and/or Torres Strait Islander communities.

This unit applies to those Aboriginal and/or Torres Strait Islander Health Workers providing a range of primary health care services to Aboriginal and/or Torres Strait Islander clients and communities.

*No licensing, legislative or certification requirements apply to this unit at the time of publication.*

### Elements and Performance Criteria

#### ELEMENT

#### PERFORMANCE CRITERIA

*Elements define the essential outcomes.*

*Performance criteria specify the level of performance needed to demonstrate achievement of the element.*

1. Provide information, support and community education related to eye health

- 1.1 Provide accurate information to the community about eye health and associated risk factors
- 1.2 Provide information about the importance of regular eye checks, compliance with treatment regimens and medications, and the need to follow-up and monitor eye problems

**ELEMENT****PERFORMANCE CRITERIA**

*Elements define the essential outcomes.*

*Performance criteria specify the level of performance needed to demonstrate achievement of the element.*

- |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>1.3 Provide information on available eye health care resources and services, including specialist resources</p> <p>1.4 Support clients in self-care practices related to eye health, as required</p> <p>1.5 Explain common eye conditions to the community including their treatment and management strategies</p> <p>1.6 Discuss with community members using appropriate resources how a healthy lifestyle affects the eye</p> <p>1.7 Promote community eye education and awareness using available resources</p> |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
| <p>2. Perform an eye health check</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | <p>2.1 Establish trust with the client through active promotion of and strict adherence to confidentiality</p> <p>2.2 Use effective, culturally appropriate and safe communication skills to obtain a history from the client</p> <p>2.3 Measure distance, near and pinhole Visual Acuity</p> <p>2.4 Diagnose conjunctivitis, corneal foreign bodies and minor ocular trauma</p> <p>2.5 Identify and grade the severity of trachoma</p> <p>2.6 Identify and refer clients who require full eye examination by an Optometrist or Ophthalmologist</p> <p>2.7 Take retinal photographs as required</p> |
| <p>3. Treat eye health issues</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | <p>3.1 Recommend treatment eye drops for patients with conjunctivitis</p> <p>3.2 Show clients the correct procedure for instilling eye drops or applying ointment</p> <p>3.3 Perform basic first aid procedures to address acute eye problems, as required</p> <p>3.4 Assist patients to understand common surgical concepts using relevant eye care resources at an appropriate level</p>                                                                                                                                                                                                          |

**ELEMENT****PERFORMANCE CRITERIA**

*Elements define the essential outcomes.*

*Performance criteria specify the level of performance needed to demonstrate achievement of the element.*

|                                                        |     |                                                                                                                           |
|--------------------------------------------------------|-----|---------------------------------------------------------------------------------------------------------------------------|
|                                                        | 3.5 | Instil dilating or anaesthetic eye drops                                                                                  |
|                                                        | 3.6 | Treat conjunctivitis, corneal foreign bodies and minor ocular trauma                                                      |
| 4. Organise visiting Optometry or Ophthalmology Clinic | 4.1 | Schedule dates for visiting clinic                                                                                        |
|                                                        | 4.2 | Arrange travel for practitioners involved in the visiting clinic                                                          |
|                                                        | 4.3 | Promote details of the visiting clinic in the community using appropriate methods                                         |
|                                                        | 4.4 | Confirm and arrange for required equipment as part of the clinic with visiting practitioners                              |
|                                                        | 4.5 | Organise patient lists and bookings                                                                                       |
|                                                        | 4.6 | Arrange language translation services as required                                                                         |
|                                                        | 4.7 | Provide protocols and information to support culturally appropriate practice and communication to visiting practitioner/s |
|                                                        | 4.8 | Accompany visiting practitioner/s to remote locations and support culturally appropriate and safe interactions            |
|                                                        | 4.9 | Complete all relevant paper work, patient records and recall lists                                                        |
| 5. Support client referrals                            | 5.1 | Coordinate hospital visits for patients                                                                                   |
|                                                        | 5.2 | Arrange patient transport to the appointment                                                                              |
|                                                        | 5.3 | Facilitate access to services for people with low vision                                                                  |
|                                                        | 5.4 | Maintain patient records and recall lists                                                                                 |
|                                                        | 5.5 | Provide support and follow-up to patients                                                                                 |
| 6. Arrange for spectacles for clients                  | 6.1 | Assist clients to select suitable spectacles                                                                              |
|                                                        | 6.2 | Take pupillary distance (PD), Bifocal and progressive height measurements for ordering spectacles                         |

**ELEMENT****PERFORMANCE CRITERIA**

*Elements define the essential outcomes.*

*Performance criteria specify the level of performance needed to demonstrate achievement of the element.*

6.3 Make appropriate fitting and adjustments of spectacles to client's face and ears

6.4 Repair damaged spectacles for continued use, as appropriate

7. Follow-up eye health care programs

7.1 Record and collect patient data to contribute to eye health profile according to the organisational policies and procedures

7.2 Evaluate eye health programs in line with organisation guidelines and community requirements

7.3 Maintain client confidentiality in line with organisation guidelines

7.4 Regularly update and maintain records of eye health care programs according to organisational policies and procedures

7.5 Implement strategies to improve eye health in line with community requirements and organisation guidelines

## Foundation Skills

## Unit Mapping Information

No equivalent unit.

## Links

Companion Volume implementation guides are found in VETNet - <https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=ced1390f-48d9-4ab0-bd50-b015e5485705>

## Assessment Requirements for HLTAHW030 Provide information and strategies in eye health

### Modification History

| Release   | Comments                                                                                                                                                                                                                                                                                                               |
|-----------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Release 1 | <p>This version was released in <i>HLT Health Training Package release 1.0</i> and meets the requirements of the New Standards for Training Packages.</p> <p>Significant changes to elements and performance criteria.<br/>New evidence requirements for assessment, including volume and environment requirements</p> |

### Performance Evidence

The candidate must show evidence of the ability to complete tasks outlined in elements and performance criteria of this unit, manage tasks and manage contingencies in the context of the job role.

There must be evidence that the candidate has:

- communicated effectively in a group and one-on-one environment to promote healthy practices and discussed eye health issues on at least three separate occasions
- provided accurate and relevant information and guidance about eye health care for at least three clients, and ensured each client's understanding of information
- performed each of the following on at least three occasions:
  - an emergency pupil assessment
  - a basic external eye examination
  - vision and visual acuity testing
  - diagnosis and treatment of conjunctivitis, corneal foreign bodies and minor ocular trauma
  - trachoma identification and grading
  - retinal photographs
  - pinhole acuity measurement
  - eye drop and ointment instillation
  - eye patch and eye shield fitting
  - spectacle adjustments and minor repairs

- facilitated referrals for patients and liaised between service providers, individuals, families and community groups
- organised a regular or visiting Optometry or Ophthalmology Clinic at least once, including:
  - scheduling provider dates and organising travel logistics
  - organising patient lists and bookings
  - completing paperwork and maintaining patient records
- evaluated eye health programs and implemented strategies to improve eye health in the community on at least one occasion.

## Knowledge Evidence

The candidate must be able to demonstrate essential knowledge required to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role.

This includes knowledge of:

- anatomy and physiology of the eye
- broad facts of eye diseases (manifestation, impact and treatment)
- eye-related symptoms and signs that suggest a need for urgent/emergent medical or optometric assessment
- refractive errors and spectacle correction
- children's vision issues (strabismus and amblyopia)
- diabetes
- organisation policies and procedures
- strategies to:
  - improve eye health in the community
  - address clients presenting with eye problems
  - coordinate provision of optimum level of eye health service delivery
- eye health problems requiring referral
- effective self-care practices for eye health
- relevant evaluation criteria for monitoring effectiveness of eye health care program.

## Assessment Conditions

Unless state or territory legislation prevents practice in the workplace, skills must be demonstrated working:

- in a health service or centre
- as part of a multidisciplinary primary health care team



- with Aboriginal and/or Torres Strait Islander clients and communities.

Note: Where state or territory legislation prevents practice in the workplace, simulated assessment environments may only be used in place of workplace assessment.

In addition, simulations and scenarios must be used where the full range of contexts and situations cannot be provided in the workplace or may occur only rarely. These are situations relating to emergency or unplanned procedures where assessment in these circumstances would be unsafe or is impractical.

Simulated assessment environments must simulate the real-life working environment where these skills and knowledge would be performed, with all the relevant equipment and resources of that working environment including retinal cameras, and tools and equipment used to test visual acuity, to measure pupillary distance and Bifocal and progressive height measurements and to adjust spectacles.

Assessors must satisfy the NVR/AQTF mandatory competency requirements for assessors.

Assessment must be undertaken by a workplace assessor who has expertise in this unit of competency and who is:

- an Aboriginal and/or Torres Strait Islander Health Worker

or:

- accompanied by an Aboriginal and/or Torres Strait Islander person who is a recognised member of the community with experience in primary health care.

## Links

Companion Volume implementation guides are found in VETNet -

<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=ced1390f-48d9-4ab0-bd50-b015e5485705>

## HLTAHW031 Provide information/strategies to enhance capacities of Aboriginal/Torres Strait Islander families

### Modification History

| Release   | Comments                                                                                                                                                                                                                                                                                                               |
|-----------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Release 1 | <p>This version was released in <i>HLT Health Training Package release 1.0</i> and meets the requirements of the New Standards for Training Packages.</p> <p>Significant changes to elements and performance criteria.<br/>New evidence requirements for assessment, including volume and environment requirements</p> |

### Application

This unit describes the skills and knowledge required to provide information and strategies related to promoting and enhancing the capacities of families and communities (including children and young people) as part of primary health care services for Aboriginal and/or Torres Strait Islander communities.

This unit applies to those Aboriginal and/or Torres Strait Islander Health Workers providing a range of primary health care services to Aboriginal and/or Torres Strait Islander clients and communities.

*No licensing, legislative or certification requirements apply to this unit at the time of publication.*

### Elements and Performance Criteria

#### ELEMENT

#### PERFORMANCE CRITERIA

*Elements define the essential outcomes.*

*Performance criteria specify the level of performance needed to demonstrate achievement of the element.*

1. Provide strategies to promote and strengthen the capacities of families and communities

1.1 Determine the components of a 'healthy family' and strategies to strengthen the family unit

1.2 Demonstrate knowledge of and respect for the diversity of culture, skin and language groups and family structures in

## ELEMENT

## PERFORMANCE CRITERIA

*Elements define the essential outcomes.*

*Performance criteria specify the level of performance needed to demonstrate achievement of the element.*

relation to achieving healthy families and communities

1.3 Provide accurate information about the incidence, impacts and social and psychological context of family health problems in Aboriginal and/or Torres Strait Islander communities

1.4 Discuss the obstacles to healthy family and community development in relation to family and/or domestic violence, and abuse of children and young people

1.5 Provide practical advice relating to early identification, management and prevention of family health problems in accordance with community cultural needs and work role obligations

1.6 Work in collaboration with primary health care workers, multidisciplinary teams, organisations and other agencies to support 'healthy family' outcomes

2. Work in partnership with Aboriginal and/or Torres Strait Islander people and communities

2.1 Develop and implement strategies to increase participation of Aboriginal and/or Torres Strait Islander people in health service delivery

2.2 Ensure delivery of health care, services and programs reflect culturally safe and appropriate practice

2.3 Ensure health care, services and programs encourage self-determination and community control to ensure improved health outcomes

2.4 Identify and utilise resources to promote effective partnerships with Aboriginal and/or Torres Strait Islander people, organisations and communities

2.5 Support the development of effective partnerships between staff, Aboriginal and/or Torres Strait Islander people and their communities to facilitate accessibility, affordability and acceptability of appropriate health and workplace services

3. Identify immediate

3.1 Comply with federal, state or territory workplace legislation which may impact on primary health care workers'

## ELEMENT

## PERFORMANCE CRITERIA

*Elements define the essential outcomes.*

*Performance criteria specify the level of performance needed to demonstrate achievement of the element.*

risks and needs

practice and responsibilities

3.2 Use culturally appropriate interpersonal skills to promote confidence and rapport, allowing the effective exchange of accurate and relevant information

3.3 Assess, analyse and respond to any indicators of risk or threats to the safety of children, young people, family and/or community members

3.4 Use culturally appropriate methods to accurately record relevant, specific and general circumstances to ensure that all relevant information is collected and complies with organisational, legal and ethical obligations

3.5 Identify own limitations in addressing and assessing clients' needs and, where appropriate, seek assistance from appropriate community person/s or work collaboratively with relevant organisations

4. Implement strategies to empower children, young people, families and communities

4.1 Identify current community and government intervention and support policies in relation to family health issues in Aboriginal and/or Torres Strait Islander communities

4.2 Discuss the principles of community development and ways in which community development strategies promote empowerment and re-empowerment

4.3 Use culturally appropriate educational resources to assess, analyse and prevent identified children, youth and family health issues

4.4 Make appropriate referrals for clients with family health problems in line with community and organisational legislation and guidelines

## Foundation Skills

*This section describes those language, literacy, numeracy and employment skills that are*

*essential to performance.*

*Learning*

- in order to locate, evaluate and organise information to suit intended audience and purpose

Other foundation skills essential to performance are explicit in the performance criteria of this unit.

## Unit Mapping Information

No equivalent unit.

## Links

Companion Volume implementation guides are found in VETNet -  
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=ced1390f-48d9-4ab0-bd50-b015e5485705>

## Assessment Requirements for HLTAHW031 Provide information/strategies to enhance capacities of Aboriginal/Torres Strait Islander families

### Modification History

| Release   | Comments                                                                                                                                                                                                                                                                                                               |
|-----------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Release 1 | <p>This version was released in <i>HLT Health Training Package release 1.0</i> and meets the requirements of the New Standards for Training Packages.</p> <p>Significant changes to elements and performance criteria.<br/>New evidence requirements for assessment, including volume and environment requirements</p> |

### Performance Evidence

The candidate must show evidence of the ability to complete tasks outlined in elements and performance criteria of this unit, manage tasks and manage contingencies in the context of the job role.

There must be evidence that the candidate has:

- supported at least five families (including children and/or young people) to develop their capabilities. This includes:
  - communicating effectively in a group and one-on-one environment to promote healthy practices and discussing health issues
  - providing accurate and relevant information and guidance about family issues and strategies to strengthen families, in line with identified individual and community needs
  - identifying intervention and support strategies appropriate to the client's family issues
  - making referrals to appropriate services to assist with client's family health problems and following up as required.

## Knowledge Evidence

The candidate must be able to demonstrate essential knowledge required to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role.

This includes knowledge of:

- definitions and forms of violence, sexual assault, physical and emotional abuse and neglect, including:
  - o indicators and common behaviours
  - o factors involved and links between them
  - o potential impact on individuals and families involved and the community
  - o likely needs of individuals and families involved
  - o knowledge of the social, political, historical, and economic context of family and domestic violence, including types and nature of violence
  - o nature and dynamics of abuse, assault and violence in Aboriginal and/or Torres Strait Islander communities
  - o impact of the risk of and actual violence and abuse on children, families, adults and community
  - o misconceptions and prevalent attitudes about violence and abuse which impede individuals and families seeking help, and hinder community development and other interventions
- strategies to support children, young people and families who:
  - o have experienced or are at risk of familial violence, sexual assault, physical and emotional abuse or neglect
  - o are in crisis situations
  - o require long-term support
- how to apply community development principles and strategies
- diversity of Aboriginal and/or Torres Strait Islander cultures
- impact of colonisation on individual and community identity through the loss of family, kin, language, social structures, traditional land ownership, law, knowledge and cultural practices
- interaction between western and traditional practices, including impact of ‘culture shock’
- historical, social, political and economic factors contributing to ill health and chronic conditions among Aboriginal and/or Torres Strait Islander peoples
- culturally safe and appropriate forms of communication and interaction with individuals and communities
- organisation procedures, state, territory and/or federal legislation and regulations informing own scope of practice, including:
  - o duty of care
  - o mandatory reporting requirements and child protection systems

- o ethical considerations
- o children's and human rights
- o codes of practice
- o discrimination on unlawful grounds, including race, sex, sexual orientation, gender, religion, culture
- current organisation procedures, practices and standards relating to:
  - o client assessment
  - o allocation of services
  - o case management
  - o interviewing
  - o code of conduct
  - o confidentiality
  - o file management
  - o use of resources
  - o programmed intervention
- additional services including:
  - o other health care practices or agencies for referral of individuals and families
  - o interpreter and translation services
- own professionalism, including:
  - o own values and attitudes and potential impact on clients
  - o ethical decision-making.

## Assessment Conditions

Skills must be demonstrated working:

- in a health service or centre
- as part of a multidisciplinary primary health care team
- with Aboriginal and/or Torres Strait Islander clients and communities.

In addition, simulations and scenarios must be used where the full range of contexts and situations cannot be provided in the workplace or may occur only rarely. These are situations relating to emergency or unplanned procedures where assessment in these circumstances would be unsafe or is impractical.

Simulated assessment environments must simulate the real-life working environment where these skills and knowledge would be performed, with all the relevant equipment and resources of that working environment.



Assessors must satisfy the NVR/AQTF mandatory competency requirements for assessors.

Assessment must be undertaken by a workplace assessor who has expertise in this unit of competency and who is:

- an Aboriginal and/or Torres Strait Islander Health Worker

or:

- accompanied by an Aboriginal and/or Torres Strait Islander person who is a recognised member of the community with experience in primary health care.

## Links

Companion Volume implementation guides are found in VETNet -

<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=ced1390f-48d9-4ab0-bd50-b015e5485705>

## HLTAHW032 Supervise individual workers

### Modification History

| Release   | Comments                                                                                                                                                                                                                                                                                                               |
|-----------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Release 1 | <p>This version was released in <i>HLT Health Training Package release 1.0</i> and meets the requirements of the New Standards for Training Packages.</p> <p>Significant changes to elements and performance criteria.<br/>New evidence requirements for assessment, including volume and environment requirements</p> |

### Application

This unit describes the required skills and knowledge of a supervisor or manager supporting individual workers who are part of a team or working alone. It includes induction of new staff, planning work, appraising performance and supporting workers to manage workload.

This unit applies to those Aboriginal and/or Torres Strait Islander Health Workers providing a range of primary health care services to Aboriginal and/or Torres Strait Islander clients and communities.

*No licensing, legislative or certification requirements apply to this unit at the time of publication.*

### Elements and Performance Criteria

#### ELEMENT

#### PERFORMANCE CRITERIA

*Elements define the essential outcomes.*

*Performance criteria specify the level of performance needed to demonstrate achievement of the element.*

1. Induct and orient new staff

1.1 Discuss job position, including scope of practice, responsibilities and authority with new workers

1.2 Provide new workers with information about the community, organisation and work group and their industrial rights and responsibilities

1.3 Enable workers to have access to resources,

**ELEMENT****PERFORMANCE CRITERIA**

*Elements define the essential outcomes.*

*Performance criteria specify the level of performance needed to demonstrate achievement of the element.*

support and networks required in their role

1.4 Provide new workers with, or facilitate access to, cross-cultural awareness programs as required

1.5 Identify and plan for any immediate training as required when joining the organisation

2. Develop individual work plan in consultation with worker

2.1 Discuss and develop individual work plan to meet work unit objectives and action plans

2.2 Identify, agree and document performance goals

2.3 Review work plan regularly in discussion with worker and adjust plan if necessary

3. Undertake performance appraisal with worker

3.1 Regularly review worker's performance against agreed criteria/expectations in line with organisation guidelines

3.2 Provide feedback to worker on performance and discuss

3.3 Discuss training and development needs or preferences with worker and document

4. Support workers in their work role

4.1 Discuss work load and other work-related issues with workers on a regular basis

4.2 Explore and implement support mechanisms to address issues in line with individual, community and organisation requirements

4.3 Support strategies to address workers' development needs

4.4 Provide mentoring support, or opportunities to receive mentoring

4.5 Provide workers with access to opportunities to discuss their own wellbeing and support appropriate assistance as required

**ELEMENT****PERFORMANCE CRITERIA**

*Elements define the essential outcomes.*

*Performance criteria specify the level of performance needed to demonstrate achievement of the element.*

5. Assist workers to plan career paths

5.1 Discuss workers' career options and preferences

5.2 Identify opportunities for career progression or development

5.3 Identify training and development needs in regards to desired career path in line with individual preferences and organisation requirements

5.4 Develop and document an individual training and development plan for worker, to reflect individual and organisation requirements

5.5 Assist workers to develop their skills and knowledge in line with individual and organisation guidelines

**Foundation Skills****FOUNDATION SKILLS**

*This section describes those language, literacy, numeracy and employment skills that are essential to performance.*

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency.

**Unit Mapping Information**

No equivalent unit

## Links

Companion Volume implementation guides are found in VETNet -

<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=ced1390f-48d9-4ab0-bd50-b015e5485705>

# Assessment Requirements for HLTAHW032 Supervise individual workers

## Modification History

| Release   | Comments                                                                                                                                                                                                                                                                                                               |
|-----------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Release 1 | <p>This version was released in <i>HLT Health Training Package release 1.0</i> and meets the requirements of the New Standards for Training Packages.</p> <p>Significant changes to elements and performance criteria.<br/>New evidence requirements for assessment, including volume and environment requirements</p> |

## Performance Evidence

The candidate must show evidence of the ability to complete tasks outlined in elements and performance criteria of this unit, manage tasks and manage contingencies in the context of the job role.

There must be evidence that the candidate has:

- inducted at least three new staff, including providing information regarding the community, organisation and rights and responsibilities of the role
- developed at least three work plans in consultation with the new staff members and in accordance with organisational needs and performance goals
- reviewed staff performance and provided feedback on at least three occasions
- supported professional development of at least three staff members by:
  - identifying training needs and opportunities
  - assisting staff in developing career plans and identifying opportunities for career progression and professional development
  - contributing to the ongoing support and development of staff involved in provision of primary health care services to Aboriginal and/or Torres Strait Islander clients.

## Knowledge Evidence

The candidate must be able to demonstrate essential knowledge required to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role.

This includes knowledge of:

- relevant organisation guidelines
- awards or Enterprise Bargaining Agreements (where they exist)
- organisational human resource management policies
- union documents/guidelines/policies
- performance appraisal protocols
- conditions of service
- strategies to meet staff training needs
- networking and information exchange processes
- career progression opportunities
- community support mechanisms
- industrial relations principles and current issues

## Assessment Conditions

Skills must be demonstrated working:

- in a health service or centre
- as part of a multidisciplinary primary health care team
- with Aboriginal and/or Torres Strait Islander clients and communities.

In addition, simulations and scenarios must be used where the full range of contexts and situations cannot be provided in the workplace or may occur only rarely. These are situations relating to emergency or unplanned procedures where assessment in these circumstances would be unsafe or is impractical.

Simulated assessment environments must simulate the real-life working environment where these skills and knowledge would be performed, with all the relevant equipment and resources of that working environment.

Assessors must satisfy the NVR/AQTF mandatory competency requirements for assessors.

Assessment must be undertaken by a workplace assessor who has expertise in this unit of competency and who is:

- an Aboriginal and/or Torres Strait Islander Health Worker

or:

- accompanied by an Aboriginal and/or Torres Strait Islander person who is a recognised member of the community with experience in primary health care.

## **Links**

Companion Volume implementation guides are found in VETNet -

<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=ced1390f-48d9-4ab0-bd50-b015e5485705>



## HLTAHW033 Maintain community health profile

### Modification History

| Release   | Comments                                                                                                                                                                                                                                                                                                               |
|-----------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Release 1 | <p>This version was released in <i>HLT Health Training Package release 1.0</i> and meets the requirements of the New Standards for Training Packages.</p> <p>Significant changes to elements and performance criteria.<br/>New evidence requirements for assessment, including volume and environment requirements</p> |

### Application

This unit describes the required skills and knowledge to develop, evaluate and amend a community health profile, using information collected on the community's health. This profile can then used as a basis for further research and decision-making regarding health care service delivery.

This unit applies to those Aboriginal and/or Torres Strait Islander Health Workers providing a range of primary health care services to Aboriginal and/or Torres Strait Islander clients and communities.

*No licensing, legislative or certification requirements apply to this unit at the time of publication.*

### Elements and Performance Criteria

#### ELEMENT

#### PERFORMANCE CRITERIA

*Elements define the essential outcomes.*

*Performance criteria specify the level of performance needed to demonstrate achievement of the element.*

1. Develop a community health profile

- 1.1 Obtain community agreement before developing the community profile
- 1.2 Check information collected on the community for accuracy
- 1.3 Consult key people to determine priorities and

**ELEMENT****PERFORMANCE CRITERIA**

*Elements define the essential outcomes.*

*Performance criteria specify the level of performance needed to demonstrate achievement of the element.*

timelines for action

1.4 Compile community health information into a community health profile document in line with organisation guidelines

1.5 Present information to organisation and community representatives, using visual and other aids to support understanding as required

2. Review the community health profile

2.1 Determine timelines for reviewing community health profile in line with organisation requirements

2.2 Regularly review and update community health profile in line with new and relevant information

2.3 Consult key organisation and community representatives to review the profile in line with changing community health needs

2.4 Identify and consider requirements of relevant agencies when reviewing the profile

3. Amend the community health profile

3.1 Incorporate new and changed community needs, issues and priorities into the community health profile, amending the profile document as required

3.2 Amend information systems and records as required

3.3 Present updated information to organisation and community representatives

## Foundation Skills

*This section describes those language, literacy, numeracy and employment skills that are*

*essential to performance.*

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency.

## **Unit Mapping Information**

No equivalent unit.

## **Links**

Companion Volume implementation guides are found in VETNet -  
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=ced1390f-48d9-4ab0-bd50-b015e5485705>

# Assessment Requirements for HLTAHW033 Maintain community health profile

## Modification History

| Release   | Comments                                                                                                                                                                                                                                                                                                               |
|-----------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Release 1 | <p>This version was released in <i>HLT Health Training Package release 1.0</i> and meets the requirements of the New Standards for Training Packages.</p> <p>Significant changes to elements and performance criteria.<br/>New evidence requirements for assessment, including volume and environment requirements</p> |

## Performance Evidence

The candidate must show evidence of the ability to complete tasks outlined in elements and performance criteria of this unit, manage tasks and manage contingencies in the context of the job role.

There must be evidence that the candidate has:

- used research information and community consultation as a basis for developing a community health profile for an Aboriginal and/or Torres Strait Islander community
- reviewed and amended the profile as required
- consulted key people, organisations and community representatives
- presented information to organisations and community representatives in a clear manner, using culturally appropriate and safe language and gestures.

All performance criteria must be demonstrated at least once.

## Knowledge Evidence

The candidate must be able to demonstrate essential knowledge required to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role.

This includes knowledge of:

- relevant policies, protocols and procedures of the organisation, governments and other organisations
- research ethics
- local resources
- project management
- sources of information and ways to access them
- formats for compiling information
- principles of community development
- community ownership of data
- research methodologies

## Assessment Conditions

Skills must be demonstrated working:

- in a health service or centre
- as part of a multidisciplinary primary health care team
- with Aboriginal and/or Torres Strait Islander clients and communities.

In addition, simulations and scenarios must be used where the full range of contexts and situations cannot be provided in the workplace or may occur only rarely. These are situations relating to emergency or unplanned procedures where assessment in these circumstances would be unsafe or is impractical.

Simulated assessment environments must simulate the real-life working environment where these skills and knowledge would be performed, with all the relevant equipment and resources of that working environment.

Assessors must satisfy the NVR/AQTF mandatory competency requirements for assessors.

Assessment must be undertaken by a workplace assessor who has expertise in this unit of competency and who is:

- an Aboriginal and/or Torres Strait Islander Health Worker

or:

- accompanied by an Aboriginal and/or Torres Strait Islander person who is a recognised member of the community with experience in primary health care.

## Links

Companion Volume implementation guides are found in VETNet -

<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=ced1390f-48d9-4ab0-bd50-b015e5485705>

## HLTAHW034 Provide healthy lifestyle programs and advice

### Modification History

| Release   | Comments                                                                                                                                                                                                                                                                                                               |
|-----------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Release 1 | <p>This version was released in <i>HLT Health Training Package release 1.0</i> and meets the requirements of the New Standards for Training Packages.</p> <p>Significant changes to elements and performance criteria.<br/>New evidence requirements for assessment, including volume and environment requirements</p> |

### Application

This unit describes the required skills and knowledge to plan, promote, deliver and evaluate a healthy lifestyle program. It requires application of knowledge of nutrition, cultural awareness and an understanding of the dietary, physical and emotional factors that influence healthy lifestyle choices.

This unit applies to those Aboriginal and/or Torres Strait Islander Health Workers providing a range of primary health care services to Aboriginal and/or Torres Strait Islander clients and communities.

*No licensing, legislative or certification requirements apply to this unit at the time of publication.*

### Elements and Performance Criteria

#### ELEMENT

#### PERFORMANCE CRITERIA

*Elements define the essential outcomes.*

*Performance criteria specify the level of performance needed to demonstrate achievement of the element.*

1. Prepare for and promote the training program

- 1.1 Identify characteristics of the participants and recognise their specific learning needs
- 1.2 Plan a timetable for program delivery and confirm after consultation with all stakeholders
- 1.3 Identify, arrange and/or order resources in

**ELEMENT****PERFORMANCE CRITERIA**

*Elements define the essential outcomes.*

*Performance criteria specify the level of performance needed to demonstrate achievement of the element.*

consultation with stakeholders and/or the community

1.4 Present information about the program in a clear and concise manner that is appropriate to the target group and distribute it in a variety of ways

1.5 Select training delivery methods appropriate to the participants' needs as well as a suitable location and available resources

2. Deliver training in a context appropriate to the community

2.1 Ensure training is delivered in a safe, accessible and culturally secure environment and is based on culturally appropriate practices

2.2 Select appropriate strategies and techniques to check for understanding and facilitate the learning process

2.3 Negotiate training objectives, planned activities and assessment procedures (if applicable) with participants to meet their specific and/or changing needs

2.4 Encourage self-determination and community control to ensure improved healthy lifestyle outcomes

2.5 Ensure confidentiality for all participants

3. Discuss behaviour in relation to diet and exercise

3.1 Address factors that influence weight gain and the concept of energy balance

3.2 Explain basic eating patterns for healthy weight and the disadvantages of quick weight-loss diets

3.3 Discuss the process and stages of, and factors influencing, behaviour change

3.4 Identify barriers to behaviour change and explore realistic solutions

3.5 Explain the benefits of physical activity and discuss common myths about physical activity

3.6 Explain how to develop and set SMART (specific, measurable, attainable, realistic and timely) goals



**ELEMENT****PERFORMANCE CRITERIA**

*Elements define the essential outcomes.*

*Performance criteria specify the level of performance needed to demonstrate achievement of the element.*

4. Discuss self-esteem and how it relates to health

- 4.1 Discuss self-esteem and the factors that influence it
- 4.2 Describe the effects of low self-esteem
- 4.3 Explore realistic ways of improving self-esteem
- 4.4 Review ways of making and maintaining healthy lifestyle changes and weight loss and associated benefits
- 4.5 Discuss ways of seeking ongoing support to help achieve goals
- 4.6 Plan activities to provide ongoing support and help to achieve goals

5. Develop participants' skills in interpreting food labels and shopping to a budget

- 5.1 Explain how to identify healthy amounts of fat, salt and sugar from food labels
- 5.2 Discuss how to identify dietary terms and other terms for fat and sugar
- 5.3 Discuss benefits of budgeting and ways of shopping to get value for money
- 5.4 Explain the "10 Plan Shopping Guide" for balancing diet and budget and provide opportunities for practice
- 5.5 Discuss ways of buying food so that the money goes further and compare prices per kilo
- 5.6 Investigate range of foods available in local store(s) during a shopping tour and read food labels to ascertain nutritional value of particular foods
- 5.7 Plan healthy meals for one day

6. Provide low-fat cooking exercises

- 6.1 Discuss ways to cut down on fat and demonstrate low-fat cooking methods
- 6.2 Explain the healthy eating pyramid and the principles of healthy eating
- 6.3 Sort foods according to the *Australian Guide to Healthy Eating* and describe the elements of a healthy

**ELEMENT****PERFORMANCE CRITERIA**

*Elements define the essential outcomes.*

*Performance criteria specify the level of performance needed to demonstrate achievement of the element.*

eating plan

6.4 Prepare and cook food using low-fat methods

7. Raise awareness of diabetes

7.1 Explain risk factors for type 2 diabetes

7.2 Address factors involved in type 2 diabetes prevention

7.3 Describe the signs and symptoms of type 2 diabetes

7.4 Discuss factors that affect diabetes management and strategies for managing diabetes

7.5 Provide definitions of type 1 diabetes, type 2 diabetes and gestational diabetes mellitus

7.6 Describe long- and short-term complications associated with diabetes

8. Review and evaluate the training program

8.1 Obtain feedback about the program, resources used and outcomes achieved from participants and the community

8.2 Encourage participants to self-evaluate and set future personal goals

8.3 Negotiate changes needed in the program with all stakeholders

8.4 Document the program evaluation according to organisational requirements

8.5 Suggest improvements to the program delivery plan to supervisor, other individuals, agencies and communities

8.6 Implement changes to the program delivery plan in consultation with the community and stakeholders as required

## Foundation Skills

*This section describes those language, literacy, numeracy and employment skills that are essential to performance.*

### Numeracy

- in order to interpret nutritional information, including units in kJ, Cal, g, mg, mcg, percentages and decimals
- in order to calculate daily nutritional requirements and energy expenditure of clients and design meal options to meet needs (carbohydrate, fats, protein amounts per meal/ per day)

Other foundation skills essential to performance are explicit in the performance criteria of this unit.

## Unit Mapping Information

No equivalent unit.

## Links

Companion Volume implementation guides are found in VETNet -  
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=ced1390f-48d9-4ab0-bd50-b015e5485705>

# Assessment Requirements for HLTAHW034 Provide healthy lifestyle programs and advice

## Modification History

| Release   | Comments                                                                                                                                                                                                                                                                                                               |
|-----------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Release 1 | <p>This version was released in <i>HLT Health Training Package release 1.0</i> and meets the requirements of the New Standards for Training Packages.</p> <p>Significant changes to elements and performance criteria.<br/>New evidence requirements for assessment, including volume and environment requirements</p> |

## Performance Evidence

The candidate must show evidence of the ability to complete tasks outlined in elements and performance criteria of this unit, manage tasks and manage contingencies in the context of the job role.

There must be evidence that the candidate has:

- planned for at least one training program to deliver healthy lifestyle information and advice by:
  - identifying a target audience for the program
  - determining the content of the program, and the timeframes for delivery
  - promoting the program through appropriate forums
  - securing the location and necessary resources for the program delivery
- delivered the training program at least twice by:
  - communicating in a culturally appropriate and safe manner at all times with participants
  - addressing the needs of individual participants, and the group as a whole
  - checking for understanding of individuals, and supporting involvement of the group in training
  - providing information about:
    - o healthy diet, including appropriate intake of specific ingredients such as salt, sugar and fat
    - o shopping for health food and meal preparation
    - o dietary guidelines

- o diet and self-esteem issues
  - o preparation of healthy meals
  - o food labels and nutritional values
  - o principles of the Australian Dietary Guidelines
  - o links between diabetes and a healthy lifestyle, and general diabetes awareness
- evaluated both healthy lifestyle training programs, customised to address participant and community needs by:
  - communicating with individuals, families and communities to identify, establish and maintain lifestyle changes to achieve improved health
  - identifying areas and suggesting specific measures for improvement.
- documented all aspects of planning, delivery and evaluation of at least one healthy lifestyle training program.

## Knowledge Evidence

The candidate must be able to demonstrate essential knowledge required to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role.

This includes knowledge of:

- organisation policies and procedures and legislation or regulations relating to:
  - client confidentiality
  - referral, including various levels of urgency, and follow-up of clients
  - mandatory reporting
  - notifiable communicable diseases
  - limits of own ability and authority
  - reporting procedures
  - documentation
- nutrition for good health
- specific nutritional issues for Aboriginal and/or Torres Strait Islander communities and individuals
- *Australian Guide to Healthy Eating* and the nutrients associated with each food group
- *Aboriginal and Torres Strait Islander Guide to Healthy Eating*
- basic eating patterns for healthy weight and factors associated with quick weight-loss diets
- benefits and common myths relating to physical activity
- processes of behaviour change, including:
  - stages of behaviour change
  - factors that influence behaviour change
  - barriers to behaviour change
- nutritional needs of people at different stages in the lifecycle

- risk factors associated with common nutrition-related diseases.

## Assessment Conditions

Skills must be demonstrated working:

- in a health service or centre
- as part of a multidisciplinary primary health care team
- with Aboriginal and/or Torres Strait Islander clients and communities.

In addition, simulations and scenarios must be used where the full range of contexts and situations cannot be provided in the workplace or may occur only rarely. These are situations relating to emergency or unplanned procedures where assessment in these circumstances would be unsafe or is impractical.

Simulated assessment environments must simulate the real-life working environment where these skills and knowledge would be performed, with all the relevant equipment and resources of that working environment.

Assessors must satisfy the NVR/AQTF mandatory competency requirements for assessors.

Assessment must be undertaken by a workplace assessor who has expertise in this unit of competency and who is:

- an Aboriginal and/or Torres Strait Islander Health Worker

or:

- accompanied by an Aboriginal and/or Torres Strait Islander person who is a recognised member of the community with experience in primary health care.

## Links

Companion Volume implementation guides are found in VETNet -

<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=ced1390f-48d9-4ab0-bd50-b015e5485705>

## HLTAHW035 Provide information and support around cancer

### Modification History

| Release   | Comments                                                                                                                                                                                                                                                                                                               |
|-----------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Release 1 | <p>This version was released in <i>HLT Health Training Package release 1.0</i> and meets the requirements of the New Standards for Training Packages.</p> <p>Significant changes to elements and performance criteria.<br/>New evidence requirements for assessment, including volume and environment requirements</p> |

### Application

This unit describes the required skills and knowledge to provide information about cancer and support for people and their families, to enable informed choices about prevention and screening, diagnosis and treatment, through to survivorship or palliation.

This unit applies to those Aboriginal and/or Torres Strait Islander Health Workers providing a range of primary health care services to Aboriginal and/or Torres Strait Islander clients and communities.

*No licensing, legislative or certification requirements apply to this unit at the time of publication.*

### Elements and Performance Criteria

#### ELEMENT

#### PERFORMANCE CRITERIA

*Elements define the essential outcomes*

*Performance criteria describe the performance needed to demonstrate achievement of the element.*

1. Promote the awareness of cancer prevention, screening and early detection

1.1 Provide accurate and current information about the nature, incidence and potential impacts of cancer in relation to Aboriginal and/or Torres Strait Islander communities

1.2 Provide health information regarding cancer in plain language, using visual aids where appropriate

1.3 Discuss risk factors relating to cancer in the

**ELEMENT****PERFORMANCE CRITERIA**

*Elements define the essential outcomes*

*Performance criteria describe the performance needed to demonstrate achievement of the element.*

context of local, cultural, community, family and individual issues

1.4 Provide information on ways to prevent or reduce the risk of cancer

1.5 Provide information about best-practice guidelines around early detection of specific cancers, in line with current recommendations

2. Provide support to clients with cancer

2.1 Provide support for clients with cancer and their families in Aboriginal and/or Torres Strait Islander communities in line with health service guidelines and identified protocols

2.2 Provide culturally appropriate and current educational resources about cancer and its treatment to clients and their families

2.3 Inform clients about services available in the community and statewide in relation to addressing cancer issues

2.4 Support clients to take a patient-choice lead in determining their treatment and cancer care

2.5 Facilitate appropriate referrals for clients with cancer in line with organisational guidelines and multidisciplinary clinical partnerships

2.6 Maintain confidentiality to reflect community and health service guidelines

3. Organise follow-up care for clients with cancer

3.1 Organise follow-up care for clients with cancer using recall functions on computer information systems

3.2 Provide current information about cancer survivorship and what this may mean in relation to family, community and returning to work

3.3 Explain palliation in a timely and culturally sensitive way to clients and their families

3.4 Provide feedback about the effectiveness of cancer information and support provided by local health



**ELEMENT****PERFORMANCE CRITERIA**

*Elements define the essential outcomes*

*Performance criteria describe the performance needed to demonstrate achievement of the element.*

services

3.5 Identify social and environmental factors that impact on cancer and address them in partnership with the Aboriginal and/or Torres Strait Islander community and other agencies

**Foundation Skills**

*This section describes those language, literacy, numeracy and employment skills that are essential to performance.*

- |                 |                                                                                                              |
|-----------------|--------------------------------------------------------------------------------------------------------------|
| <i>Learning</i> | • in order to locate, evaluate and organise information to suit intended audience and purpose                |
| <i>Numeracy</i> | • in order to interpret, calculate and express the level of incidence of cancer using ratios and percentages |

Other foundation skills essential to performance are explicit in the performance criteria of this unit.

**Unit Mapping Information**

No equivalent unit.

**Links**

Companion Volume implementation guides are found in VETNet - <https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=ced1390f-48d9-4ab0-bd50-b015e5485705>

## Assessment Requirements for HLTAHW035 Provide information and support around cancer

### Modification History

| Release   | Comments                                                                                                                                                                                                                                                                                                               |
|-----------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Release 1 | <p>This version was released in <i>HLT Health Training Package release 1.0</i> and meets the requirements of the New Standards for Training Packages.</p> <p>Significant changes to elements and performance criteria.<br/>New evidence requirements for assessment, including volume and environment requirements</p> |

### Performance Evidence

The candidate must show evidence of the ability to complete tasks outlined in elements and performance criteria of this unit, manage tasks and manage contingencies in the context of the job role.

There must be evidence that the candidate has:

- communicated effectively and in a culturally safe and appropriate manner, on at least one occasion, to Aboriginal and/or Torres Strait Islander clients to promote community awareness of and current information about cancer and its different signs and symptoms and risk factors
- provided support to at least three clients diagnosed with cancer and/or undergoing cancer treatment by:
  - providing information about diagnostic tests and investigation techniques
  - equipping clients with resources and explaining support services and their roles for the client and their families
  - providing information regarding different treatment options
  - liaising with other services to ensure appropriate exchange of client information
  - assisting in planning and implementing care needs
  - identifying and addressing barriers to receiving treatment
  - explaining palliation options, if required
  - facilitating appropriate referrals for clients.

## Knowledge Evidence

The candidate must be able to demonstrate essential knowledge required to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role.

This includes knowledge of:

- epidemiology and pathophysiology including:
  - common signs and symptoms that aid early detection of cancer
  - how cancer is detected and treated
  - the basic definition of cancer and how cancer multiplies and spreads (i.e. the ‘weed’ analogy)
  - the outcomes for Aboriginal and Torres Strait Islander people and why outcomes are generally worse for them than other Australians
  - the statistical incidence of the main cancers affecting Aboriginal and Torres Strait Islander people including the common cancers affecting men and women
- prevention and risk factors such as:
  - how the social determinants of health affect wellbeing in relation to family, community and culture
  - an understanding that Aboriginal and Torres Strait Islander people face a much higher burden of tobacco-related cancers than other people in the community
  - ways to prevent or reduce the risk of cancer, including lifestyle-associated risk factors, such as smoking, alcohol, physical inactivity, overweight, obesity, poor diet, overexposure to sunlight, unsafe sex, hepatitis B, hepatitis C, human papillomavirus (HPV) and the role of vaccinations
- screening and early detection, including:
  - factors that influence an individual’s decision to participate in screening programs relevant to Aboriginal and Torres Strait Islander communities
  - benefits of early diagnosis
  - national screening programs available
  - locations of where treatment options and support services are available
  - the importance of patient choices (including the engagement of traditional healers and adherence to religious belief systems)
- support during the cancer journey such as:
  - the emotional and psychosocial impact of cancer diagnosis and treatment
  - ways to access Aboriginal and/or Torres Strait Islander and other agencies and networks coordinating care for clients and their families who have experienced cancer
  - ways to access referral agencies and other resources
  - ways to communicate with clients and families during the emotional and psychosocial impact of cancer diagnosis and treatment
- follow-up care, including:

- mechanisms for ensuring clients attend local health services for regular check-ups
- support mechanisms to manage physical and psychosocial care upon client's return home
- palliation, including:
  - methods of managing the psychosocial aspects of symptoms and pain
  - pain management methods and advanced symptoms management for people with terminal cancer
  - ways to judge the appropriate time and to use culturally sensitive language to talk about the principles and philosophy of palliative care with Aboriginal and/or Torres Strait Islander people
- administration and quality control, incorporating:
  - the use of client information systems and recall functions to follow-up clients
  - ways to enable Aboriginal and/or Torres Strait Islander Health Workers to provide feedback on cancer programs in the local health services where they are employed, to management and community
- methods that are patient-choice led and individualised to cultural values of people under treatment:
  - whereby multidisciplinary team principles and practices (including supportive care needs) are identified before treatment starts
  - including common forms of treatment, such as surgery, radiotherapy, chemotherapy, non-active and traditional healing.

## Assessment Conditions

Skills must be demonstrated working:

- in a health service or centre
- as part of a multidisciplinary primary health care team
- with Aboriginal and/or Torres Strait Islander clients and communities.

In addition, simulations and scenarios must be used where the full range of contexts and situations cannot be provided in the workplace or may occur only rarely. These are situations relating to emergency or unplanned procedures where assessment in these circumstances would be unsafe or is impractical.

Simulated assessment environments must simulate the real-life working environment where these skills and knowledge would be performed, with all the relevant equipment and resources of that working environment.

Assessors must satisfy the NVR/AQTF mandatory competency requirements for assessors.

Assessment must be undertaken by a workplace assessor who has expertise in this unit of competency and who is:

- an Aboriginal and/or Torres Strait Islander Health Worker

or:

- accompanied by an Aboriginal and/or Torres Strait Islander person who is a recognised member of the community with experience in primary health care.

## Links

Companion Volume implementation guides are found in VETNet -  
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=ced1390f-48d9-4ab0-bd50-b015e5485705>

## HLTAHW036 Provide information and support to women with breast cancer

### Modification History

| Release   | Comments                                                                                                                                                                                                                                                                                                               |
|-----------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Release 1 | <p>This version was released in <i>HLT Health Training Package release 1.0</i> and meets the requirements of the New Standards for Training Packages.</p> <p>Significant changes to elements and performance criteria.<br/>New evidence requirements for assessment, including volume and environment requirements</p> |

### Application

This unit describes the required skills and knowledge to provide information and support around breast cancer, including breast awareness and early detection, diagnosis, treatment and follow-up care, as part of primary health care services for Aboriginal and/or Torres Strait Islander communities.

The unit applies to those Aboriginal and/or Torres Strait Islander Health Workers providing a range of primary health care services to Aboriginal and/or Torres Strait Islander clients and communities.

*No licensing, legislative or certification requirements apply to this unit at the time of publication.*

### Elements and Performance Criteria

#### ELEMENT

*Elements define the essential outcomes*

#### PERFORMANCE CRITERIA

*Performance criteria describe the performance needed to demonstrate achievement of the element.*

1. Promote awareness and early detection of breast cancer
  - 1.1 Identify community and individual client needs in determining priorities for promotion of breast awareness and early detection of breast cancer
  - 1.2 Provide accurate clinical information about the nature of breast cancer, including the definition and signs and symptoms
  - 1.3 Give clients accurate information on incidence, survival and mortality rates of breast cancer in relation to Aboriginal and/or Torres Strait Islander communities
  - 1.4 Discuss risk factors relating to breast cancer in the context of cultural, community, family and individual issues
  - 1.5 Explain practices for early detection of breast cancer
  - 1.6 Provide information and practical advice relating to modifiable risk factors of developing breast cancer
2. Provide information and support to clients being investigated for a breast cancer symptom
  - 2.1 Equip clients with an overview of investigation methods and diagnostic tests for breast cancer
  - 2.2 Provide information about own service and role to other organisations
  - 2.3 Facilitate communication between services to optimise service delivery
3. Provide information and support to clients being treated for breast cancer
  - 3.1 Provide information and current evidence regarding breast cancer treatments
  - 3.2 Promote the exchange of information about care needs and positive multidisciplinary clinical partnerships in planning and implementing breast cancer care
  - 3.3 Collaborate with clients, their family/significant others and the multidisciplinary team in planning and implementing care to meet the multiple health and support needs of clients
  - 3.4 Provide appropriate information and resources on supportive care, and facilitate access to health services and community resources which provide such care

4. Provide information and support to clients to complete breast cancer follow-up care

4.1 Provide information to clients on follow-up care in relation to the breast cancer journey

4.2 Collaborate with clients, their family/significant others and the multidisciplinary team in planning and implementing follow-up care

4.3 Identify barriers to accessing treatment for cancer in Aboriginal and/or Torres Strait Islander women

4.4 Provide information on key psychosocial issues facing Aboriginal and/or Torres Strait Islander women with cancer

4.5 Use basic, culturally appropriate communication skills to support women being treated for breast cancer

4.6 Identify patients at higher risk of psychosocial distress who may benefit from additional assessment and appropriate referral for psychosocial care

4.7 Provide continuity of care for the patient, communicating regularly and collaboratively with the multidisciplinary health care team

## Foundation Skills

*This section describes those language, literacy, numeracy and employment skills that are essential to performance.*

### *Learning*

- in order to locate, evaluate and organise information to suit intended audience and purpose

### *Numeracy*

- in order to interpret, calculate and express the level of incidence of cancer using ratios and percentages

Other foundation skills essential to performance are explicit in the performance criteria of this unit.



## Unit Mapping Information

No equivalent unit.

## Links

Companion Volume implementation guides are found in VETNet -

<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=ced1390f-48d9-4ab0-bd50-b015e5485705>

## Assessment Requirements for HLTAHW036 Provide information and support to women with breast cancer

### Modification History

| Release   | Comments                                                                                                                                                                                                                                                                                                               |
|-----------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Release 1 | <p>This version was released in <i>HLT Health Training Package release 1.0</i> and meets the requirements of the New Standards for Training Packages.</p> <p>Significant changes to elements and performance criteria.<br/>New evidence requirements for assessment, including volume and environment requirements</p> |

### Performance Evidence

The candidate must show evidence of the ability to complete tasks outlined in elements and performance criteria of this unit, manage tasks and manage contingencies in the context of the job role.

There must be evidence that the candidate has:

- provided support to at least three different women diagnosed with breast cancer by offering:
  - advice about available treatment
  - information about further diagnostic tests and investigation techniques
  - explanation of available services and their roles
  - support to clients undergoing breast cancer treatment, including assistance with:
    - o information regarding different treatment options
    - o liaison with other services to ensure appropriate exchange of client information
    - o care plans and their implementation
    - o identifying and addressing barriers to receiving treatment
    - o access to support services for the client and their families
  - follow-up with clients and identification of psychosocial issues, referring as required
  - a collaborative approach to working with the multidisciplinary health care team to support client needs

- communicated effectively and in a culturally safe and appropriate manner to Aboriginal and/or Torres Strait Islander women to promote community awareness of and current information about breast cancer and its signs and symptoms and risk factors. This must occur on at least one occasion in a group environment.

## Knowledge Evidence

The candidate must be able to demonstrate essential knowledge required to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role.

This includes knowledge of:

- early signs and symptoms of breast cancer
- risk factors of early breast cancer
- early detection breast cancer strategies such as:
  - breast awareness
  - mammography screening every two years
- statistical incidence, survival and mortality rates of breast cancer in the Aboriginal and/or Torres Strait Islander population compared to the whole Australian population
- definition of breast cancer, including:
  - Ductal Carcinoma in Situ (DCIS)
  - early breast cancer
  - secondary breast cancer
- healthy lifestyle strategies to reduce the risk of developing breast cancer
- the three diagnostic components (also known as triple test) of early breast cancer which are:
  - medical history and clinical breast examination
  - imaging-mammography and/or ultrasound
  - biopsy
- treatments for early breast cancer, including the aim of treatment, duration and side-effects, including:
  - chemotherapy
  - hormonal therapy
  - radiotherapy
  - surgery (mastectomy and breast-conserving surgery)
  - targeted therapy
- the key psychosocial issues for Aboriginal and/or Torres Strait Islander women with breast cancer, including:
  - emotional
  - psychological

- physical
- practical
- agencies able to provide support and assistance to Aboriginal and/or Torres Strait Islander women with breast cancer.

## Assessment Conditions

Skills must be demonstrated working:

- in a health service or centre
- as part of a multidisciplinary primary health care team
- with Aboriginal and/or Torres Strait Islander clients and communities.

In addition, simulations and scenarios must be used where the full range of contexts and situations cannot be provided in the workplace or may occur only rarely. These are situations relating to emergency or unplanned procedures where assessment in these circumstances would be unsafe or is impractical.

Simulated assessment environments must simulate the real-life working environment where these skills and knowledge would be performed, with all the relevant equipment and resources of that working environment.

Assessors must satisfy the NVR/AQTF mandatory competency requirements for assessors.

Assessment must be undertaken by a workplace assessor who has expertise in this unit of competency and who is:

- an Aboriginal and/or Torres Strait Islander Health Worker

or:

- accompanied by an Aboriginal and/or Torres Strait Islander person who is a recognised member of the community with experience in primary health care.

## Links

Companion Volume implementation guides are found in VETNet -

<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=ced1390f-48d9-4ab0-bd50-b015e5485705>

## HLTAHW037 Support the safe use of medications

### Modification History

Not applicable.

### Application

This describes the skills and knowledge required to support Aboriginal and/or Torres Strait Islander clients and communities to safely use medication through the provision of accurate information about medicines. This unit includes investigating individual client needs for information, and researching and delivering knowledge to clients to support the Quality Use of Medicines. It also involves delivering information as part of health promotion activities with communities or identified groups.

The unit applies to those Aboriginal and/or Torres Strait Islander Health Workers providing a range of primary health care services to Aboriginal and/or Torres Strait Islander clients and communities.

This unit does not include skills and knowledge to administer or supervise self-administration of medication, which is covered in HLTAHW020 Administer medications.

*No licensing, legislative or certification requirements apply to this unit at the time of publication.*

### Elements and Performance Criteria

| ELEMENT                                        | PERFORMANCE CRITERIA                                                                                                                                                                                                                                                                                                                                                                                                  |
|------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <i>Elements define the essential outcomes.</i> | <i>Performance criteria specify the level of performance needed to demonstrate achievement of the element.</i>                                                                                                                                                                                                                                                                                                        |
| 1. Determine client medication requirements    | <ul style="list-style-type: none"><li>1.1 Consult client and/or significant others for medication history and allergies</li><li>1.2 Review relevant documentation</li><li>1.3 Identify options and contraindications of commonly used medications and discuss with prescriber and other relevant staff</li><li>1.4 Maintain appropriate records of client medication in line with organisation requirements</li></ul> |

**ELEMENT****PERFORMANCE CRITERIA**

*Elements define the essential outcomes.*

*Performance criteria specify the level of performance needed to demonstrate achievement of the element.*

**2. Interpret and clarify orders and instructions for medication**

- 2.1 Receive and correctly interpret written and verbal orders and instructions for medications
- 2.2 Identify potential drug interactions and refer to the authorised prescriber
- 2.3 Consult authorised practitioners and other senior health staff if required to clarify medication instructions
- 2.4 Check written and verbal medication instructions against published medicines' information resources
- 2.5 Recognise special precautions and contraindications of use of particular medicines and refer to an appropriate person

**3. Support clients in their use of traditional and western medicines**

- 3.1 Identify traditional/bush medicines commonly used in the local community
- 3.2 Support and promote the role of traditional healers and traditional/bush medicines as an adjunct to western medical treatment
- 3.3 Identify generic and brand names of medicines used commonly in Aboriginal and/or Torres Strait Islander primary health practice, using reference sources as required
- 3.4 Provide information to clients on mechanisms of action, dosing and common side-effects
- 3.5 Provide Consumer Medicines Information (CMI) and explain to clients as required
- 3.6 Support clients to question proposed medical treatments to clarify the purpose, action and any issues relating to medication
- 3.7 Obtain feedback from client to determine their understanding of information provided
- 3.8 Support clients, where appropriate, to obtain prescription medicines under the Pharmaceutical Benefits Scheme (PBS) and other federal initiatives

**ELEMENT****PERFORMANCE CRITERIA**

*Elements define the essential outcomes.*

*Performance criteria specify the level of performance needed to demonstrate achievement of the element.*

4. Deliver information to support clients in the use of medications

4.1 Deliver clear and accurate information to support the client's Quality Use of Medicines in a confidential and culturally appropriate and safe manner

4.2 Check the client's understanding of information provided and support the client to make decisions and further inquiries about medication use

4.3 Support clients to obtain access to benefit schemes and other supports as appropriate

4.4 Evaluate the impact of information on the individual client's health through follow-up contact

4.5 Document all information provided about medications according to organisation procedures

5. Provide advice about storage and transport of medication

5.1 Explain to client the importance of correct and secure storage of medication in the home or other locations, including keeping medication away from children

5.2 Advise clients of the correct way to handle medication, including cold chain transport for medication requiring refrigeration

5.3 Explain to clients the importance of only using in date and undamaged medication

5.4 Provide advice to clients to correctly transport, store and dispose of their medications

6. Provide information and support to community

6.1 Communicate in a culturally appropriate and safe manner with community members to identify community or specific group requirements for medication information

6.2 Investigate generic medication information to be provided to support community or specific group needs

6.3 Identify and make use of culturally appropriate and safe ways to effectively provide information to

**ELEMENT**

*Elements define the essential outcomes.*

**PERFORMANCE CRITERIA**

*Performance criteria specify the level of performance needed to demonstrate achievement of the element.*

community and specific groups about medication

6.4 Support individual members of community or specific groups to gain individual advice about specific medication issues

6.5 Evaluate the impact of information on the community or a specific group's awareness and use of medication through follow-up contact with community members

**Foundation Skills**

*This section describes those language, literacy, numeracy and employment skills that are essential to performance.*

*Numeracy*

- in order to interpret and explain dosage requirements to client

Other foundation skills essential to performance are explicit in the performance criteria of this unit.

**Unit Mapping Information**

No equivalent unit.

**Links**

Companion Volume implementation guides are found in VETNet - <https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=ced1390f-48d9-4ab0-bd50-b015e5485705>



# Assessment Requirements for HLTAHW037 Support the safe use of medications

## Modification History

Not applicable.

## Performance Evidence

The candidate must show evidence of the ability to complete tasks outlined in elements and performance criteria of this unit, manage tasks and manage contingencies in the context of the job role.

There must be evidence that the candidate has:

- provided clear and accurate information to support the safe use of medicines to least five individual clients. This includes:
  - communicating effectively and in a culturally safe and appropriate manner to identify client information needs about medication, and providing information to meet those needs
  - undertaking research and using various medication references and resources, such as MIMS, standing orders, guidelines and CMI in line with the Quality Use of Medicines framework and organisational requirements
  - using published medication references and resources to:
    - o check written orders for medicines
    - o identify medicines by their generic and/or brand names
    - o note potential drug interactions
    - o identify special precautions and contraindications
    - o check terms and abbreviations commonly used in prescribing and administering medications
  - confirming information to be provided to the client with relevant health professionals
  - working within the scope and parameters of the work role as a member of a multidisciplinary team providing primary health care to Aboriginal and/or Torres Strait Islander clients and community
  - maintaining records and documentation in line with organisational requirements
- provided clear and accurate information to support the local Aboriginal and/or Torres Strait community, or a section of the community, in the use of medicines by on at least one occasion by:
  - using culturally appropriate and safe communication to determine needs for medication information by a community or specific group
  - researching and determining the information to be provided

- delivering information in a culturally appropriate and safe manner to a group of community members.

## Knowledge Evidence

The candidate must be able to demonstrate essential knowledge required to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role.

This includes knowledge of:

- application of universal precautions in the administration of medicines
- basic medications commonly used in daily role, and effects on the body
- federal and state legislation relating to the control, labelling, storage and dispensing of drugs and medication
- workplace health and safety issues
- organisational policies and procedures relating to drugs and medications
- schemes and programs to support access to medications, including the PBS and Close The Gap Initiative
- relevant services provided by Commonwealth, state and territory to support medication use
- signs of anaphylaxis and appropriate management /referral
- Quality Use of Medicines and the CMI
- National medication access and review initiatives for Aboriginal/Torres Strait Islander people
- special considerations in use of medicines, including:
  - pregnancy and lactation
  - renal failure
  - anti-coagulant therapy
  - potential drug interactions
  - differences of medication impact on children and adults
- types of locally available/used traditional bush medicines and their benefits.

## Assessment Conditions

Skills must be demonstrated working:

- in a health service or centre
- as part of a multidisciplinary primary health care team
- with Aboriginal and/or Torres Strait Islander clients and communities.

In addition, simulations and scenarios must be used where the full range of contexts and situations cannot be provided in the workplace or may occur only rarely. These are situations relating to emergency or unplanned procedures where assessment in these circumstances would be unsafe or is impractical.

Simulated assessment environments must simulate the real-life working environment where these skills and knowledge would be performed, with all the relevant equipment and resources of that working environment.

Assessors must satisfy the NVR/AQTF mandatory competency requirements for assessors.

Assessment must be undertaken by a workplace assessor who has expertise in this unit of competency and who is:

- an Aboriginal and/or Torres Strait Islander Health Worker

or:

- accompanied by an Aboriginal and/or Torres Strait Islander person who is a recognised member of the community with experience in primary health care.

## Links

Companion Volume implementation guides are found in VETNet -

<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=ced1390f-48d9-4ab0-bd50-b015e5485705>

# HLTAHW038 Assess and promote physical and emotional wellbeing of children

## Modification History

Not applicable.

## Application

This unit describes the skills and knowledge required to identify, assess and implement care related to the growth and development, and to promote wellbeing for, children from birth to 5 years of age.

The unit applies to Aboriginal and Torres Strait Islander Health Workers who are working with families and children within a primary health care context.

*No licensing, legislative or certification requirements apply to this unit at the time of publication.*

## Elements and Performance Criteria

### ELEMENT

### PERFORMANCE CRITERIA

*Elements define the essential outcomes.*

*Performance criteria specify the level of performance needed to demonstrate achievement of the element.*

1. Assess current child physical health and wellbeing

1.1 Consult family or carer regarding child, family and social history

1.2 Review documentation relevant to child's physical and emotional health

1.3 Conduct a full assessment of the child according to organisation procedures

1.4 Identify normal and abnormal findings in conducting child health assessment

1.5 Recognise and respond to indicators for potentially serious health concerns according to standard treatment in line with protocols

1.6 Record information according to organisation guidelines

**ELEMENT****PERFORMANCE CRITERIA**

*Elements define the essential outcomes.*

*Performance criteria specify the level of performance needed to demonstrate achievement of the element.*

**2. Develop a health care plan**

2.1 Identify physical and emotional health needs of infants and children

2.2 Discuss and confirm child health requirements of the health care plan with primary health care team and/or supervisors

2.3 Work collaboratively with families or carers, the multidisciplinary team, organisations and agencies to develop a health care plan

2.4 Identify appropriate health care activities to include in plan

2.5 Develop plans according to standard treatment protocols, work roles and legislative frameworks

2.6 Discuss health care plans and possible options with parents or carers and where possible, with the child to support understanding and cooperation

**3. Deliver health care to children according to health care plan**

3.1 Provide care according to the child health plan and client requirements

3.2 Refer to standard treatment protocols, own work role and scope and legislative frameworks to implement the care plan

3.3 Implement immediate and appropriate actions in response to relevant child health conditions in line with standard protocols

3.4 Provide health education to family or carers and encourage questions to support understanding

3.5 Where possible, encourage the child to ask questions about own health to support the child's own understanding and involvement in health care

**4. Monitor and review continuing care for children**

4.1 Use regular appointments and checkups to monitor the progress of the health care plan and health of the child

4.2 Discuss outcomes of health checks with primary

**ELEMENT**

*Elements define the essential outcomes.*

**PERFORMANCE CRITERIA**

*Performance criteria specify the level of performance needed to demonstrate achievement of the element.*

health care team to identify required changes to health care plan

4.3 Ensure continuing health care plans are made to reflect ongoing monitoring of health and continued care

**Foundation Skills****Unit Mapping Information**

No equivalent unit.

**Links**

Companion Volume implementation guides are found in VETNet -

<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=ced1390f-48d9-4ab0-bd50-b015e5485705>

# Assessment Requirements for HLTAHW038 Assess and promote physical and emotional wellbeing of children

## Modification History

Not applicable.

## Performance Evidence

The candidate must show evidence of the ability to complete tasks outlined in elements and performance criteria of this unit, manage tasks and manage contingencies in the context of the job role.

There must be evidence that the candidate has:

- assessed the physical and emotional wellbeing of at least three children aged birth to 5 years by:
  - engaging and communicating with each child's family in a culturally appropriate and safe manner to gather information about the child
  - communicating in a safe and welcoming manner with each child
  - undertaking an assessment of the child's physical health
  - completing an assessment of the child's emotional health
  - interpreting assessment results and responding accordingly to results outside of normal ranges
  - identifying areas to address in each child's health care plan
- developed a health care plan for at least three children aged birth to 5 years by:
  - consulting with relevant staff and colleagues on appropriate health care for the child
  - discussing health needs of the child with the family
- provided health care according to the health care plan for at least three children aged birth to 5 years, including;
  - referring the client to appropriate health care providers according to the child's needs
  - encouraging the child and family to ask questions about the health care being delivered
- monitored health care of at least three children aged birth to 5 years and made adjustments to the health care plan according to child's progress and health.

## Knowledge Evidence

The candidate must be able to demonstrate essential knowledge required to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role.

This includes knowledge of:

- application of universal precautions
- workplace health and safety issues
- physical and cognitive developmental milestones
- communication with families and children
- assessment of the physical wellbeing of children
- child social and emotional wellbeing assessment
- assessment and management of the following common child health conditions:
  - anaemia
  - respiratory conditions including chest infections, viruses and asthma (acute and ongoing management)
  - oral health and dental problems
  - diarrhoea, acute and persistent
  - ear and hearing problems including examination, assessment and management
  - rashes and skin conditions
  - urinary problems
  - cardiac including rheumatic heart disease and acute rheumatic fever
- health care which includes growth monitoring
- assessment and management of failure to thrive and growth faltering
- language and communication assessment and referral procedures
- childhood immunisation schedule and requirements
- dehydration and rehydration requirements in unwell children
- assessment and management of serious conditions for children birth to five years – the unwell child and the warning signs
- management of the febrile child
- child safety and protection including child neglect, physical and emotional abuse and sexual abuse; non accidental injuries in children
- Charter on Rights of Children and Young People in Health Care Settings in Australia
- child health promotion strategies including:
  - immunisations
  - disease prevention and hygiene-
  - mental health promotion
  - early learning promotion
  - exercise and physical wellbeing
- organisation policies and procedures relating to child health and wellbeing assessment, planning and implementing health care.

## Assessment Conditions

Skills must be demonstrated working:



- in a health service or centre
- as part of, and under the supervision of, a multidisciplinary primary health care team
- with Aboriginal and/or Torres Strait Islander clients and communities.

In addition, simulations and scenarios must be used where the full range of contexts and situations cannot be provided in the workplace or may occur only rarely. These are situations relating to emergency or unplanned procedures where assessment in these circumstances would be unsafe or is impractical.

Simulated assessment environments must simulate the real-life working environment where these skills and knowledge would be performed, with all the relevant equipment and resources of that working environment including diagnostic tools for child health assessments.

Assessors must satisfy the NVR/AQTF mandatory competency requirements for assessors.

Assessment must be undertaken by a workplace assessor who has expertise in this unit of competency and who is:

- an Aboriginal and/or Torres Strait Islander Health Worker
- or:
- accompanied by an Aboriginal and/or Torres Strait Islander person who is a recognised member of the community with experience in primary health care.

## Links

Companion Volume implementation guides are found in VETNet -  
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=ced1390f-48d9-4ab0-bd50-b015e5485705>

# HLTAHW039 Monitor early childhood growth and development

## Modification History

Not applicable.

## Application

This unit describes the skills and knowledge required to identify appropriate growth and development milestones with children aged birth to 5 years.

This unit applies to Aboriginal and Torres Strait Islander health workers who are working with families and children within a primary health care context.

*No licensing, legislative or certification requirements apply to this unit at the time of publication.*

## Elements and Performance Criteria

### ELEMENT

### PERFORMANCE CRITERIA

*Elements define the essential outcomes.*

*Performance criteria specify the level of performance needed to demonstrate achievement of the element.*

1. Initiate and undertake growth and development monitoring

1.1 Establish trust and rapport with children and their families/carers through effective communication strategies

1.2 Maintain confidentiality of client information

1.3 Use culturally appropriate and safe methods during interactions

1.4 Provide information to children and their families/carers regarding growth and development procedures

1.5 Use appropriate screening tools and equipment as per child health protocols and procedures

1.6 Conduct screening in accordance with organisational policies and procedures and workplace health and safety requirements, in line with job role

1.7 Use age-appropriate strategies when performing

**ELEMENT****PERFORMANCE CRITERIA**

*Elements define the essential outcomes.*

*Performance criteria specify the level of performance needed to demonstrate achievement of the element.*

growth and developmental screening

1.8 Accurately document growth and development screening data

2. Interpret results of growth and development screening and undertake actions

2.1 Review screening findings against tools and in accordance with organisational protocols

2.2 Recognise deviations from normal parameters regarding child growth and development

2.3 Recognise the cumulative effects of multiple risk factors and the developmental implications

2.4 Provide information to child, parent/caregiver regarding the results and the negotiated care plan required

2.5 Discuss and develop a plan in consultation with appropriate health care professionals, organisations and/or agencies

2.6 Implement appropriate actions and care according to organisational protocols, in line with work role and legislative frameworks

3. Promote optimal growth development and wellbeing in childhood

3.1 Provide information to parents and carers regarding influences that shape growth, development and wellbeing in childhood

3.2 Identify environmental conditions and experiences known to have adverse effects on prenatal and early childhood development

3.3 Identify features and qualities of communities that help or hinder families in their capacity to raise young children adequately

3.4 Identify local resources to assist in promoting growth, development and wellbeing in childhood

3.5 Promote strategies to support individuals and the community to foster optimal health and wellbeing in childhood

3.6 Provide referrals to appropriate support programs

## Foundation Skills

## Unit Mapping Information

No equivalent unit.

## Links

Companion Volume implementation guides are found in VETNet -  
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=ced1390f-48d9-4ab0-bd50-b015e5485705>

# Assessment Requirements for HLTAHW039 Monitor early childhood growth and development

## Modification History

Not applicable.

## Performance Evidence

The candidate must show evidence of the ability to complete tasks outlined in elements and performance criteria of this unit, manage tasks and manage contingencies in the context of the job role.

There must be evidence that the candidate has:

- monitored the growth and development of at least three children aged birth to 5-years-old by:
  - using effective communication strategies which demonstrate cultural appropriateness and safety to engage with the families and/or carers of each child
  - explaining the purpose and promoting the benefits of screening to clients and parents/carer
  - taking a detailed history, eliciting relevant information from the child, carer or family and documentation
  - using screening tools and equipment in accordance with organisational protocols
  - making referrals for assessment based on parental concerns and any observed variations
  - initiating appropriate actions in response to growth and development screening results, in line with organisational procedures and protocols, for presenting health conditions
  - explaining concepts related to growth and development including:
    - o nutrition – including breastfeeding
    - o physical activity
    - o environment
  - informing parents/caregivers about age-appropriate milestones of growth and development including;
    - o fine and gross motor skills
    - o emotional, social and behavioural development
    - o language and communication
  - documenting outcomes of all assessment, treatment decisions and monitoring according to organisation procedures and policies and in regard to confidentiality of the clients and families.

## Knowledge Evidence

The candidate must be able to demonstrate essential knowledge required to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

This includes knowledge of:

- core principles of child development and broader knowledge of current research around child development
- the impact of contextual factors that influence and challenge a child's physical, emotional and psychological development
- broad understanding of the domains of child development
- developmental milestones within specific age groups
- indicators of abnormal or 'red flags' within the age-specific developmental domains
- differences among children in stage of development, needs, interests and strengths when providing services to children
- application of standard universal precautions
- past and present growth and development trends within Aboriginal and Torres Strait Islander population
- maternal history and issues related to pregnancy and childbirth
- differences in growth patterns for breastfed and formula-fed children, preterm infants and infants with a disability
- assessment and management of failure to thrive and growth faltering
- child health promotion strategies including:
  - immunisations
  - disease prevention and hygiene
  - mental health promotion
  - protective behaviors
  - early learning promotion
  - exercise and physical wellbeing
- organisation policies and procedures relating to child health and wellbeing assessment, planning and implementing health care.
- 

## Assessment Conditions

Skills must be demonstrated working:

- in a health service or centre
- as part of, and under the supervision of, a multidisciplinary primary health care team
- with Aboriginal and/or Torres Strait Islander clients and communities.

In addition, simulations and scenarios must be used where the full range of contexts and situations cannot be provided in the workplace or may occur only rarely. These are situations relating to emergency or unplanned procedures where assessment in these circumstances would be unsafe or is impractical.

Simulated assessment environments must simulate the real-life working environment where these skills and knowledge would be performed, with all the relevant equipment and resources of that working environment. This may include tools and equipment associated with child growth and development screening and monitoring.

Assessors must satisfy the NVR/AQTF mandatory competency requirements for assessors.

Assessment must be undertaken by a workplace assessor who has expertise in this unit of competency and who is:

- an Aboriginal and/or Torres Strait Islander Health Worker
- or:
- accompanied by an Aboriginal and/or Torres Strait Islander person who is a recognised member of the community with experience in primary health care.

## Links

Companion Volume implementation guides are found in VETNet -  
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=ced1390f-48d9-4ab0-bd50-b015e5485705>

# HLTAHW040 Promote burns prevention in homes and the community

## Modification History

Not applicable.

## Application

This unit describes the skills and knowledge required to educate community members on burn and scald hazards and other risk factors within the home and community.

This unit applies to those Aboriginal and/or Torres Strait Islander Health Workers providing a range of primary health care services to Aboriginal and/or Torres Strait Islander clients and communities.

*No licensing, legislative or certification requirements apply to this unit at the time of publication.*

## Elements and Performance Criteria

| ELEMENT                                        | PERFORMANCE CRITERIA                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |
|------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <i>Elements define the essential outcomes.</i> | <i>Performance criteria specify the level of performance needed to demonstrate achievement of the element.</i>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |
| 1. Identify burn and scald risk factors        | <p>1.1 Demonstrate respect for Aboriginal and/or Torres Strait Islander community values, beliefs and gender roles when assessing burn and scald hazards</p> <p>1.2 Establish high-risk age groups, families or community members</p> <p>1.3 Identify the perceptions that high-risk groups have of risk-taking behaviour</p> <p>1.4 Undertake risk assessment of client's environment to identify potential burn and scald hazards</p> <p>1.5 Complete risk assessment of potential burn and scald hazards within the workplace and community setting</p> <p>1.6 Research national burns epidemiology for Aboriginal and Torres Strait Islander people, to raise</p> |



**ELEMENT****PERFORMANCE CRITERIA**

*Elements define the essential outcomes.*

*Performance criteria specify the level of performance needed to demonstrate achievement of the element.*

burns awareness

2. Provide prevention information and education

2.1 Communicate basic steps of burns first aid to client or community member

2.2 Demonstrate safer practices for identified burn and scald hazards

2.3 Deliver prevention information and education to clients or community members

2.4 Provide appropriate burns prevention and education literature and resources to clients and community members

2.5 Identify burn or scald prevention infrastructure legislation in housing standards and inform clients and community members

2.6 Identify and make contact with services from which mechanical prevention aids can be obtained and installed (i.e. smoke alarms)

3. Evaluate burns and scalds prevention strategies

3.1 Evaluate prevention strategies according to workplace policy and procedures

3.2 Monitor incidence and severity of burn or scald injuries in the community

3.3 Obtain feedback from clients and community members in relation to prevention and education strategies implemented

3.4 Identify burns prevention programs and other resources available to the community

3.5 Identify and share successful burns prevention strategies with other communities

**Foundation Skills**

*This section describes those language, literacy, numeracy and employment skills that are*

*essential to performance.*

*Numeracy*

- in order to undertake risk assessments, including calculating probability and likelihood

Other foundation skills essential to performance are explicit in the performance criteria of this unit.

## Unit Mapping Information

No equivalent unit.

## Links

Companion Volume implementation guides are found in VETNet -  
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=ced1390f-48d9-4ab0-bd50-b015e5485705>

## Assessment Requirements for HLTAHW040 Promote burns prevention in homes and the community

### Modification History

Not applicable.

### Performance Evidence

The candidate must show evidence of the ability to complete tasks outlined in elements and performance criteria of this unit, manage tasks and manage contingencies in the context of the job role.

There must be evidence that the candidate has:

- explained and described burns prevention strategies using clear, simple language
- worked with community to seek input and feedback on burns prevention programs
- observed, obtained and interpreted information from at least three clients in relation to burn injuries, client behaviour and health services
- worked with clients, colleagues, community members and other agencies as required
- performed a risk assessment of potential burn hazards in the community.

All performance evidence must be performed at least once.

### Knowledge Evidence

The candidate must be able to demonstrate essential knowledge required to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role.

This includes knowledge of:

- effective strategies to monitor and manage identified burn risks in line with community needs and sensitivities
- methods of evaluating burns prevention programs and providing feedback to health service management and the community in line with organisation and community requirements
- epidemiology of Aboriginal and Torres Strait Islander people
- the range of burn injuries:
  - o thermal burn

- o chemical burn
  - o electrical burn
  - o cold injury
- prevention information and safer practices for identified burn and scald hazards
- basic home fire safety including high-risk groups, behaviour that contributes to fire injury and fatalities, and smoke alarm placement, installation and maintenance
- appropriate burns education and prevention literature
- other burns prevention programs locally, in the region, state, territory and/or federally and resources available to health workers
- legislation around burn or scald prevention infrastructure in housing
- sources providing advice around mechanical prevention aids
- ways to contact and access available health and support services in the region
- Advanced Medical Program Video-Conferencing facilities.

## Assessment Conditions

Skills must be demonstrated working:

- in a health service or centre
- as part of a multidisciplinary primary health care team
- with Aboriginal and/or Torres Strait Islander clients and communities.

In addition, simulations and scenarios must be used where the full range of contexts and situations cannot be provided in the workplace or may occur only rarely. These are situations relating to emergency or unplanned procedures where assessment in these circumstances would be unsafe or is impractical.

Simulated assessment environments must simulate the real-life working environment where these skills and knowledge would be performed, with all the relevant equipment and resources of that working environment.

Assessors must satisfy the NVR/AQTF mandatory competency requirements for assessors.

Assessment must be undertaken by a workplace assessor who has expertise in this unit of competency and who is:

- an Aboriginal and/or Torres Strait Islander Health Worker

or:

- accompanied by an Aboriginal and/or Torres Strait Islander person who is a recognised member of the community with experience in primary health care.

## Links

Companion Volume implementation guides are found in VETNet -  
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=ced1390f-48d9-4ab0-bd50-b015e5485705>

# HLTAHW041 Assess and manage emergency treatment of burns

## Modification History

## Application

This unit describes the skills and knowledge required to effectively assess the severity of a burn injury and implement appropriate emergency care and management strategies for clients in Aboriginal and Torres Strait Islander communities.

The unit applies to those Aboriginal and/or Torres Strait Islander Health Workers providing a range of primary health care services to Aboriginal and/or Torres Strait Islander clients and communities.

All work is to be carried out with guidance from and under supervision of a medical practitioner or other appropriate health care professional.

*No licensing, legislative or certification requirements apply to this unit at the time of publication.*

## Elements and Performance Criteria

| ELEMENT                                                                     | PERFORMANCE CRITERIA                                                                                                                                                                                                                                                                                                                                                                 |
|-----------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <i>Elements define the essential outcomes.</i>                              | <i>Performance criteria specify the level of performance needed to demonstrate achievement of the element.</i>                                                                                                                                                                                                                                                                       |
| 1. Assess the severity of a burn injury                                     | <ul style="list-style-type: none"><li>1.1 Use culturally appropriate and safe communication skills when treating clients</li><li>1.2 Assess the size and depth of a burn injury using appropriate estimation methods</li><li>1.3 Identify the pre-disposing factors to burn depth progression</li><li>1.4 Identify the pre-disposing factors to delayed burn wound healing</li></ul> |
| 2. Implement burn injury emergency management procedures appropriate to the | <ul style="list-style-type: none"><li>2.1 Identify need(s) for emergency services and medical assistance and undertake triage as required</li><li>2.2 Communicate with personnel, emergency</li></ul>                                                                                                                                                                                |

**ELEMENT****PERFORMANCE CRITERIA**

*Elements define the essential outcomes.*

*Performance criteria specify the level of performance needed to demonstrate achievement of the element.*

client's burn injury

management services and medical assistance personnel as appropriate

2.3 Undertake a systematic survey of the client's clinical status using standard emergency treatment principles

2.4 Use pain management strategies with the client

2.5 Refer clients with a burn injury to a Burn Unit, as appropriate

2.6 Identify and implement emergency management procedures and select correct wound dressing to treat identified type of wound

2.7 Commence intravenous resuscitation under supervision and/or as directed by a medical officer or other qualified personnel

2.8 Monitor and document fluid balance chart

2.9 Monitor and document the client's ongoing clinical status

3. Treat burn injury according to specific burn type

3.1 Undertake a risk assessment of potential hazards in the incident area

3.2 Identify need(s) for emergency services/medical assistance and undertake triage as required

3.3 Communicate with appropriate personnel, emergency management services and medical assistance as appropriate

3.4 Convey information on client's burn injury to relevant personnel to minimise the risk of complications

3.5 Use Personal Protective Equipment (PPE) when undertaking first aid

3.6 Use irrigation to minimise injury to unaffected body parts and to the health worker

3.7 Identify specific risks and implement management procedures to treat identified burn

3.8 Deliver appropriate first aid to a client, according to type of burns wound, using available resources and

**ELEMENT****PERFORMANCE CRITERIA**

*Elements define the essential outcomes.*

*Performance criteria specify the level of performance needed to demonstrate achievement of the element.*

within the context of client and environmental factors

3.9 Treat wound(s) in the immediate post-first-aid period

4. Assess psychosocial needs and risks, implementing techniques that support the client and family.

4.1 Establish effective communication with a client and family

4.2 Provide a supportive environment to a client and family in crisis

4.3 Identify presentation patterns of possible non-accidental burn injury in children and mandatory obligations when working with children

4.4 Identify presentation patterns of possible non-accidental burn injury in adults and provide appropriate support strategies

4.5 Undertake risk assessment of a client, identifying risk factors which may indicate a risk to self or the safety of others

**Foundation Skills**

*This section describes those language, literacy, numeracy and employment skills that are essential to performance.*

*Numeracy*

- in order to measure heart rate, temperature and blood pressure in determining clinical status
- in order to calculating probability and likelihood as part of risk assessment

Other foundation skills essential to performance are explicit in the performance criteria of this unit.



## Unit Mapping Information

No equivalent unit.

## Links

Companion Volume implementation guides are found in VETNet -

<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=ced1390f-48d9-4ab0-bd50-b015e5485705>

# Assessment Requirements for HLTAHW041 Assess and manage emergency treatment of burns

## Modification History

Not applicable.

## Performance Evidence

The candidate must show evidence of the ability to complete tasks outlined in elements and performance criteria of this unit, manage tasks and manage contingencies in the context of the job role.

There must be evidence that the candidate has:

- performed emergency burn procedures for at least five different clients with burn injuries. This includes:
  - assessing percentage of Total Burn Surface Area (TBSA) using Lund and Browder
  - estimating burn depth
  - communicating with personnel from emergency management services and/or medical services
  - calculating fluid resuscitation requirements according to modified Parklands formula
  - commencing intravenous resuscitation under supervision and/or as directed by a Medical Officer or other qualified personnel
  - monitoring and documenting:
    - o fluid balance chart
    - o vital signs
  - undertaking a risk assessment of potential hazards in the incident area
  - delivering information to minimise the risks of complications
  - delivering appropriate first aid to the burn type
  - administering appropriate wound care in the immediate post-first-aid period, appropriate to the type of burn
  - performing 'to the floor' irrigation in relation to chemical burn injuries
  - communicating information to minimise the risk of burn wound complications
  - using PPE as required
  - instigating communication with clients and families
  - enabling a supportive environment for clients and families
  - providing support strategies for clients with possible non-accidental burn injuries.

## Knowledge Evidence

The candidate must be able to demonstrate essential knowledge required to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role.

This includes knowledge of:

- structure and function of the skin
- principles of healing
- principles of burns shock
- effects of burn injury on the immune system
- pathophysiology of inhalation injury
- estimating the percentage of TBSA using the Lund & Browder method
- determination of burn depth
- knowledge of the Jackson Burn Wound Model
- principles of moist wound healing
- predisposing factors to burn depth progression
- predisposing factors to delayed burn wound healing
- morbidity and mortality rates of burn injuries
- referral guidelines for clients with a burn injury to a Burns Unit
- regional emergency services
- expert medical assistance
- emergency burns injury management procedures:
  - o incident severity assessment
  - o systematic assessment of the person's clinical status
  - o pain management strategies
- specific risks and management of:
  - o chemical injury
  - o electrical injury
  - o circumferential injury
  - o inhalation injury
  - o children with burn injuries
- fluid input and urinary output
- monitoring and documenting the person's clinical status
- specific first aid management for thermal, chemical, and electrical burns, and cold injuries
- potential hazards associated with:
  - o flame, scald and contact burn incidents
  - o liquid and powder chemical burn incidents

- o electrical burn incidents
  - o LPG, ice and other cold injury incidents
- contact persons from emergency and medical services
- information that minimises the risk of complications
- predisposing factors to burn depth progression
- correct emergency management of spinal injury (electrical injuries)
- PPE usage
- risks and management of specific chemical burns, including:
  - o acid burn
  - o alkaline burn
  - o powder chemical burn
  - o alkali-metal burn
  - o bitumen burn
- burn wound care and management, including:
  - o principles of wound care
  - o what environment minimises risk of infection
  - o principles of wound dressing selection
  - o traditional or bush medicines and local products that may help or infect a burn injury
- initial psychosocial management, encompassing:
  - o effective communication with family and client
  - o supportive environment for family and client
  - o mandatory obligations when working with children
  - o supportive strategies in relation to non-accidental injuries when working with adults.

## Assessment Conditions

Skills must be demonstrated working:

- in a health service or centre
- as part of a multidisciplinary primary health care team
- with Aboriginal and/or Torres Strait Islander clients and communities.

In addition, simulations and scenarios must be used where the full range of contexts and situations cannot be provided in the workplace or may occur only rarely. These are situations relating to emergency or unplanned procedures where assessment in these circumstances would be unsafe or is impractical.

Simulated assessment environments must simulate the real-life working environment where these skills and knowledge would be performed, with all the relevant equipment and resources of that working environment.

Assessors must satisfy the NVR/AQTF mandatory competency requirements for assessors.

Assessment must be undertaken by a workplace assessor who has expertise in this unit of competency and who is:

- an Aboriginal and/or Torres Strait Islander Health Worker

or:

- accompanied by an Aboriginal and/or Torres Strait Islander person who is a recognised member of the community with experience in primary health care.

## Links

Companion Volume implementation guides are found in VETNet -  
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=ced1390f-48d9-4ab0-bd50-b015e5485705>

# HLTAHW042 Implement a burns rehabilitation care plan

## Modification History

Not applicable.

## Application

This unit describes the skills and knowledge required to manage and promote the ongoing physical, physiological and psychological rehabilitation of a client recovering from a burn injury.

The unit applies to those Aboriginal and/or Torres Strait Islander Health Workers providing a range of primary health care services to Aboriginal and/or Torres Strait Islander clients and communities.

*No licensing, legislative or certification requirements apply to this unit at the time of publication.*

## Elements and Performance Criteria

*Elements define the essential outcomes.*

1. Assess the psychosocial impact of burn injuries on clients

*Performance criteria specify the level of performance needed to demonstrate achievement of the element.*

1.1 Respect Aboriginal or Torres Strait Islander people's community values, beliefs and gender roles when assessing psychosocial impact

1.2 Undertake risk assessment of the client, identifying factors which may indicate risk to themselves or the safety of others

1.3 Identify the social and cultural implications of a burns injury

1.4 Note possible signs of trauma and/or major mental health issues related to the burn injury

1.5 Identify pre-existing factors in the individual, family and/or community that may impede or facilitate recovery and the healing process

1.6 Involve family or significant others in the assessment process

*Elements define the essential outcomes.*

*Performance criteria specify the level of performance needed to demonstrate achievement of the element.*

2. Implement a care plan in response to psychosocial assessment

2.1 Develop a care plan in consultation with the client and/or significant others, in line with organisation, community and confidentiality requirements

2.2 Address client's rehabilitation needs and findings of routine psychosocial assessment in the care plan

2.3 Document care plan in line with organisation and community requirements

2.4 Communicate care plan to client and/or their carer(s) and negotiate as required to encourage full understanding and agreement

2.5 Take action to minimise risk of harm to self or others during implementation of care plan

2.6 Support client to take a self-care approach to health in line with individual needs and organisational requirements

3. Develop scar management strategies

3.1 Identify factors affecting scar formation

3.2 Apply pressure garments correctly and with care

3.3 Implement methods to minimise hypertrophy, increase scar pliability and protect burned skin

3.4 Implement methods to prevent or minimise contracture

3.5 Employ simple techniques to reduce itching

3.6 Instruct the client about basic massage techniques, as appropriate

3.7 Refer clients to allied health professionals, as appropriate

3.8 Discuss reconstructive options with allied health professionals and clients, if relevant

4. Incorporate nutrition and exercise in care plan

4.1 Explain to the client the importance of nutrition in burn recovery

4.2 Develop an exercise program in consultation with health professionals that encourages movement and ambulation

4.3 Instruct the client in basic exercises under the

*Elements define the essential outcomes.*

*Performance criteria specify the level of performance needed to demonstrate achievement of the element.*

supervision of a health professional

4.4 Facilitate exercise through splinting/positioning

4.5 Use adaptive equipment where relevant

4.6 Discuss the consequences of not following an exercise program with the client and/or carer(s)

5. Refer clients in line with care plan

5.1 Identify and inform clients of community and health services that provide support to burns patients and/or their families

5.2 Make referrals in line with service policy and procedures

5.3 Follow-up with clients and families once referred

## Foundation Skills

*This section describes those language, literacy, numeracy and employment skills that are essential to performance.*

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency.

## Unit Mapping Information

No equivalent unit.

## Links

Companion Volume implementation guides are found in VETNet - <https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=ced1390f-48d9-4ab0-bd50-b015e5485705>



# Assessment Requirements for HLTAHW042 Implement a burns rehabilitation care plan

## Modification History

Not applicable.

## Performance Evidence

The candidate must show evidence of the ability to complete tasks outlined in elements and performance criteria of this unit, manage tasks and manage contingencies in the context of the job role.

There must be evidence that the candidate has:

- formulated care plans for at least three clients by:
  - collaborating with other members of a multi-disciplinary team to determine:
    - findings of psychosocial assessment
    - risk of harm to self and others
  - communicating care plans to each client and checking their understanding
  - using a motivational interviewing approach
  - correctly determining the appropriate rehabilitation therapies required in the specific circumstance of burns rehabilitation
- carrying out rehabilitation procedures and education safely and effectively on at least three occasions, including:
  - positioning and splinting
  - oedema management
  - movement and ambulation
  - functional activity
  - adaptive aids
  - nutrition
- supporting each client to take a self-care approach to health with provision of appropriate information and other measures
- referring clients as necessary in accordance with service policy and procedures
- following up with patients and their families once referred
- educating and informing clients about psychosocial issues and possible services to assist recovery.

## Knowledge Evidence

The candidate must be able to demonstrate essential knowledge required to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role.

This includes knowledge of:

- reconstructive options in relation to burns rehabilitation
- principles of scar management, working in collaboration with allied health professionals
- aims and consequences of rehabilitation exercise regimes – under the supervision of a health professional
- psychosocial factors affecting burn injury clients:
  - risk to self and others
  - social and cultural implications
  - common individual reactions to a burns injury
  - possible signs of trauma and mental health issues
  - pre-existing factors in family and wider community that may impede or facilitate recovery and the healing process
  - family involvement
  - communication skills
- community and health services which may support burns patients and/or their families with psychosocial needs
- referral process in accordance with service policy and procedures.

## Assessment Conditions

Skills must be demonstrated working:

- in a health service or centre
- as part of a multi-disciplinary primary health care team
- with Aboriginal and/or Torres Strait Islander clients and communities.

In addition, simulations and scenarios must be used where the full range of contexts and situations cannot be provided in the workplace or may occur only rarely. These are situations relating to emergency or unplanned procedures where assessment in these circumstances would be unsafe or is impractical.

Simulated assessment environments must simulate the real-life working environment where these skills and knowledge would be performed, with all the relevant equipment and resources of that working environment, including medical equipment, splints and pressure garments used in aiding wound recovery.

Assessors must satisfy the NVR/AQTF mandatory competency requirements for assessors.

Assessment must be undertaken by a workplace assessor who has expertise in this unit of competency and who is:

- an Aboriginal and/or Torres Strait Islander Health Worker
- or:
- accompanied by an Aboriginal and/or Torres Strait Islander person who is a recognised member of the community with experience in primary health care.

## Links

Companion Volume implementation guides are found in VETNet -  
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=ced1390f-48d9-4ab0-bd50-b015e5485705>

## HLTAHW043 Facilitate access to tertiary health services

### Modification History

Not applicable.

### Application

#### Application

This unit describes the required skills and knowledge to develop and maintain links with tertiary referral centres for Aboriginal and/or Torres Strait Islander health. It includes developing and maintaining networks with health services, assisting clients requiring transport and accommodation, providing information, and participating in discharge planning.

This unit applies to those Aboriginal and/or Torres Strait Islander Health Workers working independently and as part of a multidisciplinary team to deliver primary health care services to Aboriginal and/or Torres Strait Islander clients and community.

*No licensing, legislative or certification requirements apply to this unit at the time of publication.*

### Elements and Performance Criteria

*Elements define the essential outcomes.*

*Performance criteria specify the level of performance needed to demonstrate achievement of the element.*

1. Develop and maintain cooperative working relationships with tertiary health services

- 1.1 Gather information about relevant tertiary health services, organisations and key contacts
- 1.2 Establish networks to meet client needs and organisation objectives as required
- 1.3 Maintain working relationships between and within organisations to provide benefits for clients and the organisation
- 1.4 Provide and share information and resources about own and other organisations as requested

2. Support clients to access

- 2.1 Provide clients with information about

*Elements define the essential outcomes.*

tertiary health services

*Performance criteria specify the level of performance needed to demonstrate achievement of the element.*

available tertiary health services and support, as appropriate

2.2 Assist clients and their families with transport and accommodation to access tertiary health services as required

2.3 Liaise with government and non-government agencies, departments and organisations as required

2.4 Provide advocacy to support relationships between clients and other organisations and agencies as required

3. Participate in discharge planning

3.1 Identify and communicate with key individuals involved in discharge planning at the tertiary health service

3.2 Discuss discharge planning with clients and their families

3.3 Liaise with the tertiary health service in relation to timing of discharge, transport needs, medication and client follow-up requirements

## Foundation Skills

### FOUNDATION SKILLS

This section describes those language, literacy, numeracy and employment skills that are essential to performance.

*Numeracy*

- in order to gather and interpret relevant health services information, including costs to clients

*Other foundation skills essential to performance are explicit in the performance criteria of this unit.*

## Unit Mapping Information

No equivalent unit

## Links

Companion Volume implementation guides are found in VETNet -

<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=ced1390f-48d9-4ab0-bd50-b015e5485705>

## Assessment Requirements for HLTAHW043 Facilitate access to tertiary health services

### Modification History

| Release   | Comments                                                                                                                                                                                                                                                                                                               |
|-----------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Release 1 | <p>This version was released in <i>HLT Health Training Package release 1.0</i> and meets the requirements of the New Standards for Training Packages.</p> <p>Significant changes to elements and performance criteria.<br/>New evidence requirements for assessment, including volume and environment requirements</p> |

### Performance Evidence

The candidate must show evidence of the ability to complete tasks outlined in elements and performance criteria of this unit, manage tasks and manage contingencies in the context of the job role.

There must be evidence that the candidate has:

- worked effectively across the range of health support services, in line with community needs and workplace requirements, to support at least three different clients in accessing tertiary health services by:
  - establishing and maintaining working relationships and networks with relevant tertiary health services for the benefit of clients and own organisation
  - providing accurate and relevant information and guidance to support each client's understanding of and access to tertiary health services by:
    - gathering relevant information about tertiary health services for each client's identified needs
    - providing oral and written information about the available services and processes
    - assisting clients with written documents
    - arranging and/or supporting travel and accommodation of clients accessing tertiary health services
    - interpreting and communicating costs to clients, if relevant
    - supporting discharge arrangements, including liaising between the tertiary health service and the client on each client's behalf.

## Knowledge Evidence

The candidate must be able to demonstrate essential knowledge required to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role.

This includes knowledge of:

- relevant tertiary health services available to Aboriginal and/or Torres Strait Islander clients needing access to specialised care, including Aboriginal Community Controlled Health Organisations
- arrangements needed to assist client to access available support services, including transport, accommodation and other needs incidental to accessing tertiary health services
- communication strategies, including cross-cultural communication
- major tertiary referral centres in the relevant metropolitan or regional centre, including:
  - locations
  - functions
  - services
  - specialities
- key individuals in tertiary referral centres and their:
  - contact details
  - roles/ position
- organisation standards, policies and procedures, including discharge procedures.

## Assessment Conditions

Skills must be demonstrated working:

- in a health service or centre
- individually or as a member of a multidisciplinary primary health care team
- with Aboriginal and/or Torres Strait Islander clients and communities.

In addition, simulations and scenarios must be used where the full range of contexts and situations cannot be provided in the workplace or may occur only rarely. These are situations relating to emergency or unplanned procedures where assessment in these circumstances would be unsafe or is impractical.

Simulated assessment environments must simulate the real-life working environment where these skills and knowledge would be performed, with all the relevant equipment and resources of that working environment.

Assessors must satisfy the NVR/AQTF mandatory competency requirements for assessors.



Assessment must be undertaken by a workplace assessor who has expertise in this unit of competency and who is:

an Aboriginal and/or Torres Strait Islander Health Worker

or:

accompanied by an Aboriginal and/or Torres Strait Islander person who is a recognised member of the community with experience in primary health care.

## **Links**

Companion Volume implementation guides are found in VETNet -

<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=ced1390f-48d9-4ab0-bd50-b015e5485705>

## HLTAHW044 Advocate on behalf of the community

### Modification History

| Release   | Comments                                                                                                                                                                                                                                                                                                               |
|-----------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Release 1 | <p>This version was released in <i>HLT Health Training Package release 1.0</i> and meets the requirements of the New Standards for Training Packages.</p> <p>Significant changes to elements and performance criteria.<br/>New evidence requirements for assessment, including volume and environment requirements</p> |

### Application

This unit describes the required skills and knowledge to promote the rights, needs and self-determination of the Aboriginal and/or Torres Strait Islander community, in consultation with that community. It involves engagement with the community to identify needs and areas of concern and determine ways of resolution.

This unit applies to those Aboriginal and/or Torres Strait Islander Health Workers working independently and as part of a multidisciplinary team to deliver primary health care services to Aboriginal and/or Torres Strait Islander clients and community.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

### Elements and Performance Criteria

*Elements define the essential outcomes.*

*Performance criteria specify the level of performance needed to demonstrate achievement of the element.*

- |                                                |                                                                                                                                   |
|------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------|
| 1. Identify issues of concern to the community | 1.1 Contact key people in the community and assist them to identify issues of concern relating to health                          |
|                                                | 1.2 Facilitate discussion among key people to clarify identified community concerns                                               |
|                                                | 1.3 Confirm information about community concerns with key people and record, in line with community and organisation requirements |
| 2. Develop a strategy for                      | 2.1 Provide key community representatives with                                                                                    |

*Elements define the essential outcomes.*

addressing the issues

*Performance criteria specify the level of performance needed to demonstrate achievement of the element.*

information about options for meeting identified community needs

2.2 Assist key community representatives to identify the community's preferred option

2.3 Develop strategies in consultation with key people and the community

2.4 Review strategies in consultation with the community

3. Communicate the concerns to relevant agencies

3.1 Identify relevant individuals or agencies and contact them about the issues of concern

3.2 Represent the community's point of view clearly to those involved

3.3 Discuss progress/outcome of the issue with key people and the community

3.4 Maintain community and individual confidentiality

4. Promote the rights, needs and interests of the community

4.1 Regularly discuss rights and needs of the community with workers, other individuals and agencies, in appropriate forums

4.2 Make suggestions for improving services to workers, other individuals and agencies

4.3 Facilitate implementation of change in line with community, organisation and any associated regulatory requirements

## Foundation Skills

*This section describes those language, literacy, numeracy and employment skills that are essential to performance.*

Foundation skills essential to performance are explicit in the performance criteria of this

unit of competency.

## Unit Mapping Information

No equivalent unit.

## Links

Companion Volume implementation guides are found in VETNet -  
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=ced1390f-48d9-4ab0-bd50-b015e5485705>

# Assessment Requirements for HLTAHW044 Advocate on behalf of the community

## Modification History

| Release   | Comments                                                                                                                                                                                                                                                                                                               |
|-----------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Release 1 | <p>This version was released in <i>HLT Health Training Package release 1.0</i> and meets the requirements of the New Standards for Training Packages.</p> <p>Significant changes to elements and performance criteria.<br/>New evidence requirements for assessment, including volume and environment requirements</p> |

## Performance Evidence

The candidate must show evidence of the ability to complete tasks outlined in elements and performance criteria of this unit, manage tasks and manage contingencies in the context of the job role.

There must be evidence that the candidate has:

- advocated for at least one Aboriginal and/or Torres Strait Islander community, or identified group within that community, by:
  - identifying and clarifying at least one area of concern relating to Aboriginal and/or Torres Strait Islander community health in consultation with the community
  - supporting the community to develop at least one strategy to address the identified issue
  - discussing identified issues within own health service, and facilitating change to address identified issues
  - communicating with relevant agencies and organisations, as identified, to address issues
  - promoting identified community interests in appropriate forums
  - lobbying relevant government and non-government agencies, departments and organisations to facilitate change
  - negotiating with stakeholders relevant to the identified issues.

## Knowledge Evidence

The candidate must be able to demonstrate essential knowledge required to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role.

This includes knowledge of:

- relevant policies, protocols and procedures of the organisation
- key aspects of:
  - Royal Commission into Aboriginal Deaths in Custody
  - National Aboriginal Health Strategy
  - relevant current federal, state/territory and local government policies and legislation
  - Charter of Human Rights and Rights of the Child
  - child protection legislation
  - domestic violence legislation
  - anti-discrimination legislation
  - Disability Support Services and Veterans' Affairs guidelines.

## Assessment Conditions

Skills must be demonstrated working:

- in a health service or centre
- individually or as a member of a multidisciplinary primary health care team
- with Aboriginal and/or Torres Strait Islander clients and communities.

In addition, simulations and scenarios must be used where the full range of contexts and situations cannot be provided in the workplace or may occur only rarely. These are situations relating to emergency or unplanned procedures where assessment in these circumstances would be unsafe or is impractical.

Simulated assessment environments must simulate the real-life working environment where these skills and knowledge would be performed, with all the relevant equipment and resources of that working environment.

Assessors must satisfy the NVR/AQTF mandatory competency requirements for assessors.

Assessment must be undertaken by a workplace assessor who has expertise in this unit of competency and who is:

- an Aboriginal and/or Torres Strait Islander Health Worker

or:

- accompanied by an Aboriginal and/or Torres Strait Islander person who is a recognised member of the community with experience in primary health care.

## Links

Companion Volume implementation guides are found in VETNet -

<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=ced1390f-48d9-4ab0-bd50-b015e5485705>

## HLTAHW045 Plan, develop and evaluate primary health care programs for Aboriginal/Torres Strait Islander comm.

### Modification History

| Release   | Comments                                                                                                                                                                                                                                                                                                               |
|-----------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Release 1 | <p>This version was released in <i>HLT Health Training Package release 1.0</i> and meets the requirements of the New Standards for Training Packages.</p> <p>Significant changes to elements and performance criteria.<br/>New evidence requirements for assessment, including volume and environment requirements</p> |

### Application

This unit describes the required skills and knowledge to organise health program work as part of Primary Health Care services to Aboriginal and/or Torres Strait Islander clients.

It includes planning and developing programs to address identified health needs; and designing, structuring and evaluating the effectiveness of health programs for Aboriginal and/or Torres Strait Islander communities.

This unit applies to those Aboriginal and/or Torres Strait Islander Health Workers working independently and as part of a multidisciplinary team to deliver primary health care services to Aboriginal and/or Torres Strait Islander clients and communities.

*No licensing, legislative or certification requirements apply to this unit at the time of publication.*

### Elements and Performance Criteria

#### ELEMENT

#### PERFORMANCE CRITERIA

*Elements define the essential outcomes.*

*Performance criteria specify the level of performance needed to demonstrate achievement of the element.*

1. Plan a health program as part of primary health care services

1.1 Identify community health needs in partnership with the community

1.2 Review, with primary health team, existing health



## ELEMENT

## PERFORMANCE CRITERIA

*Elements define the essential outcomes.*

*Performance criteria specify the level of performance needed to demonstrate achievement of the element.*

program activities for effectiveness in addressing identified community health needs

1.3 Establish priorities for development of health programs

1.4 Identify relevant community members, primary health staff and other health professionals to support the development of health programs

1.5 Identify necessary resources and availability

2. Develop a health program as part of primary health care services

2.1 Design program in partnership with key representatives of the community and relevant agencies/organisations

2.2 Identify appropriate delivery strategies according to the needs of the target group, location and health issue

2.3 Promote client self-care approach to health as part of health program

2.4 Ensure health program has a holistic, culturally sensitive approach

2.5 Develop effective measures to ensure record maintenance, confidentiality and compliance with legislation

2.6 Design evaluation criteria and processes to measure the program's effectiveness in addressing identified community health objectives

3. Evaluate health program as part of a primary health care service

3.1 Review program records to evaluate program against criteria that reflect identified community health objectives

3.2 Identify program strengths and areas for improvement as a basis for continual enhancement of health outcomes

3.3 Seek feedback on program effectiveness and provide to community and organisation representatives

3.4 Communicate outcomes of the evaluation to relevant stakeholders to guide future activities in the

## ELEMENT

## PERFORMANCE CRITERIA

*Elements define the essential outcomes.*

*Performance criteria specify the level of performance needed to demonstrate achievement of the element.*

delivery of health services to the community

## Foundation Skills

*This section describes those language, literacy, numeracy and employment skills that are essential to performance.*

Numeracy

in order to gather, interpret, measure and analyse qualitative and quantitative data

Other foundation skills essential to performance are explicit in the performance criteria of this unit.

## Unit Mapping Information

No equivalent unit.

## Links

Companion Volume implementation guides are found in VETNet -  
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=ced1390f-48d9-4ab0-bd50-b015e5485705>

## Assessment Requirements for HLTAHW045 Plan, develop and evaluate primary health care programs for Aboriginal/Torres Strait Islander comm.

### Modification History

| Release   | Comments                                                                                                                                                                                                                                                                                                               |
|-----------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Release 1 | <p>This version was released in <i>HLT Health Training Package release 1.0</i> and meets the requirements of the New Standards for Training Packages.</p> <p>Significant changes to elements and performance criteria.<br/>New evidence requirements for assessment, including volume and environment requirements</p> |

### Performance Evidence

The candidate must show evidence of the ability to complete tasks outlined in elements and performance criteria of this unit, manage tasks and manage contingencies in the context of the job role.

There must be evidence that the candidate has:

- planned and developed at least two programs as part of primary health care services across a range of contexts, including:
  - assessing and addressing community health needs
  - consulting key community representatives and related agencies/organisations
  - analysing funding requirements for programs to prepare proposal/submission
  - identifying appropriate delivery and evaluation strategies
  - accessing, adopting or developing required resources
- evaluated at least one health program as part of primary health care services by:
  - assessing program against criteria that reflects identified community health objectives
  - identifying program strengths and areas for improvement
  - seeking feedback on program effectiveness and providing feedback to community and organisations.

### Knowledge Evidence

The candidate must be able to demonstrate essential knowledge required to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role.

This includes knowledge of:

- relevant policies, protocols and procedures of the organisation
- health programs relevant to the area/region/community
- management of common existing and potential health problems for the community
- effective strategies to monitor and manage identified health problems in line with community needs and sensitivities
- occupational health and safety practices and procedures relevant to the work (e.g. manual handling)
- available health and support services in the region.

## Assessment Conditions

Skills must be demonstrated working:

- in a health service or centre
- individually or as a member of a multidisciplinary primary health care team
- with Aboriginal and/or Torres Strait Islander clients and communities.

In addition, simulations and scenarios must be used where the full range of contexts and situations cannot be provided in the workplace or may occur only rarely. These are situations relating to emergency or unplanned procedures where assessment in these circumstances would be unsafe or is impractical.

Simulated assessment environments must simulate the real-life working environment where these skills and knowledge would be performed, with all the relevant equipment and resources of that working environment.

Assessors must satisfy the NVR/AQTF mandatory competency requirements for assessors.

Assessment must be undertaken by a workplace assessor who has expertise in this unit of competency and who is:

an Aboriginal and/or Torres Strait Islander Health Worker

or:

accompanied by an Aboriginal and/or Torres Strait Islander person who is a recognised member of the community with experience in primary health care.

## Links

Companion Volume implementation guides are found in VETNet -

<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=ced1390f-48d9-4ab0-bd50-b015e5485705>

## HLTAHW046 Apply advanced skills in primary health care

### Modification History

| Release   | Comments                                                                                                                                                                                                                                                                                                               |
|-----------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Release 1 | <p>This version was released in <i>HLT Health Training Package release 1.0</i> and meets the requirements of the New Standards for Training Packages.</p> <p>Significant changes to elements and performance criteria.<br/>New evidence requirements for assessment, including volume and environment requirements</p> |

### Application

This unit deals with the required skills and knowledge to independently develop, implement and evaluate a care plan for individual clients.

It involves independent decision-making and problem-solving in relation to a wide range of health problems which may impact on Aboriginal and/or Torres Strait Islander clients, as well as the initiation of tests, examinations and treatments.

This unit applies to those Aboriginal and/or Torres Strait Islander Health Workers working independently and as part of a multidisciplinary team to deliver primary health care services to Aboriginal and/or Torres Strait Islander clients and communities.

*No licensing, legislative or certification requirements apply to this unit at the time of publication.*

### Elements and Performance Criteria

#### ELEMENT

#### PERFORMANCE CRITERIA

*Elements define the essential outcomes.*

*Performance Criteria specify the level of performance needed to demonstrate achievement of the Element.*

#### 1. Assess client's health

1.1 Build and maintain relationship of trust with each client, with active promotion of and strict adherence to confidentiality

1.2 Undertake detailed assessment in line with

**ELEMENT****PERFORMANCE CRITERIA**

*Elements define the essential outcomes.*

*Performance Criteria specify the level of performance needed to demonstrate achievement of the Element.*

protocols for specific health condition/s

1.3 Review client records to determine priorities and potential areas of risk for each client

1.4 Evaluate impact of previous care strategies

1.5 Initiate relevant examinations and tests as required to identify and/or clarify any suspected or identified health issues and/or abnormalities

1.6 Communicate with the client in a culturally appropriate and safe manner in relation to any health issues and/or abnormalities and to inform ongoing health management

2. Interpret common pathology tests

2.1 Explain significance of common haematological, biochemical and microbiological test abnormalities to clients in plain language

2.2 Assess numerical test values against normal reference ranges

2.3 Refer abnormal pathology test results to medical practitioners as appropriate

3. Develop care plan

3.1 Formulate care plan to address identified health issues

3.2 Develop care plan with reference to the relevant health care team and other health care providers

3.3 Develop care plan in collaboration with the client

3.4 Propose treatment in accordance with organisation policies and procedures and as negotiated with the client, their family and/or the community

3.5 Include measures consistent with standing orders/written protocols, based on health assessment findings

3.6 Refer client as required to relevant health professionals in line with community, organisation and regulatory requirements

3.7 Document health care plan in the client's file in

**ELEMENT****PERFORMANCE CRITERIA**

*Elements define the essential outcomes.*

*Performance Criteria specify the level of performance needed to demonstrate achievement of the Element.*

accordance with organisation policies and procedures

**4. Implement care plan**

4.1 Provide care (treatment) to address identified health issues and manage chronic health problems

4.2 Encourage client to undertake regular health reviews to address identified health issues

4.3 Encourage client to maintain identified care practices to address the health issues

4.4 Monitor client health regularly to assess impact of treatment/s and care services

4.5 Provide client with information relevant to promoting and maintaining their health in a way they understand

4.6 Support client with information about each aspect of the care plan and the rationale for its inclusion

4.7 Initiate action (including referral) as determined by effective decision-making, in line with organisation policies, based on results of clinical assessment and in accordance with accepted procedures and protocols

4.8 Conduct treatment in accordance with the care plan, organisation policies and procedures and occupational health and safety requirements

4.9 Use medical equipment correctly and maintain equipment in accordance with manufacturer's specifications and organisation policies

4.10 Maintain current, complete, accurate and relevant records for each client contact

**5. Review care plan**

5.1 Use regular client health checks as a way of monitoring and reviewing health care plan

5.2 Evaluate ongoing client health against identified criteria and make changes or referral, as determined by client's condition and organisation procedures

5.3 Communicate effectively with the client and significant others to evaluate effectiveness of health care

## Foundation Skills

*This section describes those language, literacy, numeracy and employment skills that are essential to performance.*

|          |                                                                                                                                    |
|----------|------------------------------------------------------------------------------------------------------------------------------------|
| Numeracy | - in order to interpret common haematological, biochemical and microbiological test abnormalities and other pathology test results |
|----------|------------------------------------------------------------------------------------------------------------------------------------|

Other foundation skills essential to performance are explicit in the performance criteria of this unit.

## Unit Mapping Information

No equivalent unit.

## Links

Companion Volume implementation guides are found in VETNet -  
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=ced1390f-48d9-4ab0-bd50-b015e5485705>



## Assessment Requirements for HLTAHW046 Apply advanced skills in primary health care

### Modification History

| Release   | Comments                                                                                                                                                                                                                                                                                                               |
|-----------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Release 1 | <p>This version was released in <i>HLT Health Training Package release 1.0</i> and meets the requirements of the New Standards for Training Packages.</p> <p>Significant changes to elements and performance criteria.<br/>New evidence requirements for assessment, including volume and environment requirements</p> |

### Performance Evidence

The candidate must show evidence of the ability to complete tasks outlined in elements and performance criteria of this unit, manage tasks and manage contingencies in the context of the job role.

There must be evidence that the candidate has, on at least three different occasions:

- undertaken a detailed health assessment of Aboriginal and/or Torres Strait Islander clients, including adults and children
- reviewed all relevant information for clients, including past treatment plans, to support the health assessment
- carried out, and interpreted the outcomes of, relevant tests and examinations to identify and clarify specific health issues
- developed care plans for clients, including treatment, in consultation with relevant health care team and health care professionals
- communicated all aspects of the health care plan to clients and/or family in a culturally appropriate and safe manner, encouraging understanding and questions
- implemented the health care plan by:
  - initiating treatment, including administering specific treatment procedures
  - referring clients to appropriate health services
  - using medical equipment necessary to determined treatment actions
  - monitoring the client's progress and adjusting treatment as required to support health
  - supporting the client to engage in their health care plan by providing information to the client about their specific health issues
  - using client appointments to review the progress of the client under the treatment plan
- documented all stages of the assessment, planning and implementation of health care

- communicated at all times with the client in culturally appropriate and safe ways to support their health treatment, during the assessment, and planning and implementation of treatment
- exercised decision-making and problem-solving skills in their treatment of clients
- consulted and referred to other health professionals as required to support client care.

## Knowledge Evidence

The candidate must be able to demonstrate essential knowledge required to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role.

This includes knowledge of:

- key aspects of anatomy/physiology, pharmacology, and microbiology, associated with a range of health conditions including chronic conditions health
- common treatments and associated care services and treatments relevant to client's overall health
- availability, effectiveness and risks associated with identified treatments and associated care services
- other conditions that may occur and require concurrent management
- commonly requested pathology tests, their indications, normal ranges and implications for client care management, including:
  - full blood examination and ESR
  - random and fasting blood sugars
  - glycated haemoglobin
  - electrolytes and creatinine
  - liver function tests
  - lipid tests
  - thyroid function tests
  - iron studies
  - cardiac enzymes
  - urinary albumin-creatinine ratio
  - tests for sexually transmissible infections
  - microscopy, culture and sensitivities
- administration of specific procedures, including:
  - nasogastric tube (NGT) insertion and the management of fluids and medications
  - intraosseous (bone marrow) insertion and cannulation
  - complex wound and burns management
  - assessment and examination of lungs and respiratory system
  - insertion of an indwelling catheter (IDC)
  - application of POP
  - intravenous therapy administration and management, and fluid balance assessment and management

- intravenous cannula insertion in adult and paediatrics
- organisational standards, policies and procedures.

## Assessment Conditions

Skills must be demonstrated working:

- in a health service or centre
- individually or as a member of a multidisciplinary primary health care team
- with Aboriginal and/or Torres Strait Islander clients and communities.

In addition, simulations and scenarios must be used where the full range of contexts and situations cannot be provided in the workplace or may occur only rarely. These are situations relating to emergency or unplanned procedures where assessment in these circumstances would be unsafe or is impractical.

Simulated assessment environments must simulate the real-life working environment where these skills and knowledge would be performed, with all the relevant equipment and resources of that working environment.

Assessors must satisfy the NVR/AQTF mandatory competency requirements for assessors.

Assessment must be undertaken by a workplace assessor who has expertise in this unit of competency and who is:

- an Aboriginal and/or Torres Strait Islander Health Worker

or:

- accompanied by an Aboriginal and/or Torres Strait Islander person who is a recognised member of the community with experience in primary health care

## Links

Companion Volume implementation guides are found in VETNet -

<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=ced1390f-48d9-4ab0-bd50-b015e5485705>

## HLTAHW047 Support and promote social and emotional wellbeing of staff and clients

### Modification History

| Release   | Comments                                                                                                                                                                                                                                                                                                               |
|-----------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Release 1 | <p>This version was released in <i>HLT Health Training Package release 1.0</i> and meets the requirements of the New Standards for Training Packages.</p> <p>Significant changes to elements and performance criteria.<br/>New evidence requirements for assessment, including volume and environment requirements</p> |

### Application

This unit describes the required skills and knowledge to provide social and emotional support to clients and staff, and to promote the importance of maintaining social and emotional wellbeing in the workplace.

It covers social and emotional support required by those involved in face-to-face delivery of primary health care services.

The unit applies to those Aboriginal and/or Torres Strait Islander Health Workers working independently and as part of a multidisciplinary team to deliver primary health care services to Aboriginal and/or Torres Strait Islander clients and communities.

This unit equips Aboriginal and/or Torres Strait Islander Health Workers to provide support related to social and emotional wellbeing and does not infer that they are qualified counsellors.

*No licensing, legislative or certification requirements apply to this unit at the time of publication.*

### Elements and Performance Criteria

#### ELEMENT

#### PERFORMANCE CRITERIA

*Elements define the essential outcomes.*

*Performance criteria specify the level of performance needed to demonstrate achievement of the element.*

1. Assess social and emotional needs

- 1.1 Seek relevant information to determine client's current mental/emotional state and history
- 1.2 Observe behaviour and body language and note unusual behaviour
- 1.3 Communicate effectively with the client using culturally appropriate and safe language and interactions, to identify underlying social and emotional needs and issues
- 1.4 Make a risk assessment in relation to potential for suicide, self-harm and/or violence
- 1.5 Develop a social and emotional health care plan that addresses client's needs, in consultation with the client and relevant health care team
- 1.6 Maintain confidentiality in line with organisation requirements
- 1.7 Identify issues requiring mandatory notification and report to an appropriate authority

2. Support a client's social and emotional wellbeing

- 2.1 Implement and review client's social and emotional health care plan in line with their needs and organisation procedures
- 2.2 Provide relevant information to support the client to make informed decisions about addressing social and emotional wellbeing issues
- 2.3 Support individual clients to implement, maintain and review self-care strategies
- 2.4 Monitor and review application of stress reduction techniques and activities by clients, as required to maintain and/or enhance effectiveness
- 2.5 Provide referral as required, to maintain and/or enhance social and emotional wellbeing in line with individual, community and organisation requirements

3. Provide social/emotional support in the workplace

- 3.1 Encourage and support staff to address the personal impact of dealing with client social and emotional wellbeing issues
- 3.2 Make debriefing sessions readily available and

## ELEMENT

*Elements define the essential outcomes.*

## PERFORMANCE CRITERIA

*Performance criteria specify the level of performance needed to demonstrate achievement of the element.*

conduct with staff in groups and/or one-on-one

3.3 Support staff to access professional assistance as appropriate, including referrals

3.4 Provide education and awareness programs as required to support staff and enhance their self-awareness and support personal development

3.5 Support staff to acknowledge the impact of the shared history of transgenerational trauma

3.6 Manage serious or potentially serious issues referred by other staff with sensitivity and professionalism

## Foundation Skills

This section describes those language, literacy, numeracy and employment skills that are essential to performance.

*Foundation skills essential to performance are explicit in the performance criteria of this unit of competency.*

## Unit Mapping Information

No equivalent unit.

## Links

Companion Volume implementation guides are found in VETNet - <https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=ced1390f-48d9-4ab0-bd50-b015e5485705>

# Assessment Requirements for HLTAHW047 Support and promote social and emotional wellbeing of staff and clients

## Modification History

| Release   | Comments                                                                                                                                                                                                                                                                                                               |
|-----------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Release 1 | <p>This version was released in <i>HLT Health Training Package release 1.0</i> and meets the requirements of the New Standards for Training Packages.</p> <p>Significant changes to elements and performance criteria.<br/>New evidence requirements for assessment, including volume and environment requirements</p> |

## Performance Evidence

The candidate must show evidence of the ability to complete tasks outlined in elements and performance criteria of this unit, manage tasks and manage contingencies in the context of the job role.

There must be evidence that the candidate has:

- provided support and promoted social and emotional wellbeing for at least three clients by:
  - communicating in a culturally appropriate and safe manner at all times with each client to gain confidence, trust and client history
  - assessing social and emotional wellbeing issues, including making a risk assessment of each client
  - providing immediate and ongoing support and monitoring as required to address issues
  - referring clients appropriately as part of treatment
  - working with each client to identify and implement self-care strategies for social and emotional wellbeing
  - providing information to each client about social and emotional wellbeing
  - maintaining client confidentiality
- supported at least two staff members who provide social and emotional wellbeing to clients by:
  - communicating in a culturally appropriate and safe manner to conduct debriefing and supervision of staff
  - assisting staff with decision-making and problems with client's treatment and progress
  - encouraging staff to access services for their own social and emotional wellbeing

- interacting appropriately with staff within professional boundaries and according to organisation procedures and policies

## Knowledge Evidence

The candidate must be able to demonstrate essential knowledge required to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role.

This includes knowledge of:

- effective techniques for providing social and emotional support, including self-help and stress management strategies
- effective communication skills to:
  - build rapport
  - question and probe to identify underlying social/emotional health issues
  - clarify issues
  - provide feedback
  - listen empathetically
  - provide support
- special needs of Aboriginal and/or Torres Strait Islander Health Workers and their clients, such as:
  - issues relating to dispossession, stolen generations and cultural loss
  - social issues relating to overcrowded housing, community pressures on Aboriginal and/or Torres Strait Islander Health Workers
- available and effective referral services for counselling and associated social/emotional support
- organisation policy and procedures to provide social/emotional support to staff (in-house and through referral)
- key aspects of human psychology and mental health care
- culture and spirituality issues
- legislative and confidentiality requirements.

## Assessment Conditions

Skills must be demonstrated working:

- in a health service or centre
- individually or as a member of a multidisciplinary primary health care team
- with Aboriginal and/or Torres Strait Islander clients and communities.

In addition, simulations and scenarios must be used where the full range of contexts and situations cannot be provided in the workplace or may occur only rarely. These are situations relating to emergency or unplanned procedures where assessment in these circumstances would be unsafe or is impractical.



Simulated assessment environments must simulate the real-life working environment where these skills and knowledge would be performed, with all the relevant equipment and resources of that working environment.

Assessors must satisfy the NVR/AQTF mandatory competency requirements for assessors.

Assessment must be undertaken by a workplace assessor who has expertise in this unit of competency and who is:

an Aboriginal and/or Torres Strait Islander Health Worker

or:

accompanied by an Aboriginal and/or Torres Strait Islander person who is a recognised member of the community with experience in primary health care.

## Links

Companion Volume implementation guides are found in VETNet -

<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=ced1390f-48d9-4ab0-bd50-b015e5485705>

## HLTAHW048 Apply a strategic approach to Aboriginal and/or Torres Strait Islander health

### Modification History

| Release   | Comments                                                                                                                                                                                                                                                                                                               |
|-----------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Release 1 | <p>This version was released in <i>HLT Health Training Package release 1.0</i> and meets the requirements of the New Standards for Training Packages.</p> <p>Significant changes to elements and performance criteria.<br/>New evidence requirements for assessment, including volume and environment requirements</p> |

### Application

This unit describes the required skills and knowledge to develop and implement strategies to address social determinants that underpin and contribute to Aboriginal and/or Torres Strait Islander health issues in the context of delivering primary health care services.

The unit applies to those Aboriginal and/or Torres Strait Islander Health Workers working independently and as part of a multidisciplinary team to deliver primary health care services to Aboriginal and/or Torres Strait Islander clients and communities.

*No licensing, legislative or certification requirements apply to this unit at the time of publication.*

### Elements and Performance Criteria

#### ELEMENT

#### PERFORMANCE CRITERIA

*Elements define the essential outcomes.*

*Performance criteria specify the level of performance needed to demonstrate achievement of the element.*

1. Support strategic initiatives in health service delivery

1.1 Identify current strategies to improve health of Aboriginal and/or Torres Strait Islander clients

1.2 Articulate potential negative aspects of current strategies on behalf of Aboriginal and/or Torres Strait Islander clients and communities

## ELEMENT

## PERFORMANCE CRITERIA

*Elements define the essential outcomes.*

*Performance criteria specify the level of performance needed to demonstrate achievement of the element.*

|                                                           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |
|-----------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                                                           | <p>1.3 Contribute knowledge of Aboriginal and/or Torres Strait Islander communities and related health issues to inform strategic development on primary health care services</p> <p>1.4 Suggest potential improvements to health system, infrastructure, services and resources to address perceived needs</p> <p>1.5 Discuss strategic approaches to resolution of issues related to social determinants of health, and community control, with clients, community representatives, service providers and related organisation representatives</p>                                                                                                                                                     |
| 2. Promote awareness of health strategies                 | <p>2.1 Raise strategic issues at organisational, regional, state and/or national level in line with health work role</p> <p>2.2 Support strategic initiatives in line with organisation policies and practices, community requirements and Aboriginal and/or Torres Strait Islander health work role</p> <p>2.3 Explain strategic initiatives relating to Aboriginal and/or Torres Strait Islander health to health care team</p> <p>2.4 Inform clients and communities about strategic initiatives and encourage individuals to take advantage of associated benefits</p> <p>2.5 Promote benefits of achieving positive strategic outcomes for Aboriginal and/or Torres Strait Islander communities</p> |
| 3. Contribute to strategic issues in health care delivery | <p>3.1 Investigate and clarify specific impacts of strategic initiatives on the health of Aboriginal and/or Torres Strait Islander clients</p> <p>3.2 Identify appropriate evaluation processes and criteria to assess effectiveness of strategic initiatives</p> <p>3.3 Evaluate outcomes of health care strategies against criteria that reflect identified community health objectives</p> <p>3.4 Seek to identify strategic strengths as well as areas for improvement as a basis for continual enhancement of health outcomes</p> <p>3.5 Seek feedback on effectiveness of strategic initiatives</p>                                                                                                |

## ELEMENT

*Elements define the essential outcomes.*

## PERFORMANCE CRITERIA

*Performance criteria specify the level of performance needed to demonstrate achievement of the element.*

from and provided to community and organisation(s) involved in health service delivery

3.6 Communicate outcomes of the evaluation to relevant stakeholders to guide future activities in the delivery of health services to the community

## Foundation Skills

*This section describes those language, literacy, numeracy and employment skills that are essential to performance.*

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency.

## Unit Mapping Information

No equivalent unit.

## Links

Companion Volume implementation guides are found in VETNet -  
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=ced1390f-48d9-4ab0-bd50-b015e5485705>

# Assessment Requirements for HLTAHW048 Apply a strategic approach to Aboriginal and/or Torres Strait Islander health

## Modification History

| Release   | Comments                                                                                                                                                                                                                                                                                                               |
|-----------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Release 1 | <p>This version was released in <i>HLT Health Training Package release 1.0</i> and meets the requirements of the New Standards for Training Packages.</p> <p>Significant changes to elements and performance criteria.<br/>New evidence requirements for assessment, including volume and environment requirements</p> |

## Performance Evidence

The candidate must show evidence of the ability to complete tasks outlined in elements and performance criteria of this unit, manage tasks and manage contingencies in the context of the job role.

There must be evidence that the candidate has:

- supported, promoted and implemented at least one strategy to improve the health of Aboriginal and/or Torres Strait Islander people by:
  - assessing how social determinants impact health and how their impact may be reduced
  - building and maintaining relationships with community groups, agencies and organisations involved in developing and implementing strategic initiatives impacting on the health of Aboriginal and/or Torres Strait Islander clients and communities
  - communicating effectively with stakeholders and clients, including:
    - investigating and explaining strategic initiatives (including negative aspects) to individuals and groups
    - facilitating discussions
  - contributing to the evaluation of strategic initiatives undertaken

## Knowledge Evidence

The candidate must be able to demonstrate essential knowledge required to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role.

This includes knowledge of:

- social, cultural and environmental determinants of Aboriginal and/or Torres Strait Islander health, including:
  - traditional cultural practices and lifestyle and their impact on Aboriginal and/or Torres Strait Islander health
  - importance of land, tradition and cultural practice
  - impact of socio-economic factors on health
  - social and political factors that perpetuate disadvantage
  - importance of personal achievement, education and supportive family /social networks
  - impact of environmental factors on health
  - barriers to improving environmental determinants of ill-health
- ways to address access and equity issues, such as:
  - strategies families may employ to maintain strong culture and supportive social networks as well as maximising educational, employment and social opportunities for their children
  - political context of the health care system and availability and access to Medicare benefits
- aspects of Aboriginal and/or Torres Strait Islander health, including:
  - Aboriginal and/or Torres Strait Islander community perceptions of major health issues affecting them, and underlying causes
  - perceptions of non-Aboriginal and/or Torres Strait Islander people relating to major Aboriginal and/or Torres Strait Islander health issues and underlying causes
- key health statistics (national, state and/or local), such as:
  - life expectancy at birth
  - infant mortality rate
  - age-standardised mortality ratios for selected health conditions
  - incidence of selected health conditions such as diabetes, rheumatic fever and dental caries
- lifestyle and behavioural determinants and strategies to address them, including:
  - food supply in communities, to support nutrition and holistic health
  - nutrition, physical activity, rest and sleep in relation to holistic health
  - known behaviours that pose significant health risk
  - lifestyle practices and effects on health
  - education and promotion of healthy lifestyle practices
  - principles of wellbeing applied to work and study practices
- primary health care model.

## Assessment Conditions

Skills must be demonstrated working:

- in a health service or centre
- individually or as a member of a multidisciplinary primary health care team

- with Aboriginal and/or Torres Strait Islander clients and communities.

In addition, simulations and scenarios must be used where the full range of contexts and situations cannot be provided in the workplace or may occur only rarely. These are situations relating to emergency or unplanned procedures where assessment in these circumstances would be unsafe or is impractical.

Simulated assessment environments must simulate the real-life working environment where these skills and knowledge would be performed, with all the relevant equipment and resources of that working environment.

Assessors must satisfy the NVR/AQTF mandatory competency requirements for assessors.

Assessment must be undertaken by a workplace assessor who has expertise in this unit of competency and who is:

an Aboriginal and/or Torres Strait Islander Health Worker

or:

accompanied by an Aboriginal and/or Torres Strait Islander person who is a recognised member of the community with experience in primary health care.

## Links

Companion Volume implementation guides are found in VETNet -

<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=ced1390f-48d9-4ab0-bd50-b015e5485705>

## HLTAHW049 Work effectively in social and emotional wellbeing

### Modification History

| Release   | Comments                                                                                                                                                                                                                                                                                                               |
|-----------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Release 1 | <p>This version was released in <i>HLT Health Training Package release 1.0</i> and meets the requirements of the New Standards for Training Packages.</p> <p>Significant changes to elements and performance criteria.<br/>New evidence requirements for assessment, including volume and environment requirements</p> |

### Application

This unit describes the required skills and knowledge as an introduction for an Aboriginal or Torres Strait Islander Health Worker to provide social and emotional wellbeing support.

It addresses the rights and responsibilities of the position, the system in which this work is undertaken, and the professional boundaries and cultural issues relating to this type of work.

The unit applies to those Aboriginal and/or Torres Strait Islander Health Workers working independently and as part of a multidisciplinary team to deliver primary health care services to Aboriginal and/or Torres Strait Islander clients and communities.

This unit equips Aboriginal and/or Torres Strait Islander Health Workers to provide support related to social and emotional wellbeing and does not infer that they are qualified counsellors.

*No licensing, legislative or certification requirements apply to this unit at the time of publication.*

### Elements and Performance Criteria

#### ELEMENT

#### PERFORMANCE CRITERIA

*Elements define the essential outcomes.*

*Performance criteria specify the level of performance needed to demonstrate achievement of the element.*

1. Work within the context of

1.1 Acknowledge differences between roles of social



**ELEMENT****PERFORMANCE CRITERIA**

*Elements define the essential outcomes.*

*Performance criteria specify the level of performance needed to demonstrate achievement of the element.*

social and emotional wellbeing

and emotional wellbeing workers and Aboriginal Primary Health Care workers as appropriate

1.2 Identify difficulties that the worker may encounter in carrying out their role in the community and take into consideration in the work

1.3 Take into account the changing role of females and males within Aboriginal and Torres Strait Islander communities, in service delivery

1.4 Work within the role and limitations of the worker's job definition and community expectations of their role

2. Work within the legal and ethical boundaries of the social and emotional wellbeing worker

2.1 Complete documentation in accordance with legal and ethical requirements

2.2 Maintain confidentiality in accordance with organisational policies and protocols

2.3 Include traditional healers in the health team as appropriate

2.4 Liaise with other organisations as appropriate

2.5 Consider the rights of the individual in all work undertaken within the social and emotional wellbeing area

2.6 Carry out duties within the Mental Health Act (or equivalent) as required for social and emotional wellbeing work

3. Maintain accountability and responsibilities

3.1 Access and work in accordance with organisation policies and procedures in regard to workers

3.2 Undertake all work within the organisation's reporting and accountability frameworks

3.3 Follow organisation occupational health and safety guidelines

3.4 Access information to clarify the employer's responsibilities to the worker

3.5 Observe organisation requirements for

**ELEMENT****PERFORMANCE CRITERIA**

*Elements define the essential outcomes.*

*Performance criteria specify the level of performance needed to demonstrate achievement of the element.*

participation in processes as appropriate (e.g. in regard to performance appraisal systems)

4. Observe professional boundaries when working

4.1 Define, understand and communicate professional boundaries to clients in a culturally appropriate manner

4.2 Maintain confidentiality when working with clients and other agencies

4.3 Observe organisational boundaries when working with clients and other agencies

4.4 Clarify organisation expectations with particular regard to the professional and personal boundaries in social and emotional wellbeing work in relation to counselling other staff, or advising management on staff counselling

5. Demonstrate commitment to the philosophy of social and emotional wellbeing

5.1 Demonstrate in all work undertaken, understanding and consideration of the underpinning values and philosophy of social and emotional wellbeing in the context of Aboriginal and/or Torres Strait Islander health work

5.2 Maintain in all work undertaken, a demonstrated commitment to the empowerment of Aboriginal and/or Torres Strait Islander people and access and equity principles

5.3 Give clients, family and community opportunities to participate in service planning and support activities

5.4 Plan and implement social and emotional wellbeing work taking into account personal values, history, experiences and family/kinship

**Foundation Skills**

*This section describes those language, literacy, numeracy and employment skills that are*

*essential to performance.*

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency.

## **Unit Mapping Information**

No equivalent unit.

## **Links**

Companion Volume implementation guides are found in VETNet -  
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=ced1390f-48d9-4ab0-bd50-b015e5485705>

## Assessment Requirements for HLTAHW049 Work effectively in social and emotional wellbeing

### Modification History

| Release   | Comments                                                                                                                                                                                                                                                                                                               |
|-----------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Release 1 | <p>This version was released in <i>HLT Health Training Package release 1.0</i> and meets the requirements of the New Standards for Training Packages.</p> <p>Significant changes to elements and performance criteria.<br/>New evidence requirements for assessment, including volume and environment requirements</p> |

### Performance Evidence

The candidate must show evidence of the ability to complete tasks outlined in elements and performance criteria of this unit, manage tasks and manage contingencies in the context of the job role.

There must be evidence that the candidate has:

- undertaken social and emotional wellbeing work with clients within the legal and ethical boundaries of the social and emotional wellbeing worker, and with a commitment to the philosophy of social and emotional wellbeing
- maintained the professional boundaries of the work role and addressed accountability and responsibilities appropriately
- addressed the needs of clients from culturally and linguistically diverse backgrounds
- balanced expectations of the organisation, the community and clients in undertaking social and emotional wellbeing work
- used high-level effective communication skills
- completed relevant documentation.

All performance evidence must be demonstrated at least once.

### Knowledge Evidence

The candidate must be able to demonstrate essential knowledge required to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role.

This includes knowledge of:

- traditional healing
- cultural law and its consequences
- rights as employees – industrial awards, duty of care, occupational health and safety, workers' compensation
- support systems available for employees – e.g. counselling, unions, professional associations
- the role, rights and responsibilities relating to social and emotional wellbeing work:
  - legal responsibilities to clients, organisation and self
  - reporting responsibilities
  - accountability to organisation and community
  - confidentiality requirements for social and emotional wellbeing work
  - ethical responsibilities
  - professional boundaries
- justice system and its processes
- Mental Health Act and relevant regulations
- conflict resolution and mediation
- stress-management techniques
- changing roles of Aboriginal men and women in communities
- broad knowledge of:
  - government structures
  - political structures
  - adult guardianship
  - rights of clients.

## Assessment Conditions

Skills must be demonstrated working:

- in a health service or centre
- individually or as a member of a multidisciplinary primary health care team
- with Aboriginal and/or Torres Strait Islander clients and communities.

In addition, simulations and scenarios must be used where the full range of contexts and situations cannot be provided in the workplace or may occur only rarely. These are situations relating to emergency or unplanned procedures where assessment in these circumstances would be unsafe or is impractical.

Simulated assessment environments must simulate the real-life working environment where these skills and knowledge would be performed, with all the relevant equipment and resources of that working environment.

Assessors must satisfy the NVR/AQTF mandatory competency requirements for assessors.

Assessment must be undertaken by a workplace assessor who has expertise in this unit of competency and who is:

- an Aboriginal and/or Torres Strait Islander Health Worker

or:

- accompanied by an Aboriginal and/or Torres Strait Islander person who is a recognised member of the community with experience in primary health care

## Links

Companion Volume implementation guides are found in VETNet -

<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=ced1390f-48d9-4ab0-bd50-b015e5485705>

# HLTAHW050 Develop a healing framework for social and emotional wellbeing work

## Modification History

| Release   | Comments                                                                                                                                                                                                                                                                                                               |
|-----------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Release 1 | <p>This version was released in <i>HLT Health Training Package release 1.0</i> and meets the requirements of the New Standards for Training Packages.</p> <p>Significant changes to elements and performance criteria.<br/>New evidence requirements for assessment, including volume and environment requirements</p> |

## Application

This unit describes the required skills and knowledge for Aboriginal and/or Torres Strait Islander health workers to facilitate a healing journey and to better understand and empathise with clients.

Aboriginal and/or Torres Strait Islander Health Workers who undertake a healing journey themselves have an increased awareness of their own issues and limitations. This self knowledge enables them to work more effectively with others in the healing process.

This unit equips Aboriginal and/or Torres Strait Islander Health Workers to provide support related to social and emotional wellbeing and does not infer that they are qualified counsellors.

*No licensing, legislative or certification requirements apply to this unit at the time of publication.*

## Elements and Performance Criteria

### ELEMENT

### PERFORMANCE CRITERIA

*Elements define the essential outcomes.*

*Performance criteria specify the level of performance needed to demonstrate achievement of the element.*

1. Observe local cultural

1.1 Acknowledge traditional ownership of the land

## ELEMENT

## PERFORMANCE CRITERIA

*Elements define the essential outcomes.*

*Performance criteria specify the level of performance needed to demonstrate achievement of the element.*

traditions and practice

and seek permission to allow the healing process to take place on the land

1.2 Recognise the presence of traditional land owners in the healing process, including their role in the spiritual aspects of the healing process

1.3 Clarify local kinship structures, roles and obligations through discussion with Elders

1.4 Acknowledge the importance of the support processes of extended families in preparation for healing and in undergoing a healing process

2. Conduct and support a facilitated group healing process

2.1 Discuss cultural grieving processes

2.2 Develop and agree to rules for participation in a healing group as part of a group, ensuring safety, confidentiality and cultural security during and after the process

2.3 Use verbal and non-verbal communication skills to support the healing process

2.4 Support self-expression and healing through art, dancing, storytelling, singing and/or painting

2.5 Disclose self-selected past emotional influences with the group involved in the healing process and relate to the present situation and potential future

2.6 Use appropriate techniques to examine transgenerational trauma with the group

3. Reflect on healing process

3.1 Document outcomes according to organisation procedures

3.2 Discuss with appropriate staff, colleagues, peers or mentors own reaction to the process

3.3 Engage in ongoing reflective practice



## Foundation Skills

*This section describes those language, literacy, numeracy and employment skills that are essential to performance.*

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency.

## Unit Mapping Information

No equivalent unit.

## Links

Companion Volume implementation guides are found in VETNet -  
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=ced1390f-48d9-4ab0-bd50-b015e5485705>

# Assessment Requirements for HLTAHW050 Develop a healing framework for social and emotional wellbeing work

## Modification History

| Release   | Comments                                                                                                                                                                                                                                                                                                               |
|-----------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Release 1 | <p>This version was released in <i>HLT Health Training Package release 1.0</i> and meets the requirements of the New Standards for Training Packages.</p> <p>Significant changes to elements and performance criteria.<br/>New evidence requirements for assessment, including volume and environment requirements</p> |

## Performance Evidence

The candidate must show evidence of the ability to complete tasks outlined in elements and performance criteria of this unit, manage tasks and manage contingencies in the context of the job role.

There must be evidence that the candidate has:

- participated in facilitated healing processes and developed healing frameworks for at least three client and/or groups of Aboriginal and/or Torres Strait Islander people by:
  - using appropriate verbal and non-verbal communication to understand and support at least three groups within the context of a healing process
  - applying self-reflection practices and disclosure to facilitate healing processes
  - acknowledging and clarifying the contribution of traditional roles, structures and processes to the healing process
  - using appropriate techniques to support the healing process through self-expression
  - completing a healing journal to document the healing process.

## Knowledge Evidence

The candidate must be able to demonstrate essential knowledge required to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role.

This includes knowledge of:

- storytelling therapies
- male and female perspectives

- transgenerational trauma
- story maps
- alternative therapies – art, music
- professional boundaries
- referral processes
- joint counselling techniques
- local language, culture and practices
- self-healing journey processes
- 

## Assessment Conditions

Skills must be demonstrated working:

- in a health service or centre
- individually or as a member of a multidisciplinary primary health care team
- with Aboriginal and/or Torres Strait Islander clients and communities.

In addition, simulations and scenarios must be used where the full range of contexts and situations cannot be provided in the workplace or may occur only rarely. These are situations relating to emergency or unplanned procedures where assessment in these circumstances would be unsafe or is impractical.

Simulated assessment environments must simulate the real life working environment where these skills and knowledge would be performed, with all the relevant equipment and resources of that working environment.

Assessors must satisfy the NVR/AQTF mandatory competency requirements for assessors.

Assessment must be undertaken by a workplace assessor who has expertise in this unit of competency and who is:

- an Aboriginal and/or Torres Strait Islander Health Worker

or:

- accompanied by an Aboriginal and/or Torres Strait Islander person who is a recognised member of the community with experience in primary health care

## Links

Companion Volume implementation guides are found in VETNet -

<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=ced1390f-48d9-4ab0-bd50-b015e5485705>

## HLTAHW051 Respond to loss, grief and trauma

### Modification History

| Release   | Comments                                                                                                                                                                                                                                                                                                                                             |
|-----------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Release 1 | <p>This version was released in <i>HLT Health Training Package release 1.0</i> and meets the requirements of the New Standards for Training Packages.</p> <p>Significant changes to elements and performance criteria.<br/>New evidence requirements for assessment, including volume and environment requirements<br/>Prerequisite unit removed</p> |

### Application

This unit describes the required skills and knowledge to provide a healing response to expressions of grief, loss and trauma.

This unit applies to those Aboriginal and/or Torres Strait Islander Health Workers working independently and as part of a multidisciplinary team to deliver primary health care services to Aboriginal and/or Torres Strait Islander clients and communities.

This unit equips Aboriginal and/or Torres Strait Islander Health Workers to provide support related to social and emotional wellbeing and does not infer that they are qualified counsellors.

*No licensing, legislative or certification requirements apply to this unit at the time of publication.*

### Elements and Performance Criteria

#### ELEMENT

#### PERFORMANCE CRITERIA

*Elements define the essential outcomes.*

*Performance criteria specify the level of performance needed to demonstrate achievement of the Element.*

1. Identify effects of loss, grief and trauma

1.1 Clarify impact of specific loss, grief and/or trauma at the individual, family and community level

**ELEMENT****PERFORMANCE CRITERIA**

*Elements define the essential outcomes.*

*Performance criteria specify the level of performance needed to demonstrate achievement of the Element.*

- |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>1.2 Take into account historical impact of loss, grief and trauma on Aboriginal and/or Torres Strait Islander people</p> <p>1.3 Recognise culturally appropriate expressions of loss and grief</p> <p>1.4 Identify and respect specific approaches and responses of individuals, families and communities to loss, grief and/or trauma</p> <p>1.5 Recognise effects of stress on individuals and communities in relation to experiences of loss, grief and trauma, including trans-generational trauma and grief</p> <p>1.6 Identify culturally appropriate strategies for responding to stress at the community, family and individual levels</p> <p>1.7 Communicate strategies and options to individual clients and refer, where relevant and appropriate</p> |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |
| <p>2. Provide a healing response to loss, grief and trauma</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | <p>2.1 Determine healing response to loss, grief and/or trauma appropriate to the needs of each situation and the individuals involved</p> <p>2.2 Provide appropriate support and available resources to assist individuals and families to deal with their loss, grief and/or trauma</p> <p>2.3 Provide timely referral as appropriate to support ongoing healing in line with the needs of the situation and individuals involved</p> <p>2.4 Maintain duty of care, confidentiality and cultural protocols</p> |
| <p>3. Manage own stress in work role</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | <p>3.4 Monitor own stress level in relation to working in the area of loss, grief and trauma, including trans-generational trauma and grief</p> <p>3.5 Use appropriate stress management strategies to manage own stress</p> <p>3.6 Consult relevant team members or other</p>                                                                                                                                                                                                                                   |

**ELEMENT**

*Elements define the essential outcomes.*

**PERFORMANCE CRITERIA**

*Performance criteria specify the level of performance needed to demonstrate achievement of the Element.*

professionals for own social and emotional support

**Foundation Skills**

*This section describes those language, literacy, numeracy and employment skills that are essential to performance.*

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency.

**Unit Mapping Information**

No equivalent unit.

**Links**

Companion Volume implementation guides are found in VETNet -  
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=ced1390f-48d9-4ab0-bd50-b015e5485705>

# Assessment Requirements for HLTAHW051 Respond to loss, grief and trauma

## Modification History

| Release   | Comments                                                                                                                                                                                                                                                                                                                                             |
|-----------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Release 1 | <p>This version was released in <i>HLT Health Training Package release 1.0</i> and meets the requirements of the New Standards for Training Packages.</p> <p>Significant changes to elements and performance criteria.<br/>New evidence requirements for assessment, including volume and environment requirements<br/>Prerequisite unit removed</p> |

## Performance Evidence

The candidate must show evidence of the ability to complete tasks outlined in elements and performance criteria of this unit, manage tasks and manage contingencies in the context of the job role.

There must be evidence that the candidate has:

- responded to loss, grief and trauma for at least three clients by:
  - developing culturally appropriate responses to situations of loss, grief and trauma
  - communicating effectively with clients. This includes:
    - building rapport
    - clarifying impact of loss
    - explaining support options
    - referring clients to specialist services
  - dealing with cross-cultural issues
  - recognising effects of stress on individuals and communities and implementing culturally appropriate strategies to manage stress
  - monitoring own stress and using appropriate stress-management strategies, including consulting team members and professionals for own social and emotional support.

## Knowledge Evidence

The candidate must be able to demonstrate essential knowledge required to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role.

This includes knowledge of:

- concepts of loss and grief
- nature and effects of psychological and spiritual trauma
- effects of trans-generational trauma and grief, colonisation and institutional racism on Aboriginal people
- cultural protocols and taboos
- specialist services for loss, grief and trauma
- statutory responsibilities including duty of care requirements
- narrative therapy approaches
- indicators of stress
- awareness of own values and attitudes around loss, grief and trauma
- organisational standards, policies and practices.

## Assessment Conditions

Skills must be demonstrated working:

- in a health service or centre
- individually or as a member of a multidisciplinary primary health care team
- with Aboriginal and/or Torres Strait Islander clients and communities.

In addition, simulations and scenarios must be used where the full range of contexts and situations cannot be provided in the workplace or may occur only rarely. These are situations relating to emergency or unplanned procedures where assessment in these circumstances would be unsafe or is impractical.

Simulated assessment environments must simulate the real-life working environment where these skills and knowledge would be performed, with all the relevant equipment and resources of that working environment.

Assessors must satisfy the NVR/AQTF mandatory competency requirements for assessors.

Assessment must be undertaken by a workplace assessor who has expertise in this unit of competency and who is:

an Aboriginal and/or Torres Strait Islander Health Worker

or:

accompanied by an Aboriginal and/or Torres Strait Islander person who is a recognised member of the community with experience in primary health care.



## Links

Companion Volume implementation guides are found in VETNet -

<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=ced1390f-48d9-4ab0-bd50-b015e5485705>

## HLTAHW052 Deliver primary health care to Aboriginal and/or Torres Strait Islander clients in confinement

### Modification History

| Release   | Comments                                                                                                                                                                                                                                                                                                               |
|-----------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Release 1 | <p>This version was released in <i>HLT Health Training Package release 1.0</i> and meets the requirements of the New Standards for Training Packages.</p> <p>Significant changes to elements and performance criteria.<br/>New evidence requirements for assessment, including volume and environment requirements</p> |

### Application

This unit describes the required skills and knowledge for an Aboriginal or Torres Strait Islander worker to perform effectively in delivery of primary health care services to clients in the confinement of a prison or corrective services environment.

This unit applies to those Aboriginal and/or Torres Strait Islander Health Workers working independently and as part of a multidisciplinary team to deliver primary health care services to Aboriginal and/or Torres Strait Islander clients and communities.

*No licensing, legislative or certification requirements apply to this unit at the time of publication.*

### Elements and Performance Criteria

#### ELEMENT

#### PERFORMANCE CRITERIA

*Elements define the essential outcomes.*

*Performance criteria specify the level of performance needed to demonstrate achievement of the element.*

1. Prepare to work with clients in confinement

1.1 Clarify prison policies and procedures to identify potential for providing primary health care services to inmates

1.2 Clarify overlapping and complementary roles of

## ELEMENT

## PERFORMANCE CRITERIA

*Elements define the essential outcomes.*

*Performance criteria specify the level of performance needed to demonstrate achievement of the element.*

workers in the prison environment

1.3 Identify boundaries and constraints relating to own work role in the prison environment

1.4 Seek to identify level of awareness of own role among staff and inmates in the prison environment

1.5 Clarify potential for own role to enhance client care in the prison environment

1.6 Professionally assert scope of practice appropriate to own role and skills with prison staff

2. Advocate for clients effectively from within prison

2.1 Clarify inmate needs for health care and support as appropriate to own role

2.2 Recognise potential impacts and challenges of providing client advocacy from inside the prison

2.3 Employ strategies to effectively manage conflict or resentment arising from client advocacy activities

2.4 Clarify rights and responsibilities of inmates and assert as required

2.5 Support inmates in relation to parole and release issues as required

2.6 Contribute to post-release support as appropriate

3. Support inmates to make informed health choices

3.1 Use accurate information about the inmate's health and potential care as a basis for informing clients about available options

3.2 Explain potential consequences of available options to clients

3.3 Support clients through the continuum of care in line with own work role

4. Contribute to enhancing awareness of cultural safety issues

4.1 Raise cultural safety issues in the prison environment with staff in relation to health issues for Aboriginal and/or Torres Strait Islander clients

## ELEMENT

## PERFORMANCE CRITERIA

*Elements define the essential outcomes.*

*Performance criteria specify the level of performance needed to demonstrate achievement of the element.*

4.2 Build own tolerance and mutual respect of colleagues by seeking to understand reasons for any insensitivity or culturally unsafe practices

4.3 Reinforce colleagues' application of cultural safety practices in the workplace through public and/or personal recognition

4.4 Provide leadership in the implementation of culturally safe principles and practice

5. Promote change to enhance cultural safety in the prison environment

5.1 Participate in the development and/or refinement of prison policies on cultural safety

5.2 Identify change agents who may facilitate and/or champion needed change

5.3 Identify potential blockages to change

5.4 Mobilise available support to enhance cultural safety in the prison environment

5.5 Enlist community support to enhance cultural safety in the prison environment

## Foundation Skills

*This section describes those language, literacy, numeracy and employment skills that are essential to performance.*

Learning

in order to acknowledge that confusion and mistakes form part of the learning process

in order to develop and trial own approach to different tasks when manuals and guides are unavailable

Other foundation skills essential to performance are explicit in the performance criteria of this unit.

## Unit Mapping Information

No equivalent unit.

## Links

Companion Volume implementation guides are found in VETNet -

<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=ced1390f-48d9-4ab0-bd50-b015e5485705>

# Assessment Requirements for HLTAHW052 Deliver primary health care to Aboriginal and/or Torres Strait Islander clients in confinement

## Modification History

| Release   | Comments                                                                                                                                                                                                                                                                                                               |
|-----------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Release 1 | <p>This version was released in <i>HLT Health Training Package release 1.0</i> and meets the requirements of the New Standards for Training Packages.</p> <p>Significant changes to elements and performance criteria.<br/>New evidence requirements for assessment, including volume and environment requirements</p> |

## Performance Evidence

The candidate must show evidence of the ability to complete tasks outlined in elements and performance criteria of this unit, manage tasks and manage contingencies in the context of the job role.

There must be evidence that the candidate has:

- worked effectively with at least three clients in a prison or corrective services environment by:
  - using appropriate strategies for protection of self and others in a culturally unsafe work environment
  - using self-protective behavioural strategies to maintain resilience in the prison environment
  - providing information and advice to assist at least three inmates to maintain a level of physical, mental and spiritual health in the prison environment
  - supporting at least three inmates with parole and release issues
  - communicating effectively with clients and stakeholders. This includes:
    - clarifying inmate needs
    - advocating for cultural safety of clients in the prison environment
    - discussing and reinforcing cultural safety practices with colleagues
    - dealing with conflict.

## Knowledge Evidence

The candidate must be able to demonstrate essential knowledge required to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role.

This includes knowledge of:

- cultural safety principles, practices and issues
- scope of own professional role and roles of associated health professionals
- components of culturally safe health care
- overview of Australian justice and prison systems
- techniques to empower clients to make choices relating to health care in the prison system
- assertive communication techniques

## Assessment Conditions

Skills must be demonstrated working:

- as part of a health service or centre, providing services to prisons and/or a corrective services facility
- individually or as a member of a multidisciplinary primary health care team
- with Aboriginal and/or Torres Strait Islander clients and communities.

In addition, simulations and scenarios must be used where the full range of contexts and situations cannot be provided in the workplace or may occur only rarely. These are situations relating to emergency or unplanned procedures where assessment in these circumstances would be unsafe or is impractical.

Simulated assessment environments must simulate the real-life working environment where these skills and knowledge would be performed, with all the relevant equipment and resources of that working environment.

Assessors must satisfy the NVR/AQTF mandatory competency requirements for assessors.

Assessment must be undertaken by a workplace assessor who has expertise in this unit of competency and who is:

- an Aboriginal and/or Torres Strait Islander Health Worker

or:

- accompanied by an Aboriginal and/or Torres Strait Islander person who is a recognised member of the community with experience in primary health care.

## Links

Companion Volume implementation guides are found in VETNet -  
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=ced1390f-48d9-4ab0-bd50-b015e5485705>



# HLTAHW053 Address impact of food security on community health

## Modification History

| Release   | Comments                                                                                                                                                                                                                                                                                                       |
|-----------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Release 1 | This version was released in <i>HLT Health Training Package release 1.0</i> and meets the requirements of the New Standards for Training Packages.<br><br>Significant changes to elements and performance criteria.<br>New evidence requirements for assessment, including volume and environment requirements |
|           |                                                                                                                                                                                                                                                                                                                |

## Application

This unit describes the skills and knowledge required to conduct health care programs to address impacts of food production, manufacturing and distribution on health in Aboriginal and/or Torres Strait Islander communities

This unit applies to those Aboriginal and/or Torres Strait Islander Health Workers working independently and as part of a multidisciplinary team to deliver primary health care services to Aboriginal and/or Torres Strait Islander clients and communities.

*No licensing, legislative or certification requirements apply to this unit at the time of publication.*

## Elements and Performance Criteria

### ELEMENT

### PERFORMANCE CRITERIA

*Elements define the essential outcomes.*

*Performance criteria specify the level of performance needed to demonstrate achievement of the element.*

1. Examine food security issues in Aboriginal and/or Torres Strait Islander community

- 1.1 Research food security issues in the local context
- 1.2 Describe the characteristics of food security and coping strategies employed in the local context

**ELEMENT****PERFORMANCE CRITERIA**

*Elements define the essential outcomes.*

*Performance criteria specify the level of performance needed to demonstrate achievement of the element.*

1.3 Examine the underlying determinants of food availability, food access and food utilisation in the local context

1.4 Investigate the factors that influence stability of food availability, food access and food utilisation in the local context

1.5 Demonstrate an understanding of the link between food security, wellbeing and livelihoods

2. Analyse food availability, food access and food use issues for the community

2.1 Establish enablers and barriers to food security in the local context

2.2 Identify individuals, groups and communities that are vulnerable to food insecurity

2.3 Analyse the local food supply and evaluate it against relevant evidence-based guidelines

2.4 Identify and prioritise the different factors and domains that affect food security in the local context

2.5 Determine how the organisation can contribute to improving food security

2.6 Review and evaluate community policies and programs relevant to food security

3. Formulate strategies to protect food security and address food insecurity in vulnerable groups

3.1 Identify key stakeholders across disciplines to contribute to improving food security in the local context

3.2 Engage the community and key stakeholders in the development, implementation and evaluation of strategies to improve food security

3.3 Determine key roles and responsibilities of all stakeholders to improve food security

3.4 Consider collaborative, multilevel approaches to addressing food security

3.5 Identify how organisation can contribute to improving food security

3.6 Develop a plan to address food security in the

**ELEMENT**

*Elements define the essential outcomes.*

**PERFORMANCE CRITERIA**

*Performance criteria specify the level of performance needed to demonstrate achievement of the element.*

local context for the organisation

3.7 Monitor and evaluate food security activities in the workplace and local context

3.8 Advocate for improved food security in local context, especially for vulnerable groups

**Foundation Skills**

*This section describes those language, literacy, numeracy and employment skills that are essential to performance.*

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency.

**Unit Mapping Information**

No equivalent unit

**Links**

Companion Volume implementation guides are found in VETNet - <https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=ced1390f-48d9-4ab0-bd50-b015e5485705>

# Assessment Requirements for HLTAHW053 Address impact of food security on community health

## Modification History

| Release   | Comments                                                                                                                                                                                                                                                                                                               |
|-----------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Release 1 | <p>This version was released in <i>HLT Health Training Package release 1.0</i> and meets the requirements of the New Standards for Training Packages.</p> <p>Significant changes to elements and performance criteria.<br/>New evidence requirements for assessment, including volume and environment requirements</p> |

## Performance Evidence

The candidate must show evidence of the ability to complete tasks outlined in elements and performance criteria of this unit, manage tasks and manage contingencies in the context of the job role.

There must be evidence that the candidate has:

- investigated and analysed the relationship between community health issues and food security in the local context for at least one Aboriginal and/or Torres Strait Islander community by:
  - accessing relevant resources to determine nutritional needs of specific client groups
  - identifying groups at risk of food insecurity
  - monitoring and analysing the food systems and assessing available food sources (including traditional and non-traditional food sources) against the Australian Dietary Guidelines
  - developing appropriate strategies to promote and improve food security at household and community level
  - evaluating interventions based on evidence and good practice
  - researching and accessing data to assess and understand food security issues in the local context
  - working with the community utilising a community engagement approach to promote and improve food security at community and household level
  - consulting with a range of stakeholders from different disciplines
  - advocating for increased resources and attention to food in the local community, in particular vulnerable households or groups

- investigating and analysing the relationship between community health issues and available food supply
- working with a community to propose and develop strategies and action plans to improve community health by addressing food supply practices, policies and associated issues
- communicating effectively with individuals and groups, including:
  - clarifying and discussing issues relating to food supply, systems and security
  - presenting and discussing evidence-based actions and strategies to improve food security and nutrition.

## Knowledge Evidence

The candidate must be able to demonstrate essential knowledge required to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role.

This includes knowledge of:

- the concept of ‘food security’ and ‘food insecurity’ and its relevance to Aboriginal and Torres Strait Islander people and the context in which people are living
- underlying determinants and consequences of food insecurity
- core food groups and their nutrients
- food needed at different stages in the lifecycle for wellbeing
- different factors (i.e. social, cultural, economic and environmental) that impact on food availability, food access and food use at the global, national, community and household level
- food insecurity-related community health issues
- preventative health and community engagement principles
- continuous quality improvement
- evidence-based practice and sustainable approaches to improving food security in the local context
- Australian Dietary Guidelines and World Health Organisation recommendations impacting on the needs of everyday basic necessities for life and living for Aboriginal and Torres Strait Islander people.

## Assessment Conditions

Skills must be demonstrated working:

- in a health service or centre
- individually or as a member of a multidisciplinary primary health care team
- with Aboriginal and/or Torres Strait Islander clients and communities.

In addition, simulations and scenarios must be used where the full range of contexts and situations cannot be provided in the workplace or may occur only rarely. These are situations relating to emergency or unplanned procedures where assessment in these circumstances would be unsafe or is impractical.

Simulated assessment environments must simulate the real-life working environment where these skills and knowledge would be performed, with all the relevant equipment and resources of that working environment.

Assessors must satisfy the NVR/AQTF mandatory competency requirements for assessors.

Assessment must be undertaken by a workplace assessor who has expertise in this unit of competency and who is:

an Aboriginal and/or Torres Strait Islander Health Worker

or:

accompanied by an Aboriginal and/or Torres Strait Islander person who is a recognised member of the community with experience in primary health care.

## Links

Companion Volume implementation guides are found in VETNet -  
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=ced1390f-48d9-4ab0-bd50-b015e5485705>

## HLTAHW054 Support renal dialysis clients in the community setting

### Modification History

| Release   | Comments                                                                                                                                                                                                                                                                                                                                              |
|-----------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Release 1 | <p>This version was released in <i>HLT Health Training Package release 1.0</i> and meets the requirements of the New Standards for Training Packages.</p> <p>Significant changes to elements and performance criteria.<br/>New evidence requirements for assessment, including volume and environment requirements<br/>Prerequisite units removed</p> |

### Application

This unit describes the skills and knowledge required to help support clients considering renal replacement therapy and to provide routine care for clients undertaking dialysis in the community setting.

This unit applies to those Aboriginal and/or Torres Strait Islander Health Workers working independently and as part of a multidisciplinary team to deliver primary health care services to Aboriginal and/or Torres Strait Islander clients and communities.

*No licensing, legislative or certification requirements apply to this unit at the time of publication.*

### Elements and Performance Criteria

#### ELEMENT

*Elements define the essential outcomes.*

1. Assist clients to make informed choices on renal replacement therapy

#### PERFORMANCE CRITERIA

*Performance criteria specify the level of performance needed to demonstrate achievement of the element.*

1.1 Provide information on renal failure and renal replacement therapy options to clients with chronic renal failure and their families, in consultation with the health

| ELEMENT                                                     | PERFORMANCE CRITERIA                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |
|-------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                                                             | <p>care team</p> <p>1.2 Identify and provide to clients appropriate health education resources on renal disease dialysis and transplantation</p> <p>1.3 Provide information and practical assistance to renal clients who need to travel to distant referral centres for assessment, treatment or training</p> <p>1.4 Support current and potential future dialysis ‘helpers’ with information and practical assistance in their role</p> <p>1.5 Ensure client access to specialist nephrology care</p> |
| 2. Measure hydration status of renal dialysis clients       | <p>2.1 Obtain history of shortness of breath or postural dizziness</p> <p>2.2 Measure ‘wet’ or ‘dry’ weight and compare with ideal body weight</p> <p>2.3 Elicit physical signs of fluid overload</p> <p>2.4 Interpret client weight, blood pressure and other clinical signs to determine hydration status</p> <p>2.5 Revise ideal body weight estimates in consultation with senior staff</p> <p>2.6 Document assessments in accordance with organisational policies and procedures</p>               |
| 3. Undertake routine pathology testing for dialysis clients | <p>3.1 Provide information on routine dialysis tests to clients in plain language</p> <p>3.2 Collect blood specimens and complete pathology request forms according to standard protocols</p> <p>3.3 Interpret routine test results and give basic client feedback</p> <p>3.4 Refer abnormal test results to medical staff for action</p>                                                                                                                                                               |
| 4. Support renal clients to access and use medicines wisely | <p>4.1 Provide clients with plain language information on mechanisms of action, dosing and common</p>                                                                                                                                                                                                                                                                                                                                                                                                   |



**ELEMENT****PERFORMANCE CRITERIA**

side-effects of medicines commonly used in dialysis care

4.2 Identify potential drug interactions, special precautions, contraindications and side-effects and refer to a medical practitioner

4.3 Administer medicine by oral and intramuscular routes in accordance with medicine orders, organisation policies and procedures and legal frameworks

4.4 Support and monitor client adherence to medicines regimen

4.5 Provide assistance with supply of medicines and use of dose administration aids according to client needs

4.6 Keep records of chronic medicines supply and administration in accordance with organisation policies and procedures

**Foundation Skills**

*This section describes those language, literacy, numeracy and employment skills that are essential to performance.*

Numeracy

in order to interpret test results, including normal and abnormal readings and measurements

Other foundation skills essential to performance are explicit in the performance criteria of this unit.

**Unit Mapping Information**

No equivalent unit.

**Links**

Companion Volume implementation guides are found in VETNet - <https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=ced1390f-48d9-4ab0-bd50-b015e5485705>

## Assessment Requirements for HLTAHW054 Support renal dialysis clients in the community setting

### Modification History

| Release   | Comments                                                                                                                                                                                                                                                                                                                                             |
|-----------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Release 1 | <p>This version was released in <i>HLT Health Training Package release 1.0</i> and meets the requirements of the New Standards for Training Packages.</p> <p>Significant changes to elements and performance criteria.<br/>New evidence requirements for assessment, including volume and environment requirements<br/>Prerequisite unit removed</p> |

### Performance Evidence

The candidate must show evidence of the ability to complete tasks outlined in elements and performance criteria of this unit, manage tasks and manage contingencies in the context of the job role.

There must be evidence that the candidate has:

- provided information, guidance and support to at least three clients and their families in relation to health management options and issues for clients with chronic renal failure by:
  - recognising situations requiring immediate or urgent action
  - working with other members of multidisciplinary team to ensure actions determined in the client's care plan are carried out and documented
  - carrying out mathematical calculations for renal dialysis clients. This includes:
    - identifying differences between weight measures
    - calculating doses
    - measuring medication
  - communicating effectively with clients, care team and referral agencies. This includes:
    - interpreting test results
    - explaining test results to clients
    - documenting information on client care plans
  - making timely and appropriate referrals, and providing accurate and relevant details to clients and referral agencies
  - holistically evaluating impact of renal dialysis treatment on client's physical, mental and emotional condition and behaviour

- monitoring outcomes of renal dialysis treatment and medication regimes
- administering medicines by oral and intramuscular routes
- contributing to evaluation of client's prescribed treatment/care plan.

## Knowledge Evidence

The candidate must be able to demonstrate essential knowledge required to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role.

This includes knowledge of:

- basic anatomy and physiology of the renal system
- common causes of chronic renal failure
- underlying environmental and social factors contributing to high rates of renal disease in Aboriginal and/or Torres Strait Islander communities
- management principles for common co-morbidities (including diabetes, high blood pressure, hyperlipidaemia)
- factors that can slow decline of renal function
- key aspects of microbiology relevant to peritoneal, blood and skin infection in renal disease
- pathophysiology of chronic renal failure, including:
  - fluid retention and pulmonary oedema
  - electrolyte balance and hazards of high potassium
  - calcium metabolism and renal bone disease
  - anaemia
- signs and symptoms of uraemia and fluid retention
- meaning and interpretation of common pathology tests for chronic renal failure and dialysis
- haemodialysis technology – theory, machine components, terminology, infrastructure requirements, risks and benefits
- peritoneal dialysis – theory, terminology, procedures, risks and benefits
- different types of renal dialysis units and their function
- nutritional considerations for renal dialysis clients
- medicines in common use in management of chronic renal failure including basic mechanisms of action, precautions and side-effects
- organisation policies and procedures.

## Assessment Conditions

Skills must be demonstrated working:

- in a health service or centre
- individually or as a member of a multidisciplinary primary health care team
- with Aboriginal and/or Torres Strait Islander clients and communities.

In addition, simulations and scenarios must be used where the full range of contexts and situations cannot be provided in the workplace or may occur only rarely. These are situations relating to emergency or unplanned procedures where assessment in these circumstances would be unsafe or is impractical.

Simulated assessment environments must simulate the real-life working environment where these skills and knowledge would be performed, with all the relevant equipment and resources of that working environment.

Assessors must satisfy the NVR/AQTF mandatory competency requirements for assessors.

Assessment must be undertaken by a workplace assessor who has expertise in this unit of competency and who is:

- an Aboriginal and/or Torres Strait Islander Health Worker
- or:
- accompanied by an Aboriginal and/or Torres Strait Islander person who is a recognised member of the community with experience in primary health care.

## Links

Companion Volume implementation guides are found in VETNet -  
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=ced1390f-48d9-4ab0-bd50-b015e5485705>

## HLTAHW055 Provide care to clients undertaking renal dialysis in the community setting

### Modification History

| Release   | Comments                                                                                                                                                                                                                                                                                                                                              |
|-----------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Release 1 | <p>This version was released in <i>HLT Health Training Package release 1.0</i> and meets the requirements of the New Standards for Training Packages.</p> <p>Significant changes to elements and performance criteria.<br/>New evidence requirements for assessment, including volume and environment requirements<br/>Prerequisite units removed</p> |

### Application

This unit describes the skills and knowledge required to provide health care to clients that is specific to continuous ambulatory peritoneal dialysis or home haemodialysis being undertaken in the community setting.

This unit applies to those Aboriginal and/or Torres Strait Islander Health Workers working independently and as part of a multidisciplinary team to deliver primary health care services to Aboriginal and/or Torres Strait Islander clients and communities.

*No licensing, legislative or certification requirements apply to this unit at the time of publication.*

### Elements and Performance Criteria

#### ELEMENT

#### PERFORMANCE CRITERIA

*Elements define the essential outcomes.*

*Performance criteria specify the level of performance needed to demonstrate achievement of the element.*

1. Assess peritoneal catheter exit site and client dressing technique

- 1.1 Identify signs of exit site infection
- 1.2 Elicit signs of catheter tunnel infection
- 1.3 Obtain exit site swab and send for microbiological analysis

## ELEMENT

## PERFORMANCE CRITERIA

*Elements define the essential outcomes.*

*Performance criteria specify the level of performance needed to demonstrate achievement of the element.*

|                                                          |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |
|----------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                                                          | <ul style="list-style-type: none"><li>1.4 Appraise client technique for dressing exit site</li><li>1.5 Instruct client on appropriate exit site care</li><li>1.6 Document condition of exit site and refer problems in accordance with organisation policies and procedures</li></ul>                                                                                                                                                                                                                                                                             |
| 2. Assess patency of arteriovenous (A-V) fistula         | <ul style="list-style-type: none"><li>2.1 Obtain history of pain, swelling or trauma around A-V fistula</li><li>2.2 Elicit history of haemodialysis needling problems or abnormal 'A' and 'V' pressure readings</li><li>2.3 Palpate fistula for thrill and auscultate for bruit</li><li>2.4 Identify signs suggesting fistula stenosis or infection</li><li>2.5 Promptly report potential fistula problems to medical staff for assessment</li><li>2.6 Document findings of assessment in client notes</li></ul>                                                  |
| 3. Identify common or serious dialysis problems          | <ul style="list-style-type: none"><li>3.1 Identify clinical features suggestive of dialysis-related peritonitis and promptly refer clients</li><li>3.2 Consider causes and take note of peritoneal fluid failing to drain</li><li>3.3 Recognise clinical features of uraemia</li><li>3.4 Anticipate hazards associated with haemodialysis after a number of missed dialysis sessions and communicate risks to client</li><li>3.5 Refer identified dialysis problems to senior health staff according to organisation procedures and clinical guidelines</li></ul> |
| 4. Broker supply of dialysis consumables and support use | <ul style="list-style-type: none"><li>4.1 Obtain information on client's requirements for dialysis consumables</li><li>4.2 Order stock from supplier in accordance with client needs and organisational procedures</li></ul>                                                                                                                                                                                                                                                                                                                                      |

## ELEMENT

*Elements define the essential outcomes.*

## PERFORMANCE CRITERIA

*Performance criteria specify the level of performance needed to demonstrate achievement of the element.*

- 4.3 Support and monitor appropriate storage arrangements for dialysis consumables
- 4.4 Identify, document, report and resolve problems with supply or storage of dialysis consumables
- 4.5 Facilitate client use of their dialysis treatment protocol

## Foundation Skills

*This section describes those language, literacy, numeracy and employment skills that are essential to performance.*

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency.

## Range of Conditions

## Unit Mapping Information

No equivalent unit.

## Links

Companion Volume implementation guides are found in VETNet - <https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=ced1390f-48d9-4ab0-bd50-b015e5485705>

# Assessment Requirements for HLTAHW055 Provide care to clients undertaking renal dialysis in the community setting

## Modification History

| Release   | Comments                                                                                                                                                                                                                                                                                                                                              |
|-----------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Release 1 | <p>This version was released in <i>HLT Health Training Package release 1.0</i> and meets the requirements of the New Standards for Training Packages.</p> <p>Significant changes to elements and performance criteria.<br/>New evidence requirements for assessment, including volume and environment requirements<br/>Prerequisite units removed</p> |

## Performance Evidence

The candidate must show evidence of the ability to complete tasks outlined in elements and performance criteria of this unit, manage tasks and manage contingencies in the context of the job role.

There must be evidence that the candidate has:

- provided care to at least three clients undertaking renal analysis in a community setting by:
  - assessing peritoneal catheter exit site. This includes:
    - identifying signs of exit site infection
    - identifying signs of catheter tunnel infection
    - swabbing exit site and sending specimen for testing
  - instructing client on appropriate dressing technique
  - documenting findings of assessment
  - assessing patency of arteriovenous fistula. This includes:
    - identifying signs suggesting fistula stenosis or infection
    - palpating fistula for thrill and auscultating for bruit
    - obtaining history of pain and haemodialysis needling problems
  - identifying common and serious dialysis problems
  - referring client to senior health staff
  - ordering and recording stock of dialysis consumables and storing correctly.



## Knowledge Evidence

The candidate must be able to demonstrate essential knowledge required to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role.

This includes knowledge of:

- basic anatomy and physiology of the renal system
- common causes of chronic renal failure (diabetes, glomerulonephritis, hypertension, urinary tract obstruction, inherited abnormalities)
- underlying environmental and social factors contributing to high rates of renal disease in Aboriginal and/or Torres Strait Islander communities
- management principles for common co-morbidities (including diabetes, high blood pressure, hyperlipidaemia)
- factors that can slow decline of renal function (e.g. control of high blood pressure, use of angiotensin-converting-enzyme (ACE) inhibitors, avoidance of non steroidal anti-inflammatory drugs (NSAIDS)
- microbiology relevant to peritoneal, blood and skin infection in renal disease
- pathophysiology of chronic renal failure, including:
  - fluid retention and pulmonary oedema
  - electrolyte balance and hazards of high potassium
  - calcium metabolism and renal bone disease
  - anaemia
- signs and symptoms of uraemia and fluid retention
- meaning and interpretation of common pathology tests for chronic renal failure and dialysis
- haemodialysis technology
- peritoneal dialysis – theory, terminology, procedures, risks and benefits
- different types of renal dialysis units and their function
- medicines in common use in management of chronic renal failure including basic mechanisms of action, precautions and side-effects
- organisation policies and procedures.

## Assessment Conditions

Skills must be demonstrated working:

- in a health service or centre
- individually or as a member of a multidisciplinary primary health care team
- with Aboriginal and/or Torres Strait Islander clients and communities.

In addition, simulations and scenarios must be used where the full range of contexts and situations cannot be provided in the workplace or may occur only rarely. These are situations relating to emergency or unplanned procedures where assessment in these circumstances would be unsafe or is impractical.

Simulated assessment environments must simulate the real-life working environment where these skills and knowledge would be performed, with all the relevant equipment and resources of that working environment.

Assessors must satisfy the NVR/AQTF mandatory competency requirements for assessors.

Assessment must be undertaken by a workplace assessor who has expertise in this unit of competency and who is:

an Aboriginal and/or Torres Strait Islander Health Worker

or:

accompanied by an Aboriginal and/or Torres Strait Islander person who is a recognised member of the community with experience in primary health care.

## Links

Companion Volume implementation guides are found in VETNet -

<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=ced1390f-48d9-4ab0-bd50-b015e5485705>

## HLTAHW056 Provide sexual and reproductive health care

### Modification History

| Release   | Comments                                                                                                                                                                                                                                                                                                                                              |
|-----------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Release 1 | <p>This version was released in <i>HLT Health Training Package release 1.0</i> and meets the requirements of the New Standards for Training Packages.</p> <p>Significant changes to elements and performance criteria.<br/>New evidence requirements for assessment, including volume and environment requirements<br/>Prerequisite units removed</p> |

### Application

This unit describes the required skills and knowledge to provide clients with health care services in addition to general health care and specific to sexual and reproductive health.

This unit applies to those Aboriginal and/or Torres Strait Islander Health Workers working independently and as part of a multidisciplinary team to deliver primary health care services to Aboriginal and/or Torres Strait Islander clients and community.

*No licensing, legislative or certification requirements apply to this unit at the time of publication.*

### Elements and Performance Criteria

#### ELEMENT

#### PERFORMANCE CRITERIA

*Elements define the essential outcomes.*

*Performance criteria specify the level of performance needed to demonstrate achievement of the element.*

1. Check sexual and reproductive health

1.1 Undertake tests, observations and other screening procedures in line with protocols and client requirements

1.2 Review client records to determine priorities and potential areas of risk for each client

1.3 Question client appropriately to identify and/or clarify any sexual and/or reproductive health issues

**ELEMENT****PERFORMANCE CRITERIA**

*Elements define the essential outcomes.*

*Performance criteria specify the level of performance needed to demonstrate achievement of the element.*

and/or significant variations from normal parameters

1.4 Use medical equipment effectively and maintain in accordance with organisation policies

1.5 Consult relevant allied professionals and available documentation in relation to the sexual and/or reproductive health of the client

1.6 Obtain informed consent for all examinations and tests and undertake appropriate pre-test discussion before testing for HIV or other blood-borne viruses

2. Provide care to clients with sexual health problems

2.1 Respect Aboriginal and/or Torres Strait Islander community values, beliefs and gender taboos in assessing and managing sexual health problems

2.2 Engage clients in holistic sexually transmissible infection (STI) risk assessment and take an appropriate sexual health history for each client presenting or identified with a sexual health problem

2.3 Assess common sexual health problems according to clinical presentation and treat/refer/support in line with standard protocols and organisation guidelines

2.4 Obtain history of sexual contacts where an STI is identified, negotiate contact tracing and follow-up contacts for testing and treatment in line with standard protocols

2.5 Develop holistic health care plan for each client with sexual health problems

2.6 Support and counsel clients with STIs to assist in treatment and prevention of infection

2.7 Ensure records of STI management and contact tracing are kept confidential and secure

2.8 Maintain current, complete, accurate and relevant records for each client interaction

3. Provide information on sexual

3.1 Promote safe sex practices or other STI risk-reduction strategies and distribute condoms as

**ELEMENT****PERFORMANCE CRITERIA**

*Elements define the essential outcomes.*

*Performance criteria specify the level of performance needed to demonstrate achievement of the element.*

and reproductive health care

appropriate

3.2 Discuss common methods of birth control with clients, explaining each method, its advantages and disadvantages

3.3 Discuss transmission of STIs and complications with the client as appropriate

3.4 Discuss symptoms of pregnancy with clients and identify as appropriate

3.5 Provide information on healthy lifestyle and risks during pregnancy

3.6 Provide clients with information which is age and culturally appropriate and aligned with their specific needs

3.7 Employ a range of interpersonal techniques to ensure own values are not imposed on clients and information is provided in a non-judgmental way

3.8 Provide referral where own personal and professional abilities do not match client needs

4. Evaluate effectiveness of sexual and reproductive health care

4.1 Monitor sexual and reproductive health in line with schedule and criteria incorporated in care plan for each client

4.2 Evaluate intervention/ongoing sexual and/or reproductive health care against standing order/written care protocols and client level of comfort and compliance with health care practices

4.3 Ascertain degree of improvement of client's holistic health and compare with expectations under the health care plan

4.4 Undertake clinical re-assessment and/or review of treatment/medication regime as required where client fails to progress in accordance with expectation

4.5 Provide client with clear information about their level of improvement in relation to the health care plan and their level of compliance

4.6 Encourage clients to maintain sexual and

**ELEMENT**

*Elements define the essential outcomes.*

**PERFORMANCE CRITERIA**

*Performance criteria specify the level of performance needed to demonstrate achievement of the element.*

reproductive health by active involvement with the care plan

**Foundation Skills**

*This section describes those language, literacy, numeracy and employment skills that are essential to performance.*

Numeracy

in order to undertake tests using medical equipment

Other foundation skills essential to performance are explicit in the performance criteria of this unit.

**Unit Mapping Information**

No equivalent unit.

**Links**

Companion Volume implementation guides are found in VETNet -  
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=ced1390f-48d9-4ab0-bd50-b015e5485705>

# Assessment Requirements for HLTAHW056 Provide sexual and reproductive health care

## Modification History

| Release   | Comments                                                                                                                                                                                                                                                                                                                                              |
|-----------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Release 1 | <p>This version was released in <i>HLT Health Training Package release 1.0</i> and meets the requirements of the New Standards for Training Packages.</p> <p>Significant changes to elements and performance criteria.<br/>New evidence requirements for assessment, including volume and environment requirements<br/>Prerequisite units removed</p> |

## Performance Evidence

The candidate must show evidence of the ability to complete tasks outlined in elements and performance criteria of this unit, manage tasks and manage contingencies in the context of the job role.

There must be evidence that the candidate has:

- provided information, guidance and support to at least three clients with sexual and/or reproductive health issues by:
  - monitoring the outcomes of sexual and reproductive health care services
  - conducting an accurate sexual and/or reproductive health assessment, including requesting pathology tests
  - recognising situations requiring immediate or urgent action
  - providing treatment, medicine and advice/information appropriate to sexual and/or reproductive health in a safe and effective manner and within guidelines
  - maintaining client records and care plans
  - communicating effectively with client. This includes:
    - obtaining information about sexual and reproductive health
    - counselling clients
    - ensuring clients understand treatment options
  - holistically evaluating impact of treatment on client's physical, mental and emotional condition and behaviour
  - making timely and appropriate referrals, providing accurate and relevant details to clients and referral agencies
  - reflecting on own and others' values in relation to sexual behaviour and health.

## Knowledge Evidence

The candidate must be able to demonstrate essential knowledge required to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role.

This includes knowledge of:

- key aspects of anatomy/physiology, pharmacology, pathology and basic microbiology relevant to sexual and/or reproductive development stages and health
- knowledge of key aspects of microbiology relevant to sexual and/or reproductive health and prevention of infection or cross infection
- health conditions and associated issues related to sexual and/or reproductive health
- nature, history, pathology and transmission of sexually transmissible infections and relevant interventions
- understanding of oppression and discrimination in relation to sexuality
- assessment methods, equipment and testing procedures associated with sexual and reproductive health and STIs
- methods of birth control and their advantages and disadvantages
- organisation policies and procedures

## Assessment Conditions

Skills must be demonstrated working:

- in a health service or centre
- individually or as a member of a multidisciplinary primary health care team
- with Aboriginal and/or Torres Strait Islander clients and communities.

In addition, simulations and scenarios must be used where the full range of contexts and situations cannot be provided in the workplace or may occur only rarely. These are situations relating to emergency or unplanned procedures where assessment in these circumstances would be unsafe or is impractical.

Simulated assessment environments must simulate the real-life working environment where these skills and knowledge would be performed, with all the relevant equipment and resources of that working environment.

Assessors must satisfy the NVR/AQTF mandatory competency requirements for assessors.

Assessment must be undertaken by a workplace assessor who has expertise in this unit of competency and who is:



- an Aboriginal and/or Torres Strait Islander Health Worker
- or:
- accompanied by an Aboriginal and/or Torres Strait Islander person who is a recognised member of the community with experience in primary health care

## Links

Companion Volume implementation guides are found in VETNet -  
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=ced1390f-48d9-4ab0-bd50-b015e5485705>

## HLTAHW057 Provide antenatal health care

### Modification History

| Release   | Comments                                                                                                                                                                                                                                                                                                                                              |
|-----------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Release 1 | <p>This version was released in <i>HLT Health Training Package release 1.0</i> and meets the requirements of the New Standards for Training Packages.</p> <p>Significant changes to elements and performance criteria.<br/>New evidence requirements for assessment, including volume and environment requirements<br/>Prerequisite units removed</p> |

### Application

This unit describes the skills and knowledge required to provide Aboriginal and/or Torres Strait Islander women with specialist antenatal health care services.

The unit applies to those Aboriginal and/or Torres Strait Islander Health Workers working independently and as part of a multidisciplinary team to deliver primary health care services to Aboriginal and/or Torres Strait Islander clients and communities.

*No licensing, legislative or certification requirements apply to this unit at the time of publication.*

### Elements and Performance Criteria

#### ELEMENT

#### PERFORMANCE CRITERIA

*Elements define the essential outcomes.*

*Performance criteria specify the level of performance needed to demonstrate achievement of the element.*

1. Plan and deliver health care during pregnancy

1.1 Take and document general, social and obstetric health history

1.2 Identify signs and symptoms of pregnancy and calculate expected date of delivery

1.3 Develop an antenatal care plan based on standard protocols and consultations with relevant health

**ELEMENT**

*Elements define the essential outcomes.*

**PERFORMANCE CRITERIA**

*Performance criteria specify the level of performance needed to demonstrate achievement of the element.*

professionals

1.4 Provide information to women on healthy living and maternal health risks

1.5 Perform antenatal clinical assessments in line with standard protocols and client requirements in accordance with job role and legislative frameworks

1.6 Provide information on safe birthing options, signs of labour, stages of labour, pain management techniques and family attendance at delivery

1.7 Identify common conditions and potentially serious complications of pregnancy, provide advice, care and appropriate referrals

1.8 Support women to attend appointments as per their antenatal care plan

1.9 Practice within a multidisciplinary team to provide culturally appropriate support, services and care

2. Monitor and evaluate antenatal health care

2.1 Monitor continuing antenatal care according to organisation procedures

2.2 Regularly update information on obstetric history and antenatal care assessment at the planned birthing facility according to organisation procedures

2.3 Review progress and outcomes in consultation with pregnant woman

2.4 Maintain registers of women undergoing antenatal care according to organisation policies and procedures

2.5 Keep schedules of participation in antenatal care and use to organise continuing care according to woman's needs

2.6 Organise and/or provide reminders, transport and other assistance to attend care according to women's needs

2.7 Provide supervision of other staff participating in provision of antenatal care

2.8 Maintain referral and communication networks with medical staff, specialist obstetricians, midwives,

**ELEMENT**

*Elements define the essential outcomes.*

**PERFORMANCE CRITERIA**

*Performance criteria specify the level of performance needed to demonstrate achievement of the element.*

allied health staff, birthing facility staff and female community Elders

2.9 Keep statistics on attendance for antenatal care and birthing outcomes and use to evaluate maternal health programs

**Foundation Skills**

*This section describes those language, literacy, numeracy and employment skills that are essential to performance.*

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency.

**Unit Mapping Information**

No equivalent unit.

**Links**

Companion Volume implementation guides are found in VETNet -  
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=ced1390f-48d9-4ab0-bd50-b015e5485705>

# Assessment Requirements for HLTAHW057 Provide antenatal health care

## Modification History

| Release   | Comments                                                                                                                                                                                                                                                                                                                                              |
|-----------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Release 1 | <p>This version was released in <i>HLT Health Training Package release 1.0</i> and meets the requirements of the New Standards for Training Packages.</p> <p>Significant changes to elements and performance criteria.<br/>New evidence requirements for assessment, including volume and environment requirements<br/>Prerequisite units removed</p> |

## Performance Evidence

The candidate must show evidence of the ability to complete tasks outlined in elements and performance criteria of this unit, manage tasks and manage contingencies in the context of the job role.

There must be evidence that the candidate has:

- provided antenatal care for at least five clients by:
  - undertaking comprehensive health checks specific to antenatal care for each client
  - documenting a general, social and obstetric health history
  - recognising and acting upon situations requiring immediate or urgent action
  - providing treatment, medicine and other health care services appropriate to antenatal health in a safe and effective manner and within guidelines
  - providing information, guidance and support to clients and their families with antenatal health issues
  - monitoring the outcomes of antenatal health care services and made any required revisions to services, care plans or information provided
  - liaising between service providers, individuals, families and community groups to support antenatal health
  - holistically evaluating impact and outcome of treatment on client's physical, mental and emotional condition and behaviour
  - making timely and appropriate referrals, providing accurate and relevant details to clients and referral agencies
- provided supervision for at least one other staff member providing antenatal health care

## Knowledge Evidence

The candidate must be able to demonstrate essential knowledge required to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role.

This includes knowledge of:

- organisation policies and procedures relating to client confidentiality
- role of the Aboriginal Health Worker in counselling and health education
- anatomy/physiology, pharmacology, pathology and basic microbiology relevant to pregnancy
- microbiology relevant to antenatal health and prevention of infection or cross infection
- nutritional needs of pregnant women
- health conditions, obstetric problems and associated issues related to pregnancy
- strategies to:
  - improve antenatal health in the community
  - address clients presenting with antenatal problems
  - coordinate provision of optimum level of maternal health service delivery
- relevant assessment methods and use of associated equipment and testing procedures
- relevant treatments, medicines and associated care services available
- risks and contraindications associated with relevant treatments and medication.

## Assessment Conditions

Skills must be demonstrated working:

- in a health service or centre
- individually or as a member of a multidisciplinary primary health care team
- with Aboriginal and/or Torres Strait Islander clients and communities.

In addition, simulations and scenarios must be used where the full range of contexts and situations cannot be provided in the workplace or may occur only rarely. These are situations relating to emergency or unplanned procedures where assessment in these circumstances would be unsafe or is impractical.

Simulated assessment environments must simulate the real-life working environment where these skills and knowledge would be performed, with all the relevant equipment and resources of that working environment.

Assessors must satisfy the NVR/AQTF mandatory competency requirements for assessors.

Assessment must be undertaken by a workplace assessor who has expertise in this unit of competency and who is:

- an Aboriginal and/or Torres Strait Islander Health Worker
- or:
- accompanied by an Aboriginal and/or Torres Strait Islander person who is a recognised member of the community with experience in primary health care.

## Links

Companion Volume implementation guides are found in VETNet -  
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=ced1390f-48d9-4ab0-bd50-b015e5485705>

## HLTAHW058 Prepare for and support childbirth

### Modification History

| Release   | Comments                                                                                                                                                                                                                                                                                                                                              |
|-----------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Release 1 | <p>This version was released in <i>HLT Health Training Package release 1.0</i> and meets the requirements of the New Standards for Training Packages.</p> <p>Significant changes to elements and performance criteria.<br/>New evidence requirements for assessment, including volume and environment requirements<br/>Prerequisite units removed</p> |

### Application

This unit describes advanced skills and knowledge required to support Aboriginal and/or Torres Strait Islander women during childbirth and support of childbirth in a culturally safe environment.

This unit applies to those Aboriginal and/or Torres Strait Islander Health Workers working independently and as part of a multidisciplinary team to deliver primary health care services to Aboriginal and/or Torres Strait Islander clients and communities.

*No licensing, legislative or certification requirements apply to this unit at the time of publication.*

### Elements and Performance Criteria

#### ELEMENT

#### PERFORMANCE CRITERIA

*Elements define the essential outcomes.*

*Performance criteria specify the level of performance needed to demonstrate achievement of the element.*

1. Plan and support culturally safe birthing for women and their families

1.1 Identify local birthing practices and cultural beliefs and discuss with women in planning and advocating for culturally appropriate and safe birthing options

1.2 Discuss roles, relationships and responsibilities to support culturally safe birthing, including the role of the



**ELEMENT****PERFORMANCE CRITERIA**

*Elements define the essential outcomes.*

*Performance criteria specify the level of performance needed to demonstrate achievement of the element.*

Aboriginal and/or Torres Strait Islander Health Worker as an advocate for women and families

1.3 Discuss and identify signs of onset of labour and support women to attend the planned place of birth as required

1.4 Provide physical and emotional support to women as appropriate during childbirth and the immediate post-partum period

1.5 Support women and their families to take a self-care approach in line with individual needs to organisation and community requirements

1.6 Maintain referral and communication networks with medical staff, specialist obstetricians, midwives, allied health staff, birthing facilities and female community Elders regarding culturally safe birthing options and services

2. Prepare and deliver safe birthing

2.1 Maintain emergency delivery bundles and instructions in isolated community settings

2.2 Identify signs and symptoms of imminent unexpected childbirth

2.3 Seek urgent professional assistance and advice with birthing as necessary

2.4 Prepare to manage untimely birth in a community or home setting using the best available resources

2.5 Identify helpers and allocate tasks as appropriate based on experience and knowledge

2.6 Prepare appropriate equipment and medication

2.7 Institute basic management of second and third stages of labour, if needed

2.8 Undertake initial management of post-partum haemorrhage according to emergency care guidelines and organisational protocols, as well as other common birthing emergencies

2.9 Arrange safe evacuation in consultation with medical or midwifery staff if required and as per

**ELEMENT****PERFORMANCE CRITERIA**

*Elements define the essential outcomes.*

*Performance criteria specify the level of performance needed to demonstrate achievement of the element.*

organisation procedures

**3. Monitor and evaluate care**

3.1 Monitor care of individual women after birth according to organisation procedures

3.2 Regularly update client files with birthing and postnatal details according to organisation procedures and policies

3.3 Review progress and outcomes in consultation with pregnant woman

3.4 Maintain registers of women undergoing postnatal care according to organisation policies and procedures

3.5 Keep schedules of participation in antenatal care and use to organise continuing care according to woman's needs

3.6 Organise transport and other assistance as required to women post-birth

3.7 Supervise other staff participating in provision of birthing practices

3.8 Maintain referral and communication networks with medical staff, specialist obstetricians, midwives, allied health staff, birthing facility staff and female community Elders

3.9 Keep statistics for birthing outcomes and use to evaluate maternal health programs

**Foundation Skills**

*This section describes those language, literacy, numeracy and employment skills that are essential to performance.*

**Numeracy**

- in order to measure and interpret vital signs during labour, including temperature, pulse and respiration (TPR), blood pressure, rate of contractions and foetal heart beat detected using foetal stethoscope and

Doppler

*Learning*

- in order to draw selectively on past experience and learning and adapt to new context

Other foundation skills essential to performance are explicit in the performance criteria of this unit.

## Unit Mapping Information

No equivalent unit.

## Links

Companion Volume implementation guides are found in VETNet -  
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=ced1390f-48d9-4ab0-bd50-b015e5485705>

# Assessment Requirements for HLTAHW058 Prepare for and support childbirth

## Modification History

| Release   | Comments                                                                                                                                                                                                                                                                                                                                              |
|-----------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Release 1 | <p>This version was released in <i>HLT Health Training Package release 1.0</i> and meets the requirements of the New Standards for Training Packages.</p> <p>Significant changes to elements and performance criteria.<br/>New evidence requirements for assessment, including volume and environment requirements<br/>Prerequisite units removed</p> |

## Performance Evidence

The candidate must show evidence of the ability to complete tasks outlined in elements and performance criteria of this unit, manage tasks and manage contingencies in the context of the job role.

There must be evidence that the candidate has:

- prepared for and supported at least five women during the pregnancy and birthing process, including:
  - communicating effectively with each client and family if available to obtain information and ensure understanding of information provided
  - providing treatment, medicine and other health care services appropriate to interpartum health in a safe and effective manner and within guidelines
  - liaising between service providers, individuals, families and community groups
  - holistically evaluating the impact of treatment on client's physical, mental and emotional condition and behaviour
  - performing all required assessments to determine health of the client and baby
  - interpreting assessment outcomes to determine course of action for health care, including issues requiring immediate action
  - utilising referral services as necessary
  - recognising situations requiring immediate or urgent action and taking appropriate action as required within current job role, legislative requirements and organisation procedures
  - supporting the client to attend appointments for monitoring of own and baby's health.

## Knowledge Evidence

The candidate must be able to demonstrate essential knowledge required to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role.

This includes knowledge of:

- birthing practices suitable for culturally safe and positive birth outcomes
- organisation policies and procedures relating to client confidentiality
- anatomy/physiology, pharmacology, pathology and basic microbiology relevant to pregnancy, maternal and/or infant health
- knowledge of microbiology relevant to maternal and/or infant health and prevention of infection or cross infection
- health conditions, obstetric problems and associated issues related to pregnancy, maternal and infant health
- medical problems occurring in pregnancy requiring referral and follow-up
- relevant assessment methods and use of associated equipment and testing procedures
- relevant treatments, medicines and associated care services available
- risks and contraindications associated with relevant treatments and medication
- realistic expectation of client condition during monitoring of progress
- obstetric problems, including:
  - antepartum haemorrhage
  - vaginal discharges
  - fluid loss from the vagina
  - ruptured membranes (including onset of labour, prolapsed cord, infection)
  - abdominal pain in pregnancy (including braxton hicks contractions and labour contractions)
  - pre-term labour
  - breech presentation
  - post-partum or intrapartum haemorrhage
  - shoulder dystocia
  - retained placenta
  - obstructed labour
  - eclampsia
- vital signs during childbirth or delivery, including:
  - TPR
  - blood pressure
  - auscultation of foetal heart rate
  - blood glucose level
  - foetal palpation
  - fundal height measurements
  - urinalysis
  - weight

- monitoring progress of labour
- bloods
- rate of contractions
- baseline observations including, but not limited to:
  - temperature, pulse, respiration
  - blood pressure
  - blood loss per vaginum
  - condition of fundus
  - rate of contractions
  - progress of labour
  - documentation of findings from a physical assessment and follow-up as per policy and procedures manual
  - pain assessment
  - blood sugar levels
  - pulse oximetry
  - recognition of significant abnormalities in cardiotocograph (CTG) reading
- immediate care required for newborns, including:
  - use of humidicribs
  - intravenous infusions
  - blood sugar levels
  - skin-to-skin contact and breastfeeding in the first hour after birth
  - weight, length and head circumference measurements
  - temperature
  - respiratory rate
  - APGAR scoring and assessment
  - resuscitation
  - oxygen administration.

## Assessment Conditions

Skills must be demonstrated working:

- in a health service or centre
- individually or as a member of a multidisciplinary primary health care team
- with Aboriginal and/or Torres Strait Islander clients and communities.

In addition, simulations and scenarios must be used where the full range of contexts and situations cannot be provided in the workplace or may occur only rarely. These are situations relating to emergency or unplanned procedures (such as unplanned or emergency births) where assessment in these circumstances would be unsafe or is impractical.

Simulated assessment environments must simulate the real-life working environment where these skills and knowledge would be performed, with all the relevant equipment and resources of that working environment.

Assessors must satisfy the NVR/AQTF mandatory competency requirements for assessors.

Assessment must be undertaken by a workplace assessor who has expertise in this unit of competency and who is:

- an Aboriginal and/or Torres Strait Islander Health Worker

or:

- accompanied by an Aboriginal and/or Torres Strait Islander person who is a recognised member of the community with experience in primary health care.

## Links

Companion Volume implementation guides are found in VETNet -

<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=ced1390f-48d9-4ab0-bd50-b015e5485705>

## HLTAHW059 Provide postnatal and infant health care

### Modification History

| Release   | Comments                                                                                                                                                                                                                                                                                                                                              |
|-----------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Release 1 | <p>This version was released in <i>HLT Health Training Package release 1.0</i> and meets the requirements of the New Standards for Training Packages.</p> <p>Significant changes to elements and performance criteria.<br/>New evidence requirements for assessment, including volume and environment requirements<br/>Prerequisite units removed</p> |

### Application

This unit describes the required skills and knowledge to provide Aboriginal and/or Torres Strait Islander women, infants and their families with specialist health care services in postnatal and infant health.

This unit applies to those Aboriginal and/or Torres Strait Islander Health Workers working independently and as part of a multidisciplinary team to deliver primary health care services to Aboriginal and/or Torres Strait Islander clients and communities.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

### Elements and Performance Criteria

#### ELEMENT

#### PERFORMANCE CRITERIA

*Elements define the essential outcomes.*

*Performance criteria specify the level of performance needed to demonstrate achievement of the element.*

1. Provide health information, support and care after birth for women, infants and families

1.1 Perform maternal and infant physical assessment and record observations of mother and infant in line with standard protocols and organisational guidelines

1.2 Provide information and support for self-care and wellbeing in the postnatal period

1.3 Provide advice on routine care of the newborn to mothers and refer as appropriate and within organisational guidelines and/or procedures



**ELEMENT****PERFORMANCE CRITERIA**

*Elements define the essential outcomes.*

*Performance criteria specify the level of performance needed to demonstrate achievement of the element.*

- 1.4 Implement strategies to establish and support breastfeeding
- 1.5 Discuss with the client the importance of nutrition, exercise, rest, sleep and support with domestic tasks and care of family in the immediate postnatal period
- 1.6 Identify minor postnatal problems for mother and newborn and provide appropriate advice
- 1.7 Identify potentially serious health conditions for mother and newborn and refer to senior health staff
- 1.8 Provide information on contraceptive options
- 1.9 Deliver, implement and monitor care in the postnatal period as per standard treatment protocols and in accordance with legislative guidelines
- 1.10 Undertake immediate care in response to at-risk situations
- 1.11 Observe and support maternal-infant attachment

2. Organise and evaluate maternal health programs

- 2.1 Maintain registers of women undergoing postnatal care according to organisational policies and procedures
- 2.2 Keep schedules of participation in postnatal care and use to organise continuing care for women
- 2.3 Organise and/or provide reminders, transport and other assistance to attend care according to women's needs
- 2.4 Provide support to other staff participating in provision of postnatal care
- 2.5 Maintain referral and communication networks with medical staff, specialist obstetricians, midwives, allied health staff, birthing facility staff and female community Elders
- 2.6 Keep statistics on attendance for antenatal care and birthing outcomes and use to evaluate maternal health programs

## Foundation Skills

This section describes those language, literacy, numeracy and employment skills that are essential to performance.

|          |                                                                                                             |
|----------|-------------------------------------------------------------------------------------------------------------|
| Numeracy | in order to perform physical assessment of mother and infant, including measuring height, length and weight |
|----------|-------------------------------------------------------------------------------------------------------------|

Other foundation skills essential to performance are explicit in the performance criteria of this unit.

## Unit Mapping Information

No equivalent unit.

## Links

Companion Volume implementation guides are found in VETNet -  
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=ced1390f-48d9-4ab0-bd50-b015e5485705>

## Assessment Requirements for HLTAHW059 Provide postnatal and infant health care

### Modification History

| Release   | Comments                                                                                                                                                                                                                                                                                                                                              |
|-----------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Release 1 | <p>This version was released in <i>HLT Health Training Package release 1.0</i> and meets the requirements of the New Standards for Training Packages.</p> <p>Significant changes to elements and performance criteria.<br/>New evidence requirements for assessment, including volume and environment requirements<br/>Prerequisite units removed</p> |

### Performance Evidence

The candidate must show evidence of the ability to complete tasks outlined in elements and performance criteria of this unit, manage tasks and manage contingencies in the context of the job role.

There must be evidence that the candidate has:

- delivered postnatal health care for at least five clients, including:
  - conducting comprehensive health checks related to postnatal and infant health
  - providing treatment, medicine and other health care services appropriate to postnatal and infant health in a safe and effective manner and within guidelines
  - providing information, guidance and support to clients and their families with postnatal and/or infant health issues
  - monitoring the outcomes of postnatal and infant health care services and making any required revisions to services, care plans or information provided
  - recognising situations requiring immediate or urgent action, and implementing appropriate procedures
  - implementing strategies to support breastfeeding
  - discussing the importance of nutrition, exercise, rest and sleep
  - identifying minor postnatal problems for mother and newborn
  - communicating effectively with client to:
    - obtain information from client
    - provide advice and information on self-care, wellbeing, routine care of newborns and contraceptive options
    - discuss postnatal and infant health care issues

- recording all observations of mother and/or newborn according to organisation procedures
- maintaining registers of mothers undergoing postnatal care, keeping schedules of participation and statistics on attendance
- supporting mothers and babies to attend follow-up appointments for health services
- supervised at least one staff member participating in postnatal care.

## Knowledge Evidence

The candidate must be able to demonstrate essential knowledge required to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role.

This includes knowledge of:

- key aspects of anatomy/physiology, pharmacology, pathology and basic microbiology relevant to postnatal and infant health
- knowledge of microbiology relevant to postnatal and infant health and prevention of infection or cross infection
- postnatal nutritional needs of women and infants, including support of breastfeeding and other nutritional needs of the infant
- health conditions, obstetric problems and associated issues related to postnatal and infant health
- strategies to:
  - improve maternal and neonatal health in the community
  - address clients presenting with postnatal problems
  - coordinate provision of optimum level of maternal health service delivery
- postnatal medical problems requiring referral
- effective postnatal care practices for mother and baby
- relevant assessment methods and use of associated equipment and testing procedures
- relevant treatments, medicines and associated care services available
- risks and contraindications associated with relevant treatments and medication
- relevant evaluation criteria for monitoring effectiveness of specific postnatal and infant health management program
- organisation policies and procedures, generally, and in particular relating to client confidentiality
- role of the Aboriginal Health Worker in counselling and health education
- vaccination schedules
- minor and major complications of pregnancy and required treatments
- realistic expectation of client condition during monitoring of progress.

## Assessment Conditions

Skills must be demonstrated working:

- in a health service or centre
- individually or as a member of a multidisciplinary primary health care team
- with Aboriginal and/or Torres Strait Islander clients and communities.

In addition, simulations and scenarios must be used where the full range of contexts and situations cannot be provided in the workplace or may occur only rarely. These are situations relating to emergency or unplanned procedures where assessment in these circumstances would be unsafe or is impractical.

Simulated assessment environments must simulate the real-life working environment where these skills and knowledge would be performed, with all the relevant equipment and resources of that working environment.

Assessors must satisfy the NVR/AQTF mandatory competency requirements for assessors.

Assessment must be undertaken by a workplace assessor who has expertise in this unit of competency and who is:

- an Aboriginal and/or Torres Strait Islander Health Worker

or:

- accompanied by an Aboriginal and/or Torres Strait Islander person who is a recognised member of the community with experience in primary health care

## Links

Companion Volume implementation guides are found in VETNet -

<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=ced1390f-48d9-4ab0-bd50-b015e5485705>

## HLTAHW060 Plan for medical emergencies

### Modification History

| Release   | Comments                                                                                                                                                                                                                                                                                                               |
|-----------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Release 1 | <p>This version was released in <i>HLT Health Training Package release 1.0</i> and meets the requirements of the New Standards for Training Packages.</p> <p>Significant changes to elements and performance criteria.<br/>New evidence requirements for assessment, including volume and environment requirements</p> |

### Application

This unit describes the required skills and knowledge to prepare and promote a plan of action for providing a clinical response to emergencies of a medical nature in Aboriginal and/or Torres Strait Islander communities.

This unit applies to those Aboriginal and/or Torres Strait Islander Health Workers working independently and as part of a multidisciplinary team to deliver primary health care services to Aboriginal and/or Torres Strait Islander clients and communities.

*No licensing, legislative or certification requirements apply to this unit at the time of publication.*

### Elements and Performance Criteria

#### ELEMENT

#### PERFORMANCE CRITERIA

*Elements define the essential outcomes.*

*Performance criteria specify the level of performance needed to demonstrate achievement of the element.*

1. Liaise with relevant agencies and key people

- 1.1 Identify organisation policies and protocols for dealing with medical emergencies
- 1.2 Consult relevant agencies and key people to determine required roles in a medical emergency
- 1.3 Identify and document resource availability

**ELEMENT****PERFORMANCE CRITERIA**

*Elements define the essential outcomes.*

*Performance criteria specify the level of performance needed to demonstrate achievement of the element.*

**2. Develop an emergency plan**

- 2.1 Develop strategies for responding to medical emergencies in consultation with key people from the community and local agencies
- 2.2 Determine preferred options in consultation with key people and the community, as time and resources permit
- 2.3 Develop the plan proactively, whenever possible
- 2.4 Ensure the plan meets legislative requirements for providing clinical care

**3. Document, distribute and promote the emergency action plan**

- 3.1 Document the medical emergency action plan
- 3.2 Distribute the medical emergency action plan to all health service providers
- 3.3 Ensure health service providers are included in procedures relevant to their allocated roles and responsibilities

**4. Evaluate and modify the emergency action plan**

- 4.1 Consult key people about the effectiveness of the medical emergency action plan
- 4.2 Adapt the plan as required to address community, organisation and legislative requirements
- 4.3 Distribute the amended plan to all local health service providers

**Foundation Skills**

*This section describes those language, literacy, numeracy and employment skills that are essential to performance.*

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency.

## Unit Mapping Information

No equivalent unit.

## Links

Companion Volume implementation guides are found in VETNet -  
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=ced1390f-48d9-4ab0-bd50-b015e5485705>



# Assessment Requirements for HLTAHW060 Plan for medical emergencies

## Modification History

| Release   | Comments                                                                                                                                                                                                                                                                                                               |
|-----------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Release 1 | <p>This version was released in <i>HLT Health Training Package release 1.0</i> and meets the requirements of the New Standards for Training Packages.</p> <p>Significant changes to elements and performance criteria.<br/>New evidence requirements for assessment, including volume and environment requirements</p> |

## Performance Evidence

The candidate must show evidence of the ability to complete tasks outlined in elements and performance criteria of this unit, manage tasks and manage contingencies in the context of the job role.

There must be evidence that the candidate has:

- undertaken relevant research and consultation to develop an emergency plan to respond to emergencies of a medical nature, which involved:
  - communicating effectively with a range of relevant stakeholders to:
    - investigate options for responding to medical emergencies
    - determine preferred options
    - consult about the effectiveness of the plan
  - developing strategies to address such emergencies in line with stakeholder and related legislative requirements
- documented, distributed, promoted and evaluated an emergency plan to address requirements of the community, health service providers and related organisations
- implemented aspects of the plan in line with work role and responsibilities
- written reports and documented the action plan.
- 

All performance evidence must be demonstrated at least once.

## Knowledge Evidence

The candidate must be able to demonstrate essential knowledge required to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role.

This includes knowledge of:

- how to operate relevant equipment and technology
- local resources
- key community networks
- client confidentiality
- local disaster planning processes
- legislation protocols and policies or guidelines
- network development
- knowledge of key issues and information relating to individual and community health, including biology and development, psychology, disease and treatment options, and culture and tradition
- organisation policies and procedures.

## Assessment Conditions

Skills must be demonstrated working:

- in a health service or centre
- individually or as a member of a multidisciplinary primary health care team
- with Aboriginal and/or Torres Strait Islander clients and communities.

In addition, simulations and scenarios must be used where the full range of contexts and situations cannot be provided in the workplace or may occur only rarely. These are situations relating to emergency or unplanned procedures where assessment in these circumstances would be unsafe or is impractical.

Simulated assessment environments must simulate the real-life working environment where these skills and knowledge would be performed, with all the relevant equipment and resources of that working environment.

Assessors must satisfy the NVR/AQTF mandatory competency requirements for assessors.

Assessment must be undertaken by a workplace assessor who has expertise in this unit of competency and who is:

- an Aboriginal and/or Torres Strait Islander Health Worker

or:

- accompanied by an Aboriginal and/or Torres Strait Islander person who is a recognised member of the community with experience in primary health care

## Links

Companion Volume implementation guides are found in VETNet -  
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=ced1390f-48d9-4ab0-bd50-b015e5485705>

# HLTAHW061 Engage in community health research

## Modification History

| Release   | Comments                                                                                                                                                                                                                                                                                                               |
|-----------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Release 1 | <p>This version was released in <i>HLT Health Training Package release 1.0</i> and meets the requirements of the New Standards for Training Packages.</p> <p>Significant changes to elements and performance criteria.<br/>New evidence requirements for assessment, including volume and environment requirements</p> |

## Application

This unit describes the required skills and knowledge to undertake research projects, incorporating information that may be gathered by a researcher or by other workers in the community.

This unit applies to those Aboriginal and/or Torres Strait Islander Health Workers working independently and as part of a multidisciplinary team to deliver primary health care services to Aboriginal and/or Torres Strait Islander clients and communities.

*No licensing, legislative or certification requirements apply to this unit at the time of publication.*

## Elements and Performance Criteria

| ELEMENT                                        | PERFORMANCE CRITERIA                                                                                                                                                                                                                                  |
|------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <i>Elements define the essential outcomes.</i> | <i>Performance criteria specify the level of performance needed to demonstrate achievement of the element.</i>                                                                                                                                        |
| 1. Determine ownership of research material    | <p>1.1 Identify and record the purpose and scope of researching community health needs</p> <p>1.2 Consult key people to clarify the purpose and outcome of the research</p> <p>1.3 Obtain permission from the community to undertake the research</p> |

| ELEMENT                                                     | PERFORMANCE CRITERIA                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |
|-------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <i>Elements define the essential outcomes.</i>              | <p><i>Performance criteria specify the level of performance needed to demonstrate achievement of the element.</i></p> <p>1.4 Review and note funding policy and/or organisational guidelines regarding ownership</p> <p>1.5 Negotiate ownership of research data and documents as required</p> <p>1.6 Acknowledge ownership on documents, as required by funding, policy and/or organisational guidelines</p>                                                                                      |
| 2. Determine research methodology using community processes | <p>2.1 Identify and discuss with community representatives any requirements relating to research outcomes</p> <p>2.2 Identify key people and processes for effective community consultation in line with participatory action research principles</p> <p>2.3 Identify and develop required information-gathering tools</p> <p>2.4 Incorporate evaluation processes throughout research/consultation processes</p> <p>2.5 Ensure methodology maintains community and individual confidentiality</p> |
| 3. Conduct research                                         | <p>3.1 Develop and implement action plans in line with agreed research methodology</p> <p>3.2 Communicate with community in culturally appropriate and safe ways to gather relevant information</p> <p>3.3 Record information gathered in line with organisation and community guidelines</p> <p>3.4 Analyse information in accordance with scope and purpose of research</p> <p>3.5 Evaluate research methodology in consultation with key people</p>                                             |
| 4. Finalise research                                        | <p>4.1 Identify recommendations for action in line with</p>                                                                                                                                                                                                                                                                                                                                                                                                                                        |

**ELEMENT**

*Elements define the essential outcomes.*

**PERFORMANCE CRITERIA**

*Performance criteria specify the level of performance needed to demonstrate achievement of the element.*

community and organisation requirements

4.2 Complete report and discuss findings with community representatives

4.3 Refer report to agencies and stakeholders impacted by recommendations

4.4 Liaise with agencies to facilitate understanding and action in relation to report findings

**Foundation Skills**

*This section describes those language, literacy, numeracy and employment skills that are essential to performance.*

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency.

**Unit Mapping Information**

No equivalent unit.

**Links**

Companion Volume implementation guides are found in VETNet -  
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=ced1390f-48d9-4ab0-bd50-b015e5485705>

## Assessment Requirements for HLTAHW061 Engage in community health research

### Modification History

| Release   | Comments                                                                                                                                                                                                                                                                                                               |
|-----------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Release 1 | <p>This version was released in <i>HLT Health Training Package release 1.0</i> and meets the requirements of the New Standards for Training Packages.</p> <p>Significant changes to elements and performance criteria.<br/>New evidence requirements for assessment, including volume and environment requirements</p> |

### Performance Evidence

The candidate must show evidence of the ability to complete tasks outlined in elements and performance criteria of this unit, manage tasks and manage contingencies in the context of the job role.

There must be evidence that the candidate has:

- planned, conducted and coordinated all aspects of at least one research project to inform the provision of health services for Aboriginal and/or Torres Strait Islander individuals and communities, including:
  - communicating effectively with stakeholders, including community members
  - ensuring confidentiality of individual and community information as appropriate
  - applying research methodologies
  - developing information-gathering tools and action plans
  - presenting written information in research reports
  - analysing and presenting information clearly
  - evaluating research processes and findings
- conducted at least two community group consultation sessions about the purpose, methodology and outcomes of the research.

### Knowledge Evidence

The candidate must be able to demonstrate essential knowledge required to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role.

This includes knowledge of:

- available local resources, including relevant equipment and technology
- sources of information
- research techniques and processes, including small group facilitation
- community development principles
- research ethics – community ownership of data
- relevant guidelines on research, including:
  - National Statement on Ethical Conduct in Human Research
  - Values and Ethics – Guidelines for Ethical Conduct in ATSI Health Research
- relevant policies, protocols and procedures of the organisation.
- 

## Assessment Conditions

Skills must be demonstrated working:

- in a health service or centre
- individually or as a member of a multidisciplinary primary health care team
- with Aboriginal and/or Torres Strait Islander clients and communities.

In addition, simulations and scenarios must be used where the full range of contexts and situations cannot be provided in the workplace or may occur only rarely. These are situations relating to emergency or unplanned procedures where assessment in these circumstances would be unsafe or is impractical.

Simulated assessment environments must simulate the real-life working environment where these skills and knowledge would be performed, with all the relevant equipment and resources of that working environment.

Assessors must satisfy the NVR/AQTF mandatory competency requirements for assessors.

Assessment must be undertaken by a workplace assessor who has expertise in this unit of competency and who is:

- an Aboriginal and/or Torres Strait Islander Health Worker

or:

- accompanied by an Aboriginal and/or Torres Strait Islander person who is a recognised member of the community with experience in primary health care

## Links

Companion Volume implementation guides are found in VETNet -

<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=ced1390f-48d9-4ab0-bd50-b015e5485705>





## HLTAHW062 Supervise health care team

### Modification History

| Release   | Comments                                                                                                                                                                                                                                                                                                               |
|-----------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Release 1 | <p>This version was released in <i>HLT Health Training Package release 1.0</i> and meets the requirements of the New Standards for Training Packages.</p> <p>Significant changes to elements and performance criteria.<br/>New evidence requirements for assessment, including volume and environment requirements</p> |

### Application

This unit describes the required skills and knowledge to supervise a group of workers who function as a team to provide health services to the community.

This unit applies to those Aboriginal and/or Torres Strait Islander Health Workers providing supervision to other Aboriginal and/or Torres Strait Islander Health Workers working independently and as part of a multidisciplinary team to deliver primary health care services to Aboriginal and/or Torres Strait Islander clients and communities.

*No licensing, legislative or certification requirements apply to this unit at the time of publication.*

### Elements and Performance Criteria

#### ELEMENT

#### PERFORMANCE CRITERIA

*Elements define the essential outcomes.*

*Performance criteria specify the level of performance needed to demonstrate achievement of the element.*

1. Set team and individual team member objectives

1.1 Access organisation, program and action plans and identify priorities/issues for the team in line with organisation requirements

1.2 Develop team objectives in consultation between workers and supervisor in line with organisation requirements

1.3 Develop individual objectives in consultation with

**ELEMENT****PERFORMANCE CRITERIA**

*Elements define the essential outcomes.*

*Performance criteria specify the level of performance needed to demonstrate achievement of the element.*

workers to address team objectives and action plans

**2. Identify staffing gaps**

2.1 Work in consultation with supervisors and/or other team members to identify staffing gaps

2.2 Determine needs for additional staff and/or training/development of existing staff in terms of skills required to achieve identified work outcomes

2.3 Communicate staffing and training needs to relevant organisation authority for action

**3. Supervise daily work schedule**

3.1 Develop duty roster and/or daily work schedule for the team to ensure all required services are met

3.2 Monitor and adjust work schedules as required to meet action plan needs

**4. Facilitate networking and information exchange between team members**

4.1 Identify existing networks for team members and support their use

4.2 Set up new networks and/or information exchange processes as required to facilitate achievement of identified outcomes

4.3 Support use of networks and information exchange processes in the work environment

**5. Work with management**

5.1 Consult managers on work issues

5.2 Keep managers informed of work and team issues

**Foundation Skills**

*This section describes those language, literacy, numeracy and employment skills that are essential to performance.*

Numeracy in order to use temporal measurements and estimations of completion times and rates to develop work rosters

*Other foundation skills essential to performance are explicit in the performance criteria of this unit.*

## Unit Mapping Information

No equivalent unit.

## Links

Companion Volume implementation guides are found in VETNet -  
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=ced1390f-48d9-4ab0-bd50-b015e5485705>

# Assessment Requirements for HLTAHW062 Supervise health care team

## Modification History

| Release   | Comments                                                                                                                                                                                                                                                                                                               |
|-----------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Release 1 | <p>This version was released in <i>HLT Health Training Package release 1.0</i> and meets the requirements of the New Standards for Training Packages.</p> <p>Significant changes to elements and performance criteria.<br/>New evidence requirements for assessment, including volume and environment requirements</p> |

## Performance Evidence

The candidate must show evidence of the ability to complete tasks outlined in elements and performance criteria of this unit, manage tasks and manage contingencies in the context of the job role.

There must be evidence that the candidate has:

- supervised at least one health care team on an ongoing basis by:
  - identifying current networks and establishing new networks for at least three workers
  - encouraging the use of networks
  - setting unit objectives in line with priorities, action plans and organisation requirements
  - developing individual objectives for at least three workers, in line with organisation requirements
  - identifying and responding to staff gaps in consultation with others
  - creating and monitoring team rosters and schedules, adjusting as needed
  - consulting management as required when specific issues arise.

## Knowledge Evidence

The candidate must be able to demonstrate essential knowledge required to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role.

This includes knowledge of:

- relevant requirements of legislation, awards and conditions of service
- relevant organisation human resource management policies
- strategies to meet staff training needs
- networking and information exchange processes
- existing program policy
- organisation guidelines, policies and procedures.

## Assessment Conditions

Skills must be demonstrated working:

- in a health service or centre
- individually or as a member of a multidisciplinary primary health care team
- with Aboriginal and/or Torres Strait Islander clients and communities.

In addition, simulations and scenarios must be used where the full range of contexts and situations cannot be provided in the workplace or may occur only rarely. These are situations relating to emergency or unplanned procedures where assessment in these circumstances would be unsafe or is impractical.

Simulated assessment environments must simulate the real-life working environment where these skills and knowledge would be performed, with all the relevant equipment and resources of that working environment.

Assessors must satisfy the NVR/AQTF mandatory competency requirements for assessors.

Assessment must be undertaken by a workplace assessor who has expertise in this unit of competency and who is:

- an Aboriginal and/or Torres Strait Islander Health Worker

or:

- accompanied by an Aboriginal and/or Torres Strait Islander person who is a recognised member of the community with experience in primary health care

## Links

Companion Volume implementation guides are found in VETNet -

<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=ced1390f-48d9-4ab0-bd50-b015e5485705>

## HLTAHW063 Implement office systems

### Modification History

| Release   | Comments                                                                                                                                                                                                                                                                                                               |
|-----------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Release 1 | <p>This version was released in <i>HLT Health Training Package release 1.0</i> and meets the requirements of the New Standards for Training Packages.</p> <p>Significant changes to elements and performance criteria.<br/>New evidence requirements for assessment, including volume and environment requirements</p> |

### Application

This unit describes the skills and knowledge required to implement and monitor systems that underpin the effective operation of the organisation's administrative processes.

This unit applies to those Aboriginal and/or Torres Strait Islander Health Workers working independently and as part of a multidisciplinary team to deliver primary health care services to Aboriginal and/or Torres Strait Islander clients and communities.

*No licensing, legislative or certification requirements apply to this unit at the time of publication.*

### Elements and Performance Criteria

#### ELEMENT

#### PERFORMANCE CRITERIA

*Elements define the essential outcomes.*

*Performance criteria specify the level of performance needed to demonstrate achievement of the element.*

1. Develop office systems to support organisation functions

1.1 Identify and document requirements for office system processes in accordance with organisational guidelines

1.2 Identify personnel and equipment requirements and develop systems to meet organisational needs

1.3 Establish and implement administrative processes in accordance with organisational guidelines

**ELEMENT****PERFORMANCE CRITERIA**

*Elements define the essential outcomes.*

*Performance criteria specify the level of performance needed to demonstrate achievement of the element.*

**2. Monitor office systems**

2.1 Develop a training and/or support processes to enable workers to implement office system

2.2 Evaluate implementation of office systems in consultation with workers

2.3 Identify barriers to effective office system implementation

2.4 Modify existing systems as required to meet ongoing office needs

**Foundation Skills**

*This section describes those language, literacy, numeracy and employment skills that are essential to performance.*

**Writing**

- in order to use office systems to communicate via email, intranet and computer networking

- in order to set up record storage systems, including indexes and databases

**Numeracy**

- in order to establish accounts and petty cash systems

Other foundation skills essential to performance are explicit in the performance criteria of this unit.

**Unit Mapping Information**

No equivalent unit.



## Links

Companion Volume implementation guides are found in VETNet -

<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=ced1390f-48d9-4ab0-bd50-b015e5485705>

# Assessment Requirements for HLTAHW063 Implement office systems

## Modification History

| Release   | Comments                                                                                                                                                                                                                                                                                                               |
|-----------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Release 1 | <p>This version was released in <i>HLT Health Training Package release 1.0</i> and meets the requirements of the New Standards for Training Packages.</p> <p>Significant changes to elements and performance criteria.<br/>New evidence requirements for assessment, including volume and environment requirements</p> |

## Performance Evidence

The candidate must show evidence of the ability to complete tasks outlined in elements and performance criteria of this unit, manage tasks and manage contingencies in the context of the job role.

There must be evidence that the candidate has:

- implemented system support for at least one office as part of a health service or centre by:
  - identifying requirements for:
    - documents
    - personnel
    - equipment
  - developing and implementing administration processes
  - establishing support strategies for implementing the office support system
  - monitoring the office system and making modifications as required.

## Knowledge Evidence

The candidate must be able to demonstrate essential knowledge required to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role.

This includes knowledge of:

- implementation support strategies
- organisation policies, procedures and guidelines

- office system processes and requirements.

## Assessment Conditions

Skills must be demonstrated working:

- in a health service or centre
- individually or as a member of a multidisciplinary primary health care team
- with Aboriginal and/or Torres Strait Islander clients and communities.

In addition, simulations and scenarios must be used where the full range of contexts and situations cannot be provided in the workplace or may occur only rarely. These are situations relating to emergency or unplanned procedures where assessment in these circumstances would be unsafe or is impractical.

Simulated assessment environments must simulate the real-life working environment where these skills and knowledge would be performed, with all the relevant equipment and resources of that working environment.

Assessors must satisfy the NVR/AQTF mandatory competency requirements for assessors.

Assessment must be undertaken by a workplace assessor who has expertise in this unit of competency and who is:

- an Aboriginal and/or Torres Strait Islander Health Worker

or:

- accompanied by an Aboriginal and/or Torres Strait Islander person who is a recognised member of the community with experience in primary health care

## Links

Companion Volume implementation guides are found in VETNet -

<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=ced1390f-48d9-4ab0-bd50-b015e5485705>

## HLTAHW064 Manage budgets

### Modification History

| Release   | Comments                                                                                                                                                                                                                                                                                                               |
|-----------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Release 1 | <p>This version was released in <i>HLT Health Training Package release 1.0</i> and meets the requirements of the New Standards for Training Packages.</p> <p>Significant changes to elements and performance criteria.<br/>New evidence requirements for assessment, including volume and environment requirements</p> |

### Application

This unit describes the competencies required to manage the day-to-day responsibilities of administering budgets for a program, work unit or cost centre. It is intended to address skills and knowledge required by those who manage a project budget or program budgets relating to delivery of health care for Aboriginal and/or Torres Strait Islander communities.

This unit applies to those Aboriginal and/or Torres Strait Islander Health Workers working independently and as part of a multidisciplinary team to deliver primary health care services to Aboriginal and/or Torres Strait Islander clients and communities.

*No licensing, legislative or certification requirements apply to this unit at the time of publication.*

### Elements and Performance Criteria

#### ELEMENT

#### PERFORMANCE CRITERIA

*Elements define the essential outcomes.*

*Performance criteria specify the level of performance needed to demonstrate achievement of the Element.*

#### 1. Prepare budget

- 1.1 Identify and document workplace resource needs in accordance with workplace action plans
- 1.2 Cost and record funding needs
- 1.3 Prepare budget document and present to supervisor (or other relevant authority) for endorsement

**ELEMENT****PERFORMANCE CRITERIA**

*Elements define the essential outcomes.*

*Performance criteria specify the level of performance needed to demonstrate achievement of the Element.*

**2. Monitor budget expenditure**

- 2.1 Maintain systems for monitoring finances
- 2.2 Ensure money is expended according to the endorsed budget document
- 2.3 Identify changing priorities and discuss with supervisor (or other relevant authority)
- 2.4 Amend budget document in response to changing priorities
- 2.5 Satisfy accountability requirements

**Foundation Skills**

*This section describes those language, literacy, numeracy and employment skills that are essential to performance.*

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency.

**Unit Mapping Information**

No equivalent unit

**Links**

Companion Volume implementation guides are found in VETNet -  
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=ced1390f-48d9-4ab0-bd50-b015e5485705>

# Assessment Requirements for HLTAHW064 Manage budgets

## Modification History

| Release   | Comments                                                                                                                                                                                                                                                                                                               |
|-----------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Release 1 | <p>This version was released in <i>HLT Health Training Package release 1.0</i> and meets the requirements of the New Standards for Training Packages.</p> <p>Significant changes to elements and performance criteria.<br/>New evidence requirements for assessment, including volume and environment requirements</p> |

## Performance Evidence

The candidate must show evidence of the ability to complete tasks outlined in elements and performance criteria of this unit, manage tasks and manage contingencies in the context of the job role.

There must be evidence that the candidate has:

- prepared, documented and presented budget information in line with organisation requirements on at least one occasion, including:
  - monitoring expenditure and reviewing budgetary provisions in line with identified priorities and accountability requirements
  - costing and recording funding needs
  - identifying changing priorities and discussing issues with supervisor
  - managing financial aspects in line with requirements of own role
  - amending budget document to reflect changes in priorities.

## Knowledge Evidence

The candidate must be able to demonstrate essential knowledge required to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role.

This includes knowledge of:

- organisation guidelines relating to funding applications, budget compilation and expenditure
- organisation procedures for cost-centre management
- accounting procedures as required by level of responsibility and workplace

## Assessment Conditions

Skills must be demonstrated working:

- in a health service or centre
- individually or as a member of a multidisciplinary primary health care team
- with Aboriginal and/or Torres Strait Islander clients and communities.

In addition, simulations and scenarios must be used where the full range of contexts and situations cannot be provided in the workplace or may occur only rarely. These are situations relating to emergency or unplanned procedures where assessment in these circumstances would be unsafe or is impractical.

Simulated assessment environments must simulate the real-life working environment where these skills and knowledge would be performed, with all the relevant equipment and resources of that working environment.

Assessors must satisfy the NVR/AQTF mandatory competency requirements for assessors.

Assessment must be undertaken by a workplace assessor who has expertise in this unit of competency and who is:

- an Aboriginal and/or Torres Strait Islander Health Worker

or:

- accompanied by an Aboriginal and/or Torres Strait Islander person who is a recognised member of the community with experience in primary health care

## Links

Companion Volume implementation guides are found in VETNet -

<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=ced1390f-48d9-4ab0-bd50-b015e5485705>

## HLTAHW065 Apply reflective practice in an Aboriginal/Torres Strait Islander primary health care setting

### Modification History

Not applicable.

### Application

This unit of competency describes the skills and knowledge to apply reflective practice, critical thinking and analysis within the role of an Aboriginal and/or Torres Strait Islander health practitioner or worker.

This unit applies to those Aboriginal and/or Torres Strait Islander Health Workers working independently and as part of a multidisciplinary team to deliver primary health care services to Aboriginal and/or Torres Strait Islander clients and communities.

*No licensing, legislative or certification requirements apply to this unit at the time of publication.*

### Elements and Performance Criteria

| ELEMENT                                                                                                            | PERFORMANCE CRITERIA                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |
|--------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <i>Elements define the essential outcomes.</i>                                                                     | <i>Performance criteria specify the level of performance needed to demonstrate achievement of the element.</i>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |
| 1. Apply the principles of primary health care to Aboriginal and/or Torres Strait Islander clients and communities | <p>1.1 Work with an understanding of the historical and current perspectives of primary health care</p> <p>1.2 Incorporate the theoretical concepts and information related to primary health care into day-to-day work</p> <p>1.3 Identify contemporary issues in primary health care and examine their impact on clients and the health care environment</p> <p>1.4 Actively participate as a member of the health care team</p> <p>1.5 Recognise the complementary roles of other health care professionals</p> <p>1.6 Incorporate into practice a holistic approach to client care</p> <p>1.7 Promote and support individuality of client when</p> |



## ELEMENT

## PERFORMANCE CRITERIA

*Elements define the essential outcomes.*

*Performance criteria specify the level of performance needed to demonstrate achievement of the element.*

implementing planned care

2. Participate in professional review and development

2.1 Participate in performance review according to the policies and procedures of the employing organisation

2.2 Apply professional, legal and ethical standards to primary health care

2.3 Share professional knowledge and skills with others

2.4 Positively promote own role within Aboriginal and/or Torres Strait Islander primary health care context

2.5 Undertake professional skill development and apply to work practices

2.6 Identify and participate in appropriate professional organisations

3. Work within a contemporary Aboriginal and/or Torres Strait Islander health care environment

3.1 Achieve work outcomes and demonstrate good time management within prescribed time frames

3.2 Manage resources according to health environment guidelines

3.3 Utilise contemporary health informatics systems to gather, collate and document data

3.4 Work within context of practice and within boundaries of work role

4. Effectively use critical thinking and analysis within work role

4.1 Identify ways to effectively apply the process of critical thinking and analysis within own work role

4.2 Differentiate between critical thinking, creative thinking and problem-solving

4.3 Identify and apply problem-solving processes to resolve client and workplace challenges

4.4 Locate, review and critically analyse topical issues identified in recent articles

## ELEMENT

## PERFORMANCE CRITERIA

*Elements define the essential outcomes.*

*Performance criteria specify the level of performance needed to demonstrate achievement of the element.*

5. Promote reflective practice for self and others

5.1 Recognise the process and benefits of reflective practice in relation to own work role

5.2 Model reflective practice within own role

5.3 Seek assistance from mentors or other professionals to support reflective practices

5.4 Evaluate the effectiveness of self-reflection in own role, and for others

## Foundation Skills

*This section describes those language, literacy, numeracy and employment skills that are essential to performance.*

*Learning*

- in order to locate, evaluate and organise information and filter out irrelevant data

Other foundation skills essential to performance are explicit in the performance criteria of this unit.

## Unit Mapping Information

No equivalent unit.

## Links

Companion Volume implementation guides are found in VETNet -

<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=ced1390f-48d9-4ab0-bd50-b015e5485705>

## **Assessment Requirements for HLTAHW065 Apply reflective practice in an Aboriginal/Torres Strait Islander primary health care setting**

### **Modification History**

Not applicable.

### **Performance Evidence**

The candidate must show evidence of the ability to complete tasks outlined in elements and performance criteria of this unit, manage tasks and manage contingencies in the context of the job role.

There must be evidence that the candidate has:

- performed their role in Aboriginal and/or Torres Strait Islander primary health care by using each of the following on at least one occasion:
  - critical thinking and analysis
  - professional review and skills development
  - self-reflection and evaluation
  - time management and prioritisation
  - problem-solving using logic, analysis and sound argument
  - effective and culturally appropriate and safe communication skills for:
    - analysis and interpretation of evidence
    - consultation methods
    - decision-making techniques
    - team negotiation and networking
    - written and oral presentations.

### **Knowledge Evidence**

The candidate must be able to demonstrate essential knowledge required to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the work role. These include knowledge of:

- critical thinking processes
- reflective practices, benefits and limitations
- organisation standards, policies and procedures
- cultural and linguistic issues for the individual Aboriginal and/or Torres Strait Islander health professional

- best practice, philosophy/vision/mission statements
- characteristics of critical thinking and analysis
- cultural and religious considerations for primary health care
- demonstrated awareness of the history and development of the role of the Aboriginal and/or Torres Strait Islander Health Worker and practitioner
- educational and career opportunities for Aboriginal and/or Torres Strait Islander Health Worker and practitioner
- ethical guidelines including confidentiality, duty of care and public liability
- patterns of primary health care (including functional, team, client assignment)
- performance appraisal processes and practices
- quality improvement programs and accreditation standards
- role of evidence-based practice
- understanding of the role and function of professional and industrial bodies relevant to Aboriginal and/or Torres Strait Islander Health Worker and practitioner
- understanding of the role of the health care team members

## Assessment Conditions

Skills must be demonstrated working:

- in a health service or centre
- individually or as a member of a multidisciplinary primary health care team
- with Aboriginal and/or Torres Strait Islander clients and communities.

In addition, simulations and scenarios must be used where the full range of contexts and situations cannot be provided in the workplace or may occur only rarely. These are situations relating to emergency or unplanned procedures where assessment in these circumstances would be unsafe or is impractical.

Simulated assessment environments must simulate the real-life working environment where these skills and knowledge would be performed, with all the relevant equipment and resources of that working environment.

Assessors must satisfy the NVR/AQTF mandatory competency requirements for assessors.

Assessment must be undertaken by a workplace assessor who has expertise in this unit of competency and who is:

- an Aboriginal and/or Torres Strait Islander Health Worker

or:

- accompanied by an Aboriginal and/or Torres Strait Islander person who is a recognised member of the community with experience in primary health care.

## Links

Companion Volume implementation guides are found in VETNet -  
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=ced1390f-48d9-4ab0-bd50-b015e5485705>

## HLTAHW066 Manage the delivery of Aboriginal and/or Torres Strait Islander primary health care

### Modification History

| Release   | Comments                                                                                                                                                                                                                                                                                                                                             |
|-----------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Release 1 | <p>This version was released in <i>HLT Health Training Package release 1.0</i> and meets the requirements of the New Standards for Training Packages.</p> <p>Significant changes to elements and performance criteria.<br/>New evidence requirements for assessment, including volume and environment requirements<br/>Prerequisite unit removed</p> |

### Application

This unit describes the required skills and knowledge to plan, advocate for, monitor and manage the provision of health services and programs to Aboriginal and/or Torres Strait Islander communities.

This unit applies to senior Aboriginal and/or Torres Strait Islander Health Workers overseeing clinical aspects of the delivery of primary health care services and/or managing the overall delivery of primary health care services and programs to Aboriginal and/or Torres Strait Islander clients and communities.

*No licensing, legislative or certification requirements apply to this unit at the time of publication.*

### Elements and Performance Criteria

#### ELEMENT

#### PERFORMANCE CRITERIA

*Elements define the essential outcomes.*

*Performance criteria specify the level of performance needed to demonstrate achievement of the element.*

1. Monitor community needs for primary health care

1.1 Research community health care needs over time using community consultation and analysis of available statistical and documented information

## ELEMENT

## PERFORMANCE CRITERIA

*Elements define the essential outcomes.*

*Performance criteria specify the level of performance needed to demonstrate achievement of the element.*

|                                                        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |
|--------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                                                        | <p>1.2 Seek community feedback to identify relevance and effectiveness of existing primary health care in meeting perceived community needs</p> <p>1.3 Analyse research data and identify community health trends</p> <p>1.4 Analyse and report findings in line with organisation guidelines and community requirements</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
| 2. Monitor primary health service and program delivery | <p>2.1 Analyse existing primary health care service and program resources to determine availability and need</p> <p>2.2 Monitor implementation of policies and procedures for primary health care service delivery to ensure compliance with organisation guidelines and community requirements</p> <p>2.3 Investigate feedback and complaints from clients and the community and take action to adapt primary health care services and programs as required</p> <p>2.4 Monitor and analyse existing primary health care services and programs in relation to addressing identified community health needs and regulatory requirements</p> <p>2.5 Investigate and analyse issues relating to primary health care service and program delivery</p> <p>2.6 Monitor service and program delivery to ensure legislative requirements are addressed</p> |
| 3. Evaluate effectiveness of primary health care       | <p>3.1 Evaluate existing primary health care strategies and services on a regular basis in relation to community needs and legislative requirements</p> <p>3.2 Identify gaps in primary health care services to the community and discuss potential improvements with the community</p> <p>3.3 Ensure the views or concerns of clients and the community are appropriately represented in relation to delivery of primary health care services</p> <p>3.4 Ensure confidentiality of clients and the</p>                                                                                                                                                                                                                                                                                                                                            |

## ELEMENT

## PERFORMANCE CRITERIA

*Elements define the essential outcomes.*

*Performance criteria specify the level of performance needed to demonstrate achievement of the element.*

community is maintained

4. Advocate on primary health care issues

4.1 Identify and contact relevant individuals/agencies about issues of concern regarding delivery of primary health care services

4.2 Represent views and concerns of community and individual clients effectively and ensure confidentiality is maintained

4.3 Prepare submissions and proposals as required to support delivery of primary health care services

4.4 Recommend changes to policies, practices and priorities on the basis of research data

## Foundation Skills

*This section describes those language, literacy, numeracy and employment skills that are essential to performance.*

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency.

## Unit Mapping Information

No equivalent unit

## Links

Companion Volume implementation guides are found in VETNet - <https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=ced1390f-48d9-4ab0-bd50-b015e5485705>



# Assessment Requirements for HLTAHW066 Manage the delivery of Aboriginal and/or Torres Strait Islander primary health care

## Modification History

| Release   | Comments                                                                                                                                                                                                                                                                                                                                             |
|-----------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Release 1 | <p>This version was released in <i>HLT Health Training Package release 1.0</i> and meets the requirements of the New Standards for Training Packages.</p> <p>Significant changes to elements and performance criteria.<br/>New evidence requirements for assessment, including volume and environment requirements<br/>Prerequisite unit removed</p> |

## Performance Evidence

The candidate must show evidence of the ability to complete tasks outlined in elements and performance criteria of this unit, manage tasks and manage contingencies in the context of the job role.

There must be evidence that the candidate has:

- planned and managed the delivery of at least one health care service and/or program to effectively address the needs of Aboriginal and/or Torres Strait Islander communities, including:
  - consulting with the community as part of review and revision of services to identify and implement service improvements as an ongoing process
  - advocating on behalf the primary health care service to:
    - promote services and programs
    - seek resources
    - promote staff
  - conducting and reporting on research, using analytical skills applied to quantitative and qualitative data
  - formulating clear, valid and functional recommendations
  - participating in discussions and negotiations with community members regarding the provision of health services
  - participating in and monitoring quality assurance programs.

## Knowledge Evidence

The candidate must be able to demonstrate essential knowledge required to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role.

This includes knowledge of:

- Aboriginal and/or Torres Strait Islander community primary health needs, treatment options and any associated issues
- legislation, organisational guidelines and community requirements relating to health service provision
- up-to-date knowledge of principles and practice of primary health care and resources required to address specific community needs
- referral resources and processes
- traditional health, healing and medicines
- individual and community health including biology and development, psychology, disease and treatment options, culture and tradition
- key individuals and agencies with local, regional and broader responsibilities related to primary health care provision
- evaluation methodology to determine the effectiveness of services delivered.

## Assessment Conditions

Skills must be demonstrated working:

- in a health service or centre
- as a senior member of and/or supervising a primary health care team
- with Aboriginal and/or Torres Strait Islander clients.

In addition, simulations and scenarios must be used where the full range of contexts and situations cannot be provided in the workplace or may occur only rarely. These are situations relating to emergency or unplanned procedures where assessment in these circumstances would be unsafe or is impractical.

Simulated assessment environments must simulate the real-life working environment where these skills and knowledge would be performed, with all the relevant equipment and resources of that working environment.

Assessors must satisfy the NVR/AQTF mandatory competency requirements for assessors.

Assessment must be undertaken by a workplace assessor who has expertise in this unit of competency and who is:

- an Aboriginal and/or Torres Strait Islander Health Worker
- or:
- accompanied by an Aboriginal and/or Torres Strait Islander person who is a recognised member of the community with experience in primary health care

## Links

Companion Volume implementation guides are found in VETNet -  
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=ced1390f-48d9-4ab0-bd50-b015e5485705>

## HLTAHW067 Manage health education and promotion

### Modification History

| Release   | Comments                                                                                                                                                                                                                                                                                                               |
|-----------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Release 1 | <p>This version was released in <i>HLT Health Training Package release 1.0</i> and meets the requirements of the New Standards for Training Packages.</p> <p>Significant changes to elements and performance criteria.<br/>New evidence requirements for assessment, including volume and environment requirements</p> |

### Application

This unit describes the required skills and knowledge to manage the provision of health education and promotion services to Aboriginal and/or Torres Strait Islander communities. This includes advocating for health education and promotion services and ensuring these services meet community needs.

It does not involve the actual delivery of health education and promotion services – this is detailed in HLTAHW023 Plan, develop and evaluate health promotion and community development programs.

This unit applies to senior Aboriginal and/or Torres Strait Islander Health Workers overseeing clinical aspects of the delivery of primary health care services and/or managing the overall delivery of primary health care services and programs to Aboriginal and/or Torres Strait Islander clients and communities.

*No licensing, legislative or certification requirements apply to this unit at the time of publication.*

### Elements and Performance Criteria

#### ELEMENT

#### PERFORMANCE CRITERIA

*Elements define the essential outcomes.*

*Performance criteria specify the level of performance needed to demonstrate achievement of the element.*

1. Monitor and plan health education and health promotion

1.1 Support staff to identify existing health education and health promotion services in the community and

**ELEMENT****PERFORMANCE CRITERIA**

*Elements define the essential outcomes.*

services

*Performance criteria specify the level of performance needed to demonstrate achievement of the element.*

document according to organisation guidelines

1.2 Consult the community about needs for health education and health promotion services

1.3 Work with staff to evaluate health education and health promotion services in respect of community needs

1.4 Identify gaps in health education and health promotion services within the community and recommend appropriate changes to address them

1.5 Support staff to develop and document a plan to respond to identified community health education and health promotion needs

2. Ensure health education and health promotion services meet community needs

2.1 Analyse and document resource needs of the health education and health promotion service

2.2 Implement policies and procedures for health education and health promotion service delivery in the workplace, in line with legislative requirements

2.3 Investigate feedback and complaints from community and adapt health education and health promotion service delivery as required

3. Advocate on health education and health promotion service provision

3.1 Identify and contact relevant individuals/agencies about issues of concern regarding health education and health promotion

3.2 Represent community's point of view clearly to those involved

3.3 Ensure confidentiality of community and individuals is maintained

## Foundation Skills

*This section describes those language, literacy, numeracy and employment skills that are*

*essential to performance.*

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency.

## **Unit Mapping Information**

No equivalent unit.

## **Links**

Companion Volume implementation guides are found in VETNet -  
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=ced1390f-48d9-4ab0-bd50-b015e5485705>

# Assessment Requirements for HLTAHW067 Manage health education and promotion

## Modification History

| Release   | Comments                                                                                                                                                                                                                                                                                                               |
|-----------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Release 1 | <p>This version was released in <i>HLT Health Training Package release 1.0</i> and meets the requirements of the New Standards for Training Packages.</p> <p>Significant changes to elements and performance criteria.<br/>New evidence requirements for assessment, including volume and environment requirements</p> |

## Performance Evidence

The candidate must show evidence of the ability to complete tasks outlined in elements and performance criteria of this unit, manage tasks and manage contingencies in the context of the job role.

There must be evidence that the candidate has:

- managed the provision of at least one health education and promotion service to effectively address the needs of Aboriginal and/or Torres Strait Islander individuals and communities, including:
  - working with other staff to identify and evaluate existing health education and promotion services
  - communicating effectively with relevant community members, agencies and other organisations to support the delivery of health education and promotion services
  - advocating on behalf of Aboriginal and/or Torres Strait Islander communities in relation to the provision of health education and promotion services
  - conducting research and preparing reports detailing effectiveness of primary health care health education and promotion programs
  - lobbying and advocating at high levels to support health education and promotion programs for Aboriginal and/or Torres Strait Islander communities
  - undertaking organisational planning to support the delivery of health education and promotion programs.

## Knowledge Evidence

The candidate must be able to demonstrate essential knowledge required to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role.

This includes knowledge of:

- individual and community health including broad knowledge base of biology and development, psychology, disease and treatment options, culture and tradition
- primary health care health needs and service delivery options
- legislation relating to the delivery of primary health care services
- organisational guidelines relating to health service provision
- referral resources
- traditional health, healing and medicines.

## Assessment Conditions

Skills must be demonstrated working:

- in a health service or centre
- as a senior member of and/or supervising a primary health care team
- with Aboriginal and/or Torres Strait Islander clients.

In addition, simulations and scenarios must be used where the full range of contexts and situations cannot be provided in the workplace or may occur only rarely. These are situations relating to emergency or unplanned procedures where assessment in these circumstances would be unsafe or is impractical.

Simulated assessment environments must simulate the real-life working environment where these skills and knowledge would be performed, with all the relevant equipment and resources of that working environment.

Assessors must satisfy the NVR/AQTF mandatory competency requirements for assessors.

Assessment must be undertaken by a workplace assessor who has expertise in this unit of competency and who is:

- an Aboriginal and/or Torres Strait Islander Health Worker

or:

- accompanied by an Aboriginal and/or Torres Strait Islander person who is a recognised member of the community with experience in primary health care



## Links

Companion Volume implementation guides are found in VETNet -

<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=ced1390f-48d9-4ab0-bd50-b015e5485705>

## HLTAHW068 Develop work plans

### Modification History

| Release   | Comments                                                                                                                                                                                                                                                                                                               |
|-----------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Release 1 | <p>This version was released in <i>HLT Health Training Package release 1.0</i> and meets the requirements of the New Standards for Training Packages.</p> <p>Significant changes to elements and performance criteria.<br/>New evidence requirements for assessment, including volume and environment requirements</p> |

### Application

This unit describes the required skills and knowledge to undertake planning for an organisation or for specific program areas in line with the organisation's strategic directions.

It involves developing work plans for either a team within a health care organisation, or for the whole organisation, and then developing individual work plans for staff to implement and support the broader work plan.

This unit applies to senior Aboriginal and/or Torres Strait Islander Health Workers overseeing clinical aspects of the delivery of primary health care services and/or managing the overall delivery of primary health care services and programs to Aboriginal and/or Torres Strait Islander clients and communities.

*No licensing, legislative or certification requirements apply to this unit at the time of publication.*

### Elements and Performance Criteria

#### ELEMENT

#### PERFORMANCE CRITERIA

*Elements define the essential outcomes.*

*Performance criteria specify the level of performance needed to demonstrate achievement of the element.*

1. Develop a work plan for the organisation, unit or team

1.1 Access strategic plans and identify priorities/issues for the work plan

1.2 Identify community priorities in consultation with

**ELEMENT****PERFORMANCE CRITERIA**

*Elements define the essential outcomes.*

*Performance criteria specify the level of performance needed to demonstrate achievement of the element.*

the community

1.3 Prepare a work plan to address organisational and community priorities

1.4 Identify budget implications and seek funding to implement the plan

1.5 Promote work plan to affected staff

2. Prepare individual work plans

2.1 Access the work plan and identify and record priorities/issues for individual workers

2.2 Develop individual plans in consultation with workers

2.3 Identify training needs of workers and seek resources to meet these needs

2.4 Incorporate review mechanisms to determine effectiveness of work performances under the plan

2.5 Finalise and document individual work plans according to organisation procedures and policies

3. Review work plans at individual and organisational, unit or team level

3.1 Review plans in consultation with the community and staff implementing the plans

3.2 Identify strengths and areas for improvement within each plan

3.3 Adapt plans to reflect changes to government and organisational policies and community needs

3.4 Provide progress reports to key people within community and the organisation, including management and governance bodies, according to organisational procedures and policies

**Foundation Skills**

*This section describes those language, literacy, numeracy and employment skills that are*

*essential to performance.*

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency.

## Unit Mapping Information

### Links

Companion Volume implementation guides are found in VETNet -  
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=ced1390f-48d9-4ab0-bd50-b015e5485705>

# Assessment Requirements for HLTAHW068 Develop work plans

## Modification History

| Release   | Comments                                                                                                                                                                                                                                                                                                               |
|-----------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Release 1 | <p>This version was released in <i>HLT Health Training Package release 1.0</i> and meets the requirements of the New Standards for Training Packages.</p> <p>Significant changes to elements and performance criteria.<br/>New evidence requirements for assessment, including volume and environment requirements</p> |

## Performance Evidence

The candidate must show evidence of the ability to complete tasks outlined in elements and performance criteria of this unit, manage tasks and manage contingencies in the context of the job role.

There must be evidence that the candidate has:

- prepared at least one work plan for a whole organisation or for a team within an organisation, in line with priorities of Aboriginal and/or Torres Strait Islander communities in relation to the provision of health services. The candidate should have effectively addressed strategic initiatives and business plans by:
  - accessing and analysing relevant information as a basis for planning, including budgets and previous planning documents
  - using culturally safe and appropriate communication skills to liaise with relevant staff member to determine scope, outcomes and focus of work plan
  - networking, negotiating and resolving conflict as required
  - communicating outcomes of the plan to relevant staff members to obtain feedback for review
  - adjusting the plan as appropriate
  - documenting the final work plan according to organisational procedures and policies
- prepared work plans for at least three individual staff members to effectively address strategic initiatives and business plans arising out of the developed team or organisational work plan by:
  - using culturally safe and appropriate communication skills to liaise with each staff member to determine scope, outcomes and focus of the individual work plans
  - networking, negotiating and resolving conflict as required

- identifying training opportunities as part of the work plan for each staff member
- documenting each individual work plan according to organisational procedures and policies
- reviewed the performance of at least one team/organisational work plan and at least one individual staff member plan by:
  - gaining feedback from community and staff as to the outcomes of the work plan
  - identifying successes and areas for improvement in each work plan
  - reporting outcomes of review as required by organisational procedures and policies.

## Knowledge Evidence

The candidate must be able to demonstrate essential knowledge required to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role.

This includes knowledge of:

- National Aboriginal Health Strategy
- relevant up-to-date national policies and reports, such as 'National Aboriginal and Torres Strait Islander Oral Health Workshop – Report and Action Plan'
- relevant organisational policy and guidelines
- Commonwealth, state /territory and local government policies
- existing strategic and work unit plans
- community networks and planning processes

## Assessment Conditions

Skills must be demonstrated working:

- in a health service or centre
- as a senior member of and/or supervising a primary health care team
- with Aboriginal and/or Torres Strait Islander clients.

In addition, simulations and scenarios must be used where the full range of contexts and situations cannot be provided in the workplace or may occur only rarely. These are situations relating to emergency or unplanned procedures where assessment in these circumstances would be unsafe or is impractical.

Simulated assessment environments must simulate the real-life working environment where these skills and knowledge would be performed, with all the relevant equipment and resources of that working environment.

Assessors must satisfy the NVR/AQTF mandatory competency requirements for assessors.

Assessment must be undertaken by a workplace assessor who has expertise in this unit of competency and who is:

- an Aboriginal and/or Torres Strait Islander Health Worker

or:

- accompanied by an Aboriginal and/or Torres Strait Islander person who is a recognised member of the community with experience in primary health care

## Links

Companion Volume implementation guides are found in VETNet -

<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=ced1390f-48d9-4ab0-bd50-b015e5485705>

## HLTAHW069 Develop health care policy

### Modification History

| Release   | Comments                                                                                                                                                                                                                                                                                                               |
|-----------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Release 1 | <p>This version was released in <i>HLT Health Training Package release 1.0</i> and meets the requirements of the New Standards for Training Packages.</p> <p>Significant changes to elements and performance criteria.<br/>New evidence requirements for assessment, including volume and environment requirements</p> |

### Application

This unit describes the required skills and knowledge to develop organisation policies and influence government policy development in ways that address community health care needs and organisation guidelines.

This unit applies to senior Aboriginal and/or Torres Strait Islander Health Workers overseeing clinical aspects of the delivery of primary health care services and/or managing the overall delivery of primary health care services and programs to Aboriginal and/or Torres Strait Islander clients and communities.

*No licensing, legislative or certification requirements apply to this unit at the time of publication.*

### Elements and Performance Criteria

#### ELEMENT

#### PERFORMANCE CRITERIA

*Elements define the essential outcomes.*

*Performance criteria specify the level of performance needed to demonstrate achievement of the element.*

1. Develop policies for health-related workplace

1.1 Identify government policies that affect the workplace and its functions and document implications

1.2 Identify and document workplace policies needed to address government requirements

1.3 Discuss policy requirements with the community and associated health agencies to determine impact and



**ELEMENT****PERFORMANCE CRITERIA**

*Elements define the essential outcomes.*

*Performance criteria specify the level of performance needed to demonstrate achievement of the element.*

contradictions with other primary health care policies and initiatives

1.4 Develop and/or revise policies in consultation with the community

1.5 Seek endorsement from key stakeholders for policy recommendations

1.6 Promote policies through organisation with training and other measures as necessary

1.7 Monitor and review workplace policies

2. Influence government policy development

2.1 Identify and document government policies that result in service duplication or gaps in community needs

2.2 Develop strategies for influencing government policies in consultation with the community and health agencies

2.3 Represent views and needs of community to government

2.4 Discuss progress/outcome of representations with the community

2.5 Monitor and review strategies

**Foundation Skills**

*This section describes those language, literacy, numeracy and employment skills that are essential to performance.*

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency.

## Unit Mapping Information

### Links

Companion Volume implementation guides are found in VETNet -  
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=ced1390f-48d9-4ab0-bd50-b015e5485705>

# Assessment Requirements for HLTAHW069 Develop health care policy

## Modification History

| Release   | Comments                                                                                                                                                                                                                                                                                                               |
|-----------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Release 1 | <p>This version was released in <i>HLT Health Training Package release 1.0</i> and meets the requirements of the New Standards for Training Packages.</p> <p>Significant changes to elements and performance criteria.<br/>New evidence requirements for assessment, including volume and environment requirements</p> |

## Performance Evidence

The candidate must show evidence of the ability to complete tasks outlined in elements and performance criteria of this unit, manage tasks and manage contingencies in the context of the job role.

There must be evidence that the candidate has:

- developed workplace policies in relation to the provision of health services for Aboriginal and/or Torres Strait Islander individuals and communities
- contributed to government policy development and review on behalf of Aboriginal and/or Torres Strait Islander people
- communicated clearly and effectively with the community and relevant authorities
- represented the organisation, community and/or other positions in public speaking, meetings and in writing
- written letters, submissions and reports to advocate for changes to government policy to promote Aboriginal and/or Torres Strait Islander health.

All performance evidence must be demonstrated at least once.

## Knowledge Evidence

The candidate must be able to demonstrate essential knowledge required to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role.

This includes knowledge of:

- National Aboriginal Health Strategy
- relevant up-to-date national policies and reports, such as 'National Aboriginal and Torres Strait Islander Oral Health Workshop – Report and Action Plan'
- organisation policies and guidelines
- Commonwealth, state/territory government policies and local government policies

## Assessment Conditions

Skills must be demonstrated working:

- in a health service or centre
- as part of, and under the supervision of, a multidisciplinary primary health care team
- with Aboriginal and/or Torres Strait Islander clients and communities.

In addition, simulations and scenarios must be used where the full range of contexts and situations cannot be provided in the workplace or may occur only rarely. These are situations relating to emergency or unplanned procedures where assessment in these circumstances would be unsafe or is impractical.

Simulated assessment environments must simulate the real-life working environment where these skills and knowledge would be performed, with all the relevant equipment and resources of that working environment.

Assessors must satisfy the NVR/AQTF mandatory competency requirements for assessors.

Assessment must be undertaken by a workplace assessor who has expertise in this unit of competency and who is:

- an Aboriginal and/or Torres Strait Islander Health Worker

or:

- accompanied by an Aboriginal and/or Torres Strait Islander person who is a recognised member of the community with experience in primary health care.

## Links

Companion Volume implementation guides are found in VETNet -

<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=ced1390f-48d9-4ab0-bd50-b015e5485705>

## HLTAHW070 Manage human resources

### Modification History

| Release   | Comments                                                                                                                                                                                                                                                                                                               |
|-----------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Release 1 | <p>This version was released in <i>HLT Health Training Package release 1.0</i> and meets the requirements of the New Standards for Training Packages.</p> <p>Significant changes to elements and performance criteria.<br/>New evidence requirements for assessment, including volume and environment requirements</p> |

### Application

This unit describes the required skills and knowledge to promote the development and effective use of workers as a resource for the community and organisation.

This unit applies to senior Aboriginal and/or Torres Strait Islander Health Workers overseeing clinical aspects of the delivery of primary health care services and/or managing the overall delivery of primary health care services and programs to Aboriginal and/or Torres Strait Islander clients and communities.

*No licensing, legislative or certification requirements apply to this unit at the time of publication.*

### Elements and Performance Criteria

#### ELEMENT

#### PERFORMANCE CRITERIA

*Elements define the essential outcomes.*

*Performance criteria specify the level of performance needed to demonstrate achievement of the element.*

#### 1. Manage workforce

1.1 Identify and document staffing resource needs

1.2 Discuss staffing resource needs with work group and supervisor/s

1.3 Advise management of resource needs

1.4 Allocate available resources according to program needs

**ELEMENT****PERFORMANCE CRITERIA**

*Elements define the essential outcomes.*

*Performance criteria specify the level of performance needed to demonstrate achievement of the element.*

- 1.5 Recruit staff as required by organisational needs
- 1.6 Develop staff performance plans
- 1.7 Review staff performance in consultation with line managers

2. Promote good employee relations

- 2.1 Inform workers of their industrial rights
- 2.2 Identify and consult industrial parties
- 2.3 Provide workers with access to grievance procedures
- 2.4 Ensure workers' conditions reflect award and organisational requirements

3. Ensure staff have access to required training and development

- 3.1 Discuss training and development needs with workers and assess against projected programs
- 3.2 Establish availability of training
- 3.3 Determine appropriateness of training in consultation with key people, the community and other workers
- 3.4 Provide training within resource constraints

**Foundation Skills**

*This section describes those language, literacy, numeracy and employment skills that are essential to performance.*

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency

## Unit Mapping Information

### Links

Companion Volume implementation guides are found in VETNet -  
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=ced1390f-48d9-4ab0-bd50-b015e5485705>

# Assessment Requirements for HLTAHW070 Manage human resources

## Modification History

| Release   | Comments                                                                                                                                                                                                                                                                                                               |
|-----------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Release 1 | <p>This version was released in <i>HLT Health Training Package release 1.0</i> and meets the requirements of the New Standards for Training Packages.</p> <p>Significant changes to elements and performance criteria.<br/>New evidence requirements for assessment, including volume and environment requirements</p> |

## Performance Evidence

The candidate must show evidence of the ability to complete tasks outlined in elements and performance criteria of this unit, manage tasks and manage contingencies in the context of the job role.

There must be evidence that the candidate has:

- provided human resource management to a health service or centre by:
  - recruiting staff as required by organisational needs
  - managing at least three staff members, including:
    - developing and reviewing performance management plans for individual staff members
    - identifying and supporting access to training opportunities
    - providing information to staff about industrial rights within the workplace, including grievance procedures, awards and work conditions
    - communicating in a culturally appropriate and safe manner with staff when discussing, negotiating and/or resolving issues
    - advocating on behalf of staff as required by individual circumstances .

## Knowledge Evidence

The candidate must be able to demonstrate essential knowledge required to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role.

This includes knowledge of:



- organisation human resource management policies and guidelines
- relevant requirements of:
  - industrial relations legislation and regulations at federal, state and territory level
  - enterprise bargaining agreements where they exist in an organisation
  - union documents/guidelines/policies
  - work health and safety legislation and regulations
  - awards and conditions of services.

## Assessment Conditions

Skills must be demonstrated working:

- in a health service or centre
- as a senior member of and/or supervising a primary health care team
- with Aboriginal and/or Torres Strait Islander clients.

In addition, simulations and scenarios must be used where the full range of contexts and situations cannot be provided in the workplace or may occur only rarely. For example, recruitment of staff may not be required within the timeframe of the assessment. These are situations relating to emergency or unplanned procedures where assessment in these circumstances would be unsafe or is impractical.

Simulated assessment environments must simulate the real-life working environment where these skills and knowledge would be performed, with all the relevant equipment and resources of that working environment.

Assessors must satisfy the NVR/AQTF mandatory competency requirements for assessors.

Assessment must be undertaken by a workplace assessor who has expertise in this unit of competency and who is:

- an Aboriginal and/or Torres Strait Islander Health Worker

or:

- accompanied by an Aboriginal and/or Torres Strait Islander person who is a recognised member of the community with experience in primary health care.

## Links

Companion Volume implementation guides are found in VETNet -

<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=ced1390f-48d9-4ab0-bd50-b015e5485705>

## HLTAHW071 Manage medicines in Aboriginal and/or Torres Strait Islander primary health care

### Modification History

| Release   | Comments                                                                                                                                                                                                                                                                                                                                             |
|-----------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Release 1 | <p>This version was released in <i>HLT Health Training Package release 1.0</i> and meets the requirements of the New Standards for Training Packages.</p> <p>Significant changes to elements and performance criteria.<br/>New evidence requirements for assessment, including volume and environment requirements<br/>Prerequisite unit removed</p> |

### Application

This unit describes the skills and knowledge required to manage the use of medications in Aboriginal and/or Torres Strait Islander primary health care. It includes supply, transport and storage of medicines; the legal, professional and safety aspects of medicines use; and the supervision of other Aboriginal and/or Torres Strait Islander Health Workers with authority to administer medication, and management of clinic medicines stocks.

This unit applies to those senior Aboriginal and/or Torres Strait Islander Health Workers overseeing clinical aspects of the delivery of primary health care services to Aboriginal and/or Torres Strait Islander communities.

Note: The skills and knowledge specifically required to administer medications is covered by HLTAHW020 Administer medications.

*Licensing, legislative or certification requirements apply to this unit at the time of publication.*

### Elements and Performance Criteria

#### ELEMENT

#### PERFORMANCE CRITERIA

*Elements define the essential outcomes.*

*Performance criteria specify the level of performance needed to demonstrate achievement of the Element.*

1. Manage administration of medicines

- 1.1 Maintain accurate records of medicines' administration in client files according to organisation policies and procedures
- 1.2 Establish and maintain systems for managing medication administration within the clinic in consultation with relevant medical health professionals and appropriately authorised persons
- 1.3 Refer individual medication regimens for regular review by authorised practitioner
- 1.4 Involve pharmacists in medication management including, where appropriate, medication reviews or use of Webster-packs
- 1.5 Check doses of medicine made up by other health staff for accuracy, including dose, indication and consideration of contraindications
- 1.6 Support and instruct other health workers in the safe and efficacious use of medicines
- 1.7 Monitor the appropriate use of medicines by other health staff

2. Initiate assessment and treatment using standard treatment manuals

- 2.1 Use standard workplace treatment manuals to commence assessment and treatment
- 2.2 Consult an authorising practitioner in accordance with standard treatment manuals and organisational policies and procedures
- 2.3 Dispense medicines according to organisational policies and procedures and the appropriate *legal and regulatory framework*
- 2.4 Document clinical assessments, any advice sought and assessment and treatment initiated in client medical files

3. Manage the ordering, transportation, storage and disposal of medicines

- 3.1 Ensure medicines are securely stored in accordance with legislative requirements
- 3.2 Establish working relationships with local medical

## ELEMENT

*Elements define the essential outcomes.*

## PERFORMANCE CRITERIA

*Performance criteria specify the level of performance needed to demonstrate achievement of the Element.*

practitioners and pharmacists to support management of clinic medicines stores

3.3 Monitor patterns of medicines use and use this information to inform reorder quantities and ensure minimum stock holdings

3.4 Ensure clinic medicines stock is checked regularly and re-ordered in appropriate quantities

3.5 Source medicines supplies as locally appropriate

3.6 Add new stock and dispose of out-of-date stock according to organisational policies and procedures

3.7 Organise clinic medicines stock logically and securely, with access to clinic medicines store monitored and restricted to authorised personnel

3.8 Correctly apply cold chain principles for storage and transport of medication requiring refrigeration

## Foundation Skills

This section describes those language, literacy, numeracy and employment skills that are essential to performance.

*Foundation skills essential to performance are explicit in the performance criteria of this unit of competency.*

## Unit Mapping Information

No equivalent unit.

## Links

Companion Volume implementation guides are found in VETNet -  
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=ced1390f-48d9-4ab0-bd50-b015e5485705>



# Assessment Requirements for HLTAHW071 Manage medicines in Aboriginal and/or Torres Strait Islander primary health care

## Modification History

| Release   | Comments                                                                                                                                                                                                                                                                                                                                             |
|-----------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Release 1 | <p>This version was released in <i>HLT Health Training Package release 1.0</i> and meets the requirements of the New Standards for Training Packages.</p> <p>Significant changes to elements and performance criteria.<br/>New evidence requirements for assessment, including volume and environment requirements<br/>Prerequisite unit removed</p> |

## Performance Evidence

The candidate must show evidence of the ability to complete tasks outlined in elements and performance criteria of this unit, manage tasks and manage contingencies in the context of the job role.

There must be evidence that the candidate has:

- managed the safe administration of medicines by appropriately authorised Aboriginal and/or Torres Strait Islander Health Workers or practitioners on at least three occasions by:
  - providing clear information on medicines, through accurate interpretation of MIMS and other medication references and resources, such as standing orders, guidelines and Consumer Medicines Information
  - checking calculations and measurements of dosages undertaken by other authorised practitioners
  - documenting all outcomes of administration of medication in line with own role and medication administered
- initiated treatment involving medication on at least three occasions by:
  - using standard treatment manuals to initiate assessment and treatment, in consultation with an authorised practitioner
  - referring to the pharmacist regarding medication
  - consulting authorised practitioners' instructions and orders in regards to dispensing medication
- managed processes for the ordering, transport, storage and disposal of medication on at least one occasion by:

- managing relationships with relevant suppliers, pharmacies and hospitals
- overseeing the maintenance of medicines records
- using checking systems to regularly review out-of-date stock, understocked or other requirements for medication
- ensuring medication was kept in secured locations and accessed by authorised personnel, according to legislation and organisation procedures and policies
- applying cold chain storage principles where appropriate in the storage of medications.

## Knowledge Evidence

The candidate must be able to demonstrate essential knowledge required to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role.

This includes knowledge of:

- application of universal precautions in the administration of medicines
- key aspects of federal and state legislation relating to the control, storage and dispensing of drugs and medication
- legislative and regulatory requirements for labelling, storage and safe disposal of medicines
- key aspects of the requirements of the Pharmaceutical Benefits Scheme (PBS)
- signs of anaphylaxis and methods of management
- western and traditional/bush medicines and treatments
- special considerations in use of medicines, including:
  - pregnancy and lactation
  - renal failure
  - anti-coagulant therapy
- organisational policies and procedures relating to drugs and medications, including storage, ordering, management and access.
- 

## Assessment Conditions

Unless state or territory legislation prevents practice in the workplace, skills must be demonstrated working:

- in a health service or centre
- as part of a multidisciplinary primary health care team
- with Aboriginal and/or Torres Strait Islander clients and communities.

Note: Where state or territory legislation prevents practice in the workplace, simulated assessment environments may only be used in place of workplace assessment.

In addition, simulations and scenarios must be used where the full range of contexts and situations cannot be provided in the workplace or may occur only rarely. These are situations relating to emergency or unplanned procedures where assessment in these circumstances would be unsafe or is impractical.

Simulated assessment environments must simulate the real-life working environment where these skills and knowledge would be performed, with all the relevant equipment and resources of that working environment.

Assessors must satisfy the NVR/AQTF mandatory competency requirements for assessors.

Assessment must be undertaken by a workplace assessor who has expertise in this unit of competency and who is:

- a Registered Aboriginal or Torres Strait Islander Health Practitioner

or:

- a Registered Health Practitioner accompanied by an Aboriginal or Torres Strait Islander person who is a recognised member of the community with experience in primary health care.

## Links

Companion Volume implementation guides are found in VETNet -

<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=ced1390f-48d9-4ab0-bd50-b015e5485705>



## HLTAHW072 Provide guidance in social and emotional wellbeing

### Modification History

| Release   | Comments                                                                                                                                                                                                                                                                                                                                              |
|-----------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Release 1 | <p>This version was released in <i>HLT Health Training Package release 1.0</i> and meets the requirements of the New Standards for Training Packages.</p> <p>Significant changes to elements and performance criteria.<br/>New evidence requirements for assessment, including volume and environment requirements<br/>Prerequisite units removed</p> |

### Application

This unit describes the required skills and knowledge to provide social and emotional wellbeing guidance and support to Aboriginal and/or Torres Strait Islander clients in crisis, in need and in the context of an ongoing supportive client/worker relationship.

The unit applies to senior Aboriginal and/or Torres Strait Islander Health Workers overseeing clinical aspects of the delivery of primary health care services and/or managing the overall delivery of primary health care services and programs to Aboriginal and/or Torres Strait Islander clients and communities.

This unit equips Aboriginal and/or Torres Strait Islander Health Workers to provide support related to social and emotional wellbeing and does not infer that they are qualified counsellors.

*No licensing, legislative or certification requirements apply to this unit at the time of publication.*

### Elements and Performance Criteria

#### ELEMENT

Elements define the essential outcomes.

#### PERFORMANCE CRITERIA

Performance criteria specify the level of performance needed to demonstrate achievement of the element.

**ELEMENT****PERFORMANCE CRITERIA**

Elements define the essential outcomes.

Performance criteria specify the level of performance needed to demonstrate achievement of the element.

1. Work within professional and personal boundaries

1.1 Define and observe professional boundaries when working with a range of clients, including women, men, children, young people, families, and couples

1.2 Explain the professional and personal boundaries of social and emotional wellbeing support and discuss with the client

1.3 Work in accordance with organisation policies on professional and personal boundaries

2. Assess the current status and needs of the client

2.1 Establish a safe, supportive and culturally secure environment for the client

2.2 Explain the process of providing guidance and support to the client

2.3 Discuss the role and limitations of the social and emotional wellbeing worker with the client

2.4 Take client history through discussion with the client and relevant family/community members

2.5 Assess client's current mental status and needs by discussion with the client and appropriate others

3. Plan treatment for the client

3.1 Discuss treatment options with client, including alternative therapies that may include traditional Aboriginal healing

3.2 Develop a treatment plan in consultation with the client

4. Provide appropriate emotional support and guidance to clients

4.1 Establish an emotionally safe and culturally secure environment to support client self-disclosure

4.2 Use a non-judgmental approach and build rapport, empathy and trust with the client

4.3 Take into account socioeconomic demographic, cultural and language needs in all counselling work

4.4 Use strategies for resolving conflict and building

**ELEMENT****PERFORMANCE CRITERIA**

Elements define the essential outcomes.

Performance criteria specify the level of performance needed to demonstrate achievement of the element.

self-esteem where appropriate

4.5 Select therapies and techniques appropriate to client's physical, cultural, spiritual, intellectual and emotional needs

4.6 Provide information to the client as appropriate and at the client's request, in accordance with organisation policy and procedures, confidentiality requirements and duty of care

4.7 Refer clients to appropriate services and follow-up as required

5. Review counselling treatment with clients

5.1 Discuss effectiveness of the treatment plan with the client

5.2 Discuss options for variation to the treatment plan and revise with the client

5.3 Consult colleagues as necessary and appropriate in accordance with confidentiality requirements

6. Review progress of counselling relationship with the client

6.1 Review effectiveness of therapeutic relationship with the client

6.2 Discuss ending the relationship with the client and others (i.e. other agencies) as appropriate

6.3 Review impact on the client of ending the counselling relationship

6.4 Put in place referral and support networks to support client when counselling relationship ends

7. Use self-protection strategies

7.1 Use conflict resolution and negotiation in a crisis as appropriate

7.2 Take appropriate action to ensure safety of client, self and others in accordance with organisation policies and protocols and available resources

7.3 Seek emergency assistance as required

**ELEMENT**

Elements define the essential outcomes.

**PERFORMANCE CRITERIA**

Performance criteria specify the level of performance needed to demonstrate achievement of the element.

7.4 Acknowledge limits of own abilities and refer appropriately in accordance with organisation policies and available resources

7.5 Seek debriefing as required

7.6 Undertake ongoing self-care and stress-management activities

**Foundation Skills**

*This section describes those language, literacy, numeracy and employment skills that are essential to performance.*

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency.

**Unit Mapping Information**

No equivalent unit.

**Links**

Companion Volume implementation guides are found in VETNet - <https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=ced1390f-48d9-4ab0-bd50-b015e5485705>

## Assessment Requirements for HLTAHW072 Provide guidance in social and emotional wellbeing

### Modification History

| Release   | Comments                                                                                                                                                                                                                                                                                                                                              |
|-----------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Release 1 | <p>This version was released in <i>HLT Health Training Package release 1.0</i> and meets the requirements of the New Standards for Training Packages.</p> <p>Significant changes to elements and performance criteria.<br/>New evidence requirements for assessment, including volume and environment requirements<br/>Prerequisite units removed</p> |

### Performance Evidence

The candidate must show evidence of the ability to complete tasks outlined in elements and performance criteria of this unit, manage tasks and manage contingencies in the context of the job role.

There must be evidence that the candidate has:

- provided social and emotional wellbeing guidance to at least three clients by:
  - assessing the mental status and needs of each client
  - developing appropriate treatment and/or referral plans/options, including alternative therapies, as appropriate in consultations with colleagues and relevant professionals
  - discussing treatment options with client
  - providing appropriate emotional support and guidance as part of the treatment plan using:
    - listening skills
    - building rapport
    - negotiation
    - questioning, reframing
    - externalising
    - reflection process by worker
    - motivational interviewing
  - reviewing the progress of the relationship with the client and colleagues, including the prospect of ending the relationship
  - exercising professional boundaries with each client

- using self-protection strategies as appropriate to working with each client, including:
  - resolving conflicts and crisis negotiation
  - ensuring safety of self and others
  - seeking emergency assistance and debriefing
  - undertaking stress-management activities.

## Knowledge Evidence

The candidate must be able to demonstrate essential knowledge required to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role.

This includes knowledge of:

- conflict resolution strategies for individuals and families
- models and techniques to provide social and emotional support, including:
  - six-step problem-solving method
  - five stages of trauma recovery
  - antecedents, behaviour, consequences model (ABC model of behaviour)
  - cognitive behaviour therapy (CBT) model
  - brief solution-focused therapy
  - narrative therapy
  - subjective, objective, assessment, plan, implementation and evaluation (SOAPIE) notes
  - strategies for counselling survivors of sexual abuse, sexual assault, children and young people, couples, families, grieving families, friends and communities
  - motivational interviewing
  - definitions of grief and models of support
  - strategies of open communication for couples
  - what makes a good counsellor (listening, skills, empathy, trust, etc.)
- healing models, such as:
  - Atkinson's trans-generational healing model
  - traditional healing practices
  - healing through art, drawing, music
  - social genograms
  - narrative therapy
- local support networks and services
- sexual abuse, including:
  - definitions, myths and facts
  - ways survivors feel and behave
  - monitoring sexual abuse
  - patterns in relating to the world for survivors
- sexual assault, including:

- definitions, myths and facts
- effects
- legal and medical procedures
- strategies for counselling
- Stolen or Removed Generations
- suicide and self-harm, including:
  - risk factors
  - emergency procedures
  - assistance and support (agencies, community, family)
  - counselling strategies
  - referral options
- organisation policies and procedures.

## Assessment Conditions

Skills must be demonstrated working:

- in a health service or centre
- as a senior member of and/or supervising a primary health care team
- with Aboriginal and/or Torres Strait Islander clients.

In addition, simulations and scenarios must be used where the full range of contexts and situations cannot be provided in the workplace or may occur only rarely. These are situations relating to emergency or unplanned procedures where assessment in these circumstances would be unsafe or is impractical.

Simulated assessment environments must simulate the real-life working environment where these skills and knowledge would be performed, with all the relevant equipment and resources of that working environment.

Assessors must satisfy the NVR/AQTF mandatory competency requirements for assessors.

Assessment must be undertaken by a workplace assessor who has expertise in this unit of competency and who is:

- an Aboriginal and/or Torres Strait Islander Health Worker

or:

- accompanied by an Aboriginal and/or Torres Strait Islander person who is a recognised member of the community with experience in primary health care

## Links

Companion Volume implementation guides are found in VETNet -  
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=ced1390f-48d9-4ab0-bd50-b015e5485705>



## HLTAHW073 Practise social and emotional wellbeing in a clinical setting

### Modification History

| Release   | Comments                                                                                                                                                                                                                                                                                                                                              |
|-----------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Release 1 | <p>This version was released in <i>HLT Health Training Package release 1.0</i> and meets the requirements of the New Standards for Training Packages.</p> <p>Significant changes to elements and performance criteria.<br/>New evidence requirements for assessment, including volume and environment requirements<br/>Prerequisite units removed</p> |

### Application

This unit describes the required skills and knowledge to provide social and emotional wellbeing guidance and support to Aboriginal and/or Torres Strait Islander clients in crisis, in need and in the context of an ongoing supportive client/worker relationship.

It applies to senior Aboriginal and/or Torres Strait Islander Health Workers overseeing clinical aspects of the delivery of primary health care services and/or managing the overall delivery of primary health care services and programs to Aboriginal and/or Torres Strait Islander clients and communities.

This unit equips Aboriginal and/or Torres Strait Islander Health Workers to provide support related to social and emotional wellbeing and does not infer that they are qualified counsellors.

*No licensing, legislative or certification requirements apply to this unit at the time of publication.*

### Elements and Performance Criteria

#### ELEMENT

#### PERFORMANCE CRITERIA

*Elements define the essential outcomes.*

*Performance criteria specify the level of performance needed to demonstrate achievement of the element.*

1. Differentiate between ways to conceptualise and treat mental disorders

1.1 Use mental health classification systems appropriately when diagnosing Aboriginal and/or Torres Strait Islander people

1.2 Identify situations where a traditional healer could make an effective contribution to the treatment and management of Aboriginal and/or Torres Strait Islander clients

1.3 Investigate treatment approaches to potentially reduce the stay in mental institutions for Aboriginal and/or Torres Strait Islander people and assist early return to their communities

1.4 Examine and evaluate the environment of mental health facilities/institutions in relation to potential impact on Aboriginal and/or Torres Strait Islander clients

1.5 Identify the impact of cultural and spiritual factors on the way mental health problems develop and present

2. Address the organisation's role and function in the management and treatment of mental disorders

2.1 Identify ways in which the organisation's administrative and health care staff can physically, spiritually and emotionally support Aboriginal and/or Torres Strait Islander people and their families

2.2 Identify community health organisation's role and manner of preparing and supporting Aboriginal and/or Torres Strait Islander clients to re-enter their communities

2.3 Identify organisation policies and procedures that acknowledge the importance of Aboriginal and/or Torres Strait Islander people's spiritual and emotional ties

2.4 Clarify and support links between agencies providing primary, secondary and tertiary care

2.5 Identify and access appropriately local government and non-government resources available to assist clients from remote areas

3. Develop and maintain inter-sectoral networks

3.1 Recognise the importance of cross-sector collaborations between agencies, particularly in the context of early intervention and treatment for clients with multiple diagnoses

**ELEMENT****PERFORMANCE CRITERIA**

*Elements define the essential outcomes.*

*Performance criteria specify the level of performance needed to demonstrate achievement of the element.*

3.2 Identify the roles and functions of members of multidisciplinary health care teams

3.3 Recognise different organisational cultures within a drug and alcohol service and a mental health service, and identify their impact on workers

3.4 Identify difficulties in addressing gaps in the system that impede continuity of care

3.5 Emphasise factors/attributes that contribute to a flexible, dynamic and productive health team

3.6 Recognise the importance of policies that reflect equal opportunity and ensure that staff participate in cross-cultural awareness programs

3.7 Identify ways case management can contribute to effective inter-sectoral service delivery

3.8 Identify staff development issues for inter-sectoral workers

4. Use clinical practices appropriate to social and emotional wellbeing work

4.1 Identify clinical practices relevant to social and emotional wellbeing work

4.2 Clarify the meaning of 'culturally appropriate manner' in general and specific cultural contexts

4.3 Discuss client treatment with other members of the health care team

4.4 Recognise the importance of accurate clinical baseline observations in practice

4.5 Take client history in accordance with the needs of the client and the health care setting

4.6 Undertake comprehensive reporting in line with organisation requirements

4.7 Identify instances where the social and emotional wellbeing worker might advocate for a client in accordance with the philosophy of the organisation

5. Practise social and emotional

5.1 Use a culturally appropriate manner in all interactions with the client (including active listening,

**ELEMENT****PERFORMANCE CRITERIA**

*Elements define the essential outcomes.*

*Performance criteria specify the level of performance needed to demonstrate achievement of the element.*

wellbeing work

clarifying, probing techniques)

5.2 Develop care plans and discuss implementation and evaluation with the health care team

5.3 Conduct client interviews, ensuring there is appropriate preparation and consideration given to opening, developing and closing the interview

5.4 Review existing records to ensure all appropriate information is taken into account when treating a client

6. Follow organisation's occupational health and safety (OH&S) procedures

6.1 Consult organisation's OH&S policy and procedures manual to clarify for a range of situations

6.2 Clarify and apply procedures for dealing with clients and their relatives who are verbally or physically threatening

6.3 Identify and apply organisation OH&S requirements for use in caring for psychotic clients

6.4 Ensure responses to clients who spit at or bite the worker reflect the appropriate order of priority for maintaining worker safety

**Foundation Skills**

*This section describes those language, literacy, numeracy and employment skills that are essential to performance.*

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency.

**Unit Mapping Information**

No equivalent unit.

## Links

Companion Volume implementation guides are found in VETNet -  
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=ced1390f-48d9-4ab0-bd50-b015e5485705>

# Assessment Requirements for HLTAHW073 Practise social and emotional wellbeing in a clinical setting

## Modification History

| Release   | Comments                                                                                                                                                                                                                                                                                                                                              |
|-----------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Release 1 | <p>This version was released in <i>HLT Health Training Package release 1.0</i> and meets the requirements of the New Standards for Training Packages.</p> <p>Significant changes to elements and performance criteria.<br/>New evidence requirements for assessment, including volume and environment requirements<br/>Prerequisite units removed</p> |

## Performance Evidence

The candidate must show evidence of the ability to complete tasks outlined in elements and performance criteria of this unit, manage tasks and manage contingencies in the context of the job role.

There must be evidence that the candidate has:

- delivered social and emotional wellbeing services within a primary health care setting to at least three Aboriginal and/or Torres Strait Islander clients including:
  - using clinical practices appropriate to social and emotional wellbeing work
  - appropriately identifying treatment and measures to specifically support Aboriginal and/Torres Strait Islander cultures, such as traditional healers
  - providing support and advice to clients
  - working in collaboration with other team members and staff as required
  - communicating with clients in culturally appropriate and safe ways to gain and provide information, and make assessments of social and emotional health
  - referring clients as required according to their specific social and emotional wellbeing needs
  - on at least one occasion, worked with other members of a multi-disciplinary team to identify:
    - ways to support social and emotional wellbeing of clients in the primary health care setting

- barriers in providing support to clients, and ways to overcome these
- specific cross-cultural issues which need to be addressed by the team
- ways of working with others outside the team in other sectors, departments or agencies to support care of clients.
- 

## Knowledge Evidence

The candidate must be able to demonstrate essential knowledge required to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role.

This includes knowledge of:

- role and responsibilities of a social and emotional wellbeing worker in a multidisciplinary team
- the differences between the roles of a social and emotional wellbeing worker in a community controlled organisation and in a government organisation
- organisational philosophies, values and beliefs
- social and emotional issues associated with mental health of Aboriginal and/or Torres Strait Islander clients
- clinical aspects of mental health assessments, treatments and services
- relevant OH&S requirements for practice, including (but not limited to):
  - duty of care
  - confidentiality
  - debriefing
  - universal precautions
  - hazard/incident reporting procedures.

## Assessment Conditions

Skills must be demonstrated working:

- in a health service or centre
- as a senior member of and/or supervising a primary health care team
- with Aboriginal and/or Torres Strait Islander clients.

In addition, simulations and scenarios must be used where the full range of contexts and situations cannot be provided in the workplace or may occur only rarely. These are situations relating to emergency or unplanned procedures where assessment in these circumstances would be unsafe or is impractical.

Simulated assessment environments must simulate the real-life working environment where these skills and knowledge would be performed, with all the relevant equipment and resources of that working environment.

Assessors must satisfy the NVR/AQTF mandatory competency requirements for assessors.

Assessment must be undertaken by a workplace assessor who has expertise in this unit of competency and who is:

- an Aboriginal and/or Torres Strait Islander Health Worker

or:

- accompanied by an Aboriginal and/or Torres Strait Islander person who is a recognised member of the community with experience in primary health care

## Links

Companion Volume implementation guides are found in VETNet -  
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=ced1390f-48d9-4ab0-bd50-b015e5485705>



## HLTAHW074 Provide closure on healing processes

### Modification History

| Release   | Comments                                                                                                                                                                                                                                                                                                                                              |
|-----------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Release 1 | <p>This version was released in <i>HLT Health Training Package release 1.0</i> and meets the requirements of the New Standards for Training Packages.</p> <p>Significant changes to elements and performance criteria.<br/>New evidence requirements for assessment, including volume and environment requirements<br/>Prerequisite units removed</p> |

### Application

This unit describes the required skills and knowledge to bring to a close the healing process as part of a relationship between a client and social and emotional wellbeing worker, as well as to access local therapeutic services, recognising limitations of therapy and factors that may influence clients in contacting a therapist.

The unit applies to senior Aboriginal and/or Torres Strait Islander Health Workers overseeing clinical aspects of the delivery of primary health care services and/or managing the overall delivery of primary health care services and programs to Aboriginal and/or Torres Strait Islander clients and communities.

This unit equips Aboriginal and/or Torres Strait Islander Health Workers to provide support related to social and emotional wellbeing and does not infer that they are qualified counsellors.

*No licensing, legislative or certification requirements apply to this unit at the time of publication.*

### Elements and Performance Criteria

#### ELEMENT

*Elements define the essential outcomes.*

#### PERFORMANCE CRITERIA

*Performance criteria specify the level of performance needed to demonstrate achievement of the element.*

**ELEMENT****PERFORMANCE CRITERIA**

*Elements define the essential outcomes.*

*Performance criteria specify the level of performance needed to demonstrate achievement of the element.*

1. Facilitate a group healing journey

1.1 Review and agree to rules for participation in a healing group as part of a group, ensuring safety, cultural security and confidentiality during and after the process

1.2 Practise verbal and non-verbal communication skills within the group

1.3 Practise self-reflection through review of key issues recorded relating to the healing process

1.4 Acknowledge the impact of confronting own issues by self-disclosure of past emotional influences

1.5 Undertake work to review and complete a healing journey in the group context

1.6 Reflect on the impacts of participation in healing journeys and share in the group context

2. Create a safe place to continue healing

2.1 Acknowledge the importance of healing as an ongoing process for Aboriginal and/or Torres Strait Islander people

2.2 Explore and clarify the relevance of experiencing personal healing as a basis for providing support and healing for clients

2.3 Identify principles for creating a safe and culturally secure place for healing and take action to establish and maintain personal safety

2.4 Acknowledge the importance of the support processes of extended families in preparing for and undergoing a healing process

3. Assist clients to access therapeutic services in the local area

3.1 Identify therapeutic services available in the local area

3.2 Identify obstacles that clients may face when accessing the local therapeutic services

3.3 Develop and implement strategies to help clients access local therapeutic services

3.4 Develop and implement strategies for maintaining primary contact with the client when accessing local

**ELEMENT**

*Elements define the essential outcomes.*

**PERFORMANCE CRITERIA**

*Performance criteria specify the level of performance needed to demonstrate achievement of the element.*

therapeutic services

**Foundation Skills**

*This section describes those language, literacy, numeracy and employment skills that are essential to performance.*

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency.

**Unit Mapping Information**

No equivalent unit.

**Links**

Companion Volume implementation guides are found in VETNet -  
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=ced1390f-48d9-4ab0-bd50-b015e5485705>

# Assessment Requirements for HLTAHW074 Provide closure on healing processes

## Modification History

| Release   | Comments                                                                                                                                                                                                                                                                                                                                              |
|-----------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Release 1 | <p>This version was released in <i>HLT Health Training Package release 1.0</i> and meets the requirements of the New Standards for Training Packages.</p> <p>Significant changes to elements and performance criteria.<br/>New evidence requirements for assessment, including volume and environment requirements<br/>Prerequisite units removed</p> |

## Performance Evidence

The candidate must show evidence of the ability to complete tasks outlined in elements and performance criteria of this unit, manage tasks and manage contingencies in the context of the job role.

There must be evidence that the candidate has:

- facilitated a healing journey for at least one group of Aboriginal and/or Torres Strait Islander clients by:
  - negotiating rules of participation
  - explaining the relevance of experiencing personal healing as a basis for providing support to clients
  - demonstrating appropriate communication skills
  - providing a safe place for participants to undertake the healing journey
  - identifying an appropriate point to complete part of healing process and provide closure for self and clients
- assisted at least one client to identify and access appropriate therapeutic services to support ongoing healing as required
- reflected on their own involvement in healing journey, including any personal areas of concern, on at least one occasion.

## Knowledge Evidence

The candidate must be able to demonstrate essential knowledge required to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role.

This includes knowledge of:

- alternative therapies – art, music
- key communication models
- conflict resolution strategies for individuals and families
- debriefing, including:
  - definitions and processes
  - for self
  - for colleagues
- factors that the client may consider when contacting a therapist (e.g. kinship, training, confidentiality, gender, cost, approach, personal warmth, sincere concern, whether they can talk in a candid non-defensive way, reputation, understanding)
- limitations of therapy
- procedures for working with clients in crisis (i.e. safety issues, liaising with emergency agencies, calming strategies, etc.)
- professional boundaries
- self-healing journey
- story maps and storytelling
- strategies for assisting clients to access services
- strategies for overcoming client resistance
- suicide and self-harm
- referral options.

## Assessment Conditions

Skills must be demonstrated working:

- in a health service or centre
- as a senior member of and/or supervising a primary health care team
- with Aboriginal and/or Torres Strait Islander clients.

In addition, simulations and scenarios must be used where the full range of contexts and situations cannot be provided in the workplace or may occur only rarely. These are situations relating to emergency or unplanned procedures where assessment in these circumstances would be unsafe or is impractical.

Simulated assessment environments must simulate the real-life working environment where these skills and knowledge would be performed, with all the relevant equipment and resources of that working environment.

Assessors must satisfy the NVR/AQTF mandatory competency requirements for assessors.

Assessment must be undertaken by a workplace assessor who has expertise in this unit of competency and who is:

- an Aboriginal and/or Torres Strait Islander Health Worker

or:

- accompanied by an Aboriginal and/or Torres Strait Islander person who is a recognised member of the community with experience in primary health care.

## Links

Companion Volume implementation guides are found in VETNet -

<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=ced1390f-48d9-4ab0-bd50-b015e5485705>

## HLTAHW075 Manage community health projects

### Modification History

| Release     | Comments                                                                                                                                                                                                                                                                                                               |
|-------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Release 1.1 | Correction to metadata and mapping. Equivalent outcome.                                                                                                                                                                                                                                                                |
| Release 1.0 | <p>This version was released in <i>HLT Health Training Package release 1.0</i> and meets the requirements of the New Standards for Training Packages.</p> <p>Significant changes to elements and performance criteria.<br/>New evidence requirements for assessment, including volume and environment requirements</p> |

### Application

This unit describes the required skills and knowledge to meet project management responsibilities within particular community health programs either in relation to a particular task, or within the context of broad management responsibilities.

This unit applies to senior Aboriginal and/or Torres Strait Islander Health Workers overseeing clinical aspects of the delivery of primary health care services and/or managing the overall delivery of primary health care services and programs to Aboriginal and/or Torres Strait Islander clients and communities.

*No licensing, legislative or certification requirements apply to this unit at the time of publication.*

### Elements and Performance Criteria

#### ELEMENT

#### PERFORMANCE CRITERIA

*Elements define the essential outcomes.*

*Performance criteria specify the level of performance needed to demonstrate achievement of the element.*

1. Plan a community health project

1.1 Consult key community stakeholders to determine community needs in planning the project

1.2 Develop project proposals/submissions in response to community consultation

**ELEMENT****PERFORMANCE CRITERIA**

*Elements define the essential outcomes.*

*Performance criteria specify the level of performance needed to demonstrate achievement of the element.*

- |                                   |                                                                                                |
|-----------------------------------|------------------------------------------------------------------------------------------------|
|                                   | 1.3 Include consultation with key community stakeholders in project planning processes         |
|                                   | 1.4 Ensure project plans are in line with community, organisation and legislative requirements |
| 2. Prepare action plan            | 2.1 Ensure project plan identifies required actions and resources                              |
|                                   | 2.2 Document plan and discuss with other workers                                               |
|                                   | 2.3 Identify project risks and assess likelihood and impacts                                   |
| 3. Implement and evaluate project | 3.1 Follow project plan and review in operation to address identified community needs          |
|                                   | 3.2 Ensure community is kept informed of progress on the project                               |
|                                   | 3.3 Discuss project outcomes with supervisors and the community                                |
|                                   | 3.4 Reflect on project recommendations with the supervisor and community                       |
|                                   | 3.5 Document project outcomes                                                                  |
|                                   | 3.6 Evaluate project outcomes and document results                                             |

**Foundation Skills**

*This section describes those language, literacy, numeracy and employment skills that are essential to performance.*

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency.



## Unit Mapping Information

No equivalent unit.

## Links

Companion Volume implementation guides are found in VETNet -

<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=ced1390f-48d9-4ab0-bd50-b015e5485705>

# Assessment Requirements for HLTAHW075 Manage community health projects

## Modification History

| Release     | Comments                                                                                                                                                                                                                                                                                                                  |
|-------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Release 1.1 | Correction to metadata and mapping. Equivalent outcome.                                                                                                                                                                                                                                                                   |
| Release 1.0 | <p>This version was released in <i>HLT Health Training Package release 1.0</i> and meets the requirements of the New Standards for Training Packages.</p> <p>Significant changes to elements and performance criteria.</p> <p>New evidence requirements for assessment, including volume and environment requirements</p> |

## Performance Evidence

The candidate must show evidence of the ability to complete tasks outlined in elements and performance criteria of this unit, manage tasks and manage contingencies in the context of the job role.

There must be evidence that the candidate has:

- planned, implemented and evaluated at least one community health project to support the provision of health services for Aboriginal and/or Torres Strait Islander individuals and communities by:
  - consulting appropriately with community, stakeholders, staff and research team about the purpose, methodology and aims of the research
  - ensuring confidentiality of community information relevant to the project
  - performing a project risk assessment
  - coordinating flow of information with community and research team
  - facilitating groups for research, discussion and feedback purposes
  - documenting the progress and outcomes of the project
  - referring to relevant legislative and organisational requirements as appropriate.

## Knowledge Evidence

The candidate must be able to demonstrate essential knowledge required to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role.

This includes knowledge of:

- relevant Commonwealth, state/territory and local government policies
- community/sector networks associated with community health
- funding guidelines related to community health projects
- local Community Health Plans
- organisation policies and guidelines.

## Assessment Conditions

Skills must be demonstrated working:

- in a health service or centre
- as a senior member of and/or supervising a primary health care team
- with Aboriginal and/or Torres Strait Islander clients.

In addition, simulations and scenarios must be used where the full range of contexts and situations cannot be provided in the workplace or may occur only rarely. These are situations relating to emergency or unplanned procedures where assessment in these circumstances would be unsafe or is impractical.

Simulated assessment environments must simulate the real-life working environment where these skills and knowledge would be performed, with all the relevant equipment and resources of that working environment.

Assessors must satisfy the NVR/AQTF mandatory competency requirements for assessors.

Assessment must be undertaken by a workplace assessor who has expertise in this unit of competency and who is:

- an Aboriginal and/or Torres Strait Islander Health Worker

or:

- accompanied by an Aboriginal and/or Torres Strait Islander person who is a recognised member of the community with experience in primary health care

## Links

Companion Volume implementation guides are found in VETNet -

<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=ced1390f-48d9-4ab0-bd50-b015e5485705>

## HLTAHW076 Plan for community emergencies

### Modification History

| Release   | Comments                                                                                                                                                                                                                                                                                                               |
|-----------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Release 1 | <p>This version was released in <i>HLT Health Training Package release 1.0</i> and meets the requirements of the New Standards for Training Packages.</p> <p>Significant changes to elements and performance criteria.<br/>New evidence requirements for assessment, including volume and environment requirements</p> |

### Application

This unit describes the required skills and knowledge to develop, prepare and promote plans of action for responding to non-medical emergencies that may affect a community. Planning is undertaken in consultation with other agencies and key people, and sets out the roles and responsibilities of workers and others in the community, for responding to an emergency.

This unit applies to senior Aboriginal and/or Torres Strait Islander Health Workers overseeing clinical aspects of the delivery of primary health care services and/or managing the overall delivery of primary health care services and programs to Aboriginal and/or Torres Strait Islander clients and communities.

*No licensing, legislative or certification requirements apply to this unit at the time of publication.*

### Elements and Performance Criteria

#### ELEMENT

#### PERFORMANCE CRITERIA

*Elements define the essential outcomes.*

*Performance criteria specify the level of performance needed to demonstrate achievement of the element.*

1. Liaise with relevant government agencies

1.1 Identify and analyse existing relevant disaster plans and policies

1.2 Consult government agencies to determine and confirm different and complementary roles in the local disaster plan

**ELEMENT****PERFORMANCE CRITERIA**

*Elements define the essential outcomes.*

*Performance criteria specify the level of performance needed to demonstrate achievement of the element.*

2. Identify and liaise with appropriate community organisations

2.1 Identify community organisations and incorporate in an information database

2.2 Use effective communication strategies to establish contact with community organisations

2.3 Identify barriers to effective liaison and develop processes to facilitate communication with other agencies

3. Develop disaster plan to address local requirements

3.1 Collect information on local requirements and resources from key people and organisations

3.2 Clarify roles and responsibilities of all organisations in relation to responding to a disaster

3.3 Ensure local disaster plan is written to reflect local requirements

3.4 Establish a promotions strategy and facilitate implementation

4. Co-ordinate local support

4.1 Seek volunteers for disaster plan designated roles, via identified organisations and public processes

4.2 Clarify individual, team and organisation roles and responsibilities

4.3 Identify team leaders by discussion with organisations

4.4 Hold meetings to discuss disaster plan and personnel requirements

5. Ensure training for volunteers and staff

5.1 Identify training and resource requirements for volunteers and staff

5.2 Coordinate development and promotion of training programs

5.3 Develop, promote and support implementation of training schedule

**ELEMENT****PERFORMANCE CRITERIA**

*Elements define the essential outcomes.*

*Performance criteria specify the level of performance needed to demonstrate achievement of the element.*

5.4 Evaluate and modify training as required

6. Evaluate and modify disaster plan

6.1 Consult key people about effectiveness of the disaster plan

6.2 Adapt disaster plan as required to meet community needs

6.3 Distribute amendments to disaster plan to key people

6.4 Provide additional training as required

**Foundation Skills**

*This section describes those language, literacy, numeracy and employment skills that are essential to performance.*

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency.

**Unit Mapping Information**

No equivalent unit.

**Links**

Companion Volume implementation guides are found in VETNet - <https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=ced1390f-48d9-4ab0-bd50-b015e5485705>

# Assessment Requirements for HLTAHW076 Plan for community emergencies

## Modification History

| Release   | Comments                                                                                                                                                                                                                                                                                                               |
|-----------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Release 1 | <p>This version was released in <i>HLT Health Training Package release 1.0</i> and meets the requirements of the New Standards for Training Packages.</p> <p>Significant changes to elements and performance criteria.<br/>New evidence requirements for assessment, including volume and environment requirements</p> |

## Performance Evidence

The candidate must show evidence of the ability to complete tasks outlined in elements and performance criteria of this unit, manage tasks and manage contingencies in the context of the job role.

There must be evidence that the candidate has:

- planned for a community emergency by:
  - consulting effectively with the community to:
    - identify local issues
    - clarify roles and responsibilities of the organisation and community
    - promote community involvement
    - facilitate group discussions to develop the plan
  - consulting with relevant stakeholders, including emergency agencies, to identify responsibilities and roles
  - making and distributing amendments to disaster plan to key stakeholders
- facilitated the implementation of the emergency plan by:
  - developing and implementing a promotions strategy to inform community, staff and relevant stakeholders
  - identifying volunteers and coordinating relevant training and resources to support their implementation of the plan
  - ensuring health service personnel are trained in emergency processes under the plan.

All performance evidence must be demonstrated at least once.

## Knowledge Evidence

The candidate must be able to demonstrate essential knowledge required to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role.

This includes knowledge of:

- key community networks relating to emergency response, including local resources, suppliers and tradespeople
- relevant legislation, protocols and policies or guidelines
- local disaster planning processes
- local cultural and community knowledge
- networks development
- relevant equipment and technology in terms of types, sources, operation and maintenance
- client confidentiality requirements.
- 

## Assessment Conditions

Skills must be demonstrated working:

- in a health service or centre
- as a senior member of and/or supervising a primary health care team
- with Aboriginal and/or Torres Strait Islander clients.

In addition, simulations and scenarios must be used where the full range of contexts and situations cannot be provided in the workplace or may occur only rarely. These are situations relating to emergency or unplanned procedures where assessment in these circumstances would be unsafe or is impractical.

Simulated assessment environments must simulate the real-life working environment where these skills and knowledge would be performed, with all the relevant equipment and resources of that working environment.

Assessors must satisfy the NVR/AQTF mandatory competency requirements for assessors.

Assessment must be undertaken by a workplace assessor who has expertise in this unit of competency and who is:

- an Aboriginal and/or Torres Strait Islander Health Worker

or:

- accompanied by an Aboriginal and/or Torres Strait Islander person who is a recognised member of the community with experience in primary health care



## Links

Companion Volume implementation guides are found in VETNet -

<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=ced1390f-48d9-4ab0-bd50-b015e5485705>

# HLTAHW077 Provide supervision for social and emotional wellbeing workers

## Modification History

| Release   | Comments                                                                                                                                                                                                                                                                                                               |
|-----------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Release 1 | <p>This version was released in <i>HLT Health Training Package release 1.0</i> and meets the requirements of the New Standards for Training Packages.</p> <p>Significant changes to elements and performance criteria.<br/>New evidence requirements for assessment, including volume and environment requirements</p> |

## Application

This unit describes the required skills and knowledge to provide professional supervision for social and emotional wellbeing workers practising in an Aboriginal and/or Torres Strait Islander community context.

The unit applies to senior Aboriginal and/or Torres Strait Islander Health Workers overseeing clinical aspects of the delivery of primary health care services and/or managing the overall delivery of primary health care services and programs to Aboriginal and/or Torres Strait Islander clients and communities.

This unit equips Aboriginal and/or Torres Strait Islander Health Workers to provide support related to social and emotional wellbeing and does not infer that they are qualified counsellors.

*No licensing, legislative or certification requirements apply to this unit at the time of publication.*

## Elements and Performance Criteria

### ELEMENT

*Elements define the essential outcomes.*

### PERFORMANCE CRITERIA

*Performance criteria specify the level of performance needed to demonstrate achievement of the element.*

**ELEMENT****PERFORMANCE CRITERIA**

*Elements define the essential outcomes.*

*Performance criteria specify the level of performance needed to demonstrate achievement of the element.*

1. Provide debriefing and support for social and emotional wellbeing workers

1.1 Provide workers with a supportive environment to discuss social and emotional wellbeing work issues

1.2 Maintain confidentiality of clients and workers

1.3 Guide workers through a process of self-reflection and review of key issues relating to social and emotional wellbeing work

1.4 Assist workers to identify personally confronting issues and utilise them constructively in their work

1.5 Assist workers to identify and apply appropriate strategies and techniques for protection of self and clients

2. Analyse and evaluate social and emotional wellbeing processes and outcomes

2.1 Obtain information to clarify issues arising and strategies used to address these issues in social and emotional wellbeing work

2.2 Clarify client outcomes achieved through the work

2.3 Analyse strategies and practices used by workers

2.4 Evaluate the effectiveness of strategies and practices used in social and emotional wellbeing work in terms of outcomes for clients and impact on worker

3. Provide feedback and support to social and emotional wellbeing worker

3.1 Discuss strategies and practices used by worker in relation to client outcomes and impact on worker

3.2 Provide feedback to reinforce appropriate social and emotional wellbeing work and/or to support change where required

3.3 Provide professional guidance to worker as required

3.4 Support worker to change and/or enhance practices as appropriate

## Foundation Skills

*This section describes those language, literacy, numeracy and employment skills that are essential to performance.*

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency.

## Unit Mapping Information

No equivalent unit.

## Links

Companion Volume implementation guides are found in VETNet -  
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=ced1390f-48d9-4ab0-bd50-b015e5485705>

## Assessment Requirements for HLTAHW077 Provide supervision for social and emotional wellbeing workers

### Modification History

| Release   | Comments                                                                                                                                                                                                                                                                                                               |
|-----------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Release 1 | <p>This version was released in <i>HLT Health Training Package release 1.0</i> and meets the requirements of the New Standards for Training Packages.</p> <p>Significant changes to elements and performance criteria.<br/>New evidence requirements for assessment, including volume and environment requirements</p> |

### Performance Evidence

The candidate must show evidence of the ability to complete tasks outlined in elements and performance criteria of this unit, manage tasks and manage contingencies in the context of the work role.

There must be evidence that the candidate has:

- supported at least two Aboriginal and/or Torres Strait Islander health workers to provide social and emotional wellbeing support by:
  - providing professional feedback, debriefing and support
  - using culturally appropriate and safe communication skills with the worker to:
    - build rapport and trust
    - obtain information for reviewing practices
    - support the worker to discuss personally confronting issues
    - discuss strategies and techniques to protect the worker and clients
    - maintain confidentiality of the worker and their clients
  - reviewing worker's strategies and practices to reflect on client progress and outcomes, and identify successes and areas for change.

### Knowledge Evidence

The candidate must be able to demonstrate essential knowledge required to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role.

This includes knowledge of:

- a range of strategies and practices used to achieve desired client outcomes in relation to social and emotional wellbeing work
- advanced skills, knowledge and attributes required to perform the work effectively
- potential for work to impact the Aboriginal and/or Torres Strait Islander Health Worker in relation to own personal, family and community issues
- strategies and practices to assist and support the Aboriginal and/or Torres Strait Islander Health Worker to prepare for, monitor and deal effectively with the impact of social and emotional wellbeing work.

## Assessment Conditions

Skills must be demonstrated working:

- in a health service or centre
- as a senior member of and/or supervising a primary health care team
- with Aboriginal and/or Torres Strait Islander clients.

In addition, simulations and scenarios must be used where the full range of contexts and situations cannot be provided in the workplace or may occur only rarely. These are situations relating to emergency or unplanned procedures where assessment in these circumstances would be unsafe or is impractical.

Simulated assessment environments must simulate the real-life working environment where these skills and knowledge would be performed, with all the relevant equipment and resources of that working environment.

Assessors must satisfy the NVR/AQTF mandatory competency requirements for assessors.

Assessment must be undertaken by a workplace assessor who has expertise in this unit of competency and who is:

- an Aboriginal and/or Torres Strait Islander Health Worker

or:

- accompanied by an Aboriginal and/or Torres Strait Islander person who is a recognised member of the community with experience in primary health care.

## Links

Companion Volume implementation guides are found in VETNet -

<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=ced1390f-48d9-4ab0-bd50-b015e5485705>

## HLTAHW078 Work within a narrative approach

### Modification History

| Release   | Comments                                                                                                                                                                                                                                                                                                                                             |
|-----------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Release 1 | <p>This version was released in <i>HLT Health Training Package release 1.0</i> and meets the requirements of the New Standards for Training Packages.</p> <p>Significant changes to elements and performance criteria.<br/>New evidence requirements for assessment, including volume and environment requirements<br/>Prerequisite unit removed</p> |

### Application

This unit describes the required skills and knowledge to recognise and appreciate the values of using narrative approaches in responding to social and emotional wellbeing issues for individual Aboriginal and/or Torres Strait Islander clients and/or communities.

It applies to senior Aboriginal and/or Torres Strait Islander Health Workers overseeing clinical aspects of the delivery of primary health care services and/or managing the overall delivery of primary health care services and programs to Aboriginal and/or Torres Strait Islander clients and communities.

This unit equips Aboriginal and/or Torres Strait Islander Health Workers to provide support related to social and emotional wellbeing and does not infer that they are qualified counsellors.

*No licensing, legislative or certification requirements apply to this unit at the time of publication.*

### Elements and Performance Criteria

#### ELEMENT

*Elements define the essential outcomes.*

#### PERFORMANCE CRITERIA

*Performance criteria specify the level of performance needed to demonstrate achievement of the element.*

**ELEMENT****PERFORMANCE CRITERIA**

*Elements define the essential outcomes.*

*Performance criteria specify the level of performance needed to demonstrate achievement of the element.*

1. Apply narrative therapy approaches to own work

- 1.1 Research the narrative worldview, narrative therapy approaches, common terms and key concepts
- 1.2 Identify work of people from indigenous and/or colonised cultures using narrative therapy approaches
- 1.3 Apply concepts of narrative therapy in own work in supporting the social and emotional wellbeing of clients, and observe cultural protocols where appropriate

2. Use externalising practices

- 2.1 Identify the difference between externalising and internalising practices
- 2.2 Explain to clients and/or community how externalising practices may be used to address a range of social and emotional wellbeing issues
- 2.3 Use culturally appropriate and safe communication skills to support clients and/or community to use externalising conversations to identify their social and emotional wellbeing issues

## Foundation Skills

*This section describes those language, literacy, numeracy and employment skills that are essential to performance.*

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency.

## Unit Mapping Information

No equivalent unit.



## Links

Companion Volume implementation guides are found in VETNet -

<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=ced1390f-48d9-4ab0-bd50-b015e5485705>

# Assessment Requirements for HLTAHW078 Work within a narrative approach

## Modification History

| Release   | Comments                                                                                                                                                                                                                                                                                                                                             |
|-----------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Release 1 | <p>This version was released in <i>HLT Health Training Package release 1.0</i> and meets the requirements of the New Standards for Training Packages.</p> <p>Significant changes to elements and performance criteria.<br/>New evidence requirements for assessment, including volume and environment requirements<br/>Prerequisite unit removed</p> |

## Performance Evidence

The candidate must show evidence of the ability to complete tasks outlined in elements and performance criteria of this unit, manage tasks and manage contingencies in the context of the job role.

There must be evidence that the candidate has:

- worked with at least three clients and/or community groups to utilise narrative theory and externalised conversations as part of social and emotional wellbeing support by:
  - researching concepts and terminology relating to narrative therapy and externalised conversations, and their particular application to working with Aboriginal and/or Torres Strait Islander clients and/or communities
  - using culturally appropriate and safe communication to apply these concepts to support clients and/or communities to:
    - engage in a narrative therapy approach
    - use externalising conversations to identify issues to address.

## Knowledge Evidence

The candidate must be able to demonstrate essential knowledge required to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role.

This includes knowledge of:

- being multi-storied – problem and preferred stories

- both local and general Aboriginal and/or Torres Strait Islander history, e.g. history of colonisation, assimilation, removal, etc.
- externalising practices and conversations
- how stories shape us
- key concepts and language terms characteristic to narrative therapy approaches
- making visible the politics of community life, and the tactics of internalisation
- stories coming from a social/political/cultural/historical context
- the impact of cultural knowledge on approaches to narrative work
- unique contributions of indigenous and colonised people's work to the development of narrative therapy approaches
- what makes a story.

## Assessment Conditions

Skills must be demonstrated working:

- in a health service or centre
- as a senior member of and/or supervising a primary health care team
- with Aboriginal and/or Torres Strait Islander clients.

In addition, simulations and scenarios must be used where the full range of contexts and situations cannot be provided in the workplace or may occur only rarely. These are situations relating to emergency or unplanned procedures where assessment in these circumstances would be unsafe or is impractical.

Simulated assessment environments must simulate the real-life working environment where these skills and knowledge would be performed, with all the relevant equipment and resources of that working environment.

Assessors must satisfy the NVR/AQTF mandatory competency requirements for assessors.

Assessment must be undertaken by a workplace assessor who has expertise in this unit of competency and who is:

- an Aboriginal and/or Torres Strait Islander Health Worker

or:

- accompanied by an Aboriginal and/or Torres Strait Islander person who is a recognised member of the community with experience in primary health care.

## Links

Companion Volume implementation guides are found in VETNet -

<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=ced1390f-48d9-4ab0-bd50-b015e5485705>



## HLTAID001 Provide cardiopulmonary resuscitation

### Modification History

| Release   | Notes                                                                                                                                                                                                                                                                                                        |
|-----------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Release 4 | Updated mapping information. Changes to assessment requirements. Equivalent outcome.                                                                                                                                                                                                                         |
| Release 3 | Updated mapping information. Equivalent outcome.                                                                                                                                                                                                                                                             |
| Release 2 | Updated mapping information. Equivalent outcome.                                                                                                                                                                                                                                                             |
| Release 1 | <p>This version was released in <i>HLT Health Training Package release 1.0</i> and meets the requirements of the New Standards for Training Packages.</p> <p>Significant changes to elements and performance criteria</p> <p>Revised evidence requirements, including volume and frequency of assessment</p> |

### Application

This unit describes the skills and knowledge required to perform cardiopulmonary resuscitation (CPR) in line with the Australian Resuscitation Council (ARC) Guidelines.

This unit applies to all workers who may be required to provide CPR, in a range of situations, including community and workplace settings.

*Specific licensing /regulatory requirements relating to this competency, including requirements for refresher training should be obtained from the relevant national/state/territory Work Health and Safety Regulatory Authorities.*

### Elements and Performance Criteria

#### ELEMENT

*Elements define the essential outcomes.*

#### PERFORMANCE CRITERIA

*Performance criteria specify the level of performance needed to demonstrate achievement of the element.*

**ELEMENT****PERFORMANCE CRITERIA**

*Elements define the essential outcomes.*

*Performance criteria specify the level of performance needed to demonstrate achievement of the element.*

1. Respond to an emergency situation

- 1.1 Recognise an emergency situation
- 1.2 Identify, assess and minimise immediate hazards to health and safety of self and others
- 1.3 Assess the casualty and recognise the need for CPR
- 1.4 Seek assistance from emergency response services

2. Perform CPR procedures

- 2.1 Perform cardiopulmonary resuscitation in accordance with ARC guidelines
- 2.2 Display respectful behaviour towards casualty
- 2.3 Operate automated external defibrillator (AED) according to manufacturer's instructions

3. Communicate details of the incident

- 3.1 Accurately convey incident details to emergency response services
- 3.2 Report details of incident to workplace supervisor as appropriate
- 3.3 Maintain confidentiality of records and information in line with statutory and/or organisational policies

## Foundation Skills

*The Foundation Skills described those required skills (language, literacy, numeracy and employability skills) that are essential to performance.*

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency.

## Unit Mapping Information

No equivalent unit.

## Links

Companion Volume implementation guides are found in VETNet -

<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=ced1390f-48d9-4ab0-bd50-b015e5485705>

## Assessment Requirements for HLTAID001 Provide cardiopulmonary resuscitation

### Modification History

| Release   | Notes                                                                                                                                                                                                                                                                                                        |
|-----------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Release 4 | Updated mapping information. Changes to assessment requirements. Equivalent outcome.                                                                                                                                                                                                                         |
| Release 3 | Updated mapping information. Equivalent outcome.                                                                                                                                                                                                                                                             |
| Release 2 | Updated mapping information. Equivalent outcome.                                                                                                                                                                                                                                                             |
| Release 1 | <p>This version was released in <i>HLT Health Training Package release 1.0</i> and meets the requirements of the New Standards for Training Packages.</p> <p>Significant changes to elements and performance criteria</p> <p>Revised evidence requirements, including volume and frequency of assessment</p> |

### Performance Evidence

The candidate must show evidence of the ability to complete tasks outlined in elements and performance criteria of this unit, manage tasks and manage contingencies in the context of the job role.

There must be evidence that the candidate has completed the following tasks in line with state/territory regulations, first aid codes of practice, Australian Resuscitation Council (ARC) guidelines and workplace procedures:

- Followed DRSABCD in line with ARC guidelines, including:
  - performed at least 2 minutes of uninterrupted single rescuer cardiopulmonary resuscitation (CPR) (5 cycles of both compressions and ventilations) on an adult resuscitation manikin placed on the floor
  - performed at least 2 minutes of uninterrupted single rescuer CPR (5 cycles both compressions and ventilations) on an infant resuscitation manikin placed on a firm surface
  - responded appropriately in the event of regurgitation or vomiting
  - managed the unconscious breathing casualty



- followed single rescue procedure, including the demonstration of a rotation of operators with minimal interruptions to compressions
- followed the prompts of an automated external defibrillator (AED)
- Responded to at least one simulated first aid scenario contextualised to the candidate's workplace/community setting, including:
  - demonstrated safe manual handling techniques
  - provided an accurate verbal or written report of the incident

## Knowledge Evidence

The candidate must be able to demonstrate essential knowledge required to effectively complete tasks outlined in elements and performance criteria of this unit, manage tasks and manage contingencies in the context of the work role. This includes knowledge of:

- State/Territory regulations, first aid codes of practice and workplace procedures including:
  - ARC Guidelines relevant to the provision of CPR
  - safe work practices to minimise risks and potential hazards
  - infection control principles and procedures, including use of standard precautions
  - requirements for currency of skill and knowledge
- Legal, workplace and community considerations, including:
  - awareness of potential need for stress-management techniques and available support following an emergency situation
  - duty of care requirements
  - respectful behaviour towards a casualty
  - own skills and limitations
  - consent
  - privacy and confidentiality requirements
  - importance of debriefing
- Considerations when providing CPR, including:
  - airway obstruction due to body position
  - appropriate duration and cessation of CPR
  - appropriate use of an AED
  - chain of survival
  - standard precautions
- Basic anatomy and physiology relating to:
  - how to recognise a person is not breathing normally
  - chest
  - response/consciousness
  - upper airway and effect of positional change

## Assessment Conditions

Skills must be demonstrated working individually in an environment that provides realistic in-depth, industry-validated scenarios and simulations to assess candidates' skills and knowledge.

Assessment resources must include:

- adult and infant resuscitation manikins in line with ARC Guidelines for the purpose of assessment of CPR procedures
- AED training device
- workplace injury, trauma and/or illness record, or other appropriate workplace incident report form

Simulated assessment environments must simulate the real-life working environment where these skills and knowledge would be performed, with all the relevant equipment and resources of that working environment.

## Assessor Requirements

Assessors must satisfy the NVR/AQTF mandatory competency requirements for assessors.

In addition hold current first aid certificate HLTAID003 or higher.

## Links

Companion Volume implementation guides are found in VETNet -  
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=ced1390f-48d9-4ab0-bd50-b015e5485705>

## HLTAID002 Provide basic emergency life support

### Modification History

| Release   | Comments                                                                                                                                                                                                                                                                                                                 |
|-----------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Release 3 | Updated mapping information. Changes to assessment requirements. Equivalent outcome.                                                                                                                                                                                                                                     |
| Release 2 | Minor corrections to formatting to improve readability. Equivalent competency outcome.                                                                                                                                                                                                                                   |
| Release 1 | <p>This version was released in <i>HLT Health Training Package release 1.0</i> and meets the requirements of the New Standards for Training Packages.</p> <p>Significant changes to elements and performance criteria, changes to scope of unit. Changes to evidence requirements relative to revised scope of unit.</p> |

### Application

This unit describes the skills and knowledge required to recognise and respond to life-threatening emergencies in line with the Australian Resuscitation Council (ARC) Guidelines.

This unit applies to all workers who may be required to provide an emergency response in a range of situations, including community and workplace settings.

*Specific licensing /regulatory requirements relating to this competency, including requirements for refresher training should be obtained from the relevant national/state/territory Work Health and Safety Regulatory Authorities.*

### Elements and Performance Criteria

#### ELEMENT

*Elements define the essential outcomes.*

1. Respond to an emergency situation

#### PERFORMANCE CRITERIA

*Performance criteria specify the level of performance needed to demonstrate achievement of the element.*

1.1 Recognise an emergency situation

**ELEMENT**

*Elements define the essential outcomes.*

**PERFORMANCE CRITERIA**

*Performance criteria specify the level of performance needed to demonstrate achievement of the element.*

- |                                                                                                                                                                                                                                                                      |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>1.2 Identify, assess and minimise immediate hazards to health and safety of self and others</p> <p>1.3 Assess the casualty and recognise the need for first aid response</p> <p>1.4 Assess the situation and seek assistance from emergency response services</p> |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |
| <p>2. Apply appropriate first aid procedures</p>                                                                                                                                                                                                                     | <p>2.1 Perform cardiopulmonary resuscitation (CPR) in accordance with ARC guidelines</p> <p>2.2 Provide first aid in accordance with established first aid principles</p> <p>2.3 Display respectful behaviour towards casualty</p> <p>2.4 Obtain consent from casualty where possible</p> <p>2.5 Use available resources and equipment to make the casualty as comfortable as possible</p> <p>2.6 Operate first aid equipment according to manufacturer's instructions</p> <p>2.7 Monitor the casualty's condition and respond in accordance with first aid principles</p> |
| <p>3. Communicate details of the incident</p>                                                                                                                                                                                                                        | <p>3.1 Accurately convey incident details to emergency response services</p> <p>3.2 Report details of incident to workplace supervisor as appropriate</p> <p>3.3 Maintain confidentiality of records and information in line with statutory and/or organisational policies</p>                                                                                                                                                                                                                                                                                             |

**Foundation Skills**

*The Foundation Skills described those required skills (such as language, literacy,*

*numeracy and employment skills) that are essential to performance.*

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency.

## **Unit Mapping Information**

No equivalent unit.

## **Links**

Companion Volume implementation guides are found in VETNet -  
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=ced1390f-48d9-4ab0-bd50-b015e5485705>

# Assessment Requirements for HLTAID002 Provide basic emergency life support

## Modification History

| Release   | Comments                                                                                                                                                                                                                                                                                                                 |
|-----------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Release 3 | Updated mapping information. Changes to assessment requirements. Equivalent outcome.                                                                                                                                                                                                                                     |
| Release 2 | Minor corrections to formatting to improve readability. Equivalent competency outcome.                                                                                                                                                                                                                                   |
| Release 1 | <p>This version was released in <i>HLT Health Training Package release 1.0</i> and meets the requirements of the New Standards for Training Packages.</p> <p>Significant changes to elements and performance criteria, changes to scope of unit. Changes to evidence requirements relative to revised scope of unit.</p> |

## Performance Evidence

The candidate must show evidence of the ability to complete tasks outlined in elements and performance criteria of this unit, manage tasks and manage contingencies in the context of the job role.

There must be evidence that the candidate has completed the following tasks in line with state/territory regulations, first aid codes of practice, Australian Resuscitation Council (ARC) guidelines and workplace procedures:

- Followed DRSABCD in line with ARC guidelines, including:
  - performed at least 2 minutes of uninterrupted single rescuer cardiopulmonary resuscitation (CPR) (5 cycles of both compressions and ventilations) on an adult resuscitation manikin placed on the floor
  - performed at least 2 minutes of uninterrupted single rescuer CPR (5 cycles both compressions and ventilations) on an infant resuscitation manikin placed on a firm surface
  - responded appropriately in the event of regurgitation or vomiting
  - managed the unconscious breathing casualty
  - followed single rescue procedure, including the demonstration of a rotation of operators with minimal interruptions to compressions
  - followed the prompts of an Automated External Defibrillator (AED)

- Responded to at least one simulated first aid scenario contextualised to the candidate's workplace/community setting, including:
  - demonstrated safe manual handling techniques
  - provided an accurate verbal or written report of the incident
- Applied first aid procedures for the following:
  - allergic reaction
  - anaphylaxis
  - bleeding control
  - choking and airway obstruction
  - respiratory distress, including asthma
  - shock

## Knowledge Evidence

The candidate must be able to demonstrate essential knowledge required to effectively complete tasks outlined in elements and performance criteria of this unit, manage tasks and manage contingencies in the context of the work role. This includes knowledge of:

- State/Territory regulations, first aid codes of practice and workplace procedures including:
  - ARC Guidelines relevant to provision of CPR and first aid
  - safe work practices to minimise risks and potential hazards
  - Infection control principles and procedures, including use of standard precautions
  - requirements for currency of skill and knowledge
- legal, workplace and community considerations, including:
  - awareness of potential need for stress-management techniques and available support following an emergency situation
  - duty of care requirements
  - respectful behaviour towards a casualty
  - own skills and limitations
  - consent
  - privacy and confidentiality requirements
  - importance of debriefing
- considerations when providing basic emergency life support, including:
  - airway obstruction due to body position
  - appropriate duration and cessation of CPR
  - appropriate use of an AED
  - chain of survival
  - standard precautions
- principles and procedures for first aid management of the following scenarios:
  - allergic reaction
  - anaphylaxis
  - bleeding control

- cardiac conditions, including chest pain
- choking and airway obstruction
- respiratory distress, including asthma
- shock
- stroke
- basic anatomy and physiology relating to:
  - considerations in provision of first aid for specified conditions
  - chest
  - how to recognise a person is not breathing normally
  - response/consciousness
  - upper airway and effect of positional change

## Assessment Conditions

Skills must be demonstrated working individually in an environment that provides realistic in-depth, industry-validated scenarios and simulations to assess candidates' skills and knowledge.

Assessment resources must include:

- adult and infant resuscitation manikins in line with ARC Guidelines for the purpose of assessment of CPR procedures
- adrenaline auto-injector training device
- AED training device
- placebo bronchodilator and spacer device
- roller bandages
- triangular bandage
- workplace First Aid kit
- workplace injury, trauma and/or illness record, or other appropriate workplace incident report form
- wound dressing

Simulated assessment environments must simulate the real-life working environment where these skills and knowledge would be performed, with all the relevant equipment and resources of that working environment.

## Assessor requirements

Assessors must satisfy the NVR/AQTF mandatory competency requirements for assessors.

In addition hold current first aid certificate HLTAID003 or higher.



## Links

Companion Volume implementation guides are found in VETNet -  
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=ced1390f-48d9-4ab0-bd50-b015e5485705>

## HLTAID003 Provide first aid

### Modification History

| Release   | Comments                                                                                                                                                                                                                                                                                                                    |
|-----------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Release 5 | Updated mapping information. Changes to assessment requirements. Equivalent outcome.                                                                                                                                                                                                                                        |
| Release 4 | Updated mapping information. Equivalent outcome.                                                                                                                                                                                                                                                                            |
| Release 3 | Updated mapping information.                                                                                                                                                                                                                                                                                                |
| Release 2 | Minor corrections to formatting to improve readability. Equivalent competency outcome.                                                                                                                                                                                                                                      |
| Release 1 | <p>This version was released in <i>HLT Health Training Package release 1.0</i> and meets the requirements of the New Standards for Training Packages.</p> <p>Significant changes to elements and performance criteria, changes to scope of unit. New evidence requirements for assessment. Removal of prerequisite unit</p> |

### Application

This unit describes the skills and knowledge required to provide a first aid response to a casualty. The unit applies to all workers who may be required to provide a first aid response in a range of situations, including community and workplace settings.

*Specific licensing /regulatory requirements relating to this competency, including requirements for refresher training should be obtained from the relevant national/state/territory Work Health and Safety Regulatory Authorities.*

### Elements and Performance Criteria

#### ELEMENT

*Elements define the essential outcomes.*

#### PERFORMANCE CRITERIA

*Performance criteria specify the level of performance needed to demonstrate achievement of the element.*

**ELEMENT****PERFORMANCE CRITERIA**

*Elements define the essential outcomes.*

*Performance criteria specify the level of performance needed to demonstrate achievement of the element.*

1. Respond to an emergency situation

- 1.1 Recognise an emergency situation
- 1.2 Identify, assess and manage immediate hazards to health and safety of self and others
- 1.3 Assess the casualty and recognise the need for first aid response
- 1.4 Assess the situation and seek assistance from emergency response services

2. Apply appropriate first aid procedures

- 2.1 Perform cardiopulmonary resuscitation (CPR) in accordance with Australian Resuscitation Council (ARC) guidelines
- 2.2 Provide first aid in accordance with established first aid principles
- 2.3 Display respectful behaviour towards casualty
- 2.4 Obtain consent from casualty where possible
- 2.5 Use available resources and equipment to make the casualty as comfortable as possible
- 2.6 Operate first aid equipment according to manufacturer's instructions
- 2.7 Monitor the casualty's condition and respond in accordance with first aid principles

3. Communicate details of the incident

- 3.1 Accurately convey incident details to emergency response services
- 3.2 Report details of incident to workplace supervisor as appropriate
- 3.3 Maintain confidentiality of records and information in line with statutory and/or organisational policies

**ELEMENT****PERFORMANCE CRITERIA**

*Elements define the essential outcomes.*

*Performance criteria specify the level of performance needed to demonstrate achievement of the element.*

4. Evaluate the incident and own performance

4.1 Recognise the possible psychological impacts on self and other rescuers involved in critical incidents

4.2 Participate in debriefing to address individual needs

**Foundation Skills**

*The Foundation Skills described those required skills (such as language, literacy, numeracy and employment skills) that are essential to performance.*

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency.

**Unit Mapping Information**

No equivalent unit.

**Links**

Companion Volume implementation guides are found in VETNet -  
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=ced1390f-48d9-4ab0-bd50-b015e5485705>

## Assessment Requirements for HLTAID003 Provide first aid

### Modification History

| Release   | Comments                                                                                                                                                                                                                                                                                                                    |
|-----------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Release 5 | Updated mapping information. Changes to assessment requirements. Equivalent outcome.                                                                                                                                                                                                                                        |
| Release 4 | Updated mapping information. Equivalent outcome.                                                                                                                                                                                                                                                                            |
| Release 3 | Updated mapping information.                                                                                                                                                                                                                                                                                                |
| Release 2 | Minor corrections to formatting to improve readability. Equivalent competency outcome.                                                                                                                                                                                                                                      |
| Release 1 | <p>This version was released in <i>HLT Health Training Package release 1.0</i> and meets the requirements of the New Standards for Training Packages.</p> <p>Significant changes to elements and performance criteria, changes to scope of unit. New evidence requirements for assessment. Removal of prerequisite unit</p> |

### Performance Evidence

The candidate must show evidence of the ability to complete tasks outlined in elements and performance criteria of this unit, manage tasks and manage contingencies in the context of the job role.

There must be evidence that the candidate has completed the following tasks in line with state/territory regulations, first aid codes of practice, Australian Resuscitation Council (ARC) guidelines and workplace procedures:

- Followed DRSABCD in line with ARC guidelines, including:
  - performed at least 2 minutes of uninterrupted single rescuer cardiopulmonary resuscitation (CPR) (5 cycles of both compressions and ventilations) on an adult resuscitation manikin placed on the floor
  - performed at least 2 minutes of uninterrupted single rescuer CPR (5 cycles both compressions and ventilations) on an infant resuscitation manikin placed on a firm surface
  - responded appropriately in the event of regurgitation or vomiting
  - managed the unconscious breathing casualty

- followed single rescue procedure, including the demonstration of a rotation of operators with minimal interruptions to compressions
- followed the prompts of an Automated External Defibrillator (AED)
- Responded to at least two simulated first aid scenarios contextualised to the candidate's workplace/community setting, including:
  - conducted a visual and verbal assessment of the casualty
  - demonstrated safe manual handling techniques
  - post-incident debrief and evaluation
  - provided an accurate verbal or written report of the incident
- Applied first aid procedures for the following:
  - allergic reaction
  - anaphylaxis
  - bleeding control
  - choking and airway obstruction
  - envenomation, using pressure immobilisation
  - fractures, sprains and strains, using arm slings, roller bandages or other appropriate immobilisation techniques
  - respiratory distress, including asthma
  - shock

## Knowledge Evidence

The candidate must be able to demonstrate essential knowledge required to effectively complete tasks outlined in elements and performance criteria of this unit, manage tasks and manage contingencies in the context of the work role. This includes knowledge of:

- State/Territory regulations, first aid codes of practice and workplace procedures including:
  - ARC Guidelines relevant to provision of CPR and first aid
  - safe work practices to minimise risks and potential hazards
  - infection control principles and procedures, including use of standard precautions
  - requirements for currency of skill and knowledge
- legal, workplace and community considerations including:
  - awareness of potential need for stress-management techniques and available support following an emergency situation
  - duty of care requirements
  - respectful behaviour towards a casualty
  - own skills and limitations
  - consent
  - privacy and confidentiality requirements
  - importance of debriefing
- considerations when providing first aid including:
  - airway obstruction due to body position

- appropriate duration and cessation of CPR
- appropriate use of an AED
- chain of survival
- standard precautions
- how to conduct a visual and verbal assessment of the casualty
- principles and procedures for first aid management of the following scenarios:
  - abdominal injuries
  - allergic reaction
  - anaphylaxis
  - basic care of a wound
  - bleeding control
  - burns
  - cardiac conditions, including chest pain
  - choking and airway obstruction
  - crush injuries
  - diabetes
  - dislocations
  - drowning
  - envenomation
  - environmental impact, including hypothermia, hyperthermia, dehydration and heat stroke
  - eye and ear injuries
  - fractures
  - febrile convulsions
  - head, neck and spinal injuries
  - minor skin injuries
  - needle stick injuries
  - poisoning and toxic substances
  - respiratory distress, including asthma
  - seizures, including epilepsy
  - shock
  - soft tissue injuries, including strains and, sprains
  - stroke
  - unconsciousness
- basic anatomy and physiology relating to:
  - how to recognise a person is not breathing normally
  - chest
  - response/consciousness
  - upper airway and effect of positional change
  - considerations in provision of first aid for specified conditions

## Assessment Conditions

Skills must be demonstrated working individually in an environment that provides realistic in-depth, industry-validated scenarios and simulations to assess candidates' skills and knowledge.

Assessment resources must include:

- adult and infant resuscitation manikins in line with ARC Guidelines for the purpose of assessment of CPR procedures
- adrenaline auto-injector training device
- AED training device
- placebo bronchodilator and spacer device
- roller bandages
- triangular bandages
- workplace First Aid kit
- workplace injury, trauma and/or illness record, or other appropriate workplace incident report form for written reports
- wound dressings

Simulated assessment environments must simulate the real-life working environment where these skills and knowledge would be performed, with all the relevant equipment and resources of that working environment.

## Assessor requirements

Assessors must satisfy the NVR/AQTF mandatory competency requirements for assessors.

## Links

Companion Volume implementation guides are found in VETNet -

<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=ced1390f-48d9-4ab0-bd50-b015e5485705>



## HLTAID004 Provide an emergency first aid response in an education and care setting

### Modification History

| Release   | Comments                                                                                                                                       |
|-----------|------------------------------------------------------------------------------------------------------------------------------------------------|
| Release 4 | Updated mapping information. Changes to assessment requirements. Equivalent outcome.                                                           |
| Release 3 | Minor corrections to formatting to improve readability. Equivalent outcome.                                                                    |
| Release 2 | Minor corrections to formatting to improve readability. Equivalent outcome.                                                                    |
| Release 1 | This new was released in <i>HLT Health Training Package release 1.0</i> and meets the requirements of the New Standards for Training Packages. |

### Application

This unit describes the skills and knowledge required to provide a first aid response to infants, children and adults.

The unit applies to educators and support staff working within an education and care setting who are required to respond to a first aid emergency, including asthmatic and anaphylactic emergencies.

*This unit of competency may contribute towards approved first aid, asthma and anaphylaxis training under the Education and Care Services National Law, and the Education and Care Services National Regulations (2011).*

*Specific licensing requirements, including requirements for refresher training, should be obtained from the Australian Children's Education and Care Quality Authority (ACECQA) and/or relevant state/territory Work Health and Safety Regulatory Authority.*

### Elements and Performance Criteria

#### ELEMENT

#### PERFORMANCE CRITERIA

*Elements define the essential outcomes.*

*Performance criteria specify the level of performance needed to demonstrate achievement of the element.*

1. Respond to an emergency situation

- 1.1 Recognise an emergency situation
- 1.2 Identify, assess and minimise immediate hazards to health and safety of self and others
- 1.3 Assess the casualty and recognise the need for first aid response
- 1.4 Assess the situation and seek assistance from emergency response services

2. Apply appropriate emergency first aid procedures

- 2.1 Perform cardiopulmonary resuscitation (CPR) in accordance with Australian Resuscitation Council (ARC) guidelines
- 2.2 Provide first aid in accordance with established first aid principles
- 2.3 Ensure casualty feels safe, secure and supported
- 2.4 Obtain consent from casualty, caregiver, registered medical practitioners or medical emergency services where possible
- 2.5 Use available resources and equipment to make the casualty as comfortable as possible
- 2.6 Operate first aid equipment according to manufacturer's instructions
- 2.7 Monitor the casualty's condition and respond in accordance with first aid principles

3. Communicate details of the incident

- 3.1 Accurately convey details of the incident to emergency response services
- 3.2 Report details of incident to supervisor
- 3.3 Complete relevant workplace documentation, including incident report form
- 3.4 Report details of incidents involving babies and children to parents and/or caregivers
- 3.5 Follow workplace procedures to report serious incidents to the regulatory authority
- 3.6 Maintain confidentiality of records and information in line with statutory and/or organisational policies

## ELEMENT

## PERFORMANCE CRITERIA

*Elements define the essential outcomes.*

*Performance criteria specify the level of performance needed to demonstrate achievement of the element.*

4. Evaluate the incident and own performance

4.1 Recognise the possible psychological impacts on self, other rescuers and children

4.2 Talk with children about their emotions and responses to events

4.3 Participate in debriefing with supervisor

## Foundation Skills

*The Foundation Skills described those required skills (such as language, literacy, numeracy and employment skills) that are essential to performance.*

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency.

## Unit Mapping Information

No equivalent unit.

## Links

Companion Volume implementation guides are found in VETNet -  
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=ced1390f-48d9-4ab0-bd50-b015e5485705>

## Assessment Requirements for HLTAID004 Provide an emergency first aid response in an education and care setting

### Modification History

| Release   | Comments                                                                                                                                       |
|-----------|------------------------------------------------------------------------------------------------------------------------------------------------|
| Release 4 | Updated mapping information. Changes to assessment requirements. Equivalent outcome.                                                           |
| Release 3 | Minor corrections to formatting to improve readability. Equivalent outcome.                                                                    |
| Release 2 | Minor corrections to formatting to improve readability. Equivalent outcome.                                                                    |
| Release 1 | This new was released in <i>HLT Health Training Package release 1.0</i> and meets the requirements of the New Standards for Training Packages. |

### Performance Evidence

The candidate must show evidence of the ability to complete tasks outlined in elements and performance criteria of this unit, manage tasks and manage contingencies in the context of the job role.

There must be evidence that the candidate has completed the following tasks in line with state/territory regulations, first aid codes of practice, Australian Resuscitation Council (ARC) guidelines and workplace procedures:

- Followed DRSABCD in line with ARC guidelines, including:
  - performed at least 2 minutes of uninterrupted single rescuer cardiopulmonary resuscitation (CPR) (5 cycles of both compressions and ventilations) on an adult resuscitation manikin placed on the floor
  - Performed at least 2 minutes of uninterrupted single rescuer CPR (5 cycles both compressions and ventilations) on a child resuscitation manikin placed on the floor
  - performed at least 2 minutes of uninterrupted single rescuer CPR (5 cycles both compressions and ventilations) on an infant resuscitation manikin placed on a firm surface
  - responded appropriately in the event of regurgitation or vomiting
  - managed the unconscious breathing casualty
  - followed single rescue procedure, including the demonstration of a rotation of operators with minimal interruptions to compressions

- followed the prompts of an Automated External Defibrillator (AED)
- Responded to at least three simulated first aid scenarios contextualised to the candidate's workplace/community setting, and involving infants and children of varying ages including:
  - conducted a visual and verbal assessment of the casualty
  - demonstrated safe manual handling techniques
  - post-incident debrief and evaluation
  - provided an accurate verbal and written report of the incident
  - conducted a hazard assessment and identified strategies to minimise risk
- Applied first aid procedures for the following:
  - allergic reaction
  - anaphylaxis
  - bleeding control
  - choking and airway obstruction
  - envenomation, using pressure immobilisation
  - fractures, sprains and strains, using arm slings, roller bandages or other appropriate immobilisation principles techniques
  - head injuries
  - poisoning
  - respiratory distress, including asthma
  - seizures & convulsions, including febrile convulsions and epilepsy
  - shock
- Located and interpreted workplace policies and procedures

## Knowledge Evidence

The candidate must be able to demonstrate essential knowledge required to effectively complete tasks outlined in elements and performance criteria of this unit, manage tasks and manage contingencies in the context of the work role. This includes knowledge of:

- State/Territory regulations, first aid codes of practice and workplace procedures including:
  - ARC Guidelines for provision of CPR and first aid to infants, children and adults
  - guidelines from Australian national peak clinical bodies
  - safe work practices to minimise risks and potential hazards
  - first aid requirements for services under the Education and Care Services National Law
  - infection control principles and procedures, including use of standard precautions
  - requirements for currency of skill and knowledge
- legal, workplace and community considerations, including:
  - awareness of potential need for stress-management techniques and available support following an emergency situation, including the psychological impact on children
  - duty of care requirements

- respectful behaviour towards a casualty
- own skills and limitations
- consent, including situations in which parental/caregiver consent is required
- privacy and confidentiality requirements
- importance of debriefing
- considerations when providing first aid including:
  - airway obstruction due to body position
  - appropriate duration and cessation of CPR
  - appropriate use of an AED, including placement of pads for adults and children aged older than 8 years
  - specific considerations when using an AED on children aged between 1 and 8 years, including identification of AED with paediatric capability, paediatric voltage and use of paediatric pads
  - chain of survival
  - standard precautions
  - how to conduct a visual and verbal assessment of the casualty
- principles and procedures for application of first aid management of the following scenarios:
  - abdominal injuries
  - allergic reaction
  - anaphylaxis, including signs, symptoms and triggers and using different types of adrenaline auto injectors
  - asthma, including signs, symptoms and triggers and using different types of bronchodilators
  - basic care of a wound
  - bleeding control
  - burns
  - cardiac conditions, including chest pain
  - choking and airway obstruction
  - crush injuries
  - diabetes
  - dislocations
  - drowning
  - envenomation
  - environmental impact, including hypothermia, hyperthermia, dehydration and heat stroke
  - eye and ear injuries
  - febrile convulsions
  - fractures
  - head, neck and spinal injuries
  - minor skin injuries

- needle stick injuries
- poisoning and toxic substances
- respiratory distress
- seizures, including epilepsy
- shock
- soft tissue injuries, including sprains and strains
- stroke
- unconsciousness
- basic anatomy and physiology relating to:
  - how to recognise a person is not breathing normally
  - chest
  - infant respiratory systems and implications for provision of CPR
  - basic anatomical differences between adults and children, and the implications for provision of first aid
  - normal clinical values for children
  - response/consciousness
  - upper airway and effect of positional change

## Assessment Conditions

Skills must be demonstrated working individually in an environment that provides realistic in-depth, industry-validated scenarios and simulations to assess candidates' skills and knowledge.

Assessment resources must include:

- adult, child and infant resuscitation manikins in line with ARC Guidelines for the purpose of assessment of CPR procedures
- AED training device
- different types of training adrenalin auto-injector training devices (e.g. EpiPen and AnaPen)
- different types of placebo bronchodilators and a spacer device
- roller bandages
- triangular bandages
- workplace First Aid kit
- workplace injury, trauma and/or illness record, or other appropriate workplace incident report form
- wound dressings

Simulated assessment environments must simulate the real-life working environment where these skills and knowledge would be performed, with all the relevant equipment and resources of that working environment.

## Assessor requirements

Assessors must satisfy the NVR/AQTF mandatory competency requirements for assessors.

## Links

Companion Volume implementation guides are found in VETNet -  
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=ced1390f-48d9-4ab0-bd50-b015e5485705>



## HLTAID005 Provide first aid in remote situations

### Modification History

| Release   | Comments                                                                                                                                                                                                                                                                                                                                                |
|-----------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Release 4 | Updated mapping information. Changes to assessment requirements. Equivalent outcome.                                                                                                                                                                                                                                                                    |
| Release 3 | Updated mapping information. Equivalent outcome.                                                                                                                                                                                                                                                                                                        |
| Release 2 | Minor changes to formatting to improve readability.                                                                                                                                                                                                                                                                                                     |
| Release 1 | <p>This version was released in <i>HLT Health Training Package release 1.0</i> and meets the requirements of the New Standards for Training Packages.</p> <p>Significant changes to elements and performance criteria, changes to scope of unit.</p> <p>New evidence requirements for assessment, including use of contextualised remote scenarios.</p> |

### Application

This unit describes the skills and knowledge required to provide first aid response and emergency life support to a casualty in a remote and/or isolated situation.

The unit applies to workers who may be required to prepare for and provide a first aid response in locations beyond the reach of timely medical assistance.

*Specific licensing /regulatory requirements relating to this competency, including requirements for refresher training should be obtained from the relevant national/state/territory Work Health and Safety Regulatory Authorities.*

### Elements and Performance Criteria

#### ELEMENT

#### PERFORMANCE CRITERIA

*Elements define the essential outcomes.*

*Performance criteria specify the level of performance needed to demonstrate achievement of the element.*

1. Respond to a remote emergency situation

- 1.1 Plan for isolated travel or work if required, accounting for expected contingencies
- 1.2 Recognise an emergency situation
- 1.3 Identify, assess and manage immediate hazards to health and safety of self and others
- 1.4 Assess the casualty and recognise the need for first aid response
- 1.5 Assess the situation and evaluate options for medical assistance
- 1.6 Evaluate options for transporting casualty or waiting for medical assistance in relation to environmental issues, risks, transport availability and casualty condition

2. Apply appropriate first aid procedures

- 2.1 Perform cardiopulmonary resuscitation (CPR) in accordance with Australian Resuscitation Council (ARC) guidelines
- 2.2 Provide first aid in accordance with established first aid principles
- 2.3 Display respectful behaviour towards casualty
- 2.4 Obtain consent from casualty where possible
- 2.5 Use available resources and equipment to make the casualty as comfortable as possible
- 2.6 Operate first aid equipment according to manufacturer's instructions
- 2.7 Monitor the casualty's condition and respond in accordance with first aid principles

3. Manage the incident

- 3.1 Seek assistance from others present to manage incident circumstances
- 3.2 Establish communication links with emergency response services and convey incident details
- 3.3 Report details of casualty condition, changes in condition, management and responses
- 3.4 Assist in the evacuation of the casualty by following directions given by emergency response services as

**ELEMENT****PERFORMANCE CRITERIA**

*Elements define the essential outcomes.*

*Performance criteria specify the level of performance needed to demonstrate achievement of the element.*

required

3.5 Maintain confidentiality of records and information in line with statutory and/or organisational policies

4. Evaluate the incident and own performance

4.1 Recognise the possible psychological impacts on self and other rescuers involved in critical incidents

4.2 Participate in debriefing to address individual needs

**Foundation Skills**

*The Foundation Skills described those required skills (such as language, literacy, numeracy and employment skills) that are essential to performance.*

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency.

**Unit Mapping Information**

No equivalent unit

**Links**

Companion Volume implementation guides are found in VETNet -  
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=ced1390f-48d9-4ab0-bd50-b015e5485705>

# Assessment Requirements for HLTAID005 Provide first aid in remote situations

## Modification History

| Release   | Comments                                                                                                                                                                                                                                                                                                                                                |
|-----------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Release 4 | Updated mapping information. Changes to assessment requirements. Equivalent outcome.                                                                                                                                                                                                                                                                    |
| Release 3 | Updated mapping information. Equivalent outcome.                                                                                                                                                                                                                                                                                                        |
| Release 2 | Minor changes to formatting to improve readability.                                                                                                                                                                                                                                                                                                     |
| Release 1 | <p>This version was released in <i>HLT Health Training Package release 1.0</i> and meets the requirements of the New Standards for Training Packages.</p> <p>Significant changes to elements and performance criteria, changes to scope of unit.</p> <p>New evidence requirements for assessment, including use of contextualised remote scenarios.</p> |

## Performance Evidence

The candidate must show evidence of the ability to complete tasks outlined in elements and performance criteria of this unit, manage tasks and manage contingencies in the context of the job role.

There must be evidence that the candidate has completed the following tasks in line with state/territory regulations, first aid codes of practice, Australian Resuscitation Council (ARC) guidelines and workplace procedures:

- Followed DRSABCD in line with ARC guidelines, including:
  - performed at least 2 minutes of uninterrupted single rescuer cardiopulmonary resuscitation (CPR) (5 cycles of both compressions and ventilations) on an adult resuscitation manikin placed on the floor
  - performed at least 2 minutes of uninterrupted single rescuer CPR (5 cycles both compressions and ventilations) on an infant resuscitation manikin placed on a firm surface
  - responded appropriately in the event of regurgitation or vomiting
  - managed the unconscious breathing casualty

- followed single rescue procedure, including the demonstration of a rotation of operators with minimal interruptions to compressions
- followed the prompts of an Automated External Defibrillator (AED)
- Responded to at least three simulated first aid scenarios contextualised to the candidate's remote and/or isolated situation:
  - demonstrated safe manual handling techniques
  - conducted a visual and verbal secondary survey assessment of the casualty
  - assessed vital signs, including respirations, pulse and temperature
  - post-incident debrief and evaluation
  - provided an accurate verbal and written report of the incident
- Applied first aid response in a remote situation for the following:
  - allergic reaction
  - anaphylaxis
  - basic care of a wound
  - bleeding control
  - choking and airway obstruction
  - envenomation, using pressure immobilisation
  - environmental impacts, including hypothermia, hyperthermia, dehydration and heat stroke
  - fractures, sprains and strains, using arm slings, roller bandages or other appropriate immobilisation techniques
  - head, neck and spinal injuries, using immobilisation principles
  - respiratory distress, including asthma
  - shock

## Knowledge Evidence

The candidate must be able to demonstrate essential knowledge required to effectively complete tasks outlined in elements and performance criteria of this unit, manage tasks and manage contingencies in the context of the work role. This includes knowledge of:

- State/Territory regulations, first aid codes of practice and workplace procedures including:
  - ARC guidelines relevant to provision of CPR and first aid
  - safe work practices to minimise risks and potential hazards
  - infection control principles and procedures, including use of standard precautions
  - requirements for currency of skill and knowledge
- legal, workplace and community considerations including:
  - awareness of potential need for stress-management techniques and available support following an emergency situation
  - duty of care requirements
  - respectful behaviour towards a casualty
  - own skills and limitations

- consent
- privacy and confidentiality requirements
- importance of debriefing
- considerations when providing first aid, including:
  - airway obstruction due to body position
  - appropriate duration and cessation of CPR
  - appropriate use of an AED
  - chain of survival
  - standard precautions
  - how to conduct a visual and verbal secondary survey assessment
  - assessment and interpretation of vital signs, including respirations, temperature and pulse
- principles and procedures for first aid management of the following scenarios, contextualised to the candidate's remote and/or isolated situation:
  - abdominal injuries
  - allergic reaction
  - anaphylaxis
  - basic care of a wound
  - bleeding control
  - burns
  - cardiac conditions, including chest pain
  - choking and airway obstruction
  - crush injuries
  - diabetes
  - dislocations
  - drowning
  - envenomation
  - environmental impact, including hypothermia, hyperthermia, dehydration and heat stroke
  - eye and ear injuries
  - febrile convulsions
  - fractures
  - head, neck and spinal injuries
  - minor skin injuries
  - needle stick injuries
  - poisoning and toxic substances
  - respiratory distress, including asthma
  - seizures, including epilepsy
  - shock
  - soft tissue injuries, including sprains and strains

- stroke
- unconsciousness
- remote considerations in the provision of first aid, including:
  - typical hazards and strategies for preparing supplies to address contingencies
  - management options relating to transporting casualty, including aero-medical evacuation
  - how to identify and prepare areas for safe evacuation, including aero-medical evacuation
  - how and when to access emergency response services
  - communication systems, equipment and methods available in remote situations
  - priorities of management in first aid when dealing with life-threatening conditions
  - specific considerations contextualised to alpine, desert, marine, rural/remote settings and tropical environments
- basic anatomy and physiology relating to:
  - how to recognise a person is not breathing normally
  - chest
  - response/consciousness
  - upper airway and effect of positional change
  - considerations in provision of first aid for specified conditions, including specific considerations for remote settings

## Assessment Conditions

Skills must be demonstrated working individually in an environment that provides realistic in-depth, industry-validated scenarios and simulations to assess candidates' skills and knowledge.

- Assessment resources must include:
  - adult and infant resuscitation manikins in line with ARC Guidelines for the purpose of assessment of CPR procedures
  - adrenaline auto-injector training device
  - AED training device
  - placebo bronchodilator and spacer device
  - roller bandages
  - thermometer
  - triangular bandages
  - workplace First Aid kit suitable for remote locations
  - workplace injury, trauma and/or illness record, or other appropriate workplace incident report form
  - wound dressings

Simulated assessment environments must simulate the real-life working environment where these skills and knowledge would be performed, with all the relevant equipment and resources of that working environment.

### **Assessor requirements**

Assessors must satisfy the NVR/AQTF mandatory competency requirements for assessors.

## **Links**

Companion Volume implementation guides are found in VETNet -  
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=ced1390f-48d9-4ab0-bd50-b015e5485705>



## HLTAID006 Provide advanced first aid

### Modification History

| Release   | Comments                                                                                                                                                                                                                                                                                                                                                                                                    |
|-----------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Release 4 | Updated mapping information. Changes to assessment requirements. Equivalent outcome.                                                                                                                                                                                                                                                                                                                        |
| Release 3 | Updated mapping information. Equivalent outcome.                                                                                                                                                                                                                                                                                                                                                            |
| Release 2 | Minor changes to formatting to improve readability.                                                                                                                                                                                                                                                                                                                                                         |
| Release 1 | <p>This version was released in <i>HLT Health Training Package release 1.0</i> and meets the requirements of the New Standards for Training Packages.</p> <p>Significant changes to elements and performance criteria, changes to scope of unit.</p> <p>Removal of embedded content from HLTF412A Apply First Aid.</p> <p>New evidence requirements for assessment.</p> <p>Removal of prerequisite unit</p> |

### Application

This unit describes the skills and knowledge required to provide an advanced first aid response, including management of the incident and other first aiders, until the arrival of medical or other assistance.

The unit applies to workers who may be required to provide, coordinate and manage a first aid response across a range of complex situations, including community and workplace settings.

*Specific licensing /regulatory requirements relating to this competency, including requirements for refresher training should be obtained from the relevant national/state/territory Work Health and Safety Regulatory Authorities.*

### Elements and Performance Criteria

#### ELEMENT

#### PERFORMANCE CRITERIA

*Elements define the essential outcomes.*

*Performance criteria specify the level of performance needed to demonstrate achievement of the element.*

1. Respond to an emergency situation

- 1.1 Recognise an emergency situation
- 1.2 Identify, assess and manage immediate hazards to health and safety of self and others
- 1.3 Assess the casualty and recognise the need for first aid response
- 1.4 Assess the situation and seek assistance from emergency response services
- 1.5 Deploy resources to appropriate locations as required in line with workplace procedures

2. Apply appropriate first aid procedures

- 2.1 Perform cardiopulmonary resuscitation (CPR) in accordance with Australian Resuscitation Council (ARC) guidelines
- 2.2 Provide first aid in accordance with established first aid principles
- 2.3 Display respectful behaviour towards casualty
- 2.4 Obtain consent from casualty where possible
- 2.5 Use available resources and equipment to make the casualty as comfortable as possible
- 2.6 Operate first aid equipment according to manufacturer's instructions
- 2.7 Monitor the casualty's condition and respond in accordance with first aid principles

3. Coordinate first aid activities until arrival of medical assistance

- 3.1 Identify available resources required and establish communication links with appropriate personnel, emergency management services and medical assistance as appropriate
- 3.2 Deploy correct amount of required resources to appropriate locations in an effective manner to ensure timely arrival
- 3.3 Document the provision of resources and recommend modifications as required
- 3.4 Monitor the condition of casualties in accordance with first aid principles and workplace procedures

**ELEMENT****PERFORMANCE CRITERIA**

*Elements define the essential outcomes.*

*Performance criteria specify the level of performance needed to demonstrate achievement of the element.*

3.5 Coordinate evacuation of casualties according to relevant evacuation procedures

3.6 Arrange support services for personnel involved in the incident in accordance with relevant principles and procedures

4. Communicate details of the incident

4.1 Accurately convey incident details to emergency response services

4.2 Report details of incident in line with organisational policies

4.3 Maintain confidentiality of records and information in line with statutory and/or organisational policies

5. Evaluate the incident and own performance

5.1 Recognise the possible psychological impacts on self and other rescuers involved in critical incidents

5.2 Participate in debriefing to address individual needs

5.3 Evaluate management of the incident and develop an action plan in consultation with relevant parties

5.4 Review contingency planning to identify and select alternative management principles and procedures as required

**Foundation Skills**

*The Foundation Skills described those required skills (such as language, literacy, numeracy and employment skills) that are essential to performance.*

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency.

## Unit Mapping Information

No equivalent unit

## Links

Companion Volume implementation guides are found in VETNet -  
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=ced1390f-48d9-4ab0-bd50-b015e5485705>

# Assessment Requirements for HLTAID006 Provide advanced first aid

## Modification History

| Release   | Comments                                                                                                                                                                                                                                                                                                                                                                                                     |
|-----------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Release 4 | Updated mapping information. Changes to assessment requirements. Equivalent outcome.                                                                                                                                                                                                                                                                                                                         |
| Release 3 | Updated mapping information. Equivalent outcome.                                                                                                                                                                                                                                                                                                                                                             |
| Release 2 | Minor changes to formatting to improve readability.                                                                                                                                                                                                                                                                                                                                                          |
| Release 1 | <p>This version was released in <i>HLT Health Training Package release 1.0</i> and meets the requirements of the New Standards for Training Packages.</p> <p>Significant changes to elements and performance criteria, changes to scope of unit.</p> <p>Removal of embedded content from HLTFA412A Apply First Aid.</p> <p>New evidence requirements for assessment.</p> <p>Removal of prerequisite unit</p> |

## Performance Evidence

The candidate must show evidence of the ability to complete tasks outlined in elements and performance criteria of this unit, manage tasks and manage contingencies in the context of the job role.

There must be evidence that the candidate has completed the following tasks in line with state/territory regulations, first aid codes of practice, Australian Resuscitation Council (ARC) guidelines and workplace procedures:

- followed DRSABCD in line with ARC guidelines, including:
  - performed at least 2 minutes of uninterrupted single rescuer cardiopulmonary resuscitation (CPR) (5 cycles of both compressions and ventilations) on an adult resuscitation manikin placed on the floor
  - performed at least 2 minutes of uninterrupted single rescuer CPR (5 cycles both compressions and ventilations) on an infant resuscitation manikin placed on a firm surface

- performed at least 2 minutes of Bag-valve-mask ventilation and at least 2 minutes of compression during a two rescuer procedure on an adult resuscitation manikin placed on the floor
- responded appropriately in the event of regurgitation or vomiting
- managed the unconscious breathing casualty
- followed the prompts of a Automated External Defibrillator (AED)
- followed single rescue procedure, including the demonstration of a rotation of operators with minimal interruptions to compressions
- responded to at least three simulated first aid scenarios contextualised to the candidate's workplace/community setting, including:
  - demonstrated safe manual handling techniques
  - conducted a visual and verbal secondary survey assessment of the casualty
  - assessed vital signs (respirations, pulse and temperature)
  - communicated effectively with a first aid team providing direction and coordination of other first aiders
  - post-incident debrief and evaluation
  - provided an accurate verbal and written report of the incident
- applied first aid procedures for the following:
  - allergic reaction
  - anaphylaxis
  - bleeding control
  - choking and airway obstruction
  - conducted a basic triage for multiple casualty incident
  - envenomation (using pressure immobilisation)
  - fractures, sprains and strains (using arm slings, roller bandages or other appropriate immobilisation principles)
  - head, neck and spinal injuries (using immobilisation principles)
  - respiratory distress - including asthma
  - seizures - including epilepsy
  - shock
- located and interpreted workplace policies and procedures

## Knowledge Evidence

The candidate must be able to demonstrate essential knowledge required to effectively complete tasks outlined in elements and performance criteria of this unit, manage tasks and manage contingencies in the context of the work role. This includes knowledge of:

- State/Territory regulations, first aid codes of practice and workplace procedures including:
  - ARC guidelines relevant to provision of CPR and first aid
  - guidelines of Australian national peak clinical bodies
  - safe work practices to deal with risks and potential hazards including manual handling, hazardous substances, dangerous goods and chemicals

- infection control principles and procedures, including use of standard precautions
- requirements for currency of skill and knowledge
- legal, workplace and community considerations including:
  - awareness of potential need for stress-management techniques and available support following an emergency situation
  - capabilities of emergency management services
  - consent
  - duty of care requirements
  - importance of debriefing
  - own skills and limitations
  - legal requirements of administration of medication and the rights and responsibilities of the First Aider in the workplace regarding medication
  - privacy and confidentiality requirements
  - respectful behaviour towards a casualty
- considerations when providing first aid including:
  - airway obstruction due to body position
  - appropriate duration and cessation of CPR
  - appropriate use of an AED
  - assessment and interpretation of vital signs, including respirations, temperature and pulse
  - chain of survival
  - how to conduct a visual and verbal secondary survey assessment of casualty
  - priorities of management in first aid when dealing with life-threatening conditions
  - procedures for dealing with casualties who are aged or infirmed
  - procedures for dealing with major and minor accidents in the workplace
  - procedures when providing first aid to children
  - standard precautions
- principles and procedures for first aid management of the following scenarios, including complications:
  - abdominal injuries
  - allergic reaction
  - anaphylaxis
  - basic care of a wound
  - bleeding control
  - burns, including thermal, chemical, friction and electrical
  - cardiac conditions, including chest pain
  - choking and airway obstruction
  - crush injuries
  - diabetes
  - drowning

- emergency childbirth
- envenomation
- environmental impact including hypothermia, hyperthermia, dehydration and heat stroke
- eye and ear injuries
- febrile convulsions
- head, neck and spinal injuries
- levels of consciousness
- needle stick injuries
- poisoning and toxic substances
- respiratory distress, including asthma
- seizures, including epilepsy
- shock
- skin injuries
- soft tissue musculoskeletal, including injuries including sprains, strains, dislocations and fractures
- stroke
- substance misuse, including common drugs and alcohol, including illicit drugs
- basic anatomy and physiology relating to:
  - how to recognise a person is not breathing normally
  - chest, skeleton, joints and muscles
  - response/level of consciousness
  - upper airway and effect of positional change
  - considerations in provision of first aid for specified conditions

## Assessment Conditions

Skills must be demonstrated working individually in an environment that provides realistic in-depth, industry-validated scenarios and simulations to assess candidates' skills and knowledge.

Assessment resources must include:

- adult and infant resuscitation manikins in line with ARC Guidelines for the purpose of assessment of CPR procedures
- adrenaline auto-injector training device
- AED training device.
- bag-valve-mask
- eye patch
- placebo bronchodilator and spacer device
- roller bandages
- thermometer
- triangular bandages



- workplace first Aid kit
- workplace injury, trauma and/or illness record, or other appropriate workplace incident report form
- wound dressings

Simulated assessment environments must simulate the real-life working environment where these skills and knowledge would be performed, with all the relevant equipment and resources of that working environment.

### **Assessor requirements**

Assessors must satisfy the NVR/AQTF mandatory competency requirements for assessors.

## **Links**

Companion Volume implementation guides are found in VETNet -  
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=ced1390f-48d9-4ab0-bd50-b015e5485705>

## HLTAID007 Provide advanced resuscitation

### Modification History

| Release   | Comments                                                                                                                                                                                                                                                                                                                                                                                                                       |
|-----------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Release 4 | Updated mapping information. Changes to assessment requirements. Equivalent outcome.                                                                                                                                                                                                                                                                                                                                           |
| Release 3 | Updated mapping information. Equivalent outcome                                                                                                                                                                                                                                                                                                                                                                                |
| Release 2 | Updated mapping information.                                                                                                                                                                                                                                                                                                                                                                                                   |
| Release 1 | <p>This version was released in <i>HLT Health Training Package release 1.0</i> and meets the requirements of the New Standards for Training Packages.</p> <p>Significant changes to elements and performance criteria, changes to scope of unit.</p> <p>Removal of embedded content from HLTF404C.</p> <p>Removal of analgesic gases.</p> <p>New evidence requirements for assessment.</p> <p>Removal of prerequisite unit</p> |

### Application

This unit describes the skills and knowledge required to use specialised equipment in the provision of resuscitation in line with the Australian Resuscitation Council (ARC) guidelines.

This unit applies to workers who may be required to use specialised equipment to provide resuscitation in a range of complex situations, including community and workplace settings.

*Specific licensing /regulatory requirements relating to this competency, including requirements for refresher training should be obtained from the relevant national/state/territory Work Health and Safety Regulatory Authorities.*

### Elements and Performance Criteria

#### ELEMENT

#### PERFORMANCE CRITERIA

*Elements define the essential outcomes.*

*Performance criteria specify the level of performance needed to demonstrate achievement of the element.*

1. Respond to an emergency situation

- 1.1 Recognise an emergency situation
- 1.2 Identify, assess and manage immediate hazards to health and safety of self and others
- 1.3 Assess the casualty and recognise the need for advanced resuscitation response
- 1.4 Assess the situation and seek assistance from emergency response services

2. Perform advanced resuscitation

- 2.1 Perform cardiopulmonary resuscitation (CPR) in accordance with ARC guidelines
- 2.2 Provide supplemental oxygen
- 2.3 Display respectful behaviour towards casualty
- 2.4 Obtain consent from casualty where possible
- 2.5 Use available resources and equipment to make the casualty as comfortable as possible
- 2.6 Monitor casualty condition and rectify issues preventing adequate treatment

3. Communicate details of the incident

- 3.1 Accurately convey incident details to emergency response services
- 3.2 Report details of incident in line with organisational policies
- 3.3 Maintain confidentiality of records and information in line with statutory and/or organisational policies

4. Evaluate the incident and own performance

- 4.1 Recognise the possible psychological impacts on self and other rescuers involved in critical incidents
- 4.2 Participate in debriefing to address individual needs
- 4.3 Check, maintain and clean equipment ready for future use

## Foundation Skills

*The Foundation Skills described those required skills (such as language, literacy, numeracy and employment skills) that are essential to performance.*

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency.

## Unit Mapping Information

No equivalent unit

## Links

Companion Volume implementation guides are found in VETNet -  
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=ced1390f-48d9-4ab0-bd50-b015e5485705>

## Assessment Requirements for HLTAID007 Provide advanced resuscitation

### Modification History

| Release   | Comments                                                                                                                                                                                                                                                                                                                                                                                                                        |
|-----------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Release 4 | Updated mapping information. Changes to assessment requirements. Equivalent outcome.                                                                                                                                                                                                                                                                                                                                            |
| Release 3 | Updated mapping information. Equivalent outcome                                                                                                                                                                                                                                                                                                                                                                                 |
| Release 2 | Updated mapping information.                                                                                                                                                                                                                                                                                                                                                                                                    |
| Release 1 | <p>This version was released in <i>HLT Health Training Package release 1.0</i> and meets the requirements of the New Standards for Training Packages.</p> <p>Significant changes to elements and performance criteria, changes to scope of unit.</p> <p>Removal of embedded content from HLTFA404C.</p> <p>Removal of analgesic gases.</p> <p>New evidence requirements for assessment.</p> <p>Removal of prerequisite unit</p> |

### Performance Evidence

The candidate must show evidence of the ability to complete tasks outlined in elements and performance criteria of this unit, manage tasks and manage contingencies in the context of the job role.

The demonstrated evidence is performed in line within state/territory regulations, first aid codes of practice, Australian Resuscitation Council (ARC) guidelines and workplace procedures.

- Followed DRSABCD in line with ARC guidelines, including:
  - performed at least 2 minutes of uninterrupted single rescuer cardiopulmonary resuscitation (CPR) (5 cycles of both compressions and ventilations) on an adult resuscitation manikin placed on the floor

- performed at least 2 minutes of uninterrupted single rescuer CPR (5 cycles both compressions and ventilations) on an infant resuscitation manikin placed on a firm surface
- performed at least 2 minutes of bag-valve-mask ventilation and at least 2 minutes of compression on an adult resuscitation manikin placed on the floor
- responded appropriately in the event of regurgitation or vomiting
- managed the unconscious breathing casualty
- followed the prompts of an Automated External Defibrillator (AED)
- followed single rescue procedure, including the demonstration of a rotation of operators with minimal interruptions to compressions
- conducted a visual and verbal secondary survey assessment of the casualty
- assessed vital signs (respirations, pulse and temperature)
- responded to at least three simulated first aid scenarios contextualised to the candidate's workplace/community setting, including:
  - demonstrated safe manual handling techniques
  - clearing the airway using a suction device
  - post-incident debrief and evaluation
  - provided an accurate verbal and written report of the incident
- selected and inserted an oropharyngeal airway adjunct
- administered oxygen to an unconscious/conscious casualty, including:
  - selected and prepared correct oxygen equipment
  - administered oxygen safely at correct flow rate
- monitored and coordinated maintenance of resuscitation equipment
  - dismantling
  - storage
  - disposal
  - cleaning and decontamination
  - checking and diagnosis of faults
- located and interpreted workplace policies and procedures

## Knowledge Evidence

The candidate must be able to demonstrate essential knowledge required to effectively complete tasks outlined in elements and performance criteria of this unit, manage tasks and manage contingencies in the context of the work role. This includes knowledge of:

- State/Territory regulations, first aid codes of practice and workplace procedures including:
  - ARC guidelines relevant to provision of CPR
  - guidelines of Australian national peak clinical bodies
  - safe work practices to deal with risks and potential hazards including manual handling, hazardous substances, dangerous goods and chemicals
  - infection control principles and procedures, including use of standard precautions
  - requirements for currency of skill and knowledge

- legal, workplace or community considerations including:
  - awareness of potential need for stress-management techniques and available support following an emergency situation
  - capabilities of emergency management services
  - consent
  - duty of care requirements
  - importance of debriefing
  - legal requirements of administration of medication and the rights and responsibilities of the First Aider in the workplace regarding medication
  - own skills and limitations
  - privacy and confidentiality requirements
  - respectful behaviour towards a casualty
- considerations when performing resuscitation including:
  - airway obstruction due to body position
  - appropriate duration and cessation of CPR
  - appropriate use of an AED
  - assessment and interpretation of vital signs (respirations, temperature and pulse)
  - benefits, contraindications and complications with the use of an oropharyngeal airway
  - chain of survival
  - how to conduct a visual and verbal secondary survey assessment
  - standard precautions
- considerations when providing supplementary oxygen, including:
  - benefits, contraindications and complications of providing oxygen to a casualty and of providing suction during the application of advanced resuscitation techniques
  - complications with the use of a bag-valve-mask device and suitable strategies to minimise these
  - selection and operation of oxygen masks and other appropriate delivery devices
- basic anatomy, physiology and toxicology as it relates to the provision of advanced resuscitation, including:
  - basic electrical activity associated with normal and abnormal heart rhythm
  - how to recognise a person is not breathing normally
  - relevant organs of the cardio pulmonary system and their operation
  - response/level of consciousness
  - upper airway and effect of positional change
- methods for cleaning, replenishing, recharging and maintaining resuscitation and oxygen equipment including:
  - actions to rectify problems
  - procedures to ensure operational readiness
  - storage, cleaning, decontamination and safe disposal of consumables
  - troubleshooting to identify minor and major faults

## Assessment Conditions

Skills must be demonstrated working individually in an environment that provides realistic in-depth, industry-validated scenarios and simulations to assess candidates' skills and knowledge.

Assessment resources must include:

- adult and infant resuscitation manikins in line with ARC Guidelines for the purpose of assessment of CPR procedures
- airway model suitable for insertion of an oropharyngeal airway
- Automated External Defibrillator (AED) training device.
- bag-valve-mask
- oropharyngeal airway adjunct
- oxygen resuscitation system with oxygen cylinder
- selection of oxygen masks with tubing; nasal cannula, therapy mask, resuscitation mask with oxygen port
- thermometer
- suction device
- workplace incident, injury, trauma or illness record or other appropriate workplace incident report form.

Simulated assessment environments must simulate the real-life working environment where these skills and knowledge would be performed, with all the relevant equipment and resources of that working environment.

### Assessor requirements

Assessors must satisfy the NVR/AQTF mandatory competency requirements for assessors.

## Links

Companion Volume implementation guides are found in VETNet -  
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=ced1390f-48d9-4ab0-bd50-b015e5485705>



## HLTAID008 Manage first aid services and resources

### Modification History

| Release     | Comments                                                                                                                                                                                                                                                                                                                                                                                        |
|-------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Release 2.0 | Updated mapping information. Equivalent outcome.                                                                                                                                                                                                                                                                                                                                                |
| Release 1   | <p>This version was released in <i>HLT Health Training Package release 1.0</i> and meets the requirements of the New Standards for Training Packages.</p> <p>Significant changes to elements and performance criteria, changes to scope of unit.</p> <p>Removal of all embedded material from HLTF404C and HLTF412A. New evidence requirements for assessment. Removal of prerequisite unit</p> |

### Application

This unit describes the skills and knowledge required to establish, maintain and facilitate the provision of appropriate first aid in the workplace.

The unit applies to workers in nominated occupational first aid or management roles.

Specific licensing requirements relating to this competency, including requirements for refresher training, should be obtained from the relevant state/territory Work Health and Safety Regulatory Authority.

### Elements and Performance Criteria

#### ELEMENT

#### PERFORMANCE CRITERIA

*Elements define the essential outcomes.*

*Performance criteria specify the level of performance needed to demonstrate achievement of the element.*

1. Determine workplace first aid requirements

1.1 Identify workplace hazards and assess associated risks as a basis for determining first aid resource requirements

1.2 Identify first aid equipment, resources and personnel required to address workplace requirements

1.3 Develop first aid action plans in consultation with relevant parties

**ELEMENT****PERFORMANCE CRITERIA**

*Elements define the essential outcomes.*

*Performance criteria specify the level of performance needed to demonstrate achievement of the element.*

|                                                          |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |
|----------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                                                          | 1.4 Provide information to encourage risk minimisation and enable access to first aid facilities                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |
| 2. Establish and maintain workplace first aid facilities | <p>2.1 Monitor and maintain availability of first aid equipment, resources and personnel to support workplace first aid response</p> <p>2.2 Conduct regular inspections of stock and equipment to ensure currency and operational readiness in line with workplace requirements</p> <p>2.3 Ensure equipment is recovered and reprocessed and that waste is disposed of safely according to legislative and workplace procedures</p> <p>2.4 Ensure equipment and resources are stored and maintained in line with relevant legislation and manufacturer's/supplier's instructions</p> <p>2.5 Deploy appropriate equipment, resources and personnel to ensure timely and effective first aid response in line with workplace requirements</p> |
| 3. Maintain workplace first aid records                  | <p>3.1 Ensure documentation is completed as required according to legislation and workplace procedures</p> <p>3.2 Maintain first aid records in line with legislative requirements and workplace security practices</p> <p>3.3 Send relevant documents to appropriate bodies in line with workplace and legislative requirements</p> <p>3.4 Maintain confidentiality of records and information in line with privacy principles and statutory and/or organisational policies</p>                                                                                                                                                                                                                                                            |
| 4. Review the provision of first aid in the workplace    | <p>4.1 Participate in debriefing/evaluation to improve future operations and address individual needs</p> <p>4.2 Evaluate management of workplace first aid incidents in relation to required resources, personnel, current organisational procedures and individual first aid</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                          |

**ELEMENT**

*Elements define the essential outcomes.*

**PERFORMANCE CRITERIA**

*Performance criteria specify the level of performance needed to demonstrate achievement of the element.*

action plans

4.3 Contribute to the review of workplace policies and procedures in accordance with risk assessment and evaluation of first aid provision

**Foundation Skills**

*The Foundation Skills described those required skills (language, literacy and numeracy) that are essential to performance.*

Foundation skills essential to performance are explicit in the performance criteria of this unit.

**Unit Mapping Information**

No equivalent unit

**Links**

Companion Volume implementation guides are found in VETNet -  
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=ced1390f-48d9-4ab0-bd50-b015e5485705>

# Assessment Requirements for HLTAID008 Manage first aid services and resources

## Modification History

| Release   | Comments                                                                                                                                                                                                                                                                                                                                                                                          |
|-----------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Release 1 | <p>This version was released in <i>HLT Health Training Package release 1.0</i> and meets the requirements of the New Standards for Training Packages.</p> <p>Significant changes to elements and performance criteria, changes to scope of unit.</p> <p>Removal of all embedded material from HLTFA404C and HLTFA412A. New evidence requirements for assessment. Removal of prerequisite unit</p> |

## Performance Evidence

The candidate must show evidence of the ability to complete tasks outlined in elements and performance criteria of this unit, manage tasks and manage contingencies in the context of the job role.

There must be evidence that the candidate has completed the following tasks at least once in line with State/Territory regulations, first aid codes of practice, Australian Resuscitation Council (ARC) guidelines and workplace procedures:

- conducted a workplace risk assessment
- developed a first aid response plan including strategies for management of incidents
- used a first aid checklist to service a workplace first aid kit for supplies' replacement and equipment maintenance
- maintained first aid equipment and resources according to manufacturer's instructions
- used and maintained documentation required by the workplace and regulatory authorities.

## Knowledge Evidence

The candidate must be able to demonstrate essential knowledge required to effectively complete tasks outlined in elements and performance criteria of this unit, manage tasks and manage contingencies in the context of the work role. This includes knowledge of:

- state/territory regulations, first aid codes of practice and workplace procedures including:
  - workplace requirements for first aid provision in line with the relevant state/territory Work Health and Safety requirements

- duty of care in relation to first aid provision
- safe work practices to deal with risks and potential hazards including manual handling, hazardous substances, dangerous goods and chemicals
- infection control principles and procedures, including use of standard precautions based on incident
- requirements for currency of skill and knowledge
- legal, workplace or community issues relating to the provision of CPR including:
  - awareness of potential need for stress-management techniques and available support following an emergency situation
  - consent
  - capabilities of emergency management services
  - privacy and confidentiality requirements
  - importance of debriefing.

## Assessment Conditions

Skills must be demonstrated:

- in a workplace environment that provides realistic in-depth, industry-validated scenarios and simulations to assess candidates' skills and knowledge.

Assessment resources must include:

- first aid equipment such as:
- first aid kit and contents checklist
- an incident report form
- relevant state/territory Work Health and Safety First Aid Code of Practice.

Simulated assessment environments must simulate the real-life working environment where these skills and knowledge would be performed, with all the relevant equipment and resources of that working environment, including workplace resources required by the relevant state/territory Work Health and Safety Regulatory Authority.

Assessors must satisfy the NVR/AQTF mandatory competency requirements for assessors

## Links

Companion Volume implementation guides are found in VETNet -  
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=ced1390f-48d9-4ab0-bd50-b015e5485705>

# HLTAID014 Provide Advanced First Aid

## Modification History

Not applicable.

## Application

This unit describes the skills and knowledge required to provide an advanced first aid response to a casualty in line with first aid guidelines determined by the Australian Resuscitation Council (ARC) and other Australian national peak clinical bodies.

The unit applies to all persons who may be required to provide an advanced first aid response in a range of situations, including community and workplace settings.

*Specific licensing/regulatory requirements relating to this competency, including requirements for refresher training should be obtained from the relevant national/state/territory Work Health and Safety Regulatory Authorities.*

## Elements and Performance Criteria

### ELEMENTS

### PERFORMANCE CRITERIA

*Elements describe the essential outcomes*

*Performance criteria describe the performance needed to demonstrate achievement of the element.*

1. Respond to an emergency situation.

- 1.1. Recognise and assess an emergency situation.
- 1.2. Ensure safety for self, bystanders and casualty.
- 1.3. Assess the casualty and recognise the need for first aid response.
- 1.4. Deploy resources to appropriate locations as required in line with appropriate workplace or site procedures.
- 1.5. Seek assistance from emergency services.

2. Apply appropriate first aid procedures.

- 2.1. Perform single-rescuer or two-rescuer cardiopulmonary resuscitation (CPR) in accordance with the ARC guidelines and availability of rescuers.
- 2.2. Provide first aid in accordance with established first aid principles.
- 2.3. Display respectful behaviour towards casualty.
- 2.4. Obtain consent from casualty where possible.
- 2.5. Use available resources and equipment to make the casualty as comfortable as possible.
- 2.6. Operate first aid and ancillary equipment according to manufacturers' instructions.

- 2.7. Monitor the casualty's condition and respond in accordance with first aid principles.
- 3. Coordinate first aid activities until arrival of medical assistance.
  - 3.1. Identify available resources required and establish communication links with appropriate personnel, emergency services or medical assistance as appropriate.
  - 3.2. Deploy required resources to appropriate locations in an efficient and effective manner to ensure timely treatment of casualties.
  - 3.3. Monitor the condition of casualties in accordance with first aid principles and workplace or site procedures.
  - 3.4. Coordinate evacuation of casualties according to relevant evacuation procedures.
- 4. Communicate details of the incident.
  - 4.1. Accurately convey incident details to emergency services.
  - 4.2. Report details of incident in line with appropriate workplace or site procedures.
  - 4.3. Complete applicable workplace or site documentation, including incident report form.
  - 4.4. Maintain privacy and confidentiality of information in line with statutory or organisational policies.
- 5. Review the incident.
  - 5.1. Recognise the possible psychological impacts on self and other rescuers and seek help when required.
  - 5.2. Arrange support services for personnel involved in the incident in accordance with relevant procedures.
  - 5.3. Contribute to a review of the first aid response as required.

## Foundation Skills

The Foundation Skills describe those required skills (language, literacy, numeracy and employment skills) that are essential to performance.

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency.

## Unit Mapping Information

Supersedes and not equivalent to HLTAID006 Provide advanced first aid.

## Links

Companion Volume implementation guides are found in VETNet -

<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=ced1390f-48d9-4ab0-bd50-b015e5485705>



# Assessment Requirements for HLTAID014 Provide Advanced First Aid

## Modification History

Not applicable.

## Performance Evidence

Evidence of the ability to complete tasks outlined in elements and performance criteria of this unit in the context of the workplace or community setting.

There must be evidence that the candidate has completed the following tasks in line with State/Territory regulations, first aid codes of practice, first aid guidelines determined by the Australian Resuscitation Council (ARC) and other Australian national peak clinical bodies and workplace or site procedures:

- managed, in line with ARC guidelines, the unconscious, breathing casualty including appropriate positioning to reduce the risk of airway compromise
- managed in line with ARC guidelines, the unconscious, non-breathing adult including:
  - performing at least 2 minutes of uninterrupted single rescuer cardiopulmonary resuscitation (CPR) (5 cycles of both compressions and ventilations) on an adult resuscitation manikin placed on the floor
  - performing at least 2 minutes of ventilation and at least 2 minutes of compression during a two-rescuer procedure on an adult resuscitation manikin placed on the floor
  - following the prompts of an automated external defibrillator (AED) to deliver at least one shock
  - responding appropriately in the event of regurgitation or vomiting
  - demonstrating a rotation of operators with minimal interruptions to compressions
- managed, in line with ARC guidelines, the unconscious, non-breathing infant, including:
  - performing at least 2 minutes of uninterrupted single rescuer CPR (5 cycles both compressions and ventilations) on an infant resuscitation manikin placed on a firm surface
- managed casualties, with the following:
  - anaphylaxis
  - asthma
  - non-life-threatening bleeding
  - choking
  - envenomation, using pressure immobilisation
  - fractures, dislocations, sprains and strains, using appropriate immobilisation techniques
  - minor wound cleaning and dressing
  - nosebleed

- shock
- life threatening bleeding requiring use of tourniquets and haemostatic dressings
- responded to at least two simulated first aid incidents, one medical and one trauma contextualised to the candidate's workplace or community setting, where the candidate has no knowledge of the casualty's condition prior to starting treatment, including:
  - identifying the casualty's illness or injury through history, signs and symptoms
  - using personal protective equipment (PPE) as required
  - conducting a secondary survey assessment
  - assessing vital signs respirations, pulse, temperature
  - level of consciousness
  - providing appropriate first aid treatment
  - conveying incident details to emergency services or advising casualty on any required post-incident action
  - providing an accurate verbal and written report of the incident
  - reviewing the incident
- coordinated a team of people to respond to a multiple casualty incident, including:
  - conducting a basic triage
  - demonstrating effective use of resources
  - demonstrating effective planning techniques
  - moving casualties using suitable extraction method and device and safe manual handling techniques.

## Knowledge Evidence

Demonstrated knowledge required to complete the tasks outlined in elements and performance criteria of this unit:

- guidelines and procedures including:
  - ARC guidelines relevant to the provision of first aid
  - first aid guidelines from Australian national peak clinical bodies
  - potential incident hazards and risk minimisation processes when providing first aid
  - infection control procedures, including use of standard precautions and resuscitation barrier devices
  - requirements for currency of skill and knowledge
  - first aid codes of practice
  - appropriate workplace or site procedures relevant to the provision of first aid
  - contents of first aid kits
- legal, workplace and community considerations including:
  - duty of care requirements
  - own skills and limitations
  - consent and how it relates to the conscious and unconscious casualty
  - privacy and confidentiality requirements

- awareness of potential need for stress management techniques and available support for rescuers
- in relation to the administration of medication
  - legal requirements
  - the five rights
  - the responsibilities of the first aider
- considerations when providing CPR, including:
  - upper airway and effect of positional change
  - appropriate duration and cessation of CPR
  - appropriate use of an AED
  - safety and maintenance procedures for an AED
  - chain of survival
  - how to access emergency services
- techniques for providing CPR to adults, children and infants including:
  - how to recognise that a casualty is unconscious and not breathing normally
  - rate, ratio and depth of compressions and ventilations
  - correct hand positioning for compressions
  - basic anatomy, physiology and the differences between adults, children and infants relating to CPR
- considerations when providing first aid, including:
  - assessment, interpretation and documentation of vital signs, including normal clinical values for respirations, temperature, pulse and level of consciousness
  - how to conduct a secondary assessment of a casualty
  - basic triage processes
  - procedures for dealing with casualties who are aged or infirm
  - procedures for first aid management when dealing with major and minor accidents in the workplace or site
  - procedures when providing first aid to children
  - use of ancillary first aid equipment
  - co-ordination of resources
  - contents of first aid kits
- signs, symptoms and management of the following conditions or injuries:
  - abdominal injuries
  - allergic reaction
  - anaphylaxis
  - asthma
  - non-life-threatening bleeding
  - life-threatening bleeding including use of tourniquets and haemostatic dressings
  - burns
  - cardiac conditions, including chest pain

- childbirth
- choking
- crush injuries
- diabetes
- drowning
- ear injuries and bleeding from the ear
- envenomation - all current treatments
- eye injuries
- fractures, dislocations, strains and sprains
- head, neck and spinal injuries
- hypothermia
- hyperthermia
- minor wounds
- nose-bleed
- poisoning
- seizures
- shock
- sharps injuries
- stroke
- substance misuse, including prescription and illicit drugs and alcohol
- psychological impacts of first aid incidents on rescuers and how to seek help.

## Assessment Conditions

Each candidate to demonstrate skills in an environment that provides realistic in-depth, scenarios and simulations to assess candidates' skills and knowledge.

Due to the nature of this type of training, it is acceptable for the performance evidence to be collected in a simulated environment.

Compression and ventilation skills must be demonstrated on resuscitation manikins following ARC guidelines for the purpose of assessment of CPR procedures.

Assessment must ensure access to:

- adult and infant resuscitation manikins following ARC guidelines for the purpose of assessment of CPR procedures
- adrenaline auto-injector training device
- AED training devices
- haemostatic dressings
- haemostatic wound packing trainer
- placebo bronchodilator and spacer device
- thermometers
- tourniquet trainer
- tourniquets

- different types of wound dressings and bandages
- blankets and items to treat for shock
- personal protective equipment (PPE)
- workplace injury, trauma or illness record, or other applicable workplace or site incident report form, which includes space for recording vital signs of casualties
- workplace first aid kits
- immobilisation and extrication devices.

Simulated assessment environments must simulate real-life situations where these skills and knowledge would be performed, with all the relevant equipment and resources of that workplace or community environment.

Assessors must satisfy the Standards for Registered Training Organisations' requirements for assessors and must hold this unit or demonstrate equivalent skills and knowledge to that contained within this unit.

## Links

Companion Volume implementation guides are found in VETNet -

<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=ced1390f-48d9-4ab0-bd50-b015e5485705>

# HLTAID015 Provide advanced resuscitation and oxygen therapy

## Modification History

Not applicable.

## Application

This unit describes the skills and knowledge required to use specialised equipment in the provision of resuscitation and oxygen therapy in line with the Australian Resuscitation Council (ARC) guidelines.

This unit applies to persons who may be required to use specialised equipment to provide resuscitation or oxygen therapy in a range of complex situations, including community and workplace settings.

*Specific licensing/regulatory requirements relating to this competency, including requirements for refresher training should be obtained from the relevant national/state/territory Work Health and Safety Regulatory Authorities.*

## Pre-requisite Unit

HLTAID011 Provide First Aid

## Elements and Performance Criteria

| ELEMENT                                        | PERFORMANCE CRITERIA                                                                                                                                                                                                                                                                                                                                                           |
|------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <i>Elements define the essential outcomes.</i> | <i>Performance criteria specify the level of performance needed to demonstrate achievement of the element.</i>                                                                                                                                                                                                                                                                 |
| 1. Respond to an emergency situation.          | 1.1. Recognise and assess an emergency situation.<br>1.2. Ensure safety for self, bystanders and casualty.<br>1.3 Assess the casualty and recognise the need for CPR, advanced resuscitation response or oxygen therapy.<br>1.4. Manage life-threatening bleeding.<br>1.5. Seek assistance from emergency services.<br>1.6. Ensure environment is safe for delivery of oxygen. |
| 2. Perform resuscitation procedures.           | 2.1. Perform single-rescuer cardiopulmonary resuscitation (CPR) or two-rescuer resuscitation procedures, including use of oxygen, in accordance with the ARC guidelines and availability of rescuers.                                                                                                                                                                          |

**ELEMENT****PERFORMANCE CRITERIA**

*Elements define the essential outcomes.*

*Performance criteria specify the level of performance needed to demonstrate achievement of the element.*

3. Deliver oxygen therapy.

2.2. Display respectful behaviour towards casualty.  
2.3. Use available resources and equipment according to manufacturers' instructions.

3.1. Identify need for oxygen therapy, including by using a pulse oximeter.  
3.2. Use appropriate delivery device to provide oxygen.  
3.3. Monitor casualty condition and rectify issues preventing adequate treatment.

4. Communicate details of the incident.

4.1. Accurately convey incident details to emergency services.  
4.2. Report details of incident in line with appropriate workplace or site procedures.  
4.3. Complete applicable documentation, including incident report form.  
4.4. Maintain privacy and confidentiality of information in line with statutory or organisational policies.

5. Review the incident.

5.1. Recognise the possible psychological impacts on self and other rescuers and seek help when required.  
5.2. Contribute to a review of the first aid response as required.  
5.3. Check, maintain and clean equipment ready for future use.

## Foundation Skills

The Foundation Skills describe those required skills (language, literacy, numeracy and employment skills) that are essential to performance.

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency.

## Unit Mapping Information

Supersedes and not equivalent to HLTAID007 Provide advanced resuscitation.

## Links

Companion Volume implementation guides are found in VETNet -  
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=ced1390f-48d9-4ab0-bd50-b015e5485705>



# Assessment Requirements for HLTAID015 Provide advanced resuscitation and oxygen therapy

## Modification History

Not applicable.

## Performance Evidence

Evidence of the ability to complete tasks outlined in elements and performance criteria of this unit in the context of the workplace or community setting.

There must be evidence that the candidate has completed the following tasks in line with State/Territory regulations, first aid codes of practice, first aid guidelines determined by the Australian Resuscitation Council (ARC) and other Australian national peak clinical bodies and workplace or site procedures:

- managed, in line with ARC guidelines, the unconscious, breathing casualty including appropriate positioning to reduce the risk of airway compromise
- managed, in line with ARC guidelines, the unconscious, non-breathing adult including:
  - performing at least 2 minutes of uninterrupted single rescuer cardiopulmonary resuscitation (CPR) (5 cycles of both compressions and ventilations) on an adult resuscitation manikin placed on the floor
  - performing at least 2 minutes of bag-valve-mask (with oxygen) ventilation and at least 2 minutes of compression during a two-rescuer procedure on an adult resuscitation manikin placed on the floor
  - selecting and inserting an appropriate basic airway adjunct
  - responding appropriately using positioning and suctioning in the event of regurgitation or vomiting
  - demonstrating a rotation of operators with minimal interruptions to compressions
  - following the prompts of an Automated External Defibrillator (AED) to deliver at least one shock
  - managing oxygen equipment appropriately
  - handing over to emergency services
- managed, in line with ARC guidelines, the unconscious, non-breathing infant, including:
  - performing at least 2 minutes of uninterrupted single rescuer CPR (5 cycles both compressions and ventilations) on an infant resuscitation manikin placed on a firm surface
- managed a casualty with life-threatening bleeding requiring use of tourniquets and haemostatic dressings
- used personal protective equipment (PPE) as required
- managed a conscious casualty who requires supplemental oxygen, including:
  - assessing vital signs respirations, pulse, oxygen saturation
  - level of consciousness

- selecting and preparing correct oxygen equipment
- checking area for ventilation and sources of ignition
- administering oxygen safely at correct flow rate
- managing an equipment malfunction
- providing an accurate verbal and written report of the incident
- reviewing the incident
- monitored and coordinated maintenance of resuscitation equipment and oxygen therapy equipment, including:
  - dismantling
  - storage
  - disposal
  - cleaning and decontamination
  - checking and diagnosis of faults.

## Knowledge Evidence

Demonstrated knowledge required to complete the tasks outlined in elements and performance criteria of this unit:

- guidelines and procedures including:
  - ARC guidelines relevant to life threatening bleeding, managing the unconscious breathing and non-breathing casualty and provision of CPR and oxygen therapy
  - potential incident hazards and risk minimisation processes when providing first aid, including Oxygen Therapy and Advanced Resuscitation Techniques
  - infection control procedures, including use of standard precautions and resuscitation barrier devices
  - safe work practices to deal with oxygen cylinders and associated equipment
  - first aid codes of practice
  - appropriate workplace or site procedures relevant to the provision of first aid
  - contents of first aid kits
  - requirements for currency of skill and knowledge
- legal, workplace and community considerations, including:
  - duty of care requirements
  - own skills and limitations
  - consent and how it relates to the conscious and unconscious casualty
  - privacy and confidentiality requirements
  - awareness of potential need for stress management techniques and available support for rescuers
- in relation to the administration of oxygen:
  - legal requirements
  - the five rights
  - the responsibilities of the first aider

- considerations when providing resuscitation, including:
  - upper airway and effect of positional change
  - appropriate duration and cessation of CPR
  - appropriate use of an AED
  - safety and maintenance procedures for an AED
  - chain of survival
  - how to access emergency services
  - use of suction devices
  - benefits, contraindications and complications with the use of a basic airway adjunct
- techniques for providing CPR to adults, children and infants including:
  - how to recognise that a casualty is unconscious and not breathing normally
  - rate, ratio and depth of compressions and ventilations
  - correct hand positioning for compressions
  - basic anatomy, physiology and the differences between adults, children and infants relating to CPR
- assessment and interpretation of vital signs including normal clinical values for respirations, pulse, oxygen saturation
- level of consciousness
- how to use a suction device
- signs, symptoms and management of life-threatening bleeding including use of tourniquets and haemostatic dressings
- considerations when providing oxygen to a casualty, including:
  - circumstances and conditions where oxygen is beneficial
  - circumstances and conditions where oxygen should not be used
  - contraindications and complications associated with providing oxygen and suction while delivering advanced resuscitation techniques
  - benefits, contraindications and complications of suction during advanced resuscitation
  - complications with the use of a bag-valve-mask device and suitable strategies to minimise these
  - selection and operation of oxygen masks and other appropriate oxygen therapy devices
- methods for cleaning, replenishing, recharging and maintaining resuscitation and oxygen equipment including:
  - actions to rectify problems
  - procedures to ensure operational readiness as per manufacturers' guidelines and site procedures
  - storage, cleaning, decontamination and safe disposal of consumables
  - troubleshooting to identify minor and major faults
- psychological impacts of first aid incidents on rescuers and how to seek help.

## Assessment Conditions

Each candidate to demonstrate skills in an environment that provides realistic in-depth, scenarios and simulations to assess candidates' skills and knowledge.

Due to the nature of this type of training, it is acceptable for the performance evidence to be collected in a simulated environment. Evidence of the learner's currency as required by the first aid codes of practice must be confirmed prior to assessment.

Compression and ventilation skills must be demonstrated on resuscitation manikins following ARC guidelines for the purpose of assessment of CPR procedures.

Assessment must ensure access to:

- adult and infant resuscitation manikins following ARC guidelines for the purpose of assessment of CPR procedures
- anatomical model for use with a basic airway adjunct
- AED training devices
- bag-valve-mask
- basic airway adjunct
- oxygen resuscitation system with oxygen cylinder and regulator
- pulse oximeter
- selection of oxygen masks and tubes
- suction devices
- personal protective equipment (PPE)
- haemostatic dressings
- haemostatic wound packing trainer
- tourniquet trainer
- tourniquets
- workplace incident, injury, trauma or illness record or other appropriate workplace or site incident report form, which includes space for recording vital signs of casualties.

Simulated assessment environments must simulate real-life situations where these skills and knowledge would be performed, with all the relevant equipment and resources of that workplace or community environment.

Assessors must satisfy the Standards for Registered Training Organisations' requirements for assessors and must hold this unit or demonstrate equivalent skills and knowledge to that contained within this unit.

## Links

Companion Volume implementation guides are found in VETNet -  
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=ced1390f-48d9-4ab0-bd50-b015e5485705>

## HLTAID016 Manage first aid services and resources

### Modification History

Not applicable.

### Application

This unit describes the skills and knowledge required to establish, maintain and facilitate the provision of appropriate first aid in the workplace.

The unit applies to workers in nominated occupational first aid or management roles.

*Specific licensing/regulatory requirements relating to this competency, including requirements for refresher training should be obtained from the relevant national/state/territory Work Health and Safety Regulatory Authorities.*

### Elements and Performance Criteria

#### ELEMENTS

#### PERFORMANCE CRITERIA

*Elements describe the essential outcomes*

*Performance criteria describe the performance needed to demonstrate achievement of the element.*

1. Determine workplace first aid requirements.

- 1.1. Identify workplace hazards and assess associated risks as a basis for determining first aid resource requirements.
- 1.2. Identify first aid equipment, resources and personnel required to address workplace requirements.
- 1.3. Develop first aid action plans in consultation with relevant parties.
- 1.4. Provide information to minimise risk and enable access to first aid facilities.

2. Establish and maintain workplace first aid facilities.

- 2.1. Monitor and maintain availability of first aid equipment and personnel to support workplace first aid response.
- 2.2. Conduct inspections of first aid stock and equipment to ensure currency and operational readiness in line with workplace requirements.
- 2.3. Ensure equipment is recovered and reprocessed and that waste is disposed of safely according to legislative and workplace procedures.
- 2.4. Ensure equipment and resources are stored and maintained in line with relevant legislation and manufacturers' or suppliers' instructions.
- 2.5. Deploy appropriate equipment and personnel to ensure

- timely and effective first aid response in line with workplace requirements.
3. Maintain workplace first aid records.
- 3.1. Ensure documentation is completed in line with legislation and workplace procedures.
  - 3.2. Maintain first aid records in line with legislative requirements and workplace security practices.
  - 3.3. Send relevant documents to appropriate bodies in line with workplace and legislative requirements.
  - 3.4. Maintain privacy and confidentiality of records and information in line with privacy legislation and organisational policies.
4. Review the provision of first aid in the workplace.
- 4.1. Participate in incident debriefing or evaluation to improve future operations and address individual needs.
  - 4.2. Evaluate management of workplace first aid incidents in relation to required equipment, personnel, current organisational procedures and individual first aid action plans.
  - 4.3. Contribute to the review of workplace policies and procedures in accordance with risk assessment and evaluation of first aid provision.

## Foundation Skills

The Foundation Skills describe those required skills (language, literacy, numeracy and employment skills) that are essential to performance.

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency.

## Unit Mapping Information

Supersedes and is equivalent to HLTAID008 Manage first aid services and resources

## Links

Companion Volume implementation guides are found in VETNet - <https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=ced1390f-48d9-4ab0-bd50-b015e5485705>

## Assessment Requirements for HLTAID016 Manage first aid services and resources

### Modification History

Not applicable.

### Performance Evidence

Evidence of the ability to complete tasks outlined in elements and performance criteria of this unit in the context of the job role.

There must be evidence that the candidate has completed the following tasks in line with State or Territory regulations, first aid codes of practice, Australian Resuscitation Council (ARC) guidelines and workplace procedures:

- conducted a workplace risk assessment and evaluation of first aid provisions
- developed a first aid action plan including strategies for management of incidents and individuals needs in accordance with workplace policies and procedures
- used a first aid checklist to service a workplace first aid kit for supplies' replacement and equipment maintenance
- maintained first aid equipment and resources according to manufacturers' instructions
- used and maintained documentation required by the workplace and regulatory authorities.

### Knowledge Evidence

Demonstrated knowledge required to complete the tasks outlined in elements and performance criteria of this unit:

- state/territory regulations, first aid codes of practice and workplace procedures including:
  - workplace requirements for first aid provision in line with the relevant state/territory Work Health and Safety requirements
  - duty of care in relation to first aid provision
  - safe work practices to deal with risks and potential hazards including manual handling, hazardous substances, dangerous goods and chemicals
  - infection control principles and procedures, including use of standard precautions based on incident
  - requirements for currency of skill and knowledge
- legal, workplace or community issues relating to the provision of first aid including:
  - awareness of potential need for stress-management techniques and available support following an emergency situation
  - consent
  - capabilities of emergency management services
  - privacy and confidentiality requirements

- importance of debriefing.

## Assessment Conditions

Skills must be demonstrated in an environment that provides realistic in-depth, scenarios and simulations to assess candidates' skills and knowledge.

Assessment must ensure access to:

- first aid kit and contents checklist
- workplace injury, trauma and/or illness record, or other applicable workplace or site incident report form
- relevant State or Territory Work Health and Safety First Aid Code of Practice.

Simulated assessment environments must simulate the real-life working environment where these skills and knowledge would be performed, with all the relevant equipment and resources of that working environment, including workplace resources required by the relevant state/territory Work Health and Safety Regulatory Authority.

Assessors must satisfy the Standards for Registered Training Organisations' requirements for assessors.

## Links

Companion Volume implementation guides are found in VETNet -

<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=ced1390f-48d9-4ab0-bd50-b015e5485705>



# HLTWHS001 Participate in workplace health and safety

## Modification History

| Release     | Comments                                                                                                                                                                                                                                                                                                                |
|-------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Release 1.1 | Minor corrections to formatting to improve readability. Equivalent competency outcome.                                                                                                                                                                                                                                  |
| Release 1.0 | <p>This version was released in <i>HLT Health Training Package release 1.0</i> and meets the requirements of the New Standards for Training Packages.</p> <p>Updated to incorporate content of unit HLTWHS200A. Revised scope of unit to reflect requirements of workers. New evidence requirements for assessment.</p> |

## Application

This unit describes the skills and knowledge required for workers to participate in safe work practices to ensure their own health and safety, and that of others.

The unit applies to all workers who require knowledge of workplace health and safety (WHS) to carry out their own work, either under direct supervision or with some individual responsibility.

*No licensing, legislative or certification requirements apply to this unit at the time of publication.*

## Elements and Performance Criteria

### ELEMENT

### PERFORMANCE CRITERIA

*Elements define the essential outcomes.*

*Performance criteria specify the level of performance needed to demonstrate achievement of the element.*

#### 1. Follow safe work practices

1.1 Follow workplace policies and procedures for safe work practices

1.2 Identify existing and potential hazards in the workplace, report them to designated persons, and record them according to workplace procedures

1.3 Follow workplace emergency procedures

**ELEMENT****PERFORMANCE CRITERIA**

*Elements define the essential outcomes.*

*Performance criteria specify the level of performance needed to demonstrate achievement of the element.*

2. Implement safe work practices

2.1 Identify and implement WHS procedures and work instructions

2.2 Identify and report incidents and injuries to designated persons according to workplace procedures

2.3 Take actions to maintain safe housekeeping practices in own work area

3. Contribute to safe work practices in the workplace

3.1 Raise WHS issues with designated persons according to organisational procedures

3.2 Participate in workplace safety meetings, inspections and consultative activities

3.3 Contribute to the development and implementation of safe workplace policies and procedures in own work area

4. Reflect on own safe work practices

4.1 Identify ways to maintain currency of safe work practices in regards to workplace systems, equipment and processes in own work area

4.2 Reflect on own levels of stress and fatigue, and report to designated persons according to workplace procedures

## Foundation Skills

*The Foundation Skills described those required skills (language, literacy and numeracy) that are essential to performance.*

- *Reading* – in order to accurately read and interpret workplace safety policies and procedures including safety signs, dangerous goods classifications and safety instructions

The remaining foundation skills essential to performance are explicit in the performance criteria of this unit

## Unit Mapping Information

No equivalent unit.

## Links

Companion Volume implementation guides are found in VETNet -  
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=ced1390f-48d9-4ab0-bd50-b015e5485705>

# Assessment Requirements for HLTWHS001 Participate in workplace health and safety

## Modification History

| Release     | Comments                                                                                                                                                                                                                                                                                                                |
|-------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Release 1.1 | Minor corrections to formatting to improve readability. Equivalent competency outcome.                                                                                                                                                                                                                                  |
| Release 1.0 | <p>This version was released in <i>HLT Health Training Package release 1.0</i> and meets the requirements of the New Standards for Training Packages.</p> <p>Updated to incorporate content of unit HLTWHS200A. Revised scope of unit to reflect requirements of workers. New evidence requirements for assessment.</p> |

## Performance Evidence

The candidate must show evidence of the ability to complete tasks outlined in elements and performance criteria of this unit, manage tasks and manage contingencies in the context of the job role.

There must be demonstrated evidence that the candidate has completed the following tasks at least once in line with state/territory WHS regulations, relevant codes of practice and workplace procedures:

- contributed to a WHS meeting or inspection in workplace
- conducted a workplace risk assessment and recorded the results
- consistently applied workplace safety procedures in the day-to-day work activities required by the job role
- followed workplace procedures for reporting hazards
- followed workplace procedures for a simulated emergency situation.

## Knowledge Evidence

The candidate must be able to demonstrate essential knowledge required to effectively complete tasks outlined in elements and performance criteria of this unit, manage tasks and manage contingencies in the context of the work role. This includes knowledge of:

- state/territory legislation and how it impacts on workplace regulations, codes of practice and industry standards, including:
  - state/territory WHS authorities

- rights and responsibilities of employers and workers, including duty of care
- hazardous manual tasks
- infection control
- safety signs and their meanings, including signs for:
  - dangerous goods classifications
  - emergency equipment
  - personal protective equipment (PPE)
  - specific hazards such as sharps, radiation
- hazard identification, including:
  - definition of a hazard
  - common workplace hazards relevant to the industry setting
  - workplace procedures for hazard identification
- workplace emergency procedures
- workplace policies and procedures for WHS

## Assessment Conditions

Skills must be demonstrated:

- in the workplace

OR

- in an environment that provides realistic in-depth industry validated scenarios and simulations to assess candidates' skills and knowledge.

Assessment must ensure use of:

- current workplace policies and procedures for WHS
- PPE relevant to the workplace and job role of the worker

In addition, assessors must satisfy the NVR/AQTF mandatory competency requirements for assessors.

## Links

Companion Volume implementation guides are found in VETNet -

<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=ced1390f-48d9-4ab0-bd50-b015e5485705>

## HLTWHS002 Follow safe work practices for direct client care

### Modification History

| Release   | Comments                                                                                                                                                                                                                                                                                                    |
|-----------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Release 1 | <p>This version was released in <i>HLT Health Training Package release 1.0</i> and meets the requirements of the New Standards for Training Packages.</p> <p>Revised scope of unit to reflect requirements of workers in direct client care environment</p> <p>New evidence requirements for assessment</p> |

### Application

This unit describes the skills and knowledge required for a worker to participate in safe work practices to ensure their own health and safety, and that of others in work environments that involve caring directly for clients. It has a focus on maintaining safety of the worker, the people being supported and other community members.

This unit applies to all workers who require knowledge of workplace health and safety (WHS) to carry out their own work, in both centre-based and home-based service provision.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

### Elements and Performance Criteria

#### ELEMENT

#### PERFORMANCE CRITERIA

*Elements define the essential outcomes.*

*Performance criteria specify the level of performance needed to demonstrate achievement of the element.*

1. Follow safe work practices for direct client care

- 1.1 Follow workplace policies and procedures for safe work practices
- 1.2 Identify existing and potential hazards in the workplace, report them to designated persons, and record them according to workplace procedures

**ELEMENT****PERFORMANCE CRITERIA**

*Elements define the essential outcomes.*

*Performance criteria specify the level of performance needed to demonstrate achievement of the element.*

- 1.3 Identify any client-related risk factors or behaviours of concern, report them to designated persons, and record them according to workplace procedures
- 1.4 Follow workplace policies and procedures to minimise risk
- 1.5 Identify and report incidents and injuries to designated persons according to workplace procedures

2. Follow safe work practices for manual handling

- 2.1 Follow manual handling procedures and work instructions for minimising manual handling risk
- 2.2 Identify manual handling hazards and report in line with workplace procedures
- 2.3 Apply control measures for minimising manual handling risk

3. Follow safe work practices for infection control

- 3.1 Follow standard precautions as part of own work routine to prevent the spread of infection
- 3.2 Recognise situations when additional infection control procedures are required
- 3.3 Apply additional precautions when standard precautions alone may not be sufficient to prevent transmission of infection
- 3.4 Identify risks of infection and report them according to workplace procedures

4. Contribute to safe work practices in the workplace

- 4.1 Raise WHS issues with designated persons according to organisational procedures
- 4.2 Participate in workplace safety meetings, inspections and consultative activities
- 4.3 Contribute to the development and implementation of safe workplace policies and procedures in own work area

**ELEMENT****PERFORMANCE CRITERIA**

*Elements define the essential outcomes.*

*Performance criteria specify the level of performance needed to demonstrate achievement of the element.*

5. Reflect on own safe work practices

5.1 Identify ways to maintain currency of safe work practices in regards to workplace systems, equipment and processes in own work role

5.2 Reflect on own levels of stress and fatigue, and report to designated persons according to workplace procedures

5.3 Participate in workplace debriefing to address individual needs

**Foundation Skills**

*The Foundation Skills described those required skills (language, literacy and numeracy) that are essential to performance.*

- *Reading* – in order to accurately read and interpret workplace safety policies and procedures including safety signs, dangerous goods classifications and safety instructions

The remaining foundation skills essential to performance are explicit in the performance criteria of this unit

**Unit Mapping Information**

No equivalent unit

**Links**

Companion Volume implementation guides are found in VETNet -  
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=ced1390f-48d9-4ab0-bd50-b015e5485705>



# Assessment Requirements for HLTWHS002 Follow safe work practices for direct client care

## Modification History

| Release   | Comments                                                                                                                                                                                                                                                                                                    |
|-----------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Release 1 | <p>This version was released in <i>HLT Health Training Package release 1.0</i> and meets the requirements of the New Standards for Training Packages.</p> <p>Revised scope of unit to reflect requirements of workers in direct client care environment</p> <p>New evidence requirements for assessment</p> |

## Performance Evidence

The candidate must show evidence of the ability to complete tasks outlined in elements and performance criteria of this unit, manage tasks and manage contingencies in the context of the job role.

There must be demonstrated evidence that the candidate has completed the following tasks at least once in line with state/territory WHS regulations, relevant codes of practice and workplace procedures:

- contributed to a workplace WHS meeting or inspection
- conducted a workplace risk assessment and recorded the results
- consistently applied workplace safety procedures in the day-to-day work activities required by the job role, including:
  - infection control
  - hazardous manual tasks
  - use of personal protective equipment
  - reporting incidents
- followed workplace procedures for at least one simulated emergency situation.

## Knowledge Evidence

The candidate must demonstrate knowledge of:

- state/territory legislation and how it impacts on workplace regulations, codes of practice and industry standards, including:
  - state/territory WHS authorities
  - rights and responsibilities of employers and workers, including duty of care

- hazardous manual tasks
- infection control
- safety symbols and their meanings, including signs for:
  - poisons
  - emergency equipment
  - personal protective equipment (PPE)
  - specific hazards such as sharps, radiation
- hazard identification, including:
  - definition of a hazard
  - common workplace hazards relevant to the industry setting including hazardous manual tasks, infection control risks and personal safety risks
  - workplace procedures for hazard identification
  - strategies minimising risk
- safety considerations when working in a home-based environment, including:
  - rights and responsibilities of workers and clients
  - basic home fire safety including high-risk groups, behaviour that contributes to fire injury and fatalities, and smoke alarm placement, installation and maintenance.
  - risks to personal safety
  - common sources of infection and means to minimise transfer of infectious diseases
  - fundamentals of the musculoskeletal system and practices to minimise injury to self and clients
- workplace emergency procedures
- workplace policies and procedures for WHS

## Assessment Conditions

Skills must be demonstrated:

- in the workplace

OR

- in an environment that provides realistic in-depth industry validated scenarios and simulations to assess candidates' skills and knowledge.

In addition, assessment must ensure use of:

- current workplace policies and procedures for WHS
- PPE relevant to the workplace and job role of the worker

Assessors must satisfy the NVR/AQTF mandatory competency requirements for assessors.

## Links

Companion Volume implementation guides are found in VETNet -  
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=ced1390f-48d9-4ab0-bd50-b015e5485705>

## HLTWHS003 Maintain work health and safety

### Modification History

| Release     | Comments                                                                                                                                                                                                                                                                                               |
|-------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Release 1.1 | Minor corrections to formatting to improve readability. Equivalent competency outcome.                                                                                                                                                                                                                 |
| Release 1.0 | <p>This version was released in <i>HLT Health Training Package release 1.0</i> and meets the requirements of the New Standards for Training Packages.</p> <p>Updated to include relevant content from HLTWHS401A. Revised scope of unit to reflect requirements of supervisor and/or line manager.</p> |

### Application

This unit describes the skills and knowledge required to implement and monitor work health and safety (WHS) policies, procedures and work practices as part of a small work team.

This unit applies to workers who have a key role in maintaining WHS in an organisation, including duty of care for other workers.

*No licensing, legislative or certification requirements apply to this unit at the time of publication.*

### Elements and Performance Criteria

#### ELEMENT

#### PERFORMANCE CRITERIA

*Elements define the essential outcomes.*

*Performance criteria specify the level of performance needed to demonstrate achievement of the element.*

1. Contribute to workplace procedures for identifying hazards and controlling risks

1.1 Identify existing and potential hazards and record them according to workplace procedures

1.2 Contribute to the development of strategies for implementing risk controls in line with workplace procedures and policies

1.3 Implement risk controls in line with the hierarchy of

**ELEMENT****PERFORMANCE CRITERIA**

*Elements define the essential outcomes.*

*Performance criteria specify the level of performance needed to demonstrate achievement of the element.*

risk control and workplace and legislative requirements

1.4 Identify and report issues with risk controls, including residual risk, in line with workplace and legislative requirements

2. Implement policies and procedures into work team processes

2.1 Regularly provide information about WHS policies and procedures to the work team

2.2 Provide information about identified hazards and the outcomes of risk assessment and risk controls to the work team

2.3 Monitor housekeeping practices to ensure that WHS policies and procedures are followed

2.4 Maintain WHS incident records in the work area according to workplace procedures and legislative requirements

3. Support consultation, cooperation and communication

3.1 Support workplace consultative procedures by encouraging work team participation in consultative activities

3.2 Report health and safety issues in line with workplace procedures and legislative requirements

3.3 Encourage and assist work team members to contribute to WHS

## Foundation Skills

*The Foundation Skills described those required skills (language, literacy and numeracy) that are essential to performance.*

- *Written communication* – in order to complete a workplace risk assessment and complete a workplace incident report in line with regulatory guidelines and organisational policies
- *Oral communication* – in order to accurately present information to a small group of at least two participants

The remaining foundation skills essential to performance are explicit in the performance criteria of this unit

## **Unit Mapping Information**

### **Links**

Companion Volume implementation guides are found in VETNet -  
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=ced1390f-48d9-4ab0-bd50-b015e5485705>

# Assessment Requirements for HLTWHS003 Maintain work health and safety

## Modification History

| Release     | Comments                                                                                                                                                                                                                                                                                               |
|-------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Release 1.1 | Minor corrections to formatting to improve readability. Equivalent competency outcome.                                                                                                                                                                                                                 |
| Release 1.0 | <p>This version was released in <i>HLT Health Training Package release 1.0</i> and meets the requirements of the New Standards for Training Packages.</p> <p>Updated to include relevant content from HLTWHS401A. Revised scope of unit to reflect requirements of supervisor and/or line manager.</p> |

## Performance Evidence

The candidate must show evidence of the ability to complete tasks outlined in elements and performance criteria of this unit, manage tasks and manage contingencies in the context of the job role.

There must be demonstrated evidence that the candidate has completed the following tasks at least once in line with state/territory WHS regulations, relevant codes of practice and workplace procedures:

- conducted a workplace risk assessment and recorded the results, including:
  - identification of hazards and potential hazards
  - risk assessment
  - strategies for minimising risk, and
  - analysis of residual risk
- provided WHS information to at least two workers, including:
  - explanation of WHS policies and procedures
  - demonstration of safe housekeeping practices
  - correct use of personal protective equipment (PPE)
- consistently monitored safety procedures in the day-to-day work activities required by the job role
- completed a workplace incident report
- followed workplace procedures for a simulated emergency situation

## Knowledge Evidence

The candidate must be able to demonstrate essential knowledge required to effectively complete tasks outlined in elements and performance criteria of this unit, manage tasks and manage contingencies in the context of the work role. This includes knowledge of:

- State/territory legislation and how it impacts on workplace regulations, codes of practice and industry standards, including:
  - state/territory WHS authorities
  - rights and responsibilities of persons conducting a business or undertaking (PCBUs), officers and workers, including duty of care
  - legislative requirements for record-keeping and reporting
  - regulatory requirements relevant to the particular industry/type of work site
  - hazardous manual tasks
  - infection control
- Hazards common to the work environment and how they cause harm
- Principles of hazards and risk assessment, including:
  - hazard identification procedures
  - risk assessment process
  - residual risk
  - risk controls
  - hierarchy of control
- Workplace emergency procedures
- Workplace policies and procedures for WHS.

## Assessment Conditions

Skills must be demonstrated in the workplace.

In addition, simulations and scenarios must be used where the full range of contexts and situations cannot be provided in the workplace or may occur only rarely. These are situations relating to emergency or unplanned procedures where assessment in these circumstances would be unsafe or is impractical.

Simulated assessment environments must simulate the real-life working environment where these skills and knowledge would be performed, with all the relevant equipment and resources of that working environment.

Assessment must ensure use of:

- current workplace policies and procedures for WHS.

Assessors must satisfy the NVR/AQTF mandatory competency requirements for assessors.



## Links

Companion Volume implementation guides are found in VETNet -  
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=ced1390f-48d9-4ab0-bd50-b015e5485705>

## HLTWHS004 Manage work health and safety

### Modification History

| Release   | Comments                                                                                                                                                                                                                                                                                                                                    |
|-----------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Release 1 | <p>This version was released in <i>HLT Health Training Package release 1.0</i> and meets the requirements of the New Standards for Training Packages.</p> <p>Updated to include relevant content from HLTWHS401A. Revised scope of unit to reflect requirements of managers and/or persons conducting a business or undertaking (PCBUs)</p> |

### Application

This unit describes the skills and knowledge required to establish, maintain and evaluate work health and safety (WHS) policies, procedures and programs in the relevant work area, according to WHS legislative requirements.

This unit applies to workers who have responsibility for WHS as part of their role, including workers with obligations under WHS legislation, persons conducting a business or undertaking (PCBUs), or their officers (as defined by relevant legislation).

*No licensing, legislative or certification requirements apply to this unit at the time of publication.*

### Elements and Performance Criteria

#### ELEMENT

#### PERFORMANCE CRITERIA

*Elements define the essential outcomes.*

*Performance criteria specify the level of performance needed to demonstrate achievement of the element.*

1. Establish work health and safety practices

1.1 Access and interpret legislation, regulations, code of conduct and workplace policies and procedures for WHS

1.2 Develop procedures for ongoing hazard identification, and assessment and control of associated risks

1.3 Ensure risk controls and hazard-specific procedures are consistent with the hierarchy of control and are monitored to support compliance

**ELEMENT****PERFORMANCE CRITERIA**

*Elements define the essential outcomes.*

*Performance criteria specify the level of performance needed to demonstrate achievement of the element.*

with legislative and regulatory requirements

1.4 Identify requirements for expert WHS advice, and request this advice as required

2. Facilitate consultation, cooperation and communication

2.1 Develop and provide consultative WHS activities to provide advice in relation to work health and safety issues

2.2 Monitor processes for ensuring that workers have an opportunity to contribute feedback on health and safety issues

2.3 Document outcomes of consultation and communicate to workers

2.4 Develop and implement processes to ensure that responsibilities and duties are documented and accountability processes are in place

2.5 Implement and monitor training programs to ensure identified WHS training requirements are addressed, including induction process

3. Monitor compliance with risk control processes

3.1 Develop WHS record-keeping policies and procedures and provide information to workers

3.2 Monitor hazard, incident and injury reporting processes to meet legislative requirements and to inform future prevention strategies

3.3 Evaluate WHS record-keeping policies and procedures for compliance with legislative requirements

4. Evaluate and maintain WHS

4.1 Determine WHS priorities in consultation with work group

4.2 Develop a WHS action plan taking account of priorities and training needs

4.3 Identify potential barriers to improvement

4.4 Establish processes to monitor achievement

**ELEMENT**

*Elements define the essential outcomes.*

**PERFORMANCE CRITERIA**

*Performance criteria specify the level of performance needed to demonstrate achievement of the element.*

against the plan and update plans as required

**Foundation Skills**

*The Foundation Skills describe those required skills (language, literacy and numeracy) that are essential to performance.*

- *Written communication* – in order to complete a workplace risk assessment and develop a WHS action plan in line with regulatory guidelines and organisational policies
- *Oral communication* – in order to accurately present information to a small group of at least two participants

The remaining foundation skills essential to performance are explicit in the performance criteria of this unit

**Unit Mapping Information**

No equivalent unit

**Links**

Companion Volume implementation guides are found in VETNet -  
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=ced1390f-48d9-4ab0-bd50-b015e5485705>

# Assessment Requirements for HLTWHS004 Manage work health and safety

## Modification History

| Release   | Comments                                                                                                                                                                                                                                                                                                                                    |
|-----------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Release 1 | <p>This version was released in <i>HLT Health Training Package release 1.0</i> and meets the requirements of the New Standards for Training Packages.</p> <p>Updated to include relevant content from HLTWHS401A. Revised scope of unit to reflect requirements of managers and/or persons conducting a business or undertaking (PCBUs)</p> |

## Performance Evidence

The candidate must show evidence of the ability to complete tasks outlined in elements and performance criteria of this unit, manage tasks and manage contingencies in the context of the job role.

There must be demonstrated evidence that the candidate has completed the following tasks at least once in line with state/territory WHS regulations, relevant codes of practice and workplace procedures:

- conducted a workplace risk assessment and recorded the results, including:
  - identification of hazards and potential hazards
  - risk assessment
  - evaluation of policy/procedure in line with state/territory legislation and industry guidelines
  - development of risk controls and measures
- conducted the following consultative activities with at least two workers:
  - information session about workplace policies and procedures, including demonstration of personal protective equipment (PPE) where required for the job role
  - consultative discussion regarding outcomes of a workplace risk assessment, including risk controls and measures developed as part of the risk assessment process
- monitored workplace compliance with WHS procedures
- developed a WHS action plan, including strategies for monitoring and review
- coordinated workplace procedures for a simulated emergency situation.

## Knowledge Evidence

The candidate must demonstrate knowledge of:

- state/territory legislation and how it impacts on workplace regulations, codes of practice and industry standards, including:
  - state/territory WHS authorities
  - rights and responsibilities of persons conducting a business or undertaking (PCBUs), officers and workers, including duty of care
  - legislative requirements for record-keeping and reporting
  - due diligence and general duty requirements
  - regulatory requirements relevant to the particular industry/type of work site
  - legislative requirements for consultation
  - hazardous manual tasks
  - infection control
- hazards common to the work environment and strategies for minimisation
- requirements for WHS policies, including:
  - hazard, incident and injury reporting
  - hazard identification, risk assessment and control
  - human resources policies and procedures
  - consultation and participation
  - incident investigation and record-keeping
  - quality system documentation
  - designated person/s for raising issues
  - workplace support services
  - use of personal protective equipment (PPE)
  - emergency procedures
- principles of hazard and risk management, including:
  - risk analysis
  - hazard identification procedures
  - hierarchy of control and its application
  - principles of risk assessment
  - examples of health and safety benchmarks
  - principles of safe design processes

## Assessment Conditions

Skills must be demonstrated in the workplace.

In addition, simulations and scenarios must be used where the full range of contexts and situations cannot be provided in the workplace or may occur only rarely. These are situations relating to emergency or unplanned procedures where assessment in these circumstances would be unsafe or is impractical.

Simulated assessment environments must simulate the real-life working environment where these skills and knowledge would be performed, with all the relevant equipment and resources of that working environment.

In addition, assessment must ensure use of:

- current workplace policies and procedures for WHS

Assessors must satisfy the NVR/AQTF mandatory competency requirements for assessors.

## Links

Companion Volume implementation guides are found in VETNet -  
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=ced1390f-48d9-4ab0-bd50-b015e5485705>

## CHCNET404B Facilitate links with other services

### Modification History

| CHC08<br>Version 3                                    | CHC08 Version 4                                       | Description                                                                                                                                                                          |
|-------------------------------------------------------|-------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| CHCNET404A<br>Facilitate links with<br>other services | CHCNET404B<br>Facilitate links with<br>other services | Unit updated in V4.<br>ISC upgrade changes to remove references<br>to old OHS legislation and replace with<br>references to new WHS legislation. No<br>change to competency outcome. |

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### Unit Descriptor

#### Descriptor

This unit describes the knowledge and skills required to liaise and facilitate linkages between community services including specialist and generalist services in the community to ensure support of people in need

### Application of the Unit

#### Application

The skills described in this unit may be applied across a range of workplace contexts, especially involving related service delivery, sharing of information and client referral

### Licensing/Regulatory Information

Not Applicable

### Pre-Requisites

Not Applicable



## Employability Skills Information

### Employability Skills

This unit contains Employability Skills

## Elements and Performance Criteria Pre-Content

Elements define the essential outcomes of a unit of competency.

The Performance Criteria specify the level of performance required to demonstrate achievement of the Element. Terms in *italics* are elaborated in the Range Statement.

## Elements and Performance Criteria

### ELEMENT

### PERFORMANCE CRITERIA

1. Identify and maintain *links* with *relevant services*

- 1.1 Gather and store *information on relevant services* as appropriate
- 1.2 Identify, develop and maintain communication processes within and across services to establish and maintain inter- and intra-sector links
- 1.3 Maintain active participation in relevant networks
- 1.4 Maintain information on the organisation's range of services

2. Provide relevant information to services

- 2.1 Respond to information requests from other organisations as appropriate
- 2.2 Maintain knowledge of and access to internal means of support within own organisation
- 2.3 Provide information and resources to support community groups as appropriate
- 2.4 Ensure materials and resources provided are relevant and current
- 2.5 Seek feedback on the materials and resources and use in developing future materials and resources

3. Work with and *support* other

- 3.1 Define the type and level of support to be

**ELEMENT**

organisations to enhance service delivery

**PERFORMANCE CRITERIA**

provided and negotiate with the relevant organisation

3.2 Maintain appropriate support and contact with people referred

3.3 Provide information to services in line with organisation confidentiality, consent and privacy policies and procedures

3.4 Develop and negotiate longer term plans to assist services to operate self-sufficiently

## Required Skills and Knowledge

This describes the essential skills and knowledge and their level required for this unit.

### *Essential knowledge:*

The candidate must be able to demonstrate essential knowledge required to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

These include knowledge of:

- Existing information systems
- Referral networks - criteria and procedures for referral
- Current community services issues
- Language used in community services work
- Range of community services and how to access
- Confidentiality and privacy
- Knowledge specific to working with people from culturally and linguistically diverse backgrounds

### *Essential skills:*

It is critical that the candidate demonstrate the ability to:

- Facilitate effective working relationships within community services and within the general community

In addition, the candidate must be able to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of

the identified work role

These include the ability to:

- Demonstrate application of skills in:
  - questioning
  - active listening
  - verbal and non-verbal communication
  - referral
  - participating and conducting interagency meetings
  - promotion
  - negotiation
  - liaison and networking
- Recognise own limitations and agency boundaries
- Develop and provide information about community services
- Use and coordinate the use of relevant information technology effectively in line with work health and safety (WHS) guidelines

## Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment Guidelines for this Training Package.

*Critical aspects for assessment and evidence required to demonstrate this unit of competency:*

- The individual being assessed must provide evidence of specified essential knowledge as well as skills
- This unit is best assessed in the workplace or in a simulated workplace under the normal range of conditions
- Consistency in performance should consider the community services networking and liaison requirements within the workplace

*Access and equity considerations:*

- All workers in community services should be aware of access, equity and human rights issues in relation to their own area of work
- All workers should develop their ability to work in a culturally diverse environment
- In recognition of particular issues facing Aboriginal and Torres Strait Islander communities, workers should be aware of cultural, historical and current

issues impacting on Aboriginal and Torres Strait Islander people

- Assessors and trainers must take into account relevant access and equity issues, in particular relating to factors impacting on Aboriginal and/or Torres Strait Islander clients and communities

*Context of and specific resources for assessment:*

- This unit can be assessed independently, however holistic assessment practice with other community services units of competency is encouraged
- Resource requirements for assessment of this unit include access to:
  - an appropriate workplace where assessment can be conducted or simulation of realistic workplace setting for assessment

*Method of assessment:*

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

## Range Statement

The Range Statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Add any essential operating conditions that may be present with training and assessment depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts.

*Links may be:*

- Referral to and from other services
- Telephone contact
- Worker networks
- Informal contacts
- Case conferences
- Inter agency meetings
- Community consultative committees
- Joint projects

*Relevant services may include:*

- Consumer groups
- Commercial enterprises such as real estate agents,

and financial institutions

- Community services departments
- Aboriginal and Torres Strait Islander services
- Employment services
- Community based disability support services
- Income support services
- Accommodation services
- Services specific to the person's needs
- Trans-cultural
- Religious organisations
- Judicial
- Correctional
- Police
- Emergency services

*Information on relevant services may include:*

- Pamphlets and other information sources
- List of all relevant services
- Information on own agency
- Criteria for referral to each agency
- Contacts
- Information to provide to clients

*Support may include:*

- Visits
- Consultations
- Joint initiatives
- Participation in case conferences
- Telephone advice
- Provision of staff development and training
- Exchanging of reports
- Community education

*Policies and procedures may include:*

- Referral protocols

## Unit Sector(s)

Not Applicable

## CHCOHC303A Use basic oral health screening tools

### Modification History

Not Applicable

### Unit Descriptor

#### Descriptor

This unit describes the skills and knowledge required by workers to carry out basic oral health screening of clients using tools that are accepted by the oral health sector

### Application of the Unit

#### Application

This unit is appropriate for workers in a range of health and community services environments whose work roles involve the type of interactions with clients that would enable the use of basic oral health screening tools

Application could be stand alone or as part of other screening processes to identify the need for referral to an oral health practitioner or for additional education or instruction in oral health care

Examples of tools that are accepted by the oral health sector for oral health screening are listed in the Range Statement of this unit

### Licensing/Regulatory Information

Not Applicable

### Pre-Requisites

Not Applicable

## Employability Skills Information

### Employability Skills

This unit contains Employability Skills

## Elements and Performance Criteria Pre-Content

Elements define the essential outcomes of a unit of competency.

The Performance Criteria specify the level of performance required to demonstrate achievement of the Element. Terms in *italics* are elaborated in the Range Statement.

## Elements and Performance Criteria

### ELEMENT

### PERFORMANCE CRITERIA

- |                                                                                              |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
|----------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>1. Prepare for and participate in <i>basic routine oral health screening services</i></p> | <p>1.1 Explain <i>screening</i> procedure and rationale to clients</p> <p>1.2 Take into account client's ability to self report</p> <p>1.3 Seek information and guidance on <i>tools to work with certain individuals</i> and the most suitable approach, taking into consideration factors such as, cognitive ability, communication methods and culture</p> <p>1.4 Obtain feedback from client to determine that procedure is understood and obtain consent from client or relevant <i>substitute decision maker</i> to conduct screening</p> <p>1.5 Prepare screening materials and documents</p> <p>1.6 Perform basic routine screening in line with <i>legislative requirements</i>, organisation requirements and within own work role</p> <p>1.7 Use only <i>screening tools that are currently accepted by the oral health sector</i> and are fit for basic oral health screening as part of client support work</p> <p>1.8 Use tools correctly, strictly according to instructions, guidelines and/or training approved by the oral health sector'</p> |
| <p>2. Follow screening tool</p>                                                              | <p>2.1 Use screening tool to question clients about their</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |

**ELEMENT****PERFORMANCE CRITERIA**

|                                                     |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |
|-----------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| questioning, observation and recording requirements | <p>oral health taking into account <i>specific individual issues</i></p> <p>2.2 <i>Document and record</i> client responses to questions</p> <p>2.3 Record observations about client's oral health in appropriate format according to tool and <i>organisation guidelines</i></p> <p>2.4 Consult with <i>other health personnel</i> where necessary to assist with, confirm or clarify screening and recording processes and outcomes</p> <p>2.5 Complete reporting processes using information from client, significant others and own observations</p> <p>2.6 Confirm available and appropriate referral pathways to address identified client needs in line with own work role</p> <p>2.7 Where appropriate and in consultation with others where necessary, refer clients to address identified needs for oral health education and/or assessment</p> <p>2.8 Where screening was unsuccessful report and follow up appropriately</p> |
| 3. Review screening process and outcomes            | <p>3.1 Ask for <i>feedback</i> from clients and other relevant stakeholders to determine the effectiveness of screening processes and identify any issues in own use of screening tool/s</p> <p>3.2 Where appropriate, discuss with clients and other relevant stakeholders any issues or obstacles relating to referrals made</p> <p>3.3 Discuss feedback with other members of the team and take appropriate action to address feedback where required</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |

**Required Skills and Knowledge****REQUIRED SKILLS AND KNOWLEDGE**



## REQUIRED SKILLS AND KNOWLEDGE

This describes the essential skills and knowledge and their level required for this unit.

### *Essential knowledge:*

The candidate must be able to demonstrate essential knowledge required to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

These include knowledge of:

- Own role in oral health screening
- Relevant referral pathway options
- Relevant screening tools and procedures and associated rationale for use
- Relevant workplace policies, procedures and programs for screening

### *Essential skills:*

It is critical that the candidate demonstrate the ability to:

- Communicate effectively to provide information and ensure understanding of information provided in a range of formats
- Consult effectively with other health and community services personnel
- Reflect on and improve own level and application of skills and knowledge to achieve desirable outcomes and maintain own capabilities
- Use appropriate referral practices and pathways
- Use approved simple oral health screening tool/s appropriately and effectively in line with established oral health sector guidelines
- Use communication skills to effectively establish a relationship of trust with clients and/or family or significant others
- Use relevant technology, including information technology safely and effectively

In addition, the candidate must be able to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

These include the ability to:

- Apply basic problem solving skills to resolve problems within organisation protocols
- Apply literacy and numeracy skills required to fulfill work role in a safe manner and as specified by the organisation
- Consistently demonstrate interpersonal skills, including empathy when relating to people from a range of backgrounds and abilities

## REQUIRED SKILLS AND KNOWLEDGE

- Incorporate oral health screening processes with other organisation screening
- Work effectively with clients, colleagues and supervisors

## Evidence Guide

### EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment Guidelines for this Training Package.

*Critical aspects for assessment and evidence required to demonstrate this unit of competency:*

- The individual being assessed must provide evidence of specified essential knowledge as well as skills
- This unit is best assessed in the workplace or in a simulated workplace under the normal range of conditions
- Consistency in performance should consider the particular workplace context

*Access and equity considerations:*

- All workers in health and community services environments should be aware of access, equity and human rights issues in relation to their own area of work
- All workers should develop their ability to work in a culturally diverse environment
- In recognition of particular issues facing Aboriginal and/or Torres Strait Islander communities, workers should be aware of cultural, historical and current issues impacting on Aboriginal and Torres Strait Islander people
- Assessors and trainers must take into account relevant access and equity issues relating to factors impacting on Aboriginal and/or Torres Strait Islander clients and communities

## EVIDENCE GUIDE

### *Context of and specific resources for assessment:*

- This unit can be delivered and assessed independently, however holistic assessment practice with other community services units of competency is encouraged
- Resources required for assessment include:
  - access to appropriate workplace where assessment can take place
  - simulation of realistic workplace setting

### *Method of assessment:*

- In cases where the learner does not have the opportunity to cover all relevant aspects in the work environment, the remainder should be assessed through realistic simulations, projects, previous relevant experience or oral questioning on 'What if?' scenarios
- Assessment of this unit of competency will include observation of processes and procedures, oral and/or written questioning on essential knowledge and skills and consideration of required attitudes
- Consistency of performance should be demonstrated over a range of relevant workplace conditions

### *Related units:*

- This unit may be assessed independently or in conjunction with other units with associated workplace application

## Range Statement

### RANGE STATEMENT

The Range Statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Add any essential operating conditions that may be present with training and assessment depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts.

## RANGE STATEMENT

*Basic routine oral health screening services may include:*

- Routine screening by age, sex, ethnicity and regional disease prevalence
- Screening practices in line with relevant, organisation, local, state, territory and national guidelines

*Screening refers to:*

- Following a process to collect specific information and determine a prescribed course of action

*Tools to work with certain individuals may include but not be limited to:*

- Abbey pain scale - an augmentative pain screening tool for people with cognitive impairment, such as that caused by dementia
- Augmentative or alternative communication systems, such as symbols or picture cards
- Bite blocks
- Tongue depressors
- Torch

*Substitute decision maker (in relation to consent) must be:*

- The person appointed with the right to speak for the client and may include:
  - advocate
  - carers
  - guardians
  - health attorneys
  - medical power of attorney
  - members of family
  - other practitioners
  - parent of child
  - person responsible
  - public trustee

*Legislative requirements refers to:*

- Federal, state or territory legislation that may impact on workers' practices and responsibilities, noting that implementation of the unit of competency must reflect the legislative framework in which a worker operates

## RANGE STATEMENT

- Screening tools that are currently accepted by the oral health sector include:*
- Basic instruments that are appropriate for use in simple oral health screening, such as:
    - computer-assisted triaging tools, such as 'Relative Needs Index' and 'Information System for Oral Health'
    - 'Lift the Lip'
- Specific individual issues may include but not be limited to:*
- Ability to self-report
  - Age
  - Cultural and socioeconomic background
  - Current knowledge and practices
  - Developmental stage
- Document and record may include the use of:*
- Photographs
  - Verbal reports
  - Written reports
- Organisation guidelines may include but are not limited to:*
- Clinical protocols
  - Position descriptions
  - Workplace policies and procedures, including:
    - infection control
    - occupational health and safety (OHS)
- Other health personnel may include but are not limited to:*
- Aboriginal and/or Torres Strait Islander health workers
  - Allied health professionals, such as:
    - dietitians
    - health promotion officers
    - nutritionists
    - occupational therapists
    - physiotherapists
    - speech therapists
  - General practitioners
  - Members of the community who provide health care
  - Nurses

**RANGE STATEMENT**

- Oral health practitioners
- Specialists

*Feedback may be provided:*

- As a recording using sound or visual media
- In writing
- Using symbols or drawings
- Verbally

**Unit Sector(s)**

Not Applicable

## TAEDEL404A Mentor in the workplace

### Modification History

Not applicable.

### Unit Descriptor

|                        |                                                                                                                                                                                                                                                                                                                                                                                                                                                              |
|------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Unit descriptor</b> | This unit describes the performance outcomes, skills and knowledge required to establish and develop a professional mentoring relationship with a learner, in particular an apprentice or trainee employed by, or undertaking work placement in, a workplace. It includes establishing the need for mentoring, developing a mentoring plan/framework, facilitating and monitoring the mentoring relationship, and evaluating the effectiveness of mentoring. |
|------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

### Application of the Unit

|                                |                                                                                                                                  |
|--------------------------------|----------------------------------------------------------------------------------------------------------------------------------|
| <b>Application of the unit</b> | This unit typically applies to workplace supervisors or other work colleague with responsibility for mentoring in the workplace. |
|--------------------------------|----------------------------------------------------------------------------------------------------------------------------------|

### Licensing/Regulatory Information

Not applicable.

### Pre-Requisites

|                           |  |  |
|---------------------------|--|--|
| <b>Prerequisite units</b> |  |  |
|                           |  |  |
|                           |  |  |

## Employability Skills Information

|                      |                                          |
|----------------------|------------------------------------------|
| Employability skills | This unit contains employability skills. |
|----------------------|------------------------------------------|

## Elements and Performance Criteria Pre-Content

|                                                                   |                                                                                                                                                                                                                                                                                                                  |
|-------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Elements describe the essential outcomes of a unit of competency. | Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide. |
|-------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

## Elements and Performance Criteria

| ELEMENT                              | PERFORMANCE CRITERIA                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |
|--------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1. Develop a mentoring plan          | 1.1. Identify scope and boundaries of the <b><i>mentoring</i></b> relationship according to organisational procedures<br>1.2. Establish <b><i>ground rules</i></b> and negotiate realistic expectations<br>1.3. Establish and maintain confidentiality of the relationship in accordance with <b><i>legislation, policy and procedures</i></b>                                                                                                                                                                                                                                                                                                                                                |
| 2. Facilitate mentoring relationship | 2.1. Develop learner's confidence, self-esteem, respect and trust in the mentoring relationship<br>2.2. Share personal experiences and knowledge with the person being mentored according to agreed objectives<br>2.3. Support the person being mentored to develop and use skills in problem solving and decision making<br>2.4. Use personal and professional networks to assist the person being mentored<br>2.5. Provide information, guidance and constructive guidance to enhance engagement in the workplace<br>2.6. Use <b><i>techniques for resolving differences</i></b> without damaging the relationship, and obtain assistance according to organisational policy and procedures |
| 3. Monitor mentoring relationship    | 3.1. Provide planning assistance and guidance as requested by the person being mentored in a form                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |



| ELEMENT                                | PERFORMANCE CRITERIA                                                                                                                                                                                                                                                                                                                                                                                            |
|----------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                                        | <p>and style to suit their requirements</p> <p>3.2. Provide feedback to the person being mentored on progress towards achieving the expectations and goals of the mentoring process</p> <p>3.3. Recognise and discuss changes in the <b>mentoring relationship</b> with appropriate <b>stakeholders</b></p> <p>3.4. Negotiate and manage closure of the mentoring arrangement once objectives have been met</p> |
| 4. Evaluate effectiveness of mentoring | <p>4.1. Establish and discuss <b>benefits</b> gained from the mentoring process</p> <p>4.2. Reflect on and articulate the personal benefits gained from providing mentoring</p> <p>4.3. Identify and report the outcomes of the mentoring arrangement and the <b>benefits to the organisation</b> according to organisational policy and procedures to improve the mentoring system or program</p>              |

## Required Skills and Knowledge

### REQUIRED SKILLS AND KNOWLEDGE

This section describes the skills and knowledge required for this unit.

#### Required skills

- planning and time-management skills to mentor in a workplace
- oral communication and language skills to motivate learners
- organisational skills to provide guidance and feedback to individuals
- interpersonal skills to:
  - engage in relationship building, including building trust and maintaining confidentiality
  - respond to diversity, including gender and disability
- communication skills to use a range of communication strategies, including listening, questioning, and giving and receiving feedback
- initiative and enterprise skills to apply procedures relating to OHS and environmental legislation in the context of workplace mentoring

#### Required knowledge

- relevant policy, legislation, codes of practice and national standards likely to impact on the provision of workplace mentoring
- training contracts and responsibilities of employer, registered training organisation

**REQUIRED SKILLS AND KNOWLEDGE**

- (RTO) and funding body
- training plans and responsibilities
  - training products and strategies for learning
  - mentoring methodologies and strategies
  - acceptable behaviour in the mentoring relationship
  - equal employment opportunity, equity and diversity principles
  - OHS relating to the work role, including:
    - hazards relating to the industry and specific workplace
    - reporting requirements for hazards and incidents
    - specific procedures for work tasks
    - safe use and maintenance of relevant equipment
    - emergency procedures
    - sources of OHS information

**Evidence Guide****EVIDENCE GUIDE**

The Evidence Guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

|                                                                                                     |                                                                                                                                                                                                                                                                                                                                                                                                                                                          |
|-----------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Overview of assessment</b>                                                                       | Assessment must address the scope of this unit and reflect all components of the unit. Arrange of appropriate assessment methods and evidence-gathering techniques must be used to determine competency. A judgement of competency should only be made when the assessor is confident that the required outcomes of the unit have been achieved and that consistent performance has been demonstrated.                                                   |
| <b>Critical aspects for assessment and evidence required to demonstrate competency in this unit</b> | <p>Evidence of the ability to:</p> <ul style="list-style-type: none"> <li>• prepare a mentoring plan between the mentor and learner that reflects the scope and substance expected within a plan prepared for a learner undertaking a contracted apprenticeship or traineeship</li> <li>• facilitate at least three mentoring sessions</li> <li>• provide information on sessions, including comments and notes from both mentor and learner.</li> </ul> |
| <b>Context of and specific resources for assessment</b>                                             | Evidence must be gathered in the workplace wherever possible. Where no workplace is available, a simulated workplace must be                                                                                                                                                                                                                                                                                                                             |

| EVIDENCE GUIDE                             |                                                                                                                                                                                                         |
|--------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                                            | provided.                                                                                                                                                                                               |
| <b>Method of assessment</b>                |                                                                                                                                                                                                         |
| <b>Guidance information for assessment</b> | For further information about assessment of this and other TAE units, refer to relevant implementation guidance published on the IBSA website ( <a href="http://www.ibsa.org.au">www.ibsa.org.au</a> ). |

## Range Statement

| RANGE STATEMENT                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |                                                                                                                                                                                                                                                                                                                                                                                                              |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.</p> |                                                                                                                                                                                                                                                                                                                                                                                                              |
| <b><i>Mentoring</i></b> may include:                                                                                                                                                                                                                                                                                                                                                                                                                                                 | <ul style="list-style-type: none"> <li>• long-term focus on personal growth and learning</li> <li>• wide range of learning oriented to: <ul style="list-style-type: none"> <li>• support</li> <li>• guidance in personal or career growth</li> </ul> </li> <li>• relationship, not just a procedure or activity</li> <li>• one person professionally assisting the career development of another.</li> </ul> |
| <b><i>Ground rules</i></b> may include:                                                                                                                                                                                                                                                                                                                                                                                                                                              | <ul style="list-style-type: none"> <li>• training for mentoring partners</li> <li>• mentoring agreement</li> <li>• active involvement of both partners in the mentoring process.</li> </ul>                                                                                                                                                                                                                  |
| <b><i>Legislation, policy and procedures</i></b> may include:                                                                                                                                                                                                                                                                                                                                                                                                                        | <ul style="list-style-type: none"> <li>• commonwealth and state or territory legislation and regulations, such as: <ul style="list-style-type: none"> <li>• privacy legislation</li> <li>• equal employment opportunity, anti-discrimination and harassment legislation</li> <li>• OHS legislation</li> <li>• user choice</li> </ul> </li> <li>• organisational policy, procedures and protocols.</li> </ul> |
| <b><i>Techniques for resolving differences</i></b>                                                                                                                                                                                                                                                                                                                                                                                                                                   | <ul style="list-style-type: none"> <li>• finding a mutually beneficial solution</li> <li>• self-disclosure</li> </ul>                                                                                                                                                                                                                                                                                        |

| <b>RANGE STATEMENT</b>                                  |                                                                                                                                                                                                                                                                                                                                                                                              |
|---------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| may include:                                            | <ul style="list-style-type: none"> <li>• inviting discussion</li> <li>• providing explanations</li> <li>• accessing assistance.</li> </ul>                                                                                                                                                                                                                                                   |
| <b><i>Mentoring relationship</i></b> may include:       | <ul style="list-style-type: none"> <li>• informal workplace development program</li> <li>• formal mentoring process associated with a contracted apprenticeship or traineeship, involving a formal training plan.</li> </ul>                                                                                                                                                                 |
| <b><i>Stakeholders</i></b> may include:                 | <ul style="list-style-type: none"> <li>• trainee or apprentice</li> <li>• manager or supervisor</li> <li>• RTO</li> <li>• learning support services, including assistive technology and diagnostic testing</li> <li>• funding organisation</li> <li>• supplier of learning resources.</li> </ul>                                                                                             |
| <b><i>Benefits</i></b> may include:                     | <ul style="list-style-type: none"> <li>• insights into organisational culture, attitudes and expected behaviours</li> <li>• supportive environment in which successes and failures can be evaluated</li> <li>• networking opportunities</li> <li>• development of workplace competence and self-confidence</li> <li>• recognition and job satisfaction</li> <li>• mutual respect.</li> </ul> |
| <b><i>Benefits to the organisation</i></b> may include: | <ul style="list-style-type: none"> <li>• increased productivity</li> <li>• new competencies in the person being mentored</li> <li>• staff motivation</li> <li>• more committed, involved and responsible learners.</li> </ul>                                                                                                                                                                |

## Unit Sector(s)

|                    |                           |
|--------------------|---------------------------|
| <b>Unit sector</b> | Delivery and facilitation |
|--------------------|---------------------------|

## Competency field

|                         |  |
|-------------------------|--|
| <b>Competency field</b> |  |
|-------------------------|--|

## Co-requisite units

|                    |  |  |
|--------------------|--|--|
| Co-requisite units |  |  |
|                    |  |  |
|                    |  |  |

## BSBHRM404A Review human resources functions

### Modification History

| Release   | Comments                                                                                                                                                          |
|-----------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Release 1 | <p>This version first released with <i>BSB07 Business Services Training Package Version 8.0</i>.</p> <p>Replaces BSBHRM401A Review human resources functions.</p> |

### Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to undertake research that supports work across a range of human resources functional areas.

This is a foundation unit for any person wishing to pursue competency in human resources and provides a sound basis for working across various human resources functional areas.

The unit involves broad knowledge of human resources functions, associated policy frameworks, and the administrative requirements to support these functions and policies.

### Application of the Unit

This unit applies to those requiring a broad knowledge of human resources functions. Individuals at this level would not necessarily have responsibility for supervising the work of others, although this may be the case. As human resources practitioners, their work will support effective work practices across the organisation.

### Licensing/Regulatory Information

No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

### Pre-Requisites

Not applicable.

## Employability Skills Information

This unit contains employability skills.

### Elements and Performance Criteria Pre-Content

| Element                                                                  | Performance Criteria                                                                                                                                                                                                                                                                                                    |
|--------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <i>Elements describe the essential outcomes of a unit of competency.</i> | <i>Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.</i> |

### Elements and Performance Criteria

|                                            |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |
|--------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1. Research human resources functions      | 1.1 Review business strategy and human resources strategy, clarify <b>human resources issues</b> for review, and document scope of review<br>1.2 Identify local, state or territory, national and international human resources networks for human resources professionals<br>1.3 Identify information sources for human resources data and information<br>1.4 Select a <b>research strategy</b> suitable to the topic and consult with <b>relevant personnel</b><br>1.5 Undertake research and review research findings |
| 2. Review policy and procedures frameworks | 2.1 Locate policies and procedures relevant to the organisation<br>2.2 Analyse strengths and weaknesses of policies and procedures<br>2.3 Consider legislation, regulations and standards that apply to the policies and procedures and the organisation<br>2.4 Identify sustainability issues that relate to human resources functions                                                                                                                                                                                  |
| 3. Apply ethical framework                 | 3.1 Review <b>ethical requirements</b> associated with the human resources function under review<br>3.2 Consider ethical obligations and confidentiality requirements of human resources personnel working in the area under review<br>3.3 Document behaviours associated with working ethically in the area under review                                                                                                                                                                                                |
| 4. Analyse HR metrics                      | 4.1 Select appropriate technology to gather <b>workforce data</b> and                                                                                                                                                                                                                                                                                                                                                                                                                                                    |

|                                |                                                                                                                                                                                                                                                          |
|--------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                                | information to review human resources functions<br>4.2 Identify <b><i>sources of workforce data</i></b><br>4.3 Collate and analyse data and establish key trends and critical information                                                                |
| 5. Report on research outcomes | 5.1 Identify options for change suited to organisational culture, and any possible change barriers<br>5.2 Collate, analyse and document key findings of the review<br>5.3 Write report on outcomes of research<br>5.4 Develop recommendations for change |

## Required Skills and Knowledge

*This section describes the skills and knowledge required for this unit.*

### Required skills

- judgement and decision-making skills to review ethical and policy frameworks and recommend suggested improvements
- literacy skills to:
  - research an issue
  - write a clear and legible report that documents key issues coherently
- technology skills to:
  - gather and analyse workforce data
  - manage data in human resources information systems according to legislation and policies.

### Required knowledge

- human resources functions and policy frameworks
- legal and compliance requirements for working in human resources
- roles and responsibilities of human resources practitioners.

## Evidence Guide

*The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.*



|                                                                                                     |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
|-----------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Overview of assessment</b>                                                                       |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
| <b>Critical aspects for assessment and evidence required to demonstrate competency in this unit</b> | <p>Evidence of the ability to:</p> <ul style="list-style-type: none"> <li>• prepare a research report that reviews a key human resources function in an organisational context and demonstrates understanding of the requirement for sound policy, ethical approaches, and appropriate organisational change processes</li> <li>• analyse workforce data</li> <li>• apply knowledge of legal and compliance requirements for working in human resources.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                             |
| <b>Context of and specific resources for assessment</b>                                             | <p>Assessment must ensure:</p> <ul style="list-style-type: none"> <li>• examples of human resources policies and files on performance feedback, disputes and grievances, workers' compensation and leave applications.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |
| <b>Method of assessment</b>                                                                         | <p>A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit:</p> <ul style="list-style-type: none"> <li>• assessment of reports on outcomes of research</li> <li>• direct questioning combined with review of portfolios of evidence and third-party workplace reports of on-the-job performance by the candidate</li> <li>• observation of presentations on human resources functions being reviewed</li> <li>• oral or written questioning to assess knowledge of human resources functions being reviewed and policy frameworks</li> <li>• evaluation of research undertaken</li> <li>• review of documentation analysing the strengths and weaknesses of policies and procedures</li> <li>• review of documentation of behaviours associated with working ethically in the area under review.</li> </ul> |
| <b>Guidance information for assessment</b>                                                          | <p>Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example:</p> <ul style="list-style-type: none"> <li>• other units from the Certificate IV in Human Resources.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |

## Range Statement

*The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.*

|                                            |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |
|--------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Human resources issues</b> may include: | <ul style="list-style-type: none"> <li>• change management</li> <li>• employee assistance programs</li> <li>• grievances and disputes</li> <li>• human resources information systems (HRIS)</li> <li>• industrial relations</li> <li>• learning and development</li> <li>• payroll administration</li> <li>• performance management</li> <li>• rehabilitation and return-to-work schemes</li> <li>• remuneration</li> <li>• selection and recruitment</li> <li>• succession planning</li> <li>• workplace health and safety (WHS).</li> </ul> |
| <b>Research strategies</b> may involve:    | <ul style="list-style-type: none"> <li>• interviews</li> <li>• literature searches of print and online resources</li> <li>• statistical analysis</li> <li>• surveys.</li> </ul>                                                                                                                                                                                                                                                                                                                                                               |
| <b>Relevant personnel</b> may include:     | <ul style="list-style-type: none"> <li>• experienced human resources practitioners</li> <li>• managers and team leaders</li> <li>• industry experts and spokespersons</li> <li>• training and development staff.</li> </ul>                                                                                                                                                                                                                                                                                                                   |
| <b>Ethical requirements</b> may include:   | <ul style="list-style-type: none"> <li>• addressing improper behaviour</li> <li>• applying company values</li> <li>• codes of conduct</li> <li>• principles, such as confidentiality, fairness, respect, impartiality and integrity</li> <li>• managing information according to legislation and organisational policies, including privacy requirements</li> <li>• reporting processes.</li> </ul>                                                                                                                                           |
| <b>Workforce data</b> may include:         | <ul style="list-style-type: none"> <li>• absenteeism rates</li> <li>• climate and opinion surveys</li> <li>• days of work lost through accident or injury</li> <li>• demographic data on the workforce, such as age and gender</li> </ul>                                                                                                                                                                                                                                                                                                     |

|                                                      |                                                                                                                                                                                                                                                                                                                                                |
|------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                                                      | <ul style="list-style-type: none"><li>• learning and development data, such as training records</li><li>• leave entitlements</li><li>• number of workers in different roles or occupations</li><li>• payroll and remuneration data</li><li>• records of grievances, bullying and complaints</li><li>• retention and attrition rates.</li></ul> |
| <b><i>Sources of workforce data</i></b> may include: | <ul style="list-style-type: none"><li>• Australian Bureau of Statistics (ABS)</li><li>• databases</li><li>• electronic or paper forms</li><li>• employee records</li><li>• HRIS</li><li>• interviews</li><li>• surveys.</li></ul>                                                                                                              |

## Unit Sector(s)

Workforce Development – Human Resource Management

## BSBMGT616A Develop and implement strategic plans

### Modification History

Not applicable.

### Unit Descriptor

|                        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |
|------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Unit descriptor</b> | <p>This unit describes the performance outcomes, skills and knowledge required to establish the strategic direction of the organisation, and to sustain competitive advantage and enhance competitiveness. It requires analysis and interpretation of relevant markets, capability assessment of the organisation, and its existing and potential competitors and allies. It also covers implementation of the strategic plan.</p> <p>No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.</p> |
|------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

### Application of the Unit

|                                |                                                                                                                                                                                                                                                                                                                                                                                                                  |
|--------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Application of the unit</b> | <p>This unit applies to individuals working in senior roles in the organisation, who have responsibility for ensuring that the organisation is positioned to ensure its long term viability and success. The unit covers the requirements for analysing the organisation's present position, and for developing specific actions and initiatives that will be undertaken by people working in various roles.</p> |
|--------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

### Licensing/Regulatory Information

Not applicable.

### Pre-Requisites

|                           |  |  |
|---------------------------|--|--|
| <b>Prerequisite units</b> |  |  |
|                           |  |  |

|                           |  |  |
|---------------------------|--|--|
| <b>Prerequisite units</b> |  |  |
|                           |  |  |

## Employability Skills Information

|                             |                                          |
|-----------------------------|------------------------------------------|
| <b>Employability skills</b> | This unit contains employability skills. |
|-----------------------------|------------------------------------------|

## Elements and Performance Criteria Pre-Content

|                                                                   |                                                                                                                                                                                                                                                                                                                  |
|-------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Elements describe the essential outcomes of a unit of competency. | Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide. |
|-------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

## Elements and Performance Criteria

| ELEMENT                                          | PERFORMANCE CRITERIA                                                                                                                                                                                                                                                                                                                                                                               |
|--------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1. Confirm organisational vision and mission     | 1.1. Check with <b><i>stakeholders</i></b> that organisational vision and mission are still held to be current and are supported<br>1.2. Make any changes or refinements to vision or mission statement as required<br>1.3. Review or develop organisational values to support the vision and mission statement<br>1.4. Gain support for strategic planning process from all relevant stakeholders |
| 2. Analyse the internal and external environment | 2.1. Determine information requirements and undertake or commission <b><i>research</i></b> to deliver relevant information<br>2.2. Analyse political, economic, social, and technological developments in a <b><i>global context</i></b><br>2.3. Seek advice from appropriate experts wherever necessary<br>2.4. Identify and consider strengths and weaknesses of                                 |

| ELEMENT                     | PERFORMANCE CRITERIA                                                                                                                                                                                                                                                                                                                                                                                                                                                                |
|-----------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                             | <p>existing and potential competitors and allies</p> <p>2.5. Analyse organisation's strengths, weaknesses, opportunities and threats</p> <p>2.6. Consider co-operative ventures that are supported by risk and cost-benefit analyses, are consistent with the organisational vision, mission and values, and provide for <i>due diligence</i></p> <p>2.7. Check that analysis of internal and external environment is consistent with the perspectives of other informed people</p> |
| 3. Write strategic plan     | <p>3.1. Document relevant research and background for inclusion in the strategic plan</p> <p>3.2. Formulate strategic objectives and strategies needed for the future</p> <p>3.3. Detail each strategy with an assigned priority, a timeframe, responsible parties and measurable performance indicators</p> <p>3.4. Circulate strategic plan for comment, support and endorsement</p>                                                                                              |
| 4. Implement strategic plan | <p>4.1. Communicate strategic plan to all relevant parties</p> <p>4.2. Brief people with a specific role in relation to strategies</p> <p>4.3. Use performance indicators to monitor progress in implementing plan</p> <p>4.4. Make necessary refinements to plan</p> <p>4.5. Evaluate achievement of objectives at agreed milestones</p> <p>4.6. Review effectiveness of plan and consider methods for improving strategic planning processes</p>                                  |

## Required Skills and Knowledge

### REQUIRED SKILLS AND KNOWLEDGE

This section describes the skills and knowledge required for this unit.

#### Required skills

- analytical skills to undertake value chain analysis, to review strengths and weaknesses, and to collate and interpret statistical data including trend analysis

**REQUIRED SKILLS AND KNOWLEDGE**

- financial skills to consider resource implications of proposed strategies
- research skills to ensure accurate, up-to-date information is available for the environmental analysis
- risk management skills to plan and undertake appropriate due diligence.

**Required knowledge**

- relevant legislation from all levels of government that affects business operation, especially in regard to occupational health and safety and environmental issues, equal opportunity, industrial relations and anti-discrimination
- strategic planning methodologies including political, economic, social and technological (PEST) analysis and strengths, weaknesses, opportunities and threats analysis (SWOT)
- competitor knowledge
- codes and by-laws relevant to the organisation's operations.

**Evidence Guide****EVIDENCE GUIDE**

The Evidence Guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

**Overview of assessment****Critical aspects for assessment and evidence required to demonstrate competency in this unit**

Evidence of the following is essential:

- thorough analysis of the organisation's own capabilities, those of their existing potential competitors and allies, and the external environment
- strategic plan which includes objectives, strategies, timeframes, performance indicators and methods for monitoring the implementation of the plan
- knowledge of relevant legislation.

**Context of and specific resources for assessment**

Assessment must ensure:

- access to appropriate documentation and resources normally used in the workplace.

**Method of assessment**

A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit:

- direct questioning combined with review of

**EVIDENCE GUIDE**

|                                            |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |
|--------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                                            | <p>portfolios of evidence and third party workplace reports of on-the-job performance by the candidate</p> <ul style="list-style-type: none"> <li>• observation of presentations</li> <li>• oral or written questioning to assess knowledge of strategic planning methodologies</li> <li>• review of documentation outlining strengths and weaknesses of existing and potential competitors and allies</li> <li>• review of strategies and their assigned priority, timeframe, responsible parties and performance indicators.</li> </ul> |
| <b>Guidance information for assessment</b> | <p>Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example:</p> <ul style="list-style-type: none"> <li>• other units from the Advanced Diploma of Management.</li> </ul>                                                                                                                                                                                                                                                                                                 |

**Range Statement****RANGE STATEMENT**

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

***Stakeholders*** may include:

- Board
- customers
- employees
- government agencies
- owners
- shareholders
- technical advisers

***Research*** may include:

- commissioned research
- demographics
- economics
- internal research
- market segmentation



| RANGE STATEMENT              |                                                                                                                                                                                            |
|------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                              | <ul style="list-style-type: none"> <li>political</li> <li>product</li> <li>social</li> <li>technological</li> </ul>                                                                        |
| <b>Global context</b> means: | <ul style="list-style-type: none"> <li>examination on a world-wide basis of factors which may impact on the long-term strategic direction of the business</li> </ul>                       |
| <b>Due diligence</b> means:  | <ul style="list-style-type: none"> <li>process by which an investor, lawyer, auditor, or other qualified person, verifies the accuracy of data provided by another organisation</li> </ul> |

## Unit Sector(s)

|             |  |
|-------------|--|
| Unit sector |  |
|-------------|--|

## Competency field

|                  |                                        |
|------------------|----------------------------------------|
| Competency field | Management and Leadership - Management |
|------------------|----------------------------------------|

## Co-requisite units

|                    |  |  |
|--------------------|--|--|
| Co-requisite units |  |  |
|                    |  |  |
|                    |  |  |

## BSBR501B Manage risk

### Modification History

| Release   | Comments                                                                                                                                                                                                                      |
|-----------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Release 1 | <p>This version first released with <i>BSB07 Business Training Package version 6.0</i>.</p> <p>Revised unit. Required knowledge updated to incorporate current Australian Standards.</p> <p>Replaces BSBR501A Manage risk</p> |

### Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to manage risks in a range of contexts across the organisation or for a specific business unit or area.

### Application of the Unit

This unit addresses the management of the risk across the organisation or within a business unit or area. It does not assume any given industry setting.

This unit applies to individuals who are working in positions of authority and are approved to implement change across the organisation, business unit, program or project area. They may or may not have responsibility for directly supervising others.

### Licensing/Regulatory Information

No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

### Pre-Requisites

Not applicable.

### Employability Skills Information

This unit contains employability skills.

## Elements and Performance Criteria Pre-Content

| Element                                                                  | Performance Criteria                                                                                                                                                                                                                                                                                                    |
|--------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <i>Elements describe the essential outcomes of a unit of competency.</i> | <i>Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.</i> |

## Elements and Performance Criteria

|                                    |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |
|------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1. Establish risk context          | 1.1 Review organisational processes, procedures and requirements for undertaking <b>risk</b> management<br>1.2 Determine <b>scope</b> for risk management process<br>1.3 Identify internal and external stakeholders and their issues<br>1.4 Review political, economic, social, legal, technological and policy context<br>1.5 Review strengths and weaknesses of existing arrangements<br>1.6 Document critical success factors, goals or objectives for area included in scope<br>1.7 Obtain support for risk management activities<br>1.8 Communicate with <b>relevant parties</b> about the risk management process and invite participation |
| 2. Identify risks                  | 2.1 Invite relevant parties to assist in the identification of risks<br>2.2 <b>Research</b> risks that may apply to scope<br>2.3 Use <b>tools and techniques</b> to generate a list of risks that apply to the scope, in consultation with relevant parties                                                                                                                                                                                                                                                                                                                                                                                       |
| 3. Analyse risks                   | 3.1 Assess <b>likelihood</b> of risks occurring<br>3.2 Assess <b>impact or consequence</b> if risks occur<br>3.3 <b>Evaluate</b> and prioritise risks for treatment                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |
| 4. Select and implement treatments | 4.1 Determine and select most appropriate <b>options</b> for treating risks<br>4.2 Develop an <b>action plan</b> for implementing risk treatment<br>4.3 Communicate risk management processes to relevant parties<br>4.4 Ensure all documentation is in order and appropriately stored                                                                                                                                                                                                                                                                                                                                                            |

|  |                                                                               |
|--|-------------------------------------------------------------------------------|
|  | 4.5 Implement and monitor action plan<br>4.6 Evaluate risk management process |
|--|-------------------------------------------------------------------------------|

## Required Skills and Knowledge

*This section describes the skills and knowledge required for this unit.*

### Required skills

- communication and literacy skills to consult and negotiate, to prepare communications about risk management, and to encourage stakeholder involvement
- organisational and management skills to plan and implement risk management processes
- problem-solving and innovation skills to find practical ways to manage identified risks.

### Required knowledge

- AS/NZS ISO 31000:2009 Risk Management - Principles and Guidelines
- legislation, codes of practice and national standards, for example:
  - duty of care
  - company law
  - contract law
  - environmental law
  - freedom of information
  - industrial relations law
  - privacy and confidentiality
  - legislation relevant to organisation's operations
  - legislation relevant to operation as a business entity
- organisational policies and procedures, including:
  - risk management strategy
  - policies and procedures for risk management
- overall operations of organisation
- reasonable adjustment in the workplace for people with a disability
- types of available insurance and insurance providers.

## Evidence Guide

*The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.*

|                                                                                                     |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |
|-----------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Overview of assessment</b>                                                                       |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |
| <b>Critical aspects for assessment and evidence required to demonstrate competency in this unit</b> | <p>Evidence of the following is essential:</p> <ul style="list-style-type: none"> <li>• risk management plan which includes a detailed stakeholder analysis, explanation of the risk context, critical success factors, identified and analysed risks, and treatments for prioritised risks</li> <li>• details of monitoring arrangements for risk management plan and an evaluation of the risk management plan's efficacy in treating risks</li> <li>• knowledge of relevant legislation, codes of practice and national standards.</li> </ul>                                                                                                                                                                                                                                                                              |
| <b>Context of and specific resources for assessment</b>                                             | <p>Assessment must ensure:</p> <ul style="list-style-type: none"> <li>• access to workplace documentation.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |
| <b>Method of assessment</b>                                                                         | <p>A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit:</p> <ul style="list-style-type: none"> <li>• direct questioning combined with review of portfolios of evidence and third party workplace reports of on-the-job performance by the candidate</li> <li>• observation of presentations</li> <li>• oral or written questioning to assess knowledge of risk management policies and procedures</li> <li>• review of documented critical success factors, and goals or objectives for area</li> <li>• review of risks prioritised for treatment</li> <li>• evaluation of action plan for implementing risk treatment</li> <li>• evaluation of documentation communicating risk management processes to relevant parties.</li> </ul> |
| <b>Guidance information for assessment</b>                                                          | <p>Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example:</p> <ul style="list-style-type: none"> <li>• financial management units, governance units, human resource management units, or technology units.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |

## Range Statement

*The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.*

|                                             |                                                                                                                                                                                                                                                                                                                                                                   |
|---------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Risks</b> may include those relating to: | <ul style="list-style-type: none"> <li>• commercial relationships</li> <li>• economic circumstances and scenarios</li> <li>• human behaviour</li> <li>• individual activities</li> <li>• legislation</li> <li>• management activities and controls</li> <li>• natural events</li> <li>• political circumstances</li> <li>• technology.</li> </ul>                 |
| <b>Scope</b> may apply to:                  | <ul style="list-style-type: none"> <li>• given project</li> <li>• specific business unit or area</li> <li>• specific functional such as: <ul style="list-style-type: none"> <li>• financial management</li> <li>• OHS</li> <li>• governance</li> </ul> </li> <li>• external environment</li> <li>• internal environment</li> <li>• whole organisation.</li> </ul> |
| <b>Relevant parties</b> may include:        | <ul style="list-style-type: none"> <li>• all staff</li> <li>• internal and external stakeholders</li> <li>• senior management</li> <li>• specific teams or business units</li> <li>• technical experts.</li> </ul>                                                                                                                                                |
| <b>Research</b> may include:                | <ul style="list-style-type: none"> <li>• data or statistical information</li> <li>• information from other business areas</li> <li>• lessons learned from other projects or activities</li> <li>• market research</li> <li>• previous experience</li> <li>• public consultation</li> <li>• review of literature and other information sources.</li> </ul>         |
| <b>Tools and techniques</b> may include:    | <ul style="list-style-type: none"> <li>• brainstorm</li> <li>• checklists</li> <li>• fishbone diagrams</li> </ul>                                                                                                                                                                                                                                                 |

|                                            |                                                                                                                                                                                                                                                    |
|--------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                                            | <ul style="list-style-type: none"><li>• flowcharts</li><li>• scenario analysis.</li></ul>                                                                                                                                                          |
| <b>Likelihood</b> may refer to:            | <ul style="list-style-type: none"><li>• probability of a given risk occurring, such as:<ul style="list-style-type: none"><li>• very likely</li><li>• likely</li><li>• possible</li><li>• unlikely</li><li>• rare.</li></ul></li></ul>              |
| <b>Impact or consequence</b> may refer to: | <ul style="list-style-type: none"><li>• significance of outcomes if the risk occurs, such as:<ul style="list-style-type: none"><li>• disastrous</li><li>• severe</li><li>• moderate impact</li><li>• minimal impact.</li></ul></li></ul>           |
| <b>Evaluation</b> of risks includes:       | <ul style="list-style-type: none"><li>• considering the likelihood of the risk occurring</li><li>• considering the impact of the risk</li><li>• determining which risks are most significant and are therefore priorities for treatment.</li></ul> |
| <b>Options</b> may include:                | <ul style="list-style-type: none"><li>• avoiding the risk</li><li>• changing the consequences</li><li>• changing the likelihood</li><li>• retaining the risk</li><li>• sharing the risk with a third party.</li></ul>                              |
| <b>Action plans</b> should include:        | <ul style="list-style-type: none"><li>• what actions are required</li><li>• who is taking responsibility</li><li>• time lines</li><li>• monitoring processes.</li></ul>                                                                            |

## Unit Sector(s)

Management and Leadership – Management

## Custom Content Section

Not applicable.

## **BSBMGT603A Review and develop business plans**

### **Modification History**

Not applicable.

### **Unit Descriptor**

#### **Unit Descriptor**

This unit covers those areas of business planning and system review undertaken by an operational manager and incorporates the development of various tactical and operational plans incorporating risk management plans.

Consider co-assessment with BSBMGT604A Manage business operations.

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Consider co-assessment with BSBMGT604A Manage business operations.

### **Application of the Unit**

Not applicable.

### **Licensing/Regulatory Information**

Not applicable.

### **Pre-Requisites**

Not applicable.

### **Employability Skills Information**

Not applicable.

### **Elements and Performance Criteria Pre-Content**

Not applicable.



# Elements and Performance Criteria

## Elements and Performance Criteria

| Element                                  | Performance Criteria                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |
|------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1 Develop tactical and operational plans | <p>1.1 Pre-existing tactical and operational plans have been reviewed and evaluated</p> <p>1.2 Strategic objectives are analysed, interpreted and relevant operational objectives are developed</p> <p>1.3 Project management protocols for the organisation are developed</p> <p>1.4 Consultation with appropriate groups and individuals is built into plans</p> <p>1.5 Requirements of internal/external customers are identified through consultation and documented</p> <p>1.6 Plans include methods for measuring customer satisfaction and obtaining feedback</p> <p>1.7 Operational performance objectives, measures and criteria are developed through consultation with relevant groups and individuals</p> <p>1.8 Tactical and operational plans identify financial, human and physical resource requirements</p> <p>1.9 Scheduling of activities meets customer/marketing requirements</p> <p>1.1 Plans contain clear profitability, productivity and performance targets for key result areas (e.g. OHS, environment, quality, customer service)</p> <p>0</p> <p>1.1 Plans are concise, logical and comply with organisation requirements</p> <p>1</p> <p>1.1 Plans address all relevant operational issues, including internal/external environmental factors</p> <p>2</p> <p>1.1 Tactical and operational plans have been subject to risk assessment and analyses, and include risk management plans</p> <p>3</p> |
| 2 Review business systems                | <p>2.1 Reviews are undertaken regularly of the implementation of tactical and operational plans</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |

- 2.2 Information/reports are available to compare plans, budgets and forecasts to actual performance
- 2.3 Systems are reviewed in consultation with users and people responsible for implementing the business plans
- 2.4 Systems provide for identification of system variance or failure, to allow early intervention and prompt remediation
- 2.5 Systems monitor resource usage in a timely manner
- 2.6 Systems allow for flexible responses to changing and emerging situations
- 2.7 Systems are in place to provide feedback to relevant groups and individuals on their performance
- 2.8 Systems provide for immediate response to incidents involving potential risk to people, product or the environment
- 2.9 Systems are designed to achieve the organisation's energy saving targets

## Required Skills and Knowledge

Not applicable.

## Evidence Guide

The Evidence Guide identifies the critical aspects, knowledge and skills to be demonstrated to confirm competence for this unit. This is an integral part of the assessment of competence and should be read in conjunction with the Range Statement.

### Critical Aspects of Evidence

Assessment for this unit will need to occur over a sufficient period of time to allow an holistic assessment of the tactical and operational planning activities

Plans developed must meet the organisation's criteria as well as those set down in the unit

Systems review and revision is a crucial aspect of the business planning process and needs to be clearly evidenced

**OHS considerations may include:**

review and evaluation of previous OHS plans and programs  
implementation of OHS systems for projects  
use of participative arrangements for review of OHS in operational performance  
development and review of OHS performance targets  
framework and components of OHS management system, its structures and performance  
systemic review procedures

### **Underpinning Knowledge\***

\* At this level the learner must demonstrate understanding of specialised knowledge with depth in some areas.

Relevant legislation from all levels of government that affects business operation, especially in regard to Occupational Health and Safety and environmental issues, equal opportunity, industrial relations and anti-discrimination

Strategic planning

All legislation relevant to the organisation's operation

Critical path/PERT methodology

Relevant industrial awards and agreements

Electronic commerce systems

Consultative methods and processes

Performance measurement and benchmarking methodology

Operations management

High reliability organisational concepts

Energy management

Capital investment evaluative methodology including NPV and ROI

### **Underpinning Skills**

Analytical skills to interpret strategic objectives and develop tactical and operational objectives

Communication/consultation skills to ensure all relevant groups and individuals are advised of what is occurring and are provided with an opportunity for input

Risk management skills to analyse, identify and develop mitigation strategies for identified risks

Systems analysis and design skills to ensure that system outputs meet tactical/operational objectives and measure performance in a timely way

Ability to relate to people from a range of social, cultural and ethnic backgrounds and physical and mental abilities

### **Resource Implications**

The learner and trainer should have access to appropriate documentation and resources normally used in the workplace

### **Consistency of Performance**

In order to achieve consistency of performance, evidence should be collected over a set period of time which is sufficient to include dealings with an appropriate range and variety of situations

### **Context/s of Assessment**

Competency is demonstrated by performance of all stated criteria, including paying particular attention to the critical aspects and the knowledge and skills elaborated in the Evidence Guide, and within the scope as defined by the Range Statement

Assessment must take account of the endorsed assessment guidelines in the Business Services Training Package

Assessment of performance requirements in this unit should be undertaken in an actual workplace or simulated environment

Assessment should reinforce the integration of the key competencies and the business services common competencies for the particular AQF level. Refer to the Key Competency Levels at the end of this unit

### **Key Competency Levels**

**Collecting, analysing and organising information (Level 3)** - to prepare the tactical and operational plans

**Communicating ideas and information (Level 3)** - to internal/external customers and review systems

**Planning and organising activities (Level 3)** - to develop plans and review/redesign systems

**Working with teams and others (Level 3)** - to consult with them and obtain their input into planning and system review activities

**Using mathematical ideas and techniques (Level 2)** - to ensure appropriate measurement activities are in place

**Solving problems (Level 3)** - to improve existing systems and achieve tactical/operational objectives

**Using technology (Level 2)** - to improve system's performance

Please refer to the Assessment Guidelines for advice on how to use the Key Competencies

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Assessment for this unit will need to occur over a sufficient period of time to allow an holistic assessment of the tactical and operational planning activities

Plans developed must meet the organisation's criteria as well as those set down in the unit

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implementation of OHS systems for projects

use of participative arrangements for review of OHS in operational performance

development and review of OHS performance targets

framework and components of OHS management system, its structures and performance

systemic review procedures

**Underpinning Knowledge\***

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### **Resource Implications**

The learner and trainer should have access to appropriate documentation and resources normally used in the workplace

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In order to achieve consistency of performance, evidence should be collected over a set period of time which is sufficient to include dealings with an appropriate range and variety of situations

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**Using technology (Level 2)** - to improve system's performance

Please refer to the Assessment Guidelines for advice on how to use the Key Competencies

## **Range Statement**

Reviews are undertaken regularly of the implementation of tactical and operational plans

Information/reports are available to compare plans, budgets and forecasts to actual performance

**Systems** are reviewed in consultation with users and people responsible for implementing the business plans

**Systems** provide for identification of system variance or failure, to allow early intervention and prompt remediation

**Systems** monitor resource usage in a timely manner

**Systems** allow for flexible responses to changing and emerging situations

**Systems** are in place to provide feedback to relevant groups and individuals on their performance

**Systems** provide for immediate response to incidents involving potential risk to people, product or the environment

**Systems** are designed to achieve the organisation's energy saving targets

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**Systems** monitor resource usage in a timely manner

**Systems** allow for flexible responses to changing and emerging situations

**Systems** are in place to provide feedback to relevant groups and individuals on their performance

**Systems** provide for immediate response to incidents involving potential risk to people, product or the environment

**Systems** are designed to achieve the organisation's energy saving targets

## Unit Sector(s)

Not applicable.

# **BSBINN601A Manage organisational change**

## **Modification History**

### **Unit Descriptor**

This unit describes the performance outcomes, skills and knowledge required to determine strategic change requirements and opportunities, and to develop, implement and evaluate change management strategies.

No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

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No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

### **Application of the Unit**

This unit applies to managers with responsibilities that extend across the organisation or across significant parts of a large organisation. They may have a dedicated role in human resources management, human resources development, or work in a strategic policy or planning area.

The unit takes a structured approach to change management and applies to people with considerable work experience and organisational knowledge..

This unit applies to managers with responsibilities that extend across the organisation or across significant parts of a large organisation. They may have a dedicated role in human resources management, human resources development, or work in a strategic policy or planning area.

The unit takes a structured approach to change management and applies to people with considerable work experience and organisational knowledge..

### **Licensing/Regulatory Information**

Refer to Unit Descriptor

### **Pre-Requisites**

### **Employability Skills Information**

This unit contains employability skills.



This unit contains employability skills.

## Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.

Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.

Elements describe the essential outcomes of a unit of competency.

Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.

## Elements and Performance Criteria

### Elements and Performance Criteria

| Element                                       | Performance Criteria                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
|-----------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1 Identify change requirements/ opportunities | <ul style="list-style-type: none"><li>1.1 Identify <b>strategic change needs</b> through an analysis of strategic plans</li><li>1.2 Review existing policies and practices against strategic objectives to identify change requirements</li><li>1.3 Monitor trends in the <b>external environment</b> to identify events or trends which impact on the achievement of organisation's objectives</li><li>1.4 Identify <b>major operational change requirements</b> due to performance gaps, business opportunities or threats, or management decisions</li><li>1.5 Review and prioritise change requirements/opportunities with <b>relevant managers</b></li><li>1.6 Consult specialists and experts to assist in the identification of major change requirements/opportunities</li></ul> |
| 2 Develop change management strategy          | <ul style="list-style-type: none"><li>2.1 Undertake cost benefit analysis for high priority change requirements/opportunities</li></ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |

- 2.2 Undertake **risk analysis**, identify **barriers to change**, and agree and document **mitigation strategies**
  - 2.3 Develop **change management project plan**
  - 2.4 Obtain **approvals** from relevant authorities to confirm the change management process
  - 2.5 Assign **resources** to the project and agree reporting protocols with relevant managers
- 3 Implement change management strategy
  - 3.1 Develop communication/education plans in consultation with relevant groups and individuals
  - 3.2 Develop communication/education plan to promote the benefits of the change to the organisation and to minimise loss
  - 3.3 Arrange activities to deliver the communication/education plans to all relevant groups and individuals
  - 3.4 Consult with relevant groups and individuals for input to the change process
  - 3.5 Identify and respond to barriers to the change in accordance with risk management plans
  - 3.6 Action **interventions and activities** set out in project plan in accordance with project timetable
  - 3.7 Activate strategies for embedding the change
  - 3.8 Conduct regular evaluation and review, and modify project plan where appropriate to achieve change program objectives

## Required Skills and Knowledge

This section describes the skills and knowledge required for this unit.

### Required skills

innovation skills to think laterally and to develop creative means to enable people to accept

change positively

high level interpersonal and leadership skills to obtain acceptance of change processes and to inspire trust

planning and organising skills to sequence events and to enable staff to be clear in times of change or turbulence.

### **Required knowledge**

change management process/cycle

organisational behaviour.

## **Evidence Guide**

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

### **Overview of assessment**

#### **Critical aspects for assessment and evidence required to demonstrate competency in this unit**

Evidence of the following is essential:

documentation of a change process that details the rationale for the change and its objectives; the process of implementing the change and a critical evaluation of how the change process was managed

techniques for responding to resistance to change

knowledge of change management process/cycle.

#### **Context of and specific resources for assessment**

Assessment must ensure:

access to appropriate documentation and resources normally used in the workplace.

#### **Method of assessment**

A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit:

analysis of responses to case studies and scenarios

assessment of written reports on change management

direct questioning combined with review of portfolios of evidence and third party workplace reports of on-the-job performance by the candidate

observation of demonstrated techniques in responding to resistance to change

review of change management project plan and communication/education plans

review of documentation outlining consultation with relevant groups and individuals for input to the change process

oral or written questioning to assess knowledge of organisational behaviour.

### Guidance information for assessment

Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended.

## Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

**Strategic change needs** refers to:

actions arising from strategic planning activities to bring about major change in the organisation (they may relate to people, processes, technology or structure)

**External environment** may refer to factors that are:

consumer driven  
ecological  
economic  
ethical  
legal

|                                                     |                                                                                                                                                                                                                                                                            |
|-----------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                                                     | political<br>social<br>technological                                                                                                                                                                                                                                       |
| <b>Major operational change requirements</b> means: | changes which need to be made to the organisation to maintain or improve performance and/or competitive position                                                                                                                                                           |
| <b>Relevant managers</b> refers to:                 | managers who:<br>are affected by the change<br>are participating in the change project<br>hold a leadership position in the organisation                                                                                                                                   |
| <b>Risk analysis</b> means:                         | determination of the likelihood of a negative event preventing the organisation meeting its objectives and the likely consequences of such an event on organisational performance                                                                                          |
| <b>Barriers to change</b> may include:              | challenges to group norms/established roles<br>existing organisational culture<br>existing reward systems<br>fear of loss of status, security, power, friends<br>interdepartmental rivalry/conflict<br>lack of involvement in the change<br>low morale<br>vested interests |
| <b>Mitigation strategies</b> means:                 | strategies put in place or action taken to reduce or eliminate risk identified                                                                                                                                                                                             |
| <b>Change management project plan</b> includes:     | budget<br>methodology for change program<br>objectives/outcomes<br>timetable                                                                                                                                                                                               |
| <b>Approvals</b> refers to:                         | formal approval from the manager/s who have responsibility for the area/s of the organisation affected by the change project                                                                                                                                               |
| <b>Resources</b> may include:                       | contractors<br>employees/managers                                                                                                                                                                                                                                          |

|                                                  |                               |
|--------------------------------------------------|-------------------------------|
|                                                  | external/internal consultants |
|                                                  | financial/budget approval     |
|                                                  | hardware/software             |
|                                                  | physical assets               |
| <b>Interventions and activities</b> may include: | action research               |
|                                                  | career planning               |
|                                                  | inter-group team building     |
|                                                  | job redesign                  |
|                                                  | sensitivity training          |
|                                                  | succession planning           |
|                                                  | surveys (with feedback)       |
|                                                  | team building                 |
|                                                  | termination or redeployment   |
|                                                  | training                      |
|                                                  | transition analysis           |

## Unit Sector(s)

empty

empt

## Competency field

Creativity and Innovation - Innovation

Creativity and Innovation - Innovation

# BSBHRM405A Support the recruitment, selection and induction of staff

## Modification History

| Release   | Comments                                                                                                                                                          |
|-----------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Release 1 | <p>This version first released with <i>BSB07 Business Services Training Package Version 8.0</i>.</p> <p>Replaces BSBHRM402A Recruit, select and induct staff.</p> |

## Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to execute tasks associated with the recruitment cycle. Performance of the work described in this unit will be underpinned by in-depth knowledge of the work of the organisation, and how recruitment and selection practices fit with other human resources functions.

## Application of the Unit

This unit applies to those with a supporting role in recruitment, selection and induction functions who work under the direction of a human resources manager.

Individuals at this level would not necessarily have staff reporting to them, although this may be the case.

## Licensing/Regulatory Information

No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

## Pre-Requisites

Not applicable.

## Employability Skills Information

This unit contains employability skills.

## Elements and Performance Criteria Pre-Content

| Element                                                                  | Performance Criteria                                                                                                                                                                                                                                                                                                    |
|--------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <i>Elements describe the essential outcomes of a unit of competency.</i> | <i>Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.</i> |

## Elements and Performance Criteria

|                              |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |
|------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1. Plan for recruitment      | <p>1.1 Obtain approval to fill position and clarify time lines and requirement for appointment</p> <p>1.2 Assist in preparing <b>job descriptions</b> that accurately reflect the role requirements, according to organisational <b>policies</b> and procedures and <b>legislation, codes, national standards</b> and <b>workplace health and safety (WHS) considerations</b></p> <p>1.3 Consult with relevant personnel about job descriptions and <b>workforce strategy</b></p> <p>1.4 Assist in ensuring that job descriptions comply with legislative requirements and reflect the organisation's requirements for a diverse workforce</p> <p>1.5 Obtain approvals to advertise position</p> |
| 2. Plan for selection        | <p>2.1 Choose appropriate <b>channels and technology</b> to advertise vacancies and/or identify potential talent pool</p> <p>2.2 Advertise vacancies for <b>staffing requirements</b> according to organisational policies and procedures</p> <p>2.3 Consult with relevant personnel to convene selection panel and develop interview questions</p> <p>2.4 Assist in ensuring that interview questions comply with legislative requirements</p> <p>2.5 Assist in short-listing applicants</p> <p>2.6 Schedule interviews and advise relevant people of times, dates and venues</p>                                                                                                               |
| 3. Support selection process | <p>3.1 Participate in interview process and assess candidates against agreed selection criteria</p> <p>3.2 Discuss assessment with other selection panel members</p> <p>3.3 Correct biases and deviations from agreed procedures and</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                         |



|                                |                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
|--------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                                | <p>negotiate for preferred candidate</p> <p>3.4 Contact referees for referee reports</p> <p>3.5 Prepare selection report and make recommendations to senior personnel for appointment</p> <p>3.6 Advise unsuccessful candidates of outcomes and respond to any queries</p> <p>3.7 Secure preferred candidate's agreement</p> <p>3.8 Complete necessary documentation according to organisational procedures, observing confidentiality and privacy requirements</p> |
| 4. Induct successful candidate | <p>4.1 Provide successful candidate with employment contract and other documentation</p> <p>4.2 Advise manager and work team of new appointment</p> <p>4.3 Advise managers and staff of candidate's starting date and make necessary administrative arrangements for pay and employee record keeping</p> <p>4.4 Arrange successful candidate's <b>induction</b> according to organisational policy</p>                                                              |

## Required Skills and Knowledge

*This section describes the skills and knowledge required for this unit.*

### Required skills

- communication skills to:
  - use networks to source suitable applicants
  - actively listen to what is being said in interviews
  - advise on the outcomes of the selection process
  - support line managers in recruitment and selection functions
- literacy skills to:
  - work with job descriptions to devise suitable questions for interviews
  - make job offers and prepare letters for unsuccessful applicants
  - review legislation to ensure requirements are reflected in job descriptions
- organising and scheduling skills to arrange interviews and venues
- technology skills to:
  - advertise jobs
  - communicate with applicants and new appointments

- maintain information in the human resources information system.

## Required knowledge

- documentation required for recruitment, selection and induction
- human resources functions, human resources life cycle and the place of recruitment and selection in that life cycle
- principles of equity and diversity and relevant legislation
- range of interviewing techniques and other selection processes and their application.

## Evidence Guide

*The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.*

| Overview of assessment                                                                              |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |
|-----------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Critical aspects for assessment and evidence required to demonstrate competency in this unit</b> | <p>Evidence of the ability to:</p> <ul style="list-style-type: none"><li>• work with job descriptions to support sourcing, selecting and appointing suitable staff</li><li>• participate in interviews and other selection techniques, and demonstrate awareness of EEO and anti-discrimination requirements</li><li>• use different advertising channels to promote vacancies and/or establish a potential talent pool.</li></ul>                                                                 |
| <b>Context of and specific resources for assessment</b>                                             | <p>Assessment must ensure:</p> <ul style="list-style-type: none"><li>• access to an appropriate range of documentation and resources normally used in the workplace.</li></ul>                                                                                                                                                                                                                                                                                                                     |
| <b>Method of assessment</b>                                                                         | <p>A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit:</p> <ul style="list-style-type: none"><li>• analysis of responses to case studies and scenarios</li><li>• assessment of reports on recruitment and selection</li><li>• demonstration of selection techniques</li><li>• direct questioning combined with review of portfolios of evidence and third-party workplace reports of on-the-job</li></ul> |

|                                            |                                                                                                                                                                                                                                                                                                                                                               |
|--------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                                            | performance by the candidate <ul style="list-style-type: none"> <li>• observation of interviewing techniques</li> <li>• review of job description and advertisements for staffing vacancies</li> <li>• review of documentation provided to successful candidate</li> <li>• oral or written questioning to assess knowledge of selection processes.</li> </ul> |
| <b>Guidance information for assessment</b> | Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example: <ul style="list-style-type: none"> <li>• other units from the Certificate IV in Human Resources.</li> </ul>                                                                                                                         |

## Range Statement

*The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.*

|                                                                      |                                                                                                                                                                                                                                                                                                                                                                                 |
|----------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b><i>Job descriptions</i></b> may include:                          | <ul style="list-style-type: none"> <li>• attributes</li> <li>• competencies required by staff</li> <li>• job or person specifications</li> <li>• job title and purpose of position</li> <li>• necessary skills and knowledge</li> <li>• required qualifications</li> <li>• selection criteria</li> <li>• tasks or duties associated with the position.</li> </ul>               |
| <b><i>Policies</i></b> may include:                                  | <ul style="list-style-type: none"> <li>• anti-discrimination</li> <li>• diversity</li> <li>• equal employment opportunity (EEO)</li> <li>• privacy and confidentiality.</li> </ul>                                                                                                                                                                                              |
| <b><i>Legislation, codes and national standards</i></b> may include: | <ul style="list-style-type: none"> <li>• award and enterprise agreements, and relevant industrial instruments</li> <li>• relevant industry codes of practice</li> <li>• relevant legislation from all levels of government that affects business operation, especially in regard to WHS and environmental issues, EEO, industrial relations and anti-discrimination.</li> </ul> |

|                                                                |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |
|----------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Workplace health and safety considerations</b> may include: | <ul style="list-style-type: none"> <li>• establishing and maintaining WHS training, records and induction processes</li> <li>• performance against WHS legislation and organisation's WHS system, especially policies, procedures and work instructions.</li> </ul>                                                                                                                                                                                                                         |
| <b>Workforce strategies</b> may include:                       | <ul style="list-style-type: none"> <li>• targets for specific groups to ensure workforce diversity in, for example: <ul style="list-style-type: none"> <li>• age</li> <li>• ethnicity</li> <li>• experience</li> <li>• gender</li> <li>• other forms of differences, such as learning styles, personality types, working styles, etc.</li> </ul> </li> <li>• targets for specific qualifications, capabilities or attributes</li> <li>• recruiting for new strategic directions.</li> </ul> |
| <b>Channels and technology</b> may include:                    | <ul style="list-style-type: none"> <li>• government job search agencies</li> <li>• industry-specific websites and journals</li> <li>• internal communications, such as newsletters, intranet and emails</li> <li>• newspaper advertisements</li> <li>• recruitment agencies</li> <li>• recruitment websites</li> <li>• social media sites.</li> </ul>                                                                                                                                       |
| <b>Staffing requirements</b> may include:                      | <ul style="list-style-type: none"> <li>• casual, permanent or temporary</li> <li>• full-time or part-time.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                       |
| <b>Induction</b> may include:                                  | <ul style="list-style-type: none"> <li>• initial orientation of new employee</li> <li>• initial training of new employee to meet the requirements of the position.</li> </ul>                                                                                                                                                                                                                                                                                                               |

## Unit Sector(s)

Workforce Development – Human Resource Management

## **BSBFLM514A Manage people**

### **Modification History**

Not applicable.

### **Unit Descriptor**

This unit specifies the outcomes required to manage and lead team members within an organisation. This includes determining work allocations; implementing performance management processes; addressing issues related to own personal leadership style and performance within the work team; demonstrating leadership; building commitment within the team; and analysing, reviewing and evaluating the effectiveness of human resource management processes in line with the objectives of the work team and the organisation.

Frontline managers have a key role in managing and leading individuals within work teams. They play a prominent part in managing the performance of people who report to them directly and in providing leadership to teams.

At this level, work will normally be carried out within complex and diverse methods and procedures which require the exercise of considerable discretion and judgement, using a range of problem solving and decision making strategies.

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### **Application of the Unit**

Not applicable.

### **Licensing/Regulatory Information**

Not applicable.

## Pre-Requisites

Not applicable.

## Employability Skills Information

Not applicable.

## Elements and Performance Criteria Pre-Content

Not applicable.

## Elements and Performance Criteria

### Elements and Performance Criteria

| Element                                      | Performance Criteria                                                                                                                                                                                                                                      |
|----------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1 Manage performance of individuals in teams | 1.1 Performance management systems/plans are developed and/or implemented in consultation with relevant personnel in accordance with documented processes, timelines and legal requirements, particularly OHS regulations                                 |
|                                              | 1.2 Work and resources required by the operational plan are allocated in consultation with relevant personnel                                                                                                                                             |
|                                              | 1.3 Strategies including mentoring and coaching are developed to ensure that team members are actively encouraged and supported in assessing their own competence, identifying their own learning needs and identifying a range of learning opportunities |
| 2 Address performance related issues         | 2.1 Systems are established to ensure that the efforts of team members are monitored and that formal and informal feedback is provided in a constructive manner                                                                                           |
|                                              | 2.2 Performance above expectations is identified and reinforced through recognition and continuous feedback                                                                                                                                               |
|                                              | 2.3 Performance below expectations is identified and a development plan for improved performance is negotiated, agreed on and documented in                                                                                                               |

- accordance with organisational and legal requirements
- 2.4 Action plans for improving performance are established, monitored, documented and reported in accordance with organisational and legal requirements
- 3 Address issues and problems of individuals in teams
- 3.1 Potential and current issues and problems arising within the work team are identified and acted on in accordance with organisation policies and legal requirements and, as appropriate, in consultation with concerned parties
- 3.2 Advice, support and expertise is sought from specialised human resource services as required, to resolve issues and problems
- 3.3 Issues and problems that impact on individual team members are followed through and resolved with concerned individuals/parties
- 4 Build support and commitment within the work team
- 4.1 Management performance and behaviour meets the organisation's requirements, provides leadership and serves as a positive role model for others
- 4.2 Personal performance supports organisation policies, codes of conduct and values and contributes to the development of an organisation which has integrity and credibility
- 4.3 Own performance is monitored and adjusted to ensure it aligns with key performance indicators and organisational goals
- 4.4 Team members are treated in a fair and equal manner and individual differences and abilities are identified and accommodated
- 4.5 Effective communication channels and processes with management and between relevant stakeholders are developed and maintained
- 5 Review and evaluate management of individuals within the work team
- 5.1 Data and information on the effectiveness of performance management systems/plans for individuals within the work team are collected, analysed, reported and evaluated to aid future planning

- 5.2 Advice and recommendations for performance management systems/plans for individuals within the work team are provided to management
- 5.3 Improvements and changes agreed with individual team members are implemented and monitored in line with objectives of the work team and the organisation

## Required Skills and Knowledge

Not applicable.

## Evidence Guide

The Evidence Guide provides advice to inform and support appropriate assessment of this unit. It contains an overview of the assessment requirements followed by identification of specific aspects of evidence that will need to be addressed in determining competence. The Evidence Guide is an integral part of the unit and should be read and interpreted in conjunction with the other components of competency. Assessment must reflect the endorsed Assessment Guidelines of the parent Training Package.

### Overview of Assessment Requirements

A person who demonstrates competence in this unit must be able to provide evidence that they have taken responsibility for managing team members directly reporting to them. This will include evidence of managing issues arising within the work team; managing different levels of performance; and providing advice and input into decisions taken by management in relation to human resources within the team. More specifically it requires evidence of determining work allocations; implementing performance management processes; addressing issues related to own personal leadership style and performance within work teams; and analysing, reviewing and evaluating the effectiveness of human resource management processes.

### Required knowledge and understanding includes:

relevant legislation from all levels of government that affects business operation, especially in regard to occupational health and safety and environmental issues, equal opportunity, industrial relations and anti-discrimination

organisational policies and procedures related to human resources

relevant awards and certified agreements

legislation impacting on people management such as equal opportunity, OHS, industrial relations, anti-discrimination and unfair dismissal

key result areas of the team and the organisation

range of support services and expertise available within and through the organisation



requirements of the operational plan

the principles and techniques involved in:

- performance management system
- problem identification and resolution
- record keeping and management
- leadership and mentoring
- learning and development options or expertise to be able to refer team members to such expertise
- identifying the cultural and social environment
- developing trust and confidence
- consistent behaviour in work relationships

consultation and communication techniques and strategies:

- counselling
- identifying and assessing interpersonal styles
- conflict resolution
- strategies to obtain and address individual and team feedback
- developing networks to source specialist advice, support and expertise
- managing relationships with all stakeholders

processes for monitoring team and own performance

strategies that contribute to the elimination of discrimination/bias

**Required skills and attributes include:**

ability to relate to people from a range of social, cultural and ethnic backgrounds and physical and mental abilities

communication and negotiation

leadership and personnel management

planning and organising skills

problem solving skills

monitoring and review skills

training skills

counselling skills, including providing feedback

attributes:

- empathic
- assertive
- communicative

- show positive leadership
- self-aware
- supportive
- trusting
- open
- flexible
- accommodating
- initiating
- loyal
- recognising achievement
- fair
- adaptable

### **Key competencies or generic skills relevant to this unit**

The seven key competencies represent generic skills considered essential for effective work participation. Innovation skills represent a further area of generic competence. The bracketed numbering indicates the performance level required in this unit:

Level (1) represents the competence to undertake tasks effectively

Level (2) represents the competence to manage tasks

Level (3) represents the competence to use concepts for evaluating and reshaping tasks. The bulleted points provide examples of how the key competencies can be applied for this unit.

Communicating ideas and information (3)

communicating to lead a team including negotiating, counselling and providing feedback  
using written communication skills including those involved in report writing

Collecting, analysing and organising information (3)

tracking, monitoring and controlling human resource data and information  
reviewing people management within team

Planning and organising activities (3)

planning own work and that of team members to achieve team outcomes

Working in a team (3)

leading and representing the work team  
consulting the work team on a wide range of issues

working with others including management and other stakeholders, employees outside the work team, and external parties/clients

Using mathematical ideas and techniques (1)

using calculation skills associated with data manipulation involved in managing data

### Solving problems (3)

applying problem solving skills as required to address issues and problems arising in managing the team

assisting others within team to solve problems arising

### Using technology (1)

using word processing packages, spreadsheets, databases and other packages to produce written correspondence and reports, and for data collation

### Innovation skills (3)

using review process to improve people management and to explore alternatives to build support and commitment within the team

### **Products that could be used as evidence include:**

documentation produced in managing people within the work team, such as:

- rosters and staff allocation
- timesheets
- learning and development plans for team members
- materials developed for coaching, mentoring and training
- induction programs developed and/or delivered
- actions taken to address poor, unsafe or excellent performance
- actions taken to address issues and problems within work team
- reviews of people management
- advice and input into management decisions related to the work team
- records of people management lessons learned

### **Processes that could be used as evidence include:**

how resource allocation has been managed

how work was allocated within work team, and rationale for allocations

how financial plans and budgets were formulated

how the operational plan was managed

how team members were guided and supported in performing their role, including induction process for new team members

how individual learning and development pathways were developed

how performance management system was implemented within work team

how problems and issues within the work team have been addressed

how input and advice was provided to management in relation to human resource management of the work team

how own people management processes were reviewed and evaluated, and improvements identified, reported and acted upon

**Resource implications for assessment include:**

access by the learner and trainer to appropriate documentation and resources normally used in the workplace

**Validity and sufficiency of evidence requires:**

that this unit can be assessed in the workplace or in a closely simulated work environment

that where assessment is part of a learning experience, evidence will need to be collected over a period of time, involving both formative and summative assessment

that examples of actions taken by the candidate to manage people across the work team are provided

**Integrated competency assessment:**

that this unit should be assessed with other frontline management units taken as part of this qualification, as applicable to the candidate's management role in work team and as part of an integrated assessment activity

The Evidence Guide provides advice to inform and support appropriate assessment of this unit. It contains an overview of the assessment requirements followed by identification of specific aspects of evidence that will need to be addressed in determining competence. The Evidence Guide is an integral part of the unit and should be read and interpreted in conjunction with the other components of competency. Assessment must reflect the endorsed Assessment Guidelines of the parent Training Package.

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consulting the work team on a wide range of issues

working with others including management and other stakeholders, employees outside the work team, and external parties/clients

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how individual learning and development pathways were developed

how performance management system was implemented within work team

how problems and issues within the work team have been addressed

how input and advice was provided to management in relation to human resource management of the work team

how own people management processes were reviewed and evaluated, and improvements identified, reported and acted upon

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access by the learner and trainer to appropriate documentation and resources normally used in the workplace

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that this unit should be assessed with other frontline management units taken as part of this qualification, as applicable to the candidate's management role in work team and as part of an integrated assessment activity

## Range Statement

The Range Statement adds definition to the unit by elaborating critical or significant aspects of the performance requirements of the unit. The Range Statement establishes the range of indicative meanings or applications of these requirements in different operating contexts and conditions. The specific aspects which require elaboration are identified by the use of italics in the Performance Criteria.

Legislation, codes and national standards relevant to the workplace may include:

award and enterprise agreements and relevant industrial instruments

relevant legislation from all levels of government that affects business operation, especially in regard to occupational health and safety (OHS) and environmental issues, equal opportunity, industrial relations and anti-discrimination

relevant industry codes of practice

OHS considerations may include:

knowledge of OHS legislation, principles and practice within the context of the organisation's operations and plans

OHS practice as an ethical standard and legislative requirement

training of all employees in health and safety procedures

regular updating and review of the organisation's OHS systems, procedures and records

organisation's responsibilities to internal and external personnel

adjustment of communications and OHS approach to cater for social and cultural diversity and special needs

**Performance management systems/plans** may refer to:

documented systems for managing performance within the organisation - usually incorporating performance plans for individuals directly relating to team and organisation objectives



informal systems developed by frontline manager for individuals and/or the work team in the place of existing organisation-wide system

**Relevant personnel** may include:

management

team members

human resources manager and personnel

fellow frontline managers

union/employee representatives or groups

**Mentoring and coaching** may include:

team leaders, supervisors and leading hands

arrangements with training personnel

arrangements with skilled personnel outside the work team

**Learning needs** may include:

gaps between the competencies held by the employee and the skills and knowledge required to effectively undertake workplace tasks

developmental learning, for example the learning required to progress through an organisation and take on new tasks and roles

**Learning opportunities** may include:

learning activities outside the workplace such as:

training through an RTO leading to a nationally recognised Australian Qualifications Framework (AQF) qualification or Statement of Attainment, for example through a traineeship or New Apprenticeship

accredited training through an independent organisation such as a State OHS authority  
workshops

short courses

workplace learning activities which may also lead to a recognised credential or be part of structured training such as:

induction

mentoring

action learning

coaching

shadowing

exchange/rotation

**A development plan** may include:

work allocation

team competencies

team roles and responsibilities

performance standards

work outputs and process

learning opportunities

Key Performance Indicators (KPIs)

codes of conduct

OHS requirements

negotiated agreement with individual

capacity for inserting ongoing evaluation, review and input such as:

- individual assessment of progress towards the KPIs

- comments from manager, and team members as appropriate

- review of the individual's workload

- referral to specialist support services available either within the organisation or externally through the organisation

- progress towards identified learning opportunities

- warnings and reporting of poor performance to management in accordance with organisational policies and procedures

- timelines for performance improvement including probationary period

**Action plans for improving performance** may include:

- plans that specify:

  - areas requiring improved performance

  - specific actions expected of the employee

  - level of improvement required

  - timing of expected improvement

  - support provided

**Issues and problems** may include:

perceived or actual issues and problems relating to:

- work roles, job design and allocation of duties

- work performance of self and others

stress or personal problems that may be referred to specialist human resources personnel or external service providers

injury rehabilitation

prejudice or racial vilification

bullying

dispute between individuals or parties

grievances

appeals against formal decisions such as assessments, promotion

discrimination and harassment

**Acted on** (in relation to organisation policies and legal requirements) may include but is not limited to:

bringing parties together to seek clarification of the issue and plan for action to resolve it

formal or informal processes including discussions and meetings to resolve the issue

involving a mediator

referral to specialist human resources support services/personnel

making 'reasonable adjustments' to work procedures and facilities where required, for example in the case of a person with a disability

referral to more senior management

coaching

counselling

disciplinary procedures

**Organisation policies and legal requirements** may include, but are not limited to:

workplace policies and procedures such as those covering:

grievances

complaints

appeals

Equal Employment Opportunity

sexual/workplace harassment

privacy

workplace standards

legislation such as anti-discrimination legislation, OHS, WorkCover

mission, vision and values statements or similar

**Concerned parties** may include:

individuals, other employees outside team, employee groups and management

**Specialised human resource services** may include:

management

human resources specialists

organisational resources outside immediate team

rehabilitation coordinator

OHS practitioners  
external service providers  
employee assistance program providers  
counsellors  
ministers of religion  
medical practitioners  
paraprofessional health related services

**Relevant stakeholders** may be:

within the work team  
the organisation's clients/customers  
Board members  
business or government contacts  
funding bodies  
professional associations  
unions/employee groups

**Data and information** may include:

employee turnover figures  
employee satisfaction surveys or 'climate' surveys  
records of performance management system implementation across work team  
records of participation in learning opportunities  
productivity data  
human resource records, such as absenteeism and lateness  
benchmarking exercises against relevant data for other work teams or other organisation  
industry standards

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knowledge of OHS legislation, principles and practice within the context of the organisation's operations and plans

OHS practice as an ethical standard and legislative requirement

training of all employees in health and safety procedures

regular updating and review of the organisation's OHS systems, procedures and records

organisation's responsibilities to internal and external personnel

adjustment of communications and OHS approach to cater for social and cultural diversity and special needs

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gaps between the competencies held by the employee and the skills and knowledge required to effectively undertake workplace tasks

developmental learning, for example the learning required to progress through an organisation and take on new tasks and roles

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accredited training through an independent organisation such as a State OHS authority workshops

short courses

workplace learning activities which may also lead to a recognised credential or be part of structured training such as:

induction

mentoring

action learning

coaching

shadowing

exchange/rotation

**A development plan** may include:

work allocation

team competencies

team roles and responsibilities

performance standards

work outputs and process

learning opportunities

Key Performance Indicators (KPIs)

codes of conduct

OHS requirements

negotiated agreement with individual

capacity for inserting ongoing evaluation, review and input such as:

individual assessment of progress towards the KPIs

comments from manager, and team members as appropriate

review of the individual's workload

referral to specialist support services available either within the organisation or externally through the organisation

progress towards identified learning opportunities

warnings and reporting of poor performance to management in accordance with organisational policies and procedures

timelines for performance improvement including probationary period

**Action plans for improving performance** may include:

plans that specify:

areas requiring improved performance

specific actions expected of the employee

level of improvement required

timing of expected improvement

support provided

**Issues and problems** may include:

perceived or actual issues and problems relating to:

work roles, job design and allocation of duties

work performance of self and others

stress or personal problems that may be referred to specialist human resources personnel or external service providers

injury rehabilitation

prejudice or racial vilification

bullying

dispute between individuals or parties

grievances

appeals against formal decisions such as assessments, promotion

discrimination and harassment

**Acted on** (in relation to organisation policies and legal requirements) may include but is not limited to:

bringing parties together to seek clarification of the issue and plan for action to resolve it

formal or informal processes including discussions and meetings to resolve the issue

involving a mediator

referral to specialist human resources support services/personnel

making 'reasonable adjustments' to work procedures and facilities where required, for example in the case of a person with a disability

referral to more senior management

coaching

counselling

disciplinary procedures

**Organisation policies and legal requirements** may include, but are not limited to:

workplace policies and procedures such as those covering:

grievances

complaints

appeals

Equal Employment Opportunity

sexual/workplace harassment

privacy

workplace standards  
legislation such as anti-discrimination legislation, OHS, WorkCover  
mission, vision and values statements or similar

**Concerned parties** may include:

individuals, other employees outside team, employee groups and management

**Specialised human resource services** may include:

management  
human resources specialists  
organisational resources outside immediate team  
rehabilitation coordinator  
OHS practitioners  
external service providers  
employee assistance program providers  
counsellors  
ministers of religion  
medical practitioners  
paraprofessional health related services

**Relevant stakeholders** may be:

within the work team  
the organisation's clients/customers  
Board members  
business or government contacts  
funding bodies  
professional associations  
unions/employee groups

**Data and information** may include:

employee turnover figures  
employee satisfaction surveys or 'climate' surveys  
records of performance management system implementation across work team  
records of participation in learning opportunities  
productivity data  
human resource records, such as absenteeism and lateness  
benchmarking exercises against relevant data for other work teams or other organisation  
industry standards



## Unit Sector(s)

Not applicable.

## Modification History

Not Available

## INTRODUCTION

**Unit Descriptor** This unit specifies the outcomes required for financial management within a work team in an organisation. This includes planning and implementing financial management approaches, supporting team members whose role involves aspects of financial operations, monitoring and controlling finances, and reviewing and evaluating effectiveness of financial management processes in line with the financial objectives of the work team and the organisation.

**Competency Field** Business management services

**Domain** Frontline management

**Application of the Competency** Frontline managers have a key role in implementing financial processes within the work team in organisations. They play a prominent part in ensuring that costs are controlled, expenditure is within established budgets and legislative and financial compliance requirements are met.

At this level, work will normally be carried out within complex and diverse methods and procedures which require the exercise of considerable discretion and judgement, using a range of problem solving and decision making strategies.

## Element

## Performance Criteria

Elements define the critical outcomes of a unit      The Performance Criteria specify the level of performance required to demonstrate achievement of the Element. Italicised

of competency.

terms are elaborated in the Range Statement.

- |                                                       |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |
|-------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1. Plan financial management approaches               | 1.1 Budget/financial plans for the work team are accessed<br>1.2 Budget/financial plans are clarified with relevant personnel within the organisation to ensure that documented outcomes are achievable, accurate and comprehensible<br>1.3 Any changes required to be made to budget/financial plans are negotiated with relevant personnel within the organisation<br>1.4 Contingency plans are prepared in the event that initial plans need to be varied                         |
| 2. Implement financial management approaches          | 2.1 Relevant details of the agreed budget/financial plans are disseminated to team members<br>2.2 Support is provided to ensure that team members can competently perform required roles associated with management of finances<br>2.3 Resources and systems to manage financial management processes within the work team are determined and accessed                                                                                                                               |
| 3. Monitor and control finances                       | 3.1 Processes for reporting of expenditure, income, assets, stock, consumables, equipment and wastage are implemented across the work team to monitor actual expenditure and to control costs<br>3.2 Expenditure and costs are monitored on an agreed cyclical basis to identify cost variations and expenditure overruns<br>3.3 Contingency plans are implemented, monitored and modified as required to maintain financial objectives                                              |
| 4. Review and evaluate financial management processes | 4.1 Data and information on the effectiveness of financial management processes within the work team are collected and collated for analysis<br>4.2 Data and information on the effectiveness of financial management processes within the work team are analysed and any improvements to existing processes identified, documented and recommended<br>4.3 Agreed improvements are implemented and monitored in line with financial objectives of the work team and the organisation |

## RANGE STATEMENT

The Range Statement adds definition to the unit by elaborating critical or significant aspects of the performance requirements of the unit. The Range Statement establishes the range of indicative meanings or applications of these requirements in different operating contexts and conditions. The specific aspects which require elaboration are identified by the use of italics in the Performance Criteria.

Legislation, codes and national standards relevant to the workplace may include:

- award and enterprise agreements and relevant industrial instruments
- relevant legislation from all levels of government that affects business operation, especially in regard to occupational health and safety (OHS) and environmental issues, equal opportunity, industrial relations, anti-discrimination and record keeping legislation
- relevant industry codes of practice

OHS considerations may include:

- knowledge of OHS legislation, principles and practice within the context of the organisation's operations and plans
- OHS practice as an ethical standard and legislative requirement
- training of all employees in health and safety procedures, and regular updating of OHS systems
- adjustment of communications and OHS approach to cater for social/cultural diversity and special needs

Budget/financial plans may include:

- long-term budgets/plans
- short-term budgets/plans
- operational plans
- spreadsheet-based financial projections
- cash flow projections
- targets or key performance indicators (KPIs) for production, productivity, wastage, sales, income and expenditure

Relevant personnel may include:

- supervisors, fellow frontline managers
- financial managers, accountants or financial controllers

Contingency plans may include:

- rental, hire purchase or alternative means of procurement of required materials, equipment and stock

- contracting out or outsourcing human resource and other functions or tasks
- restructuring of organisation to reduce labour costs
- strategies for reducing costs, wastage, stock or consumables
- diversification of outcomes
- recycling and re-use
- finding cheaper or lower quality raw materials and consumables
- seeking further funding
- increasing sales or production
- risk identification, assessment and management processes
- succession planning

Support may include:

- documentation of procedures
- intranet-based information
- training including, mentoring, coaching and shadowing
- help desk or identified experts within the organisation
- information briefings or sessions
- access to specialist advice

Required roles may include:

- maintaining petty cash system
- purchasing and procurement
- invoicing clients, customers and consumers
- debt collection
- wages and salaries payments and record keeping
- banking
- maintaining journals, ledgers and other record keeping systems
- arranging for use of corporate credit cards
- ensuring security, accuracy and currency of financial operations

Resources and systems may include:

- hardware and software
- human, physical or financial resources
- specialist advice or support
- record keeping systems (electronic and paper-based)

Processes for reporting may include:

- petty cash records
- logs
- ledgers and journals
- spreadsheet-based records
- invoices and receipts
- bank statements
- credit card statements
- financial reports

Data and information on the effectiveness of financial management processes may include records (paper-based and electronic) related to:

- income and expenditure
- cash flow data
- quotations
- files of paid purchase and service invoices
- job costings
- employee timesheets
- credit card receipts
- petty cash receipts
- wages/salaries books
- invoices
- bank account records
- insurance reports
- taxation records
- contracts

## EVIDENCE GUIDE

The Evidence Guide provides advice to inform and support appropriate assessment of this unit. It contains an overview of the assessment requirements followed by identification of specific aspects of evidence that will need to be addressed in determining competence. The Evidence Guide is an integral part of the unit and should be read and interpreted in conjunction with the other components of competency.

Assessment must reflect the endorsed Assessment Guidelines of the parent Training Package.

### Overview of Assessment Requirements

A person who demonstrates competence in this unit must be able to provide evidence that they are able to manage finances for the work team effectively and efficiently and within organisational and legislative requirements. This may include evidence of managing the work of others whose roles are associated with financial management and record keeping.

## Specific Evidence Requirements

Required knowledge and understanding include:

- relevant legislation from all levels of government that affects business operation, especially in regard to occupational health and safety and environmental issues, equal opportunity, industrial relations and anti-discrimination
- organisational requirements related to financial management
- organisation roles in respect to financial delegations, accountabilities and responsibilities
- requirements for organisational record keeping and audit requirements
- organisational objectives and plans
- financial management requirements and performance measurement
- basic accounting principles
- consultative methods and processes
- the principles and techniques involved in:
  - budgeting
  - cash flows
  - ledgers and financial statements
  - accrual accounting concepts
  - advanced numerical calculations
  - electronic spreadsheets

Required skills and attributes include:

- ability to relate to people from a range of social, cultural and ethnic backgrounds and physical and mental abilities
- communication and training skills
- financial planning and management skills, including budgeting
- contingency management skills
- problem solving skills
- leadership and personnel management
- monitoring and review skills
- skills in the use of specialist software for financial record keeping and management (if and as relevant)
- attributes:
  - ethical
  - communicative
  - showing positive leadership

Key competencies or      The seven key competencies represent generic skills considered

generic skills relevant to this unit essential for effective work participation. Innovation skills represent a further area of generic competence. The bracketed numbering indicates the performance level required in this unit:

Level (1) represents the competence to undertake tasks effectively

Level (2) represents the competence to manage tasks

Level (3) represents the competence to use concepts for evaluating and reshaping tasks.

The bulleted points provide examples of how the key competencies can be applied for this unit.

Communicating ideas and information (3)

- communicating verbally to lead a team including negotiating, training, participating in meetings, questioning and discussing
- using written communication skills, including those involved in reporting, review and evaluation

Collecting, analysing and organising information (3)

- tracking, monitoring and controlling financial data
- reviewing and evaluating financial management

Planning and organising activities (3)

- planning for delegation of tasks associated with financial management while managing own work

Working in a team (3)

- working with team members and providing leadership to team
- working with others involved in financial management from outside the team

Using mathematical ideas and techniques (3)

- using calculation skills associated with data manipulation involved in financial data

Solving problems (3)

- applying problem solving skills as required to address problems arising in managing finances

Using technology (2)

- using word processing packages, spreadsheets, databases, and other packages to produce written correspondence and reports related to finances and data collation

Innovation skills (3)

- using review process to improve financial management

Products that could be used as evidence

- documentation produced in managing finances within the work team, such as:

include:

- revised budgets
- cost estimates
- cost management plans and strategies
- cost breakdown structures
- expenditure forecasts
- records of cost management lessons learned and recommendations for improvements

Processes that could be used as evidence include:

- how any required changes to budgets/financial plans were negotiated
- how cost management plans and contingency plans were developed
- how budgets/financial plans were communicated to team members
- how team members were supported in undertaking roles associated with financial management
- how problems and issues with respect to finances were identified and addressed
- how financial management was reviewed and improvements acted upon

Resource implications for assessment include:

- access by the learner and trainer to appropriate documentation and resources normally used in the workplace

Validity and sufficiency of evidence requires:

- that this unit can be assessed in the workplace or in a closely simulated work environment
- that where assessment is part of a learning experience, evidence will need to be collected over a period of time, involving both formative and summative assessment
- that examples of actions taken by the candidate to manage finances across the work team are provided

Integrated competency assessment means:

- that this unit should be assessed with other frontline management units taken as part of this qualification, as applicable to the candidate's management role in work team and as part of an integrated assessment activity



## BSBATSIM414C Oversee the organisation's annual budget

### Modification History

Not applicable.

### Unit Descriptor

|                        |                                                                                                                                                                                                                                                                                                                                                                         |
|------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Unit descriptor</b> | <p>This unit describes the performance outcomes, skills and knowledge required to develop and implement the annual budget and enable the board to control the finances of the organisation.</p> <p>Some aspects of governance activities may be subject to legislation, rules, regulations and codes of practice relevant to different job roles and jurisdictions.</p> |
|------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

### Application of the Unit

|                                |                                                                                                              |
|--------------------------------|--------------------------------------------------------------------------------------------------------------|
| <b>Application of the unit</b> | <p>This unit applies to individuals responsible for monitoring and planning the organisation's finances.</p> |
|--------------------------------|--------------------------------------------------------------------------------------------------------------|

### Licensing/Regulatory Information

Not applicable.

### Pre-Requisites

|                           |  |  |
|---------------------------|--|--|
| <b>Prerequisite units</b> |  |  |
|                           |  |  |
|                           |  |  |

## Employability Skills Information

|                             |                                          |
|-----------------------------|------------------------------------------|
| <b>Employability skills</b> | This unit contains employability skills. |
|-----------------------------|------------------------------------------|

## Elements and Performance Criteria Pre-Content

|                                                                   |                                                                                                                                                                                                                                                                                                                  |
|-------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Elements describe the essential outcomes of a unit of competency. | Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide. |
|-------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

## Elements and Performance Criteria

| ELEMENT                                           | PERFORMANCE CRITERIA                                                                                                                                                                                                                                                                                                                                                                                                                |
|---------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1. Gather and analyse relevant budget information | 1.1. Establish a <b><i>budget working group</i></b><br>1.2. Review and analyse previous year's <b><i>budget performance</i></b><br>1.3. Gather budget planning information from <b><i>relevant sources</i></b><br>1.4. Identify priorities in relation to the organisation's vision and plans                                                                                                                                       |
| 2. Identify and document income and expenditure   | 2.1. Identify known sources of <b><i>income</i></b><br>2.2. Identify new sources of income and amounts for new activities<br>2.3. Review <b><i>expenditure</i></b> for existing operations<br>2.4. Estimate expenditure for new initiatives and expansions<br>2.5. Identify <b><i>potential problem areas</i></b><br>2.6. Ensure procedures are in place to document all identified items in a readily accessible and useful format |
| 3. Oversee budget preparation                     | 3.1. Contribute to budget development<br>3.2. Review budget documentation and clarify where required<br>3.3. Review draft budgets and propose modifications if required                                                                                                                                                                                                                                                             |

| ELEMENT                       | PERFORMANCE CRITERIA                                                                                                                                                                                                                                                              |
|-------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                               | 3.4.Ensure contingency plans are included in the budget                                                                                                                                                                                                                           |
| 4. Review and finalise budget | 4.1.Ensure expenditure commitments are in line with the final income figures<br>4.2. Work with other board members and management to finalise and approve the annual budget<br>4.3.Present the final annual budget to the community<br>4.4.Review and update the budget regularly |

## Required Skills and Knowledge

### REQUIRED SKILLS AND KNOWLEDGE

This section describes the skills and knowledge required for this unit.

#### Required skills

- numeracy skills to:
  - interpret information in budget papers
  - perform simple calculations
- communication and teamwork skills to work cooperatively with other board members, management and staff of the organisation, members, community and key stakeholders
- culturally appropriate communication skills to relate to people from diverse backgrounds and with diverse abilities
- evaluation and decision-making skills to monitor and review information presented to the board and enact decisions
- initiative and enterprise skills to make decisions and prioritise future activity
- problem-solving skills to identify and manage differences of opinions

#### Required knowledge

- components of a typical budget and standard budgeting procedures
- concept of community control of organisations and how it may apply to budgetary decision making
- concept of financial contingency planning and how this can be undertaken
- current and potential sources of income to fund the organisation's activities
- geographic, cultural, social, economic and political context in which particular organisations operate and how this might impact on budgetary decision-making
- organisational plans that will have an effect on the budget
- organisational vision, objectives and procedures in relation to sources of income for organisational activities

**REQUIRED SKILLS AND KNOWLEDGE**

- provisions of federal, state or territory legislation and funding body requirements that impact on how finances and assets are able to be used within the organisation
- relevant protocols and cultural responsibilities when making budgetary decisions

**Evidence Guide****EVIDENCE GUIDE**

The Evidence Guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

**Overview of assessment****Critical aspects for assessment and evidence required to demonstrate competency in this unit**

Evidence of the ability to:

- identify typical information to be included in a budget
- recognise when a budget indicates that expenditure is greater than income, and suggest modifications that would bring it into balance
- prepare a balanced budget in collaboration with others that meets the board's identified needs.

**Context of and specific resources for assessment**

Assessment must ensure:

- access to examples of budgets
- access to examples of relevant documents
- access to examples of projects that might be undertaken by a board
- knowledge and performance are assessed over time to confirm consistency in performance.

**Method of assessment**

A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit:

- analysis of responses to case studies and scenarios
- direct questioning combined with reflection of practical performance by the candidate
- observation of performance on a board or simulated board
- observation of performance in role plays
- observation of presentations
- oral or written questioning to assess knowledge.

**EVIDENCE GUIDE****Guidance information for assessment**

Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example:

- BSBATSIM418A Oversee financial management.

**Range Statement****RANGE STATEMENT**

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

***Budget working group*** may include:

- board subcommittee together with senior management and staff
- community members
- Elders
- external expertise
- traditional owners.

***Budget performance*** may relate to:

- budget variances, such as under or over-expenditure
- revenue and expenditure targets.

***Relevant sources*** may include:

- accountant
- audited financial statements
- business manager
- funding bodies
- treasurer
- quotes.

***Income*** may include:

- enterprise operations
- grant funds
- interest on investments
- royalties and other payments
- service contracts.

***Expenditure*** may relate to:

- administration
- capital requirements
- consultants

| RANGE STATEMENT                             |                                                                                                                                                                                                                                |
|---------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                                             | <ul style="list-style-type: none"> <li>• distributions</li> <li>• repair and maintenance</li> <li>• salaries</li> <li>• vehicle costs.</li> </ul>                                                                              |
| <i>Potential problem areas</i> may include: | <ul style="list-style-type: none"> <li>• administration costs</li> <li>• commercial activities</li> <li>• consultancy fees</li> <li>• salary costs</li> <li>• utility costs</li> <li>• vehicle and travel expenses.</li> </ul> |

## Unit Sector(s)

|             |  |
|-------------|--|
| Unit sector |  |
|-------------|--|

## Competency field

|                  |                                                  |
|------------------|--------------------------------------------------|
| Competency field | Regulation, licensing and risk - ATSI governance |
|------------------|--------------------------------------------------|

## Co-requisite units

|                    |  |  |
|--------------------|--|--|
| Co-requisite units |  |  |
|                    |  |  |
|                    |  |  |

## BSBATSIM421A Support a positive and culturally appropriate workplace culture

### Modification History

Not applicable.

### Unit Descriptor

|                        |                                                                                                                                                                                                                                                                                                                                                                                           |
|------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Unit descriptor</b> | <p>This unit describes the performance outcomes, skills and knowledge required of a board member to contribute to the development and maintenance of a positive and culturally appropriate workplace culture.</p> <p>Some aspects of governance activities may be subject to legislation, rules, regulations and codes of practice relevant to different job roles and jurisdictions.</p> |
|------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

### Application of the Unit

|                                |                                                                                                                                                       |
|--------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Application of the unit</b> | <p>This unit applies to individuals responsible for monitoring and guiding the activities of Aboriginal and Torres Strait Islander organisations.</p> |
|--------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------|

### Licensing/Regulatory Information

Not applicable.

### Pre-Requisites

|                           |  |  |
|---------------------------|--|--|
| <b>Prerequisite units</b> |  |  |
|                           |  |  |

## Employability Skills Information

|                             |                                          |
|-----------------------------|------------------------------------------|
| <b>Employability skills</b> | This unit contains employability skills. |
|-----------------------------|------------------------------------------|

## Elements and Performance Criteria Pre-Content

|                                                                   |                                                                                                                                                                                                                                                                                                                  |
|-------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Elements describe the essential outcomes of a unit of competency. | Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide. |
|-------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

## Elements and Performance Criteria

| ELEMENT                                                                  | PERFORMANCE CRITERIA                                                                                                                                                                                                                                                                                                                                                                                                                                         |
|--------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1. Promote respect toward people in the workplace                        | 1.1.Promote cultural views and values in the workplace<br>1.2.Treat individuals and groups from different backgrounds, cultures and languages with respect and sensitivity<br>1.3.Identify and enhance the <b><i>positive qualities</i></b> of people<br>1.4.Take into account the impact of board decisions on human values when making decisions<br>1.5.Identify how <b><i>past experiences</i></b> may impact on people's behaviour, skills and knowledge |
| 2. Provide support to others                                             | 2.1.Identify the <b><i>knowledge, skills and experience</i></b> of others<br>2.2.Share knowledge and skills with <b><i>others</i></b><br>2.3.Resolve issues in culturally appropriate and sensitive ways<br>2.4.Use active listening skills when communicating<br>2.5.Encourage others to take on new challenges<br>2.6.Demonstrate approachability and openness to suggestions                                                                              |
| 3. Promote an environment that encourages people to enhance their skills | 3.1.Support others to achieve work goals<br>3.2.Develop and apply strategies to recognise <b><i>achievements</i></b>                                                                                                                                                                                                                                                                                                                                         |



| ELEMENT                                                      | PERFORMANCE CRITERIA                                                                                                                                                                                                                                                                          |
|--------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| and knowledge                                                | 3.3. Support others to undertake relevant <b><i>professional development</i></b>                                                                                                                                                                                                              |
| 4. Encourage teamwork                                        | 4.1. Develop strategies that support a team approach<br>4.2. Clearly outline expectations of team members<br>4.3. Develop and apply strategies that recognise individuals' contributions to the team                                                                                          |
| 5. Reduce the potential for cross-cultural misunderstandings | 5.1. Identify issues that may cause cross-cultural conflict or misunderstanding in the workplace<br>5.2. Work with board members and the manager to develop and implement strategies to reduce cross-cultural misunderstandings in the workplace                                              |
| 6. Provide constructive feedback                             | 6.1. Encourage provision of constructive <b><i>feedback</i></b> in the workplace<br>6.2. Clarify with board members and management whose role it is to provide feedback to staff members about their performance<br>6.3. Provide feedback to people about their performance where appropriate |

## Required Skills and Knowledge

### REQUIRED SKILLS AND KNOWLEDGE

This section describes the skills and knowledge required for this unit.

#### Required skills

- active listening skills to enhance communication
- communication and teamwork skills to work cooperatively with other board members, management and staff of the organisation, members, community and key stakeholders
- initiative skills to demonstrate cross-cultural competence, ensuring a culturally appropriate workplace that respects people from a range of backgrounds
- culturally appropriate communication skills to relate to people from diverse backgrounds and with diverse abilities
- mentoring and motivation skills to support others in their work
- problem-solving skills to identify and manage potential causes of misunderstandings

#### Required knowledge

- concept of community control of organisations and how it may impact on the

**REQUIRED SKILLS AND KNOWLEDGE**

day-to-day operations of the organisation

- cultural context in which Aboriginal and Torres Strait Islander boards operate, including role in upholding traditional and cultural values and how that impacts on workplace environment
- equity and diversity principles
- geographic, social, economic and political contexts in which particular organisations operate and how these may impact on the workplace environment and culture
- organisational policies, procedures and code of conduct
- professional development options
- protocols and cultural responsibilities relevant to the role of a board member
- respective roles and responsibilities of board members and the manager
- strategies for active listening
- strategies for giving and receiving feedback
- strategies for managing disagreements and cross-cultural misunderstandings
- teamwork theory and approaches

**Evidence Guide****EVIDENCE GUIDE**

The Evidence Guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

**Overview of assessment****Critical aspects for assessment and evidence required to demonstrate competency in this unit**

Evidence of the ability to:

- support others to achieve work goals
- treat staff and colleagues with respect and sensitivity
- communicate appropriately with people from a range of diverse backgrounds
- employ strategies to encourage teamwork and reduce the potential for cross-cultural misunderstandings.

**Context of and specific resources for assessment**

Assessment must ensure:

- participation on an actual or simulated board
- access to examples of issues that arise in workplaces

| EVIDENCE GUIDE                             |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |
|--------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                                            | <ul style="list-style-type: none"> <li>knowledge and performance are assessed over time to confirm consistency in performance.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |
| <b>Method of assessment</b>                | <p>A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit:</p> <ul style="list-style-type: none"> <li>observation of performance on a board or simulated board</li> <li>direct questioning combined with reflection of practical board performance by the candidate</li> <li>analysis of responses to case studies and scenarios</li> <li>demonstration of techniques</li> <li>observation of presentations and group discussions</li> <li>oral or written questioning to assess knowledge</li> <li>observation of performance in role plays</li> <li>analysis of feedback from staff members, other board members and the community regarding performance.</li> </ul> |
| <b>Guidance information for assessment</b> | <p>Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example:</p> <ul style="list-style-type: none"> <li>BSBATSIC412A Maintain and protect cultural values in the organisation.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |

## Range Statement

| RANGE STATEMENT                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |                                                                                                                                      |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------|
| <p>The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.</p> |                                                                                                                                      |
| <b><i>Positive qualities</i></b> may include:                                                                                                                                                                                                                                                                                                                                                                                                                                        | <ul style="list-style-type: none"> <li>attitudes and values</li> <li>initiative</li> <li>skills and abilities.</li> </ul>            |
| <b><i>Past experiences</i></b> may relate to:                                                                                                                                                                                                                                                                                                                                                                                                                                        | <ul style="list-style-type: none"> <li>culture</li> <li>effects of government policies</li> <li>educational opportunities</li> </ul> |

| RANGE STATEMENT                                      |                                                                                                                                                                                          |
|------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                                                      | <ul style="list-style-type: none"> <li>• family situations</li> <li>• trauma.</li> </ul>                                                                                                 |
| <b>Knowledge, skills and experience</b> may include: | <ul style="list-style-type: none"> <li>• interpersonal skills</li> <li>• traditional knowledge and skills</li> <li>• work skills.</li> </ul>                                             |
| <b>Others</b> may include:                           | <ul style="list-style-type: none"> <li>• board members</li> <li>• community members</li> <li>• staff members.</li> </ul>                                                                 |
| <b>Achievements</b> may include:                     | <ul style="list-style-type: none"> <li>• personal</li> <li>• cultural</li> <li>• family</li> <li>• sport</li> <li>• work-based.</li> </ul>                                               |
| <b>Professional development</b> may include:         | <ul style="list-style-type: none"> <li>• career planning</li> <li>• cultural enhancement</li> <li>• further education</li> <li>• personal development</li> <li>• work skills.</li> </ul> |
| <b>Feedback</b> may be:                              | <ul style="list-style-type: none"> <li>• to staff by staff</li> <li>• to staff by a board nominee.</li> </ul>                                                                            |

## Unit Sector(s)

|             |  |
|-------------|--|
| Unit sector |  |
|-------------|--|

## Competency field

|                  |                                                  |
|------------------|--------------------------------------------------|
| Competency field | Regulation, licensing and risk - ATSI governance |
|------------------|--------------------------------------------------|

## Co-requisite units

|                    |  |
|--------------------|--|
| Co-requisite units |  |
|--------------------|--|

|                           |  |  |
|---------------------------|--|--|
| <b>Co-requisite units</b> |  |  |
|                           |  |  |

# CHCCD615A Develop and implement community development strategies

## Modification History

Not Applicable

## Unit Descriptor

### Descriptor

This unit describes the knowledge and skills required to work in the community to facilitate public awareness and resolution of a range of issues of public concern

## Application of the Unit

### Application

This unit is intended for application within a community work or community development work context

## Licensing/Regulatory Information

Not Applicable

## Pre-Requisites

Not Applicable

## Employability Skills Information

### Employability Skills

This unit contains Employability Skills

## Elements and Performance Criteria Pre-Content

Elements define the essential outcomes of a unit of competency.

The Performance Criteria specify the level of performance required to demonstrate achievement of the Element. Terms in *italics* are elaborated in the Range Statement.

## Elements and Performance Criteria

### ELEMENT

### PERFORMANCE CRITERIA

1. Establish and build community based group processes

1.1 Use appropriate interpersonal skills to ensure that stories are heard and understood and to test there is common understanding

1.2 Respond to individual and group concerns in a manner which shows respect and identifies the public concern

1.3 Support individuals to identify others who may share their concerns

1.4 Employ relevant facilitation skills to assist people to identify when community development processes may not be the appropriate mechanism to address their issue and to provide appropriate referrals

1.5 Identify and address barriers to moving private concerns into public community action

1.6 Facilitate identification and development of community development strategies for proceeding with community actions

1.7 Identify structures and networks relevant to proposed community actions

2. Research and analyse structures and systems relevant to the public concern

2.1 Identify the structures and systems which have created and maintain *issues* within the public arena

2.2 Assist the group to develop strategies to seek positive change to these structures and systems

2.3 Implement strategies to seek positive change

2.4 Evaluate and review strategies in light of change achieved.

**ELEMENT****PERFORMANCE CRITERIA**

- |                                                     |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |
|-----------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 3. Facilitate processes to support community action | <p>3.1 Undertake all work in a timely manner</p> <p>3.2 Assist groups to implement appropriate mechanisms and actions which will address the range of <i>issues</i></p> <p>3.3 Contribute to the development of policies and processes which will facilitate resolution of group concerns in the public arena</p> <p>3.4 Routinely use effective interpersonal skills to motivate the group to work cooperatively</p> <p>3.5 Undertake appropriate work to develop and implement <i>operational arrangements</i> which will facilitate group processes</p> <p>3.6 Provide appropriate level of support within the defined work role to develop and maintain group processes and facilitate achievement of <i>identified outcomes</i></p> <p>3.7 Provide appropriate support to ensure there is ongoing evaluation of group processes</p> <p>3.8 Assist the group to access additional assistance and <i>resources</i> as required</p> <p>3.9 Develop and apply a strategy for managing a number of community development activities</p> |
| 4. Develop and maintain relevant networks           | <p>4.1 Identify and prioritise networking needs and established new networks as required to meet community and group needs and organisation objectives</p> <p>4.2 Develop and maintain strategic alliances with key individuals and groups covering a range of <i>issues</i> relevant to work role</p> <p>4.3 Incorporate significant cultural practices, needs and traditions into the networking strategy and its development</p> <p>4.4 Implement strategies to develop effective new networks in consultation with <i>key people</i> and in accordance with organisation objectives</p> <p>4.5 Make available information about new network to others as appropriate</p> <p>4.6 Develop and implement processes for engaging</p>                                                                                                                                                                                                                                                                                                    |



**ELEMENT****PERFORMANCE CRITERIA**

relevant community members to collect and disseminate information as appropriate to ensure effective operation of the network

**Required Skills and Knowledge****REQUIRED SKILLS AND KNOWLEDGE**

This describes the essential skills and knowledge and their level required for this unit.

*Essential knowledge:*

The candidate must be able to demonstrate essential knowledge required to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

These include knowledge of:

- Community development principles and practices
- The community profile
- Funding sources and their policies and strategies for encouraging community input and participation
- Relevant local, state and federal strategies/legislation
- Depending on the work role or services provided, specific knowledge of particular groups or issues may be required, including:
  - Alcohol and other drugs
  - Cultural and linguistic diversity
  - Risk of self-harm
  - Women
  - Men
  - LGBTI
  - Family and children
  - Young people
  - Community education
  - Aboriginal and Torres Strait Islander people
  - Mental health
  - Social Policy and the State
  - Information dissemination

## REQUIRED SKILLS AND KNOWLEDGE

- Public speaking
- Using the mass media
- Ethics
- Negotiation skills
- Mechanisms of social action and social change

### *Essential skills:*

It is critical that the candidate demonstrate the ability to:

- Demonstrate capacity to work strategically in a number of areas to ensure individual concerns are translated into public issues
- Develop and maintain public processes to address common issues
- Work with a wide range of key people or stakeholders in the community

In addition, the candidate must be able to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

These include the ability to:

- Demonstrate application of skills in:
  - research
  - project/program evaluation
  - budgeting
  - negotiation
  - liaison
  - networking
  - group facilitation

## Evidence Guide

### EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the Performance Criteria, Required Skills and Knowledge, the Range Statement and the

## EVIDENCE GUIDE

Assessment Guidelines for this Training Package.

*Critical aspects for assessment and evidence required to demonstrate this unit of competency:*

- The individual being assessed must provide evidence of specified essential knowledge as well as skills
- This unit will be assessed in the workplace or in a simulated workplace under the normal range of workplace conditions

*Access and equity considerations:*

- All workers in community services should be aware of access, equity and human rights issues in relation to their own area of work
- All workers should develop their ability to work in a culturally diverse environment
- In recognition of particular issues facing Aboriginal and Torres Strait Islander communities, workers should be aware of cultural, historical and current issues impacting on Aboriginal and Torres Strait Islander people
- Assessors and trainers must take into account relevant access and equity issues, in particular relating to factors impacting on Aboriginal and/or Torres Strait Islander clients and communities

*Context of and specific resources for assessment:*

- This unit can be assessed independently, however holistic assessment practice with other community services units of competency is encouraged
- Resources required for assessment include access to appropriate structures, people or organisations for assessment purposes

*Method of assessment:*

- In cases where the learner does not have the opportunity to cover all relevant aspects in the work environment, the remainder should be assessed through realistic simulations, projects, previous relevant experience or oral questioning on 'What if?' scenarios
- Assessment of this unit of competence will usually include observation of processes and procedures, oral and/or written questioning on Essential knowledge and skills and consideration of required attitudes

## EVIDENCE GUIDE

- Where performance is not directly observed and/or is required to be demonstrated over a 'period of time' and/or in a 'number of locations', any evidence should be authenticated by colleagues, supervisors, clients or other appropriate persons

## Range Statement

### RANGE STATEMENT

The Range Statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Add any essential operating conditions that may be present with training and assessment depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts.

*Issues may include:*

- Employment
- Housing
- Financial/income support
- Access to education and training
- Health
- Crime prevention
- Social isolation
- Planning public access
- Child care
- Civil and human rights
- Transport and mobility
- Recreation, arts and culture
- Environmental protection

*Responses include:*

- Establishment of alternative systems and structures
- Working within local bureaucracies
- Advocacy

## RANGE STATEMENT

*Operational arrangements include:*

- Legal framework for operation
- Funding arrangements
- Models for operation
- Decision-making arrangements
- Baby sitting
- Vouchers
- Location
- Advertising/promotion

*Community work methods include:*

- Community action
- Advocacy
- Development of self help processes
- Development of infrastructure in the community
- Development of community support
- Development of community programs
- Brokering of institutional systems change

*Identified outcomes may include:*

- New or improved service delivery
- Community projects
- Community planning
- Consultative and planning committees
- Enhanced social capital
- Enhanced community skills
- Enhanced community capacity
- Community facilities
- Policy changes
- Other relevant needs identified by the community or the group

*Opportunities for groups to participate include:*

- Sector development structures
- Activities at service delivery, program, operative and management levels
- Formal and informal systems
- Promotion
- Support meeting
- Focus groups on relevant issues

**RANGE STATEMENT**

*Key people may include:*

- Advocacy groups
- Policy and decision-makers in the community
- Community leaders
- People with formal and informal representative roles

*Resources may include:*

- Skills/administrative support
- Physical, transport, venues, material, equipment
- Provision of training
- Financial
- Equipment
- Staff skills and time
- Provision of facilities
- Educational materials
- Funding

**Unit Sector(s)**

Not Applicable

## **BSBMGT604A Manage business operations**

### **Modification History**

Not applicable.

### **Unit Descriptor**

The unit covers those activities required of a manager running a business operation and links closely with the business planning units. The emphasis is on the implementation of plans and the monitoring and response to systems failures.

This unit is the implementation of the work done in BSBMGT603A Review and develop business plans; co-assessment should be strongly considered.

Consider co-assessment also with BSBMGT606A Manage customer focus and BSBMGT609A Manage risk.

The unit covers those activities required of a manager running a business operation and links closely with the business planning units. The emphasis is on the implementation of plans and the monitoring and response to systems failures.

This unit is the implementation of the work done in BSBMGT603A Review and develop business plans; co-assessment should be strongly considered.

Consider co-assessment also with BSBMGT606A Manage customer focus and BSBMGT609A Manage risk.

### **Application of the Unit**

Not applicable.

### **Licensing/Regulatory Information**

Not applicable.

### **Pre-Requisites**

Not applicable.

### **Employability Skills Information**

Not applicable.

## Elements and Performance Criteria Pre-Content

Not applicable.

## Elements and Performance Criteria

### Elements and Performance Criteria

| Element                                    | Performance Criteria                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |
|--------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1 Implement tactical and operational plans | <p>1.1 Supply chains of resources to organisation or department established and operating effectively</p> <p>1.2 Requirements for skilled labour are met in accordance with plans</p> <p>1.3 Activities are brought on line in accordance with scheduling requirements of plans</p> <p>1.4 Preventative and breakdown maintenance arrangements for business systems are integrated into operations</p> <p>1.5 Cost maintenance and control systems are implemented</p> <p>1.6 Performance measurement systems are tested and operational</p> <p>1.7 Projects are commenced consistent with the project management plan</p> <p>1.8 Co-ordination of people, resources and equipment provide optimum results</p> <p>1.9 Products/services meet quality and functional specifications</p> <p>1.1 Communication/consultation is undertaken according to plans</p> <p>1.1 Implementation is consistent with business and strategic plans in place</p> |
| 2 Monitor performance                      | <p>2.1 Performance indicators and criteria for assessment are confirmed and in place</p> <p>2.2 Indicators/criteria are consistent with organisational objectives and planned outcomes</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |



- 2.3 Projects are managed in accordance with established project management protocols
- 2.4 Timely reports on all key aspects of the business are available and user-friendly, and balanced in terms of financial and non financial performance
- 2.5 System failures, product failures and variances to plan are reported as they occur
- 3 Respond to performance data
  - 3.1 Relevant performance reports are identified and analysed in detail
  - 3.2 System specifications and protocols are reviewed to eliminate future failure
  - 3.3 Groups and individuals contributing to under-performance are coached, and training provided where appropriate
  - 3.4 System processes and work methods are regularly reviewed as part of continual improvement

## Required Skills and Knowledge

Not applicable.

## Evidence Guide

The Evidence Guide identifies the critical aspects, knowledge and skills to be demonstrated to confirm competence for this unit. This is an integral part of the assessment of competence and should be read in conjunction with the Range Statement.

### Critical Aspects of Evidence

The evidence must cover the translation of the plans previously developed, into workable activities or projects

There must be evidence of a systematic value chain analysis of all of the support activities of the business and the outcomes of that analysis being translated into action

Evidence of risk management and evaluation of performance leading to effective remediation also needs to be present

### OHS considerations may include:

review of OHS records and performance management measures

establishment and maintenance of OHS risk management approaches

systemic use of hierarchy of control measures

establishment and maintenance of OHS systems for project management

### **Underpinning Knowledge\***

\* At this level the learner must demonstrate understanding of specialised knowledge with depth in some areas.

Relevant legislation from all levels of government that affects business operation, especially in regard to Occupational Health and Safety and environmental issues, equal opportunity, industrial relations and anti-discrimination

Strategic planning

All legislation relevant to the organisation's operation

Critical path/PERT methodology

Relevant industrial awards and agreements

Electronic commerce systems

Consultative methods and processes

Performance measurement and benchmarking methodology

Operations management

High reliability organisational concepts

Energy management

Capital investment evaluative methodology including NPV and ROI

### **Underpinning Skills**

Analytical and evaluative skills to assess supply chain performance

Performance measurement skills to develop and manage key performance indicators

Planning and co-ordination skills to ensure the people resources and equipment work in a functional manner to achieve optimum results

Communication/consultation skills to ensure all relevant groups and individuals are advised of what is occurring and are provided with an opportunity for input

Project management skills to ensure project objectives, outcomes and outputs are delivered on time, within budget, and incident free

Communication and report writing skills to keep all internal customers informed of activities and developments

Systems analysis and design skills to ensure that system outputs meet tactical/operational objectives and measure performance in a timely way

Coaching and training skills to remediate any under-performance present in the work group or individuals

Ability to relate to people from a range of social, cultural and ethnic backgrounds and physical and mental abilities

### **Resource Implications**

The learner and trainer should have access to appropriate documentation and resources normally used in the workplace

### **Consistency of Performance**

In order to achieve consistency of performance, evidence should be collected over a set period of time which is sufficient to include dealings with an appropriate range and variety of situations

### **Context/s of Assessment**

Competency is demonstrated by performance of all stated criteria, including paying particular attention to the critical aspects and the knowledge and skills elaborated in the Evidence Guide, and within the scope as defined by the Range Statement

Assessment must take account of the endorsed assessment guidelines in the Business Services Training Package

Assessment of performance requirements in this unit should be undertaken in an actual workplace or simulated environment

Assessment should reinforce the integration of the key competencies and the business services common competencies for the particular AQF level. Refer to the Key Competency Levels at the end of this unit

### **Key Competency Levels**

**Collecting, analysing and organising information (Level 3)** - to ensure plans in place meet all quality requirements

**Communicating ideas and information (Level 3)** - to ensure that all appropriate individuals understand the plans and systems

**Planning and organising activities (Level 3)** - to review systems and processes to achieve continuous improvement

**Working with teams and others (Level 3)** - to ensure that they are pro-active in the management of the operations

**Using mathematical ideas and techniques (Level 2)** - to analyse system/product failures

**Solving problems (Level 3)** - to eliminate any negative variances to the plan

**Using technology (Level 2)** - to improve system processes and work methods wherever appropriate

Please refer to the Assessment Guidelines for advice on how to use the Key Competencies

The Evidence Guide identifies the critical aspects, knowledge and skills to be demonstrated to confirm competence for this unit. This is an integral part of the assessment of competence and should be read in conjunction with the Range Statement.

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review of OHS records and performance management measures

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Relevant legislation from all levels of government that affects business operation, especially in regard to Occupational Health and Safety and environmental issues, equal opportunity, industrial relations and anti-discrimination

Strategic planning

All legislation relevant to the organisation's operation

Critical path/PERT methodology

Relevant industrial awards and agreements

Electronic commerce systems

Consultative methods and processes

Performance measurement and benchmarking methodology

Operations management

High reliability organisational concepts

Energy management

Capital investment evaluative methodology including NPV and ROI

**Underpinning Skills**

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Coaching and training skills to remediate any under-performance present in the work group or individuals

Ability to relate to people from a range of social, cultural and ethnic backgrounds and physical and mental abilities

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**Using mathematical ideas and techniques (Level 2)** - to analyse system/product failures

**Solving problems (Level 3)** - to eliminate any negative variances to the plan

**Using technology (Level 2)** - to improve system processes and work methods wherever appropriate

Please refer to the Assessment Guidelines for advice on how to use the Key Competencies

## Range Statement

The Range Statement provides advice to interpret the scope and context of this unit of competence, allowing for differences between enterprises and workplaces. It relates to the unit as a whole and facilitates holistic assessment. The following variables may be present for this particular unit:

### **Legislation, codes and national standards relevant to the workplace which may include:**

award and enterprise agreements and relevant industrial instruments

relevant legislation from all levels of government that affects business operation, especially in regard to Occupational Health and Safety and environmental issues, equal opportunity, industrial relations and anti-discrimination

relevant industry codes of practice

### **Supply chains means:**

a network of facilities that procures raw materials, transforms them into intermediate products (or services) and then finished goods (or services), and delivers them through a distribution system. It spans procurement, production and distribution; views them not as discrete elements but interlinked

### **Preventative and breakdown maintenance arrangements may include:**

programmed maintenance

preventative maintenance plans

emergency response plans

### **Performance measurement systems means:**

those systems designed to collect quantitative and qualitative indicators of performance in all of the Key Result Areas for the organisation so as to identify and remediate variances to plans

### **Optimum results means:**

that the best overall mix of results is achieved across the organisation's Key Result Areas. Outcomes are measured within the applicable constraints

### **Quality means:**

meeting all quality assurance specifications of the organisation

### **Project management protocols means:**

the rules of behaviour relating to the development, planning, approval, implementation, management and evaluation of projects

### **Timely means:**

in accordance with time limits established in the operational planning process

### **Coaching refers to:**

informal on-the-job and off-the-job advice and training to improve performance

The Range Statement provides advice to interpret the scope and context of this unit of competence, allowing for differences between enterprises and workplaces. It relates to the unit as a whole and facilitates holistic assessment. The following variables may be present for this particular unit:

**Legislation, codes and national standards relevant to the workplace which may include:**

award and enterprise agreements and relevant industrial instruments

relevant legislation from all levels of government that affects business operation, especially in regard to Occupational Health and Safety and environmental issues, equal opportunity, industrial relations and anti-discrimination

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**Project management protocols means:**

the rules of behaviour relating to the development, planning, approval, implementation, management and evaluation of projects

**Timely means:**

in accordance with time limits established in the operational planning process

**Coaching refers to:**

informal on-the-job and off-the-job advice and training to improve performance

## **Unit Sector(s)**

Not applicable.





## BSBAUD503B Lead a quality audit

### Modification History

Not applicable.

### Unit Descriptor

|                        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |
|------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Unit descriptor</b> | <p>This unit describes the performance outcomes, skills and knowledge required to lead an audit team as they undertake a quality audit. It covers conducting entry and exit meetings; identifying and gathering relevant information; managing audit team resources; and providing feedback to audit team members on their performance.</p> <p>The types of quality audit that may be covered by this unit include an external or internal systems audit or process or product/service audit.</p> <p>No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.</p> |
|------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

### Application of the Unit

|                                |                                                                                                                                                                                                                                                                                                                                                                                          |
|--------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Application of the unit</b> | <p>This unit applies to individuals with well established, sound theoretical knowledge base in quality auditing who are proficient in using a wide range of specialised quality auditing and managerial techniques to carry out their own work and to supervise the quality audit team. The unit is relevant to audits where a lead auditor is responsible for a quality audit team.</p> |
|--------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

### Licensing/Regulatory Information

Not applicable.

## Pre-Requisites

|                           |  |  |
|---------------------------|--|--|
| <b>Prerequisite units</b> |  |  |
|                           |  |  |
|                           |  |  |

## Employability Skills Information

|                             |                                          |
|-----------------------------|------------------------------------------|
| <b>Employability skills</b> | This unit contains employability skills. |
|-----------------------------|------------------------------------------|

## Elements and Performance Criteria Pre-Content

|                                                                   |                                                                                                                                                                                                                                                                                                                  |
|-------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Elements describe the essential outcomes of a unit of competency. | Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide. |
|-------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

## Elements and Performance Criteria

| ELEMENT                            | PERFORMANCE CRITERIA                                                                                                                                                                                                                                                                                            |
|------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1. Conduct entry meeting           | 1.1. Organise entry meeting in advance at a mutually agreed time<br>1.2. Prepare agenda for audit<br>1.3. Confirm objectives and scope of audit at entry meeting<br>1.4. Confirm schedules and logistical arrangements at entry meeting<br>1.5. Make changes to plan, schedules and arrangements where required |
| 2. Identify and gather information | 2.1. Identify a range of potential <b><i>sources of information</i></b><br>2.2. Interview <b><i>appropriate persons</i></b><br>2.3. Gather relevant information and <b><i>sample documentation</i></b>                                                                                                          |

| ELEMENT                                                           | PERFORMANCE CRITERIA                                                                                                                                                                                                                                                              |
|-------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 3. Manage audit team resources                                    | 3.1. Supervise activities of audit team members<br>3.2. Assess and review audit team findings in line with audit scope<br>3.3. Re-assign team members as required<br>3.4. Instigate contingency actions as required<br>3.5. Seek and reach agreement on corrective action reports |
| 4. Conduct exit meeting                                           | 4.1. Make preparations for exit meeting<br>4.2. Examine results and findings against audit objectives and present to auditee<br>4.3. Ensure reporting arrangements are agreed upon<br>4.4. Explain context and consequences of audit and discuss during follow-up                 |
| 5. Guide team members in continuously improving their performance | 5.1. Provide feedback on performance to audit team members<br>5.2. Encourage and support audit team members to critique their own work<br>5.3. Provide and document advice for individual improvement                                                                             |

## Required Skills and Knowledge

### Required knowledge

- auditing codes of practice or ethics
- auditing methods and techniques
- auditing regulations and standards, including:
  - AS/NZS ISO: 9000:2006: Quality management systems - Fundamentals and vocabulary
  - AS/NZS ISO 19011:2003: Guidelines for quality and/or environmental management systems auditing
- current audit practices
- industry, product and/or service knowledge
- quality auditing principles, techniques and systems
- requirements of house or other style manual protocols for written communications
- relevant legislation affecting business operations including appropriate occupational health and safety, environmental, and privacy legislation
- software applications relevant to conducting quality auditing activities
- terminology relating to quality auditing.

## Evidence Guide

| <b>EVIDENCE GUIDE</b>                                                                                                                                                                                                  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| The Evidence Guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package. |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |
| <b>Overview of assessment</b>                                                                                                                                                                                          |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |
| <b>Critical aspects for assessment and evidence required to demonstrate competency in this unit</b>                                                                                                                    | <p>Evidence of the following is essential:</p> <ul style="list-style-type: none"> <li>• demonstration of leadership and management of a quality auditing team across quality audits in a variety of contexts</li> <li>• management of the information gathering process by team members, and analysis, synthesis and reporting of the findings</li> <li>• knowledge of auditing methods and techniques.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                      |
| <b>Context of and specific resources for assessment</b>                                                                                                                                                                | <p>Assessment must ensure:</p> <ul style="list-style-type: none"> <li>• access to workplace documentation including previous quality audit reports, checklists, risk management plans and audit plans.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
| <b>Method of assessment</b>                                                                                                                                                                                            | <p>A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit:</p> <ul style="list-style-type: none"> <li>• analysis of information gathered in the information gathering process</li> <li>• review of audit plans</li> <li>• direct questioning combined with review of portfolios of evidence by third party workplace reports of on-the-job performance by the candidate</li> <li>• observations of application of audit techniques</li> <li>• observations of interactions with team members, colleagues and auditees</li> <li>• oral or written questioning to assess knowledge of current audit practices</li> <li>• review of documentation advising team members about improving their performance.</li> </ul> |
| <b>Guidance information for assessment</b>                                                                                                                                                                             | Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example:                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |

**EVIDENCE GUIDE**

- other quality auditing units.

**Range Statement****RANGE STATEMENT**

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

***Sources of information*** may include:

- examination of internal documentation
- examination of reports from external sources, for example external laboratory reports and vendor ratings
- inspection of records, for example meeting minutes, reports or log books
- interviews
- observation of activities

***Appropriate persons*** may include:

- persons from different levels within the auditee's organisation, for example management, administrative personnel and work floor personnel
- persons performing activities or tasks under consideration in the audit process

***Sample documentation*** may include:

- documented procedures
- log books
- meeting minutes
- previous audit reports
- reports
- reports from external sources
- systems specifications
- test results
- user requirements definitions
- work instructions

**Unit Sector(s)**

|                    |  |
|--------------------|--|
| <b>Unit sector</b> |  |
|--------------------|--|

**Competency field**

|                         |                                                   |
|-------------------------|---------------------------------------------------|
| <b>Competency field</b> | Regulation, Licensing and Risk - Quality Auditing |
|-------------------------|---------------------------------------------------|

**Co-requisite units**

|                           |  |  |
|---------------------------|--|--|
| <b>Co-requisite units</b> |  |  |
|                           |  |  |
|                           |  |  |

## BSBMGT608C Manage innovation and continuous improvement

### Modification History

Not applicable.

### Unit Descriptor

|                        |                                                                                                                                                                                                                                                                                                                                        |
|------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Unit descriptor</b> | <p>This unit describes the performance outcomes, skills and knowledge required to sustain and develop an environment in which continuous improvement, innovation and learning are promoted and rewarded.</p> <p>No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.</p> |
|------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

### Application of the Unit

|                                |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |
|--------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Application of the unit</b> | <p>This unit applies to people with managerial responsibilities, including for building a better and more effective work environment. Continuous improvement and innovation have links with the model of the learning organisation and people working at this level play an important role in building the culture, values and attitudes of the organisation.</p> <p>Links may be made between continuous improvement and formal quality systems, such as International Organization for Standardization (ISO) or quality software. However it is not assumed that formal quality systems or software are in the workplace.</p> <p>Innovation is seen as an important attitude and set of practices, which should be fostered by people working at this level in teams and across the organisation.</p> |
|--------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

### Licensing/Regulatory Information

Not applicable.

## Pre-Requisites

|                    |  |  |
|--------------------|--|--|
| Prerequisite units |  |  |
|                    |  |  |
|                    |  |  |

## Employability Skills Information

|                      |                                          |
|----------------------|------------------------------------------|
| Employability skills | This unit contains employability skills. |
|----------------------|------------------------------------------|

## Elements and Performance Criteria Pre-Content

|                                                                   |                                                                                                                                                                                                                                                                                                                  |
|-------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Elements describe the essential outcomes of a unit of competency. | Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide. |
|-------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

## Elements and Performance Criteria

| ELEMENT                                   | PERFORMANCE CRITERIA                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |
|-------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1. Review programs, systems and processes | <p>1.1. Establish strategies to monitor and evaluate performance and <b><i>sustainability</i></b> of key systems and processes</p> <p>1.2. Undertake detailed analyses of <b><i>supply chains</i></b>, and operational, product and service delivery systems</p> <p>1.3. Identify performance measures, and assessment tools and techniques, and evaluate their effectiveness</p> <p>1.4. Analyse <b><i>performance reports</i></b> and variance from plans for key result areas of the organisation</p> <p>1.5. Identify and analyse changing trends and opportunities relevant to the organisation</p> <p>1.6. Seek advice from specialists, where appropriate, to identify technology and electronic commerce opportunities</p> |



| ELEMENT                                       | PERFORMANCE CRITERIA                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |
|-----------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 2. Develop options for continuous improvement | <p>2.1. Brief groups on performance improvement strategies and innovation as an essential element of competition</p> <p>2.2. Foster creative climate and organisational learning by promoting interaction within and between work groups</p> <p>2.3. Encourage, test and recognise new ideas and entrepreneurial behaviour where successful</p> <p>2.4. Accept failure of an idea during trialling, and recognise, celebrate and embed success into systems</p> <p>2.5. Undertake risk management and cost-benefit analysis for each option or idea approved for trial</p> <p>2.6. Approve innovations through agreed organisational processes</p>                                                                                                                                                                           |
| 3. Implement innovative processes             | <p>3.1. Promote continuous improvement and sustainability as essential to doing business</p> <p>3.2. Address impact of change and consequences for people, and implement transition plans</p> <p>3.3. Ensure objectives, timeframes, measures and communication plans are in place to manage implementation</p> <p>3.4. Implement contingency plans in the event of non-performance</p> <p>3.5. Follow up failure by prompt investigation and analysis of causes and manage emerging challenges and opportunities effectively</p> <p>3.6. Ensure that learnings from activities are captured and managed to inform future work</p> <p>3.7. Regularly evaluate continuous improvement systems and processes</p> <p>3.8. Communicate costs and benefits of innovations and improvements to relevant groups and individuals</p> |

## Required Skills and Knowledge

### REQUIRED SKILLS AND KNOWLEDGE

This section describes the skills and knowledge required for this unit.

#### Required skills

**REQUIRED SKILLS AND KNOWLEDGE**

- analytical skills to identify improvement opportunities in relation to:
  - concepts and ideas developed
  - services or products delivered
- flexibility and creativity skills to think laterally
- learning skills to develop options for continuous improvement
- teamwork and leadership skills to foster a commitment to quality and an openness to innovation

**Required knowledge**

- cost-benefit analysis methods
- creativity and innovation theories and concepts
- organisational learning principles
- quality management and continuous improvement theories
- risk management
- sustainability practices

**Evidence Guide****EVIDENCE GUIDE**

The Evidence Guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

**Overview of assessment****Critical aspects for assessment and evidence required to demonstrate competency in this unit**

Evidence of the following is essential:

- demonstration of consultation processes to introduce or evaluate an existing continuous improvement process or system, including suggested actions or an action plan
- generation of an idea or concept that exhibits creative thinking and offers the possibility of benefiting the organisation
- demonstration of how the concept or idea was introduced, tested and evaluated, which does not have to have been shown to work or to be adopted by the business
- application of knowledge of quality management and continuous improvement theories.

**Context of and specific resources for assessment**

Assessment must ensure access to appropriate documentation and resources normally used in the workplace.

| EVIDENCE GUIDE                             |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
|--------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Method of assessment</b>                | <p>The following assessment methods are appropriate for this unit:</p> <ul style="list-style-type: none"> <li>• analysis of responses to case studies and scenarios</li> <li>• assessment of reports</li> <li>• direct questioning combined with review of portfolios of evidence and third-party workplace reports of on-the-job performance by the candidate</li> <li>• observation of presentations</li> <li>• oral or written questioning to assess knowledge of creativity and innovation theories and concepts</li> <li>• evaluation of strategies established to monitor and evaluate performance of key systems and processes</li> <li>• review of briefing of groups on performance improvement strategies and innovation</li> <li>• review of documentation communicating costs and benefits of innovations and improvements to relevant groups and individuals.</li> </ul> |
| <b>Guidance information for assessment</b> | Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |

## Range Statement

| RANGE STATEMENT                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.</p> |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |
| <b><i>Sustainability</i></b> may include:                                                                                                                                                                                                                                                                                                                                                                                                                                            | <ul style="list-style-type: none"> <li>• addressing environmental and resource sustainability initiatives, such as environmental management systems, action plans, green office programs, surveys and audits</li> <li>• applying the waste management hierarchy in the workplace</li> <li>• complying with regulations and corporate social responsibility considerations for sustainability to enhance the organisation's standing in business and community environments</li> <li>• determining organisation's most appropriate waste treatment, including waste to landfill, recycling, re-use,</li> </ul> |

| <b>RANGE STATEMENT</b>                  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
|-----------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                                         | <p>recoverable resources and wastewater treatment</p> <ul style="list-style-type: none"> <li>• implementing ecological footprint</li> <li>• implementing environmental management systems, e.g. ISO 14001:1996 Environmental management systems life cycle analyses</li> <li>• implementing government initiatives, e.g. Australian government's Greenhouse Challenge Plus</li> <li>• improving resource and energy efficiency</li> <li>• initiating and maintaining appropriate organisational procedures for operational energy consumption</li> <li>• introducing a green office program - a cultural change program</li> <li>• introducing green purchasing</li> <li>• introducing national and international reporting initiatives, e.g. Global Reporting Initiative</li> <li>• introducing product stewardship</li> <li>• reducing emissions of greenhouse gases</li> <li>• reducing use of non-renewable resources</li> <li>• referencing standards, guidelines and approaches, such as sustainability covenants and compacts or triple bottom line reporting</li> <li>• supporting sustainable supply chain.</li> </ul> |
| <b>Supply chains</b> include:           | <ul style="list-style-type: none"> <li>• network of facilities that procures raw materials, transforms them into intermediate products or services and then finished goods or service, and delivers them through a distribution system</li> <li>• procurement, production and distribution, viewed as interlinked not as discrete elements.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |
| <b>Performance reports</b> may include: | <ul style="list-style-type: none"> <li>• budget or cost variance</li> <li>• customer service</li> <li>• environmental</li> <li>• financial</li> <li>• OHS</li> <li>• quality</li> <li>• other operating parameters.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |

## Unit Sector(s)

|                    |  |
|--------------------|--|
| <b>Unit sector</b> |  |
|--------------------|--|

## Competency field

|                  |                                        |
|------------------|----------------------------------------|
| Competency field | Management and leadership - management |
|------------------|----------------------------------------|

## Co-requisite units

|                    |  |  |
|--------------------|--|--|
| Co-requisite units |  |  |
|                    |  |  |
|                    |  |  |

## HLTRNL604C Provide support and management of the client undergoing haemodialysis therapy

### Modification History

| HLT07 Version 4                                                                            | HLT07 Version 5                                                                            | Comments                                                                                                                                                                    |
|--------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| HLTRNL604B - Provide support and management of the client undergoing haemodialysis therapy | HLTRNL604C - Provide support and management of the client undergoing haemodialysis therapy | Unit updated in V5.<br>ISC upgrade changes to remove references to old OHS legislation and replace with references to new WHS legislation. No change to competency outcome. |

### Unit Descriptor

#### Descriptor

This unit of competency describes the knowledge and skills required to support the client undertaking haemodialysis and to use current technologies in haemodialysis including the safe administration of medications via dialysis

### Application of the Unit

#### Application

The unit involves application of specialised skills and knowledge by Enrolled/Division 2 nurses or Aboriginal and/or Torres Strait Islander health workers, for clinical assessment and follow up of client care plans under direct supervisory arrangements in line with jurisdictional and regulatory requirements.

For Enrolled/Division 2 nurses the knowledge and skills described in this unit of competency are to be applied within jurisdictional nursing and midwifery regulatory authority legislative requirements.

Enrolled nursing work is to be carried out in consultation/collaboration with registered nurses and

under direct supervisory arrangements in line with jurisdictional regulatory requirements.

For Aboriginal and/or Torres Strait Islander health workers, this unit of competency addresses the delivery of renal health care services in Aboriginal and/or Torres Strait Islander communities.

Work performed by Aboriginal and/or Torres Strait Islander health workers is to be carried out in consultation/ collaboration with registered nurses and/or medical practitioners under direct supervisory arrangements in line with jurisdictional regulatory requirements.

## Licensing/Regulatory Information

Not Applicable

## Pre-Requisites

### Pre-requisite units

This unit must be assessed after successful achievement of the following related unit of competency:

- HLTRNL601C Support the client with chronic kidney disease

**AND one of the following units:**

- HLTEN519C Administer and monitor intravenous medication in the nursing environment

**OR**

- HLTAHW606B Manage medicines in Aboriginal and/or Torres Strait Islander health care

## Employability Skills Information

### Employability skills

This unit contains employability skills

## Elements and Performance Criteria Pre-Content

Elements define the essential outcomes of a unit of competency.

The Performance Criteria specify the level of performance required to demonstrate achievement of the Element.

## Elements and Performance Criteria

### ELEMENT

### PERFORMANCE CRITERIA

#### 1. Establish therapeutic relationship with *client*

1.1 Provide the client with the opportunity to ask questions and discuss areas of concern

1.2 Ask the client questions clearly and in an appropriate manner, level and pace, and in a way that encourages the client to provide full answers

1.3 Provide accurate feedback and education, appropriate to the client's needs and concerns, within scope of role and responsibilities

1.4 Encourage client independence throughout the procedure according to their level of capability

#### 2. *Assess physical health status* of client in preparation for haemodialysis

2.1 Complete pre-dialysis assessment of the client through observation and interview and report to other *members of the health care team* as required within *scope of work role* and organisation guidelines

2.2 Review *pathology results*, identify significant variations, and report to other members of the health care team according to organisation policies and procedures

2.3 *Examine the vascular access site* to determine suitable sites for cannulation and to identify any *problems*

2.4 Identify any significant physical health issues in relation to dialysis prescription and requirement for adjustments and report to other members of the health care team as required within scope of work role and organisation guidelines

2.5 Recognise and refer *actual and potential problems* that vary from the client's normal health status to other members of the health care team as required in consultation with registered nurse and within scope of



## ELEMENT

## PERFORMANCE CRITERIA

work role and organisation guidelines

### 3. Prepare equipment and the client for haemodialysis treatment

3.1 Explain procedure to the client in accordance with legal requirements and organisation policies and procedures

3.2 Prepare the client for treatment and make comfortable

3.3 Prepare machine according to organisation policies and procedures

3.4 Determine dialysis settings according to the client's dialysis prescription within scope of work role and organisation guidelines

3.5 *Prepare other interventions, including medications, under the direct supervision of, and as delegated by, the registered nurse within scope of work role and organisation guidelines*

3.6 Prepare *consumables* for cannulation of the client and connection to machine

3.7 Wash hands and use personal protective equipment in accordance with standard and additional precautions

3.8 Prepare the client's access for cannulation according to organisation policies and procedures

3.9 Determine appropriate site for cannulation in consultation with registered nurse

3.10 Perform cannulation according to organisation policies and procedures

### 4. Perform dialysis

4.1 Connect the client to haemodialysis machine according to organisation policies and procedures and *infection control guidelines*

4.2 Monitor the client during treatment within scope of work role and refer to other members of the health care team according to organisation policies and procedures

4.3 Recognise and respond appropriately to machine alarms and actual and potential problems of haemodialysis

4.4 Assess the client's response to treatment within

## ELEMENT

## PERFORMANCE CRITERIA

scope of work role and confer with supervising registered nurse

4.5 Assess the client's response to other interventions as administered within scope of work role

4.6 Recognise acute and delayed adverse reactions to other interventions and respond within scope of work role

4.7 Disconnect the client from haemodialysis machine in accordance with organisation policies and procedures

4.8 Clean equipment, dry and store in accordance with infection control and manufacturer's guidelines

4.9 Examine vascular access site to identify any problems

5. Assess physical health status of client at completion of haemodialysis

5.1 Complete the post-dialysis assessment of the client

5.2 Evaluate the *client's response to treatment* and report to other members of the health care team as required within scope of work role and organisation guidelines

5.3 *Document* and report outcomes to the appropriate members of the health care team

5.4 Provide feedback to the client on physical health assessment in order to maintain optimal health status within scope of work role

5.5 Encourage the client to voice concerns and respond appropriately

5.6 Incorporate referral to community services into advanced care planning strategies in consultation/collaboration with registered nurse and other members of the health care team

## Required Skills and Knowledge

### REQUIRED SKILLS AND KNOWLEDGE

## REQUIRED SKILLS AND KNOWLEDGE

This describes the essential skills and knowledge and their level required for this unit.

### *Essential knowledge:*

The candidate must be able to demonstrate essential knowledge required to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

This includes knowledge of:

- Application of infection control principles, including environmental hazards, relating to haemodialysis
- Common pathology tests to diagnose and monitor CKD and their interpretation
- Definition and average reference ranges of common haematological and biochemical results relating to tests for Stage 5 CKD and haemodialysis
- Dialysis machinery and consumables
- Fluid, electrolyte and acid base balance
- Health status monitoring of client undergoing haemodialysis
- Immunity and the importance of vaccinations
- Medications associated with the dialysis process such as anticoagulation, saline and local anaesthetic including basic mechanism of action, precautions, contraindications and side effects
- Medicines in common use in management of clients with Stage 5 CKD receiving haemodialysis including basic mechanism of action, precautions, contraindications and side effects
- Organisation policies, procedures and protocols relating to haemodialysis
- Pathophysiology of Stage 5 chronic kidney disease (CKD )
- Physiological principles of osmosis, diffusion, ultra filtration and convection
- Recognise the different vascular accesses used for haemodialysis
- Relevant medical/medication terminology and approved abbreviations
- Reportable limits for clients vital signs and biochemical and haematological results for clients undergoing haemodialysis dialysis
- Signs and symptoms of actual and potential problems associated with haemodialysis and the appropriate response
- Structure and function of the urinary, cardiovascular, lymphatic and immune systems
- The differences of performing haemodialysis in a variety of environments
- Understanding how to assess the adequacy of dialysis
- Understanding of own role and responsibilities and those of other health care team members in the delivery of care to clients with CKD
- Water treatment standards, equipment and monitoring

## REQUIRED SKILLS AND KNOWLEDGE

### *Essential skills:*

It is critical that the candidate demonstrate the ability to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

This includes the ability to:

- Apply formulae for drug calculations for administration of medications via dialysis
- Apply interpersonal skills, including working with others, using sensitivity when dealing with people and relating to persons from differing cultural, social and religious backgrounds
- Assess patency of vascular access
- Cannulate haemodialysis vascular access
- Correctly prepare machine for haemodialysis
- Demonstrate accountability for personal outputs and client group outcomes
- Identify and manage different haemodialysis vascular access types as required for work role e.g. native fistula, graft, vascath and permacath
- In consultation with the health care team, contribute to effective plans of care to meet the educational needs of the haemodialysis patient
- Monitor the health status of the client undergoing haemodialysis
- Perform emergency treatment for a client experiencing an adverse response to medications administered via dialysis
- Perform haemodialysis treatment
- Perform water testing procedures
- Prepare, administer and record the administration of medications via dialysis
- Recognise and respond to actual and potential problems of haemodialysis appropriately
- Use appropriate communication skills (non-verbal, openness, sensitivity, non-judgemental attitudes)
- Use oral communication skills (language competence) required to fulfil job roles as specified by the organisation/service, including:
  - interviewing techniques
  - asking questions
  - active listening
  - asking for clarification
- Use written communication skills (literacy competence) required to fulfil job roles as specified by organisation/service at a level of skill that may range from reading and understanding client documentation to completion of written reports
- Take into account opportunities to address waste minimisation, environmental responsibility and sustainable practice issues

## Evidence Guide

### EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment Guidelines for this Training Package.

*Critical aspects for assessment and evidence required to demonstrate competency in this unit*

- Candidates must demonstrate their ability to apply essential knowledge identified for this unit of competency before undertaking workplace application
- Observation of performance in a work context is essential for assessment of this unit of competency
- Consistency of performance should be demonstrated over the required range of workplace situations and should occur on more than one occasion
- Assessment of medication administration must include a written calculation test with 100% mastery

*Context of and specific resources for assessment*

- This unit of competency is most appropriately assessed in the clinical workplace and under the normal range of clinical environment conditions

*Method of assessment*

- Observation in the workplace
- Written assignments/projects
- Case study and scenario as a basis for discussion of issues and strategies to contribute to best practice
- Questioning - verbal and written
- Role play

*Access and equity considerations*

- All workers in the health industry should be aware of access and equity issues in relation to their own area of work
- All workers should develop their ability to work in a culturally diverse environment

## EVIDENCE GUIDE

- In recognition of particular health issues facing Aboriginal and/or Torres Strait Islander communities, workers should be aware of cultural, historical and current issues impacting on health of Aboriginal and/or Torres Strait Islander people
- Assessors and trainers must take into account relevant access and equity issues, in particular relating to factors impacting on health of Aboriginal and/or Torres Strait Islander clients and communities

## Range Statement

### RANGE STATEMENT

The Range Statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Add any essential operating conditions that may be present with training and assessment depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts.

*Clients are limited to:*

- Adolescent
- Adult

*Assessment of physical health status may include:*

- Blood pressure pulse and respiration
- Weight
- Hydration status
- Evidence of uraemia and electrolyte imbalance e.g. lethargy, confusion, anorexia, nausea and vomiting
- Signs of fluid overload e.g. dyspnoea, tachypnoea ankle oedema, weight gain over a short period of time and high blood pressure readings
- Signs of dehydration e.g. dry mouth, dizzy, postural drop in blood pressure, low blood pressure and weight loss over short period of time
- Blood sugar levels
- Pathology results from routine testing for dialysis clients

## RANGE STATEMENT

- Haemodialysis vascular access site status
- Members of the health care team may include:*
- Enrolled/Division 2 nurse
  - Registered nurse
  - Nurse practitioner
  - General practitioner
  - Renal physician
  - Chronic disease management team
  - Dietitian
  - Social worker
  - Pharmacist
  - Podiatrist
  - Aboriginal and/or Torres Strait Islander health worker
- Scope of work role refers to:*
- Enrolled/Division 2 nurses
  - Aboriginal and/or Torres Strait Islander health workers
- Pathology results may include:*
- Haematological tests:
    - haemoglobin
    - iron studies
  - Biochemical tests:
    - urea
    - creatinine
    - calcium
    - phosphate
  - Dialysis adequacy tests:
    - Kt/Vs
    - urea reduction ratio
    - fraction reduction urea
- Examine the vascular access site includes:*
- Palpate fistula for thrill
  - Auscultate fistula for bruit
  - Observe for signs of infection
  - Check last needle sites

## RANGE STATEMENT

*Vascular access site problems may include:*

- Decreased thrill
- High pitched bruit
- Difficulty in needling fistula
- Abnormal arterial and venous pressure readings
- Pain, swelling, redness or trauma
- False aneurysms
- Leaking around cannulation site

*Actual and potential problems of haemodialysis may include:*

- Blown needle
- Hypotension
- Blood leak within dialyser
- Blood leak from cannulation sites
- Clotted dialyser within the circuit
- Rapid or excess fluid removal
- Rapid or excess electrolyte removal

*Prepare other interventions including medications must include:*

- Identification of contraindications of medications
- Confirmation of client identity and check for known allergies
- Identification of the purpose and function of prescribed medication
- 100% accurate calculation of medication doses for administration as prescribed
- Contributing to the provision of information provided to clients and carers on side effects of medication administration

*Other interventions may include:*

- Antibiotics
- Iron
- Erythropoiesis stimulating agents
- Anticoagulation
- Blood products e.g. concentrated albumin, packed cells

*Delegation refers to:*

- Conferring of authority to perform specific medication administration activities to a worker not usually authorised but who has been determined as appropriate for the task by the delegating health



## RANGE STATEMENT

professional

- Delegation is within the context of a care plan or other written instruction
- Where delegation is provided verbally it must be confirmed as soon as practicable according to organisation procedures in writing and incorporated in the care plan
- The authority is specific to an individual client within a specific care context and is not transferable
- Delegation instructions must include:
  - medication and its purpose
  - dosage and related instructions
  - route
  - contraindications
  - any other relevant instructions or information, especially information specific to the client

*Consumables may include:*

- Blood lines
- Dialyser
- Dialysate
- Priming solution
- Syringe/needles
- Anti-coagulant
- Tourniquet
- Antiseptic solution and alcohol swabs
- AV needles x 2
- Gauze and tape
- Local anaesthetic cream or subcutaneous lignocaine
- Flushing equipment - normal saline and syringes

*Infection control guidelines may include:*

- Standard and additional precautions
- Aseptic technique
- Access site preparation
- Waste handling and disposal

*Client's response to treatment may include:*

- Hypotension
- Headache
- Yawning

## RANGE STATEMENT

- Cramps
- Not achieving ideal weight

*Documentation may include:*

- Record of test procedures
- Complete and sign request form
- Medical record notation
- Labelling specimens and documentation
- Data entry on paper and electronically
- Client's response to treatment
- Strategies to manage client's response to treatment

## Unit Sector(s)

Not Applicable

## HLTRNL603C Provide care and support to client in renal replacement therapy in community setting

### Modification History

| HLT07 Version 4                                                                                 | HLT07 Version 5                                                                                   | Comments                                                                                                                                                                    |
|-------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| HLTRNL603B Provide care and support to client in renal replacement therapy in community setting | HLTRNL603C - Provide care and support to client in renal replacement therapy in community setting | Unit updated in V5.<br>ISC upgrade changes to remove references to old OHS legislation and replace with references to new WHS legislation. No change to competency outcome. |

### Unit Descriptor

#### Descriptor

This unit describes the skills and knowledge required to provide care and support to clients with renal disease who are undertaking renal replacement therapy in the community setting

### Application of the Unit

#### Application

The unit involves application of specialised skills and knowledge by Enrolled/Division 2 nurses or Aboriginal and/or Torres Strait Islander health workers, for clinical assessment and follow up of client care plans under direct or indirect supervisory arrangements in line with jurisdictional and regulatory requirements.

For Enrolled/Division 2 nurses the knowledge and skills described in this unit of competency are to be applied within jurisdictional nursing and midwifery regulatory authority legislative requirements.

Enrolled nursing work is to be carried out in consultation/collaboration with registered nurses and under direct or indirect supervisory arrangements in

line with jurisdictional regulatory requirements.

For Aboriginal and/or Torres Strait Islander health workers, this unit of competency addresses the delivery of renal health care services in Aboriginal and/or Torres Strait Islander communities.

Work performed by Aboriginal and/or Torres Strait Islander health workers is to be carried out in consultation/collaboration with registered nurses and/or medical practitioners under direct or indirect supervisory arrangements in line with jurisdictional regulatory requirements.

## Licensing/Regulatory Information

Not Applicable

## Pre-Requisites

### Pre-requisites

This unit must be assessed after successful achievement of the following related units of competency:

- HLTRNL601C Support the client with chronic kidney disease
- HLTRNL602C Provide support and management of the client undergoing peritoneal dialysis therapy

AND one of the following units:

- HLTEN519C Administer and monitor intravenous medication in the nursing environment
- OR
- HLTAHW606B Manage medicines in Aboriginal and/or Torres Strait Islander health care

## Employability Skills Information

### Employability skills

This unit contains employability skills

## Elements and Performance Criteria Pre-Content

Elements define the essential outcomes of a unit of competency.

The Performance Criteria specify the level of performance required to demonstrate achievement of the Element.

## Elements and Performance Criteria

### ELEMENT

### PERFORMANCE CRITERIA

- |                                                                                                     |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |
|-----------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1. Establish therapeutic relationship with <i>client</i> and their <i>significant others</i>        | 1.1 Provide the client and significant others with the opportunity to ask questions and discuss areas of concern<br>1.2 Ask the client questions clearly and in an appropriate manner, level and pace, and in a way that encourages the client to provide full answers<br>1.3 Provide accurate feedback and education, appropriate to the client's, and their significant others', needs and concerns, within scope of role and responsibilities<br>1.4 Encourage client independence according to their level of capability                                                                                                                                                                                                                                                                                                                                |
| 2. Assist the client with Stage 5 chronic kidney disease (CKD) to <i>assess their health status</i> | 2.1 Complete a health assessment of the client through observation and interview and report to other <i>members of the health care team</i> as required within <i>scope of work role</i> and organisation guidelines<br>2.2 Review <i>pathology results</i> , identify significant variations and refer to other health care team members according to organisation policies and procedures<br>2.3 Identify any significant physical health status issues in relation to current <i>renal replacement therapy</i><br>2.4 Assist the client to determine if changes to current renal replacement therapy are required and report to other members of the health care team as required within scope of work role and organisation guidelines<br>2.5 Document client assessment and refer <i>actual and potential problems</i> in accordance with organisation |

## ELEMENT

## PERFORMANCE CRITERIA

policies and procedures

2.6 Recognise and refer actual and potential problems that vary from the client's normal health status to other members of the health care team as required within scope of work role and organisation guidelines

2.7 Provide feedback to the client on physical health assessment in order to maintain optimal health status

3. Support the client to self-manage their renal replacement therapy

3.1 Encourage the client to voice concerns, respond within scope of work role and organisation guidelines and report to other members of the health care team as required

3.2 Assist the client adhere to *self-care principles*

3.3 Observe the client manage their renal replacement therapy and *provide effective education* as required

3.4 Assist and empower the client to *self-manage the dialysis equipment and consumables*

3.5 Recognise and respond appropriately to actual and potential problems of renal replacement therapy and report to other members of the health care team as required within scope of work role in consultation with registered nurse and organisation guidelines

3.6 *Document* and report outcomes to the appropriate members of the health care team

3.7 Identify situations when the client is not coping with the renal replacement therapy and report to other members of the health care team in consultation with registered nurse

3.8 Incorporate referral to community services into advanced care planning strategies in consultation/collaboration with registered nurse and other members of the health care team

## Required Skills and Knowledge

### REQUIRED SKILLS AND KNOWLEDGE

This describes the essential skills and knowledge and their level required for this unit.

#### *Essential knowledge:*

The candidate must be able to demonstrate essential knowledge required to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

This includes knowledge of:

- Application of infection control principles to the management of clients who undergo renal replacement therapies including:
  - importance of good hygiene and adequate nutrition in prevention of infection
  - maintaining cleanliness of exit site or fistula arm
  - monitoring and maintaining integrity of skin to prevent infection
  - no touch technique
- Common pathology tests to diagnose and monitor CKD and their interpretation
- Fluid, electrolyte and acid base balance
- Health status monitoring
- Immunity and the importance of vaccinations
- Knowledge of disinfection procedures for dialysis equipment and machine according to organisation policies and procedures and infection control guidelines
- Management principles for different types of renal replacement therapy including:
  - haemodialysis
  - kidney transplant
  - peritoneal dialysis
- Medicines in common use in management of clients with Stage 5 CKD including basic mechanism of action, precautions and side effects
- Organisation policies, procedures and protocols relating to renal replacement therapy
- Pathophysiology of Stage 5 CKD
- Primary health care assessment and its interpretation
- Reportable limits for patients vital signs and biochemical and haematological results for clients undergoing renal replacement therapy
- Resources available to support the client
- Self-care principles, and commitment required and the potential impact of Stage 5 CKD and renal replacement therapy has on quality of life and self-esteem
- Signs and symptoms of actual and potential problems of renal replacement therapy and the appropriate response

## REQUIRED SKILLS AND KNOWLEDGE

- Structure and function of the urinary, cardiovascular, lymphatic and immune systems
- Understanding of own role and responsibilities and those of other health care team members in the delivery of care to clients with CKD

### *Essential skills:*

It is critical that the candidate demonstrate the ability to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

This includes the ability to:

- Apply interpersonal skills, including working with others, using sensitivity when dealing with people and relating to persons from differing cultural, social and religious backgrounds
- Assess patency of vascular access
- Deliver effective education
- Demonstrate accountability for personal outputs and client group outcomes
- Demonstrate an understanding of self-care principles, education resources and long term commitment required to support the client to achieve self-care
- In consultation with the health care team, contribute to effective plans of care to meet the needs of the client undergoing renal replacement therapy
- Monitor the client in the preparation of dialysis equipment
- Monitor the client's ability to assess the effectiveness of their current renal replacement therapy
- Perform a health status assessment within scope of practice to monitor the health status of the client undergoing renal replacement therapy
- Recognise actual and potential problems of renal replacement therapy and respond appropriately
- Take into account opportunities to address waste minimisation, environmental responsibility and sustainable practice issues, including appropriate practices to ensure efficient use of resources
- Use appropriate communication skills (non-verbal, openness, sensitivity, non-judgemental attitudes)
- Use oral communication skills (language competence) required to fulfil job roles as specified by the organisation/service, including:
  - interviewing techniques
  - asking questions
  - active listening
  - asking for clarification
- Use written communication skills (literacy competence) required to fulfil job roles as specified by organisation/service at a level of skill that may range from reading and understanding client documentation to completion of written reports



## REQUIRED SKILLS AND KNOWLEDGE

### Evidence Guide

#### EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment Guidelines for this Training Package.

*Critical aspects for assessment and evidence required to demonstrate competency in this unit*

- Candidates must demonstrate their ability to apply essential knowledge identified for this unit of competency before undertaking workplace application
- Observation of performance in a work context is essential for assessment of this unit of competency
- Consistency of performance should be demonstrated over the required range of workplace situations and should occur on more than one occasion

*Context of and specific resources for assessment*

- This unit of competency is most appropriately assessed in the clinical workplace and under the normal range of clinical environment conditions

*Method of assessment*

- Observation in the workplace
- Written assignments/projects
- Case study and scenario as a basis for discussion of issues and strategies to contribute to best practice
- Questioning - verbal and written
- Role play

*Access and equity considerations*

- All workers in the health industry should be aware of access and equity issues in relation to their own area of work
- All workers should develop their ability to work in a

## EVIDENCE GUIDE

culturally diverse environment

- In recognition of particular health issues facing Aboriginal and/or Torres Strait Islander communities, workers should be aware of cultural, historical and current issues impacting on health of Aboriginal and/or Torres Strait Islander people
- Assessors and trainers must take into account relevant access and equity issues, in particular relating to factors impacting on health of Aboriginal and/or Torres Strait Islander clients and communities

## Range Statement

### RANGE STATEMENT

The Range Statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Add any essential operating conditions that may be present with training and assessment depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts.

*Clients are limited to:*

- Adolescent
- Adult

*Significant others may include:*

- Family
- Carer
- Friend

*Assessment of health status may include:*

- Blood pressure, pulse and respiration
- Weight
- Evidence of uraemia and electrolyte imbalance e.g. lethargy, anorexia, confusion, nausea and vomiting
- Signs of fluid overload e.g. dyspnoea, tachypnoea, ankle oedema, weight gain over a short period of time and high blood pressure readings
- Signs of dehydration e.g. dry mouth, dizzy, postural

## RANGE STATEMENT

drop in blood pressure, low blood pressure and weight loss over short period of time

- Pathology results from routine testing for dialysis clients
- Peritoneal dialysis exit site and/or fistula

*Members of the health care team may include:*

- Enrolled/Division 2 nurse
- Registered nurse
- Nurse practitioner
- General practitioner
- Renal physician
- Chronic disease management team
- Dietitian
- Social worker
- Pharmacist
- Podiatrist
- Aboriginal and/or Torres Strait Islander health worker

*Scope of work role refers to:*

- Enrolled/Division 2 nurses
- Aboriginal or Torres Strait Islander health workers

*Pathology results may include:*

- Haematological tests
  - haemoglobin
  - iron studies
- Biochemical tests
  - urea
  - creatinine
  - calcium
  - phosphate
- Dialysis adequacy tests
  - Kt/Vs
  - urea reduction ratio
  - fraction reduction urea

*Renal replacement therapy includes:*

- Peritoneal dialysis
- Haemodialysis

## RANGE STATEMENT

- Kidney transplant
- Actual and potential problems may include:*
- Hypertension/hypotension
  - Hyperglycaemia/hypoglycaemia
  - Cardiovascular abnormalities
  - Fluid imbalance
  - Electrolyte imbalance
  - Malnutrition
  - Haemodialysis problems
    - haemolysis
    - vascular access problems
      - infection
      - clotted or stenosed vascular access
      - prolonged bleeding
  - Peritoneal dialysis problems
    - infection
      - peritonitis
      - exit site infection
    - blocked or split Tenckhoff catheter
    - accidental break in sterile pathway
    - hernia
    - leak
    - obesity
  - Psychosocial issues
  - Dietary management
- Self-care principles include:*
- Fluid balance management
  - Nutritional management
  - Prevention of infection
  - Care of dialysis access
  - Care of transplanted kidney
  - Administration of medications and identification of their side effects
- Provide effective education include:*
- Develop lesson plan
  - Time management of education session
  - Evaluating education session

## RANGE STATEMENT

- Evaluating client learning
  - Recognising teachable moments
  - Assessing teaching and learning resources
- Management of dialysis equipment and consumables may include:*
- Stock management principles
    - stocktake
      - ordering cycle
      - count stock on hand
      - ordering supplies
      - method of ordering
      - check expiry dates
  - Delivery mode
  - Timeframes
  - Storage requirements
  - Requirement to rotate stock
  - Check equipment
- Documentation may include:*
- Record of test procedures
  - Complete and sign request form
  - Medical record notation
  - Labelling specimens and documentation
  - Data entry on paper and electronically

## Unit Sector(s)

Not Applicable

## HLTRNL602C Provide support and management of the client undergoing peritoneal dialysis therapy

### Modification History

| HLT07 Version 4                                                                                | HLT07 Version 5                                                                                  | Comments                                                                                                                                                                    |
|------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| HLTRNL602B Provide support and management of the client undergoing peritoneal dialysis therapy | HLTRNL602C - Provide support and management of the client undergoing peritoneal dialysis therapy | Unit updated in V5.<br>ISC upgrade changes to remove references to old OHS legislation and replace with references to new WHS legislation. No change to competency outcome. |

### Unit Descriptor

#### Descriptor

This unit of competency describes the knowledge and skills required to support the client undertaking peritoneal dialysis and to use current technologies in peritoneal dialysis including the safe administration of medications via dialysis

### Application of the Unit

#### Application

The unit involves application of specialised skills and knowledge by Enrolled/Division 2 nurses or Aboriginal and/or Torres Strait Islander health workers, for clinical assessment and follow up of client care plans under direct or indirect supervisory arrangements in line with jurisdictional and regulatory requirements.

For Enrolled/Division 2 nurses the knowledge and skills described in this unit of competency are to be applied within jurisdictional nursing and midwifery regulatory authority legislative requirements.

Enrolled nursing work is to be carried out in consultation/collaboration with registered nurses and under direct or indirect supervisory arrangements in

line with jurisdictional regulatory requirements.

For Aboriginal and/or Torres Strait Islander health workers, this unit of competency addresses the delivery of renal health care services in Aboriginal and/or Torres Strait Islander communities.

Work performed by Aboriginal and/or Torres Strait Islander health workers is to be carried out in consultation/collaboration with registered nurses and/or medical practitioners under direct or indirect supervisory arrangements in line with jurisdictional regulatory requirements.

## Licensing/Regulatory Information

Not Applicable

## Pre-Requisites

### Pre-requisite units

This unit must be assessed after successful achievement of the following related units of competency:

- HLTRNL601C Support the client with chronic kidney disease
- HLTRNL602C Provide support and management of the client undergoing peritoneal dialysis therapy

**AND one of the following units:**

- HLTEN519C Administer and monitor intravenous medication in the nursing environment

**OR**

- HLTAHW606B Manage medicines in Aboriginal and/or Torres Strait Islander health care

## Employability Skills Information

### Employability skills

This unit contains employability skills

## Elements and Performance Criteria Pre-Content

Elements define the essential outcomes of a unit of competency.

The Performance Criteria specify the level of performance required to demonstrate achievement of the Element.

## Elements and Performance Criteria

### ELEMENT

### PERFORMANCE CRITERIA

1. Establish a therapeutic relationship with the *client*

- 1.1 Provide the client with the opportunity to ask questions and discuss areas of concern
- 1.2 Ask the client questions clearly, in an appropriate manner, level and pace, and in a way that encourages the client to provide full answers
- 1.3 Provide accurate feedback and education, appropriate to the client's needs and concerns, within scope of role and responsibilities
- 1.4 Encourage client independence throughout the procedure according to their level of capability

2. Assess *physical health status* of client undergoing *peritoneal dialysis*

- 2.1 Complete a dialysis assessment of the client through observation and interview and report to other *members of the health care team* if required in accordance with *scope of work role* and organisation guidelines
- 2.2 Review *pathology results*, identify significant variations and report to other members of the health care team according to organisation policies and procedures
- 2.3 Examine the *catheter and exit site* to identify any *problems*
- 2.4 Obtain specimen swab from catheter site if necessary, according to organisation policies and procedures, and send for microbiological analysis
- 2.5 Identify any significant physical health issues in relation to dialysis prescription and requirement for adjustments and report to other members of the health



## ELEMENT

## PERFORMANCE CRITERIA

care team in accordance with scope of work role and organisation guidelines

2.6 Recognise and refer *actual and potential problems* that vary from the client's normal health status to other members of the health care team as required in consultation with registered nurse and within scope of work role and organisation guidelines

3. Assist the client in self-care management of peritoneal dialysis treatment

3.1 Review the client's understanding of the procedure in accordance with legal requirements and organisation policies and procedures

3.2 Assess the client's self-care strategies

3.3 Appraise the client's technique for dressing exit site and *provide effective education as required*

3.4 Assist the client as necessary with their peritoneal exchange according to organisation policies and procedures and *infection control guidelines*

3.5 Assess the client's peritoneal dialysis exchange technique in accordance with organisation and infection control guidelines

3.6 Monitor the client during treatment within scope of work role and within organisation guidelines and refer to other members of the health care team

3.7 Recognise and respond appropriately to actual and potential problems of peritoneal dialysis treatment

3.8 Obtain an effluent specimen if necessary, according to organisation policies and procedures, and send for microbiological analysis

3.9 Assess the client's *response to treatment* within scope of work role and organisation policies and procedures

3.10 *Document* and report outcomes to appropriate members of the health care team

3.11 Assist the client *manage peritoneal dialysis consumables*

4. Perform peritoneal dialysis exchange for the client unable

4.1 Examine the peritoneal dialysis exit site and perform exit site dressing as required

## ELEMENT

## PERFORMANCE CRITERIA

to undertake procedure

- 4.2 Prepare *peritoneal dialysis additives* for dialysis bag in line with *delegation*
- 4.3 Perform peritoneal exchange according to organisation policies and procedures and infection control guidelines
- 4.4 Monitor client during treatment within own scope of practice and within organisation guidelines and refer to other members of the health care team
- 4.5 Recognise and respond appropriately to actual and potential problems of peritoneal dialysis treatment
- 4.6 Assess the client's response to dialysis additives as administered within scope of work role
- 4.7 Recognise acute and delayed adverse reactions to dialysis additives and respond within scope of work role
- 4.8 Obtain an effluent specimen if necessary, according to organisation policies and procedures, and send for microbiological analysis
- 4.9 Assess the client's response to treatment within scope of work role and organisation policies and procedures
- 4.10 Document and report outcomes to appropriate members of the health care team
- 4.11 Assist the client manage peritoneal dialysis consumables

5. Assess physical health status of the client at completion of peritoneal dialysis

- 5.1 Complete the post-dialysis assessment of the client
- 5.2 Evaluate the client's response to treatment within scope of work role and organisation guidelines
- 5.3 Document and report outcomes to the appropriate members of the health care team
- 5.4 Provide feedback to the client on physical health assessment in order to maintain optimal health status
- 5.5 Encourage the client to voice concerns and respond appropriately
- 5.6 Incorporate referral to community services into advanced care planning strategies in consultation/collaboration with registered nurse and other

## ELEMENT

## PERFORMANCE CRITERIA

members of the health care team

## Required Skills and Knowledge

### REQUIRED SKILLS AND KNOWLEDGE

This describes the essential skills and knowledge and their level required for this unit.

#### *Essential knowledge:*

The candidate must be able to demonstrate essential knowledge required to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

This includes knowledge of:

- Application of infection control principles, including environmental hazards, relating to peritoneal dialysis
- Common pathology tests to diagnose and monitor CKD and their interpretation
- Concepts of ideal weight and assessment of ideal body weights in clients undergoing peritoneal dialysis
- Consumables and equipment relating to peritoneal dialysis
- Fluid, electrolyte and acid base balance
- Health status monitoring of client undergoing peritoneal dialysis
- Immunity and the importance of vaccinations
- Medications associated with the dialysis process such as intra-peritoneal antibiotics, heparin and insulin including basic mechanism of action, precautions, contraindications and side effects
- Medicines in common use in management of clients with Stage 5 CKD including basic mechanism of action, precautions, contraindications and side effects
- Organisation policies, procedures and protocols relating to peritoneal dialysis
- Pathophysiology of Stage 5 chronic kidney disease (CKD)
- Physiological principles of osmosis, diffusion, ultra filtration and convection
- Principles of peritoneal dialysis including:
  - dialysis adequacy
  - dwell time

## REQUIRED SKILLS AND KNOWLEDGE

- fluids - osmotic agent, volume
- frequency of exchanges
- modalities
- number of exchanges
- the differences of performing peritoneal dialysis in a variety of environments
- Relevant medical/medication terminology and approved abbreviations
- Reportable limits for patients vital signs and biochemical and haematological results for clients undergoing peritoneal dialysis
- Signs and symptoms of actual and potential problems associated with peritoneal dialysis and the appropriate response
- Structure and function of the peritoneum
- Structure and function of the urinary, cardiovascular, lymphatic and immune systems
- Understanding of own role and responsibilities and those of other health care team members in the delivery of care to clients with CKD

### *Essential skills:*

It is critical that the candidate demonstrate the ability to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

This includes the ability to:

- Apply formulae for drug calculations for administration of medications via dialysis
- Apply interpersonal skills, including working with others, using sensitivity when dealing with people and relating to persons from differing cultural, social and religious backgrounds
- Collect specimens in accordance with organisation and infection control guidelines
- Correctly instruct client in the preparation for peritoneal dialysis
- Correctly prepare equipment for peritoneal dialysis
- Demonstrate accountability for personal outputs and broad client group outcomes
- Evaluate the impact of peritoneal dialysis treatment on the client - physically, psychologically and emotionally
- In consultation with the health care team contribute to effective plans of care to meet the needs of the peritoneal dialysis patient
- Monitor the health status of the client undergoing peritoneal dialysis
- Perform emergency treatment for a client experiencing an adverse response to medications administered via dialysis
- Perform, and assist client to perform, a peritoneal dialysis exchange
- Recognise actual and potential problems associated with peritoneal dialysis and respond appropriately
- Safely administer additives to a peritoneal dialysis bag (e.g. antibiotics, heparin, insulin)
- Use appropriate communication skills (non-verbal, openness, sensitivity and

## REQUIRED SKILLS AND KNOWLEDGE

- non-judgemental attitudes)
- Use oral communication skills (language competence) required to fulfil job roles as specified by the organisation/service, including:
  - interviewing techniques
  - asking questions
  - active listening
  - asking for clarification
- Use written communication skills (literacy competence) required to fulfil job roles as specified by organisation/service at a level of skill that may range from reading and understanding client documentation to completion of written reports
- Take into account opportunities to address waste minimisation, environmental responsibility and sustainable practice issues

## Evidence Guide

### EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment Guidelines for this Training Package.

*Critical aspects for assessment and evidence required to demonstrate competency in this unit*

- Candidates must demonstrate their ability to apply essential knowledge identified for this unit of competency before undertaking workplace application
- Observation of performance in a work context is essential for assessment of this unit of competency
- Consistency of performance should be demonstrated over the required range of workplace situations and should occur on more than one occasion
- Assessment of medication administration must include a written calculation test with 100% mastery

*Context of and specific resources*

- This unit of competency is most appropriately assessed in the clinical workplace and under the

## EVIDENCE GUIDE

*for assessment*

normal range of clinical environment conditions

*Method of assessment*

- Observation in the workplace
- Written assignments/projects
- Case study and scenario as a basis for discussion of issues and strategies to contribute to best practice
- Questioning - verbal and written
- Role play

*Access and equity considerations*

- All workers in the health industry should be aware of access and equity issues in relation to their own area of work
- All workers should develop their ability to work in a culturally diverse environment
- In recognition of particular health issues facing Aboriginal and/or Torres Strait Islander communities, workers should be aware of cultural, historical and current issues impacting on health of Aboriginal and/or Torres Strait Islander people
- Assessors and trainers must take into account relevant access and equity issues, in particular relating to factors impacting on health of Aboriginal and/or Torres Strait Islander clients and communities

## Range Statement

### RANGE STATEMENT

The Range Statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Add any essential operating conditions that may be present with training and assessment depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts.

*Clients are limited to:*

- Adolescent
- Adult

## RANGE STATEMENT

*Assessment of physical health status may include:*

- Blood pressure, pulse and respiration
- Weight
- Evidence of uraemia and electrolyte imbalance e.g. lethargy, confusion, anorexia, nausea and vomiting
- Signs of fluid overload e.g. dyspnoea, tachypnoea, ankle oedema, weight gain over a short period of time and high blood pressure readings
- Signs of dehydration e.g. dry mouth, dizzy, postural drop in blood pressure, low blood pressure and weight loss over short period of time
- Blood sugar levels
- Pathology results from routine testing for dialysis clients
- Peritoneal dialysis exit-site status
- Abnormalities of peritoneal dialysis fluid
- Returns on peritoneal dialysis exchanges
- Evidence of infection

*Peritoneal dialysis may include:*

- Continuous ambulatory peritoneal dialysis (CAPD)
- Automated peritoneal dialysis (APD)

*Members of the health care team may include:*

- Enrolled/Division 2 nurse
- Registered nurse
- Nurse practitioner
- General practitioner
- Renal physician
- Chronic disease management team
- Dietitian
- Social worker
- Pharmacist
- Podiatrist
- Aboriginal and/or Torres Strait Islander health worker

*Scope of work role refers to:*

- Enrolled/Division 2 nurses
- Aboriginal and/or Torres Strait Islander health workers

## RANGE STATEMENT

*Pathology results may include:*

- Haematological tests:
  - haemoglobin
  - iron studies
- Biochemical tests:
  - urea
  - creatinine
  - calcium
  - phosphate
- Dialysis adequacy tests:
  - Kt/Vs
  - urea reduction ratio
  - fraction reduction urea

*Catheter and exit site problems may include:*

- Exit site infection, signs and symptoms:
  - redness and tenderness at exit site
  - exudate at exit site
  - soiling of exit site dressing with blood-stained or pus discharge
- Cracking, splitting and discolouration of the catheter
- Cuff extrusion
- Mobile catheter
- Tension of catheter
- Extravasation to surrounding tissue or along inguinal canal to scrotum or labia
- Contamination of catheter or 'Y' line on bag during exchange process
- Leakage from site, extravasation or bag
- Blocked catheter due to constipation, catheter movement, fibrin plug

*Actual and potential problems may include:*

- Peritonitis, signs and symptoms:
  - fever
  - cloudy bag
  - abdominal pain
  - nausea and vomiting
- Hypertension/hypotension



## RANGE STATEMENT

|                                                  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |
|--------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                                                  | <ul style="list-style-type: none"><li>• Fluid imbalance:<ul style="list-style-type: none"><li>• dehydration</li><li>• fluid overload</li></ul></li><li>• Electrolyte imbalance:<ul style="list-style-type: none"><li>• hyperglycaemia</li></ul></li><li>• Inadequate dialysis</li><li>• Malnutrition/obesity</li><li>• Large amount of weight loss</li><li>• Failure of peritoneal fluid to drain in or out of peritoneal dialysis cavity during an exchange</li><li>• Excessive or insufficient ultra filtration leading to overload or dehydration</li><li>• Infusion of incorrect peritoneal dialysis fluid:<ul style="list-style-type: none"><li>• incorrect osmotic agent</li><li>• incorrect volume</li><li>• incorrect concentration of osmotic agent</li></ul></li><li>• Raised intra-abdominal pressure</li></ul> |
| <i>Provide effective education includes:</i>     | <ul style="list-style-type: none"><li>• Develop lesson plan</li><li>• Time management of education session</li><li>• Evaluating education session</li><li>• Evaluating client learning</li><li>• Recognising teachable moments</li><li>• Assessing teaching and learning resources</li></ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |
| <i>Infection control guidelines may include:</i> | <ul style="list-style-type: none"><li>• Standard and additional precautions</li><li>• Aseptic technique</li><li>• Collection site preparation</li><li>• Sample collection procedures</li><li>• Waste handling and disposal</li></ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
| <i>Response to treatment may include:</i>        | <ul style="list-style-type: none"><li>• Change in client's hydration status</li><li>• Signs and symptoms of uraemia</li><li>• Move towards client's ideal weight</li><li>• Stabilisation of blood pressure</li></ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
| <i>Documentation may include:</i>                | <ul style="list-style-type: none"><li>• Record of test procedures</li></ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |

## RANGE STATEMENT

|                                                                   |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |
|-------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                                                                   | <ul style="list-style-type: none"><li>• Complete and sign request form</li><li>• Medical record notation</li><li>• Labelling specimens and all documents</li><li>• Data entry on paper and electronically</li></ul>                                                                                                                                                                                                                                                                    |
| <i>Management of peritoneal dialysis consumables may include:</i> | <ul style="list-style-type: none"><li>• Stock management principles:<ul style="list-style-type: none"><li>• stocktake</li><li>• ordering cycle</li><li>• count stock on hand</li><li>• ordering supplies</li><li>• method of ordering</li><li>• check expiry dates</li></ul></li><li>• Delivery mode</li><li>• Timeframes</li><li>• Storage requirements</li><li>• Requirement to rotate stock</li><li>• Check equipment</li></ul>                                                     |
| <i>Prepare peritoneal dialysis additives must include:</i>        | <ul style="list-style-type: none"><li>• Identification of contraindications of medications</li><li>• Confirmation of client identity and check for known allergies</li><li>• Identification of the purpose and function of prescribed medication</li><li>• 100% accurate calculation of medication doses for administration as prescribed</li><li>• Contributing to the provision of information provided to clients and carers on side effects of medication administration</li></ul> |
| <i>Peritoneal dialysis additives may include:</i>                 | <ul style="list-style-type: none"><li>• Heparin</li><li>• Antibiotics</li><li>• Insulin</li></ul>                                                                                                                                                                                                                                                                                                                                                                                      |
| <i>Delegation refers to:</i>                                      | <ul style="list-style-type: none"><li>• Conferring of authority to perform specific medication administration activities to a worker not usually authorised but who has been determined as appropriate for the task by the delegating health professional</li></ul>                                                                                                                                                                                                                    |

## RANGE STATEMENT

- Delegation is within the context of a care plan or other written instruction
- Where delegation is provided verbally it must be confirmed as soon as practicable according to organisation procedures in writing and incorporated in the care plan
- The authority is specific to an individual client within a specific care context and is not transferable
- Delegation instructions must include:
  - medication and its purpose
  - dosage and related instructions
  - route
  - contraindications
  - any other relevant instructions or information, especially information specific to the client

## Unit Sector(s)

Not Applicable

## HLTRNL601C Support the client with chronic kidney disease

### Modification History

| HLT07 Version 4                                           | HLT07 Version 5                                             | Comments                                                                                                                                                                    |
|-----------------------------------------------------------|-------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| HLTRNL601B Support the client with chronic kidney disease | HLTRNL601C - Support the client with chronic kidney disease | Unit updated in V5.<br>ISC upgrade changes to remove references to old OHS legislation and replace with references to new WHS legislation. No change to competency outcome. |

### Unit Descriptor

#### Descriptor

This unit of competency describes the knowledge and skills required to support the client undergoing the physical and psychosocial influences and stages as chronic kidney disease (CKD) progresses

### Application of the Unit

#### Application

The unit involves application of specialised knowledge by Enrolled/Division 2 nurses or Aboriginal and/or Torres Strait Islander health workers, for clinical assessment and follow up of client care plans under direct or indirect supervisory arrangements in line with jurisdictional and regulatory requirements.

For Enrolled/Division 2 nurses the knowledge and skills described in this unit of competency are to be applied within jurisdictional nursing and midwifery regulatory authority legislative requirements.

Enrolled nursing work is to be carried out in consultation/collaboration with registered nurses and under direct or indirect supervisory arrangements in line with jurisdictional regulatory requirements.

For Aboriginal and/or Torres Strait Islander health

workers, this unit of competency addresses the delivery of renal health care services in Aboriginal and/or Torres Strait Islander communities.

Work performed by Aboriginal and/or Torres Strait Islander health workers is to be carried out in consultation/collaboration with registered nurses and/or medical practitioners under direct or indirect supervisory arrangements in line with jurisdictional regulatory requirements.

## Licensing/Regulatory Information

Not Applicable

## Pre-Requisites

### Pre-requisite units:

This unit must be assessed after successful achievement of one of the following related units of competency:

- HLTEN519C Administer and monitor intravenous medication in the nursing environment

**OR**

- HLTAHW606B Work with medicines

## Employability Skills Information

### Employability skills

This unit contains employability skills

## Elements and Performance Criteria Pre-Content

Elements define the essential outcomes of a unit of competency.

The Performance Criteria specify the level of performance required to demonstrate achievement of the Element.

## Elements and Performance Criteria

### ELEMENT

### PERFORMANCE CRITERIA

1. Assess the educational needs of the *client* in regards to the impact of *CKD*
  - 1.1 Work with a knowledge of the *various clinical manifestations of CKD* and associated pathophysiology of each manifestation
  - 1.2 Identify and discuss with the client *common problems and complications associated with CKD*, focusing on the client's specific contributing factors
  - 1.3 Discuss with the client the psychosocial impact of CKD on their activities of daily living
  - 1.4 Ascertain and respect client needs in relation to lifestyle, social context, emotional and spiritual choices
  - 1.5 Communicate effectively with the client, their *significant others* and other *members of the health care team*
  - 1.6 Clarify the educational needs of the client with CKD in terms of the CKD stages, required care and the *client's self-management strategies*
  - 1.7 Support the client and significant others to ensure their freedom to discuss spiritual and cultural issues in an open and non-judgemental way within scope of work role and responsibilities
2. Contribute to providing education to the client with CKD
  - 2.1 Provide *information* and resources to the client and their significant others on the aetiology and pathophysiology of the stages of CKD within *scope of work role* and responsibilities
  - 2.2 Provide the client with relevant information to assist in maintaining their health status and slowing disease progression
  - 2.3 Provide information and support to the client to assist them establish and maintain an appropriate diet
  - 2.4 Provide the client with access to appropriate health education resources on CKD and renal replacement therapy
  - 2.5 Support the client to access information about treatment options, so that they can make an informed treatment choice

**ELEMENT****PERFORMANCE CRITERIA**

- 2.6 Communicate effectively with the client, their significant others and health care team members to clarify the needs of the client in terms of the stages of the disease, including end of life discussion, and the care required, and refer to other members of the health care team to meet those needs
- 2.7 In consultation with the health care team contribute to *advanced care planning* to identify and meet the changing needs of the client
- 2.8 Monitor changes to *advanced care directives* as they are reviewed regularly by appropriate staff members and support implementation of these changes
3. Contribute to determining the health status of the client with CKD
- 3.1 Perform a *holistic primary health care assessment* of the client in consultation/collaboration with the registered nurse
- 3.2 *Monitor health status* of the client to identify disease progression, report changes, and where appropriate, refer in accordance with scope of work role and organisation guidelines
- 3.3 Identify *psychosocial impacts* of common conditions and complications experienced by a client with a kidney condition, discuss with the client and refer, if required, for counselling or assistance in accordance with scope of work role and organisation guidelines
- 3.4 Work with an awareness of the psychosocial impact of palliative care on a client's family and significant others
- 3.5 In consultation with the health care team contribute to effective plans of care for clients with CKD
4. Assist the client to develop self-management strategies
- 4.1 Assist the client to self-manage the various clinical manifestations and common problems associated with CKD
- 4.2 Assist the client to maintain optimal health status
- 4.3 Assist the client to adhere to care management strategies and medical management regime of CKD

## Required Skills and Knowledge

### REQUIRED SKILLS AND KNOWLEDGE

This describes the essential skills and knowledge and their level required for this unit.

#### *Essential knowledge:*

The candidate must be able to demonstrate essential knowledge required to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

This includes knowledge of:

- Basic principles of client education
- Changing educational needs of the client as CKD progresses
- Common pathology tests to diagnose and monitor CKD and their interpretation
- Diverse cultural, religious and spiritual factors underpinning client choices at end of life
- Factors that can slow the progression of CKD
- Fluid, electrolyte and acid base balance
- Health status monitoring
- Immunity and the importance of vaccinations
- Interventional and investigational procedures used in the diagnosis and the management of CKD
- Management principles for various clinical manifestations of CKD and associated co-morbidities
- Meaning and interpretation of health check results for clients with CKD
- Medicines in common use in management of clients with CKD including basic mechanism of action, precautions, contraindications and side effects
- Nutritional considerations for clients with CKD
- Pathophysiology of Stages 1 to 5
- Primary health care assessment and its interpretation
- Principles of self-management for the client with CKD
- Relevant policies, protocols and practices of the organisation in relation to the provision of palliative care
- Risk factors for CKD
- Signs and symptoms of uraemia and fluid retention
- Structure and function of the urinary, cardiovascular, lymphatic and immune systems
- Treatment options for clients with CKD including renal replacement therapies e.g. peritoneal dialysis (PD) and haemodialysis (HD), including theory, terminology, procedures, risks and benefits at a basic level



## REQUIRED SKILLS AND KNOWLEDGE

- Underlying environmental and social factors contributing to CKD in the general population in Australia and to the higher rates experienced within Aboriginal and/or Torres Strait Islander communities
- Understanding of own role and responsibilities and those of other health care team members in the delivery of care to clients with CKD

### *Essential skills:*

It is critical that the candidate demonstrate the ability to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

This includes the ability to:

- Apply care plans for clients with CKD in consultation/collaboration with registered nurse
- Apply interpersonal skills, including working with others, using sensitivity when dealing with people and relating to persons from differing cultural, social and religious backgrounds
- Deliver effective client education
- Demonstrate a professional approach to health education, knowledge of health systems and disease processes
- Demonstrate accountability for personal outputs and client group outcomes
- In consultation with the health care team contribute to effective plans of care to meet the educational needs of the client with CKD
- Monitor health status of a client with CKD
- Perform a primary health care assessment
- Select effective communication strategies
- Use appropriate communication skills (non-verbal, openness, sensitivity, non-judgemental attitudes)
- Use written communication skills (literacy competence) required to fulfil job roles as specified by organisation/service at a level of skill that may range from reading and understanding client documentation to completion of written reports

## Evidence Guide

### EVIDENCE GUIDE

## EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment Guidelines for this Training Package.

*Critical aspects for assessment and evidence required to demonstrate competency in this unit*

- Candidates must demonstrate their ability to apply essential knowledge identified for this unit of competency before undertaking workplace application
- Observation of performance in a work context is essential for assessment of this unit of competency
- Consistency of performance should be demonstrated over the required range of workplace situations and should occur on more than one occasion

*Context of and specific resources for assessment*

- This unit of competency is most appropriately assessed in the clinical workplace and under the normal range of clinical environment conditions

*Method of assessment*

- Observation in the workplace
- Written assignments/projects
- Case study and scenario as a basis for discussion of issues and strategies to contribute to best practice
- Questioning - verbal and written
- Role play

*Access and equity considerations*

- All workers in the health industry should be aware of access and equity issues in relation to their own area of work
- All workers should develop their ability to work in a culturally diverse environment
- In recognition of particular health issues facing Aboriginal and/or Torres Strait Islander communities, workers should be aware of cultural, historical and current issues impacting on health of Aboriginal and/or Torres Strait Islander people
- Assessors and trainers must take into account relevant access and equity issues, in particular relating to factors impacting on health of Aboriginal and/or Torres Strait Islander clients and communities

## Range Statement

### RANGE STATEMENT

The Range Statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Add any essential operating conditions that may be present with training and assessment depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts.

*Clients may include:*

- Adolescent
- Adult

*CKD conditions may include:*

- Diabetic nephropathy
- Glomerulonephritis
- Hypertensive nephropathy
- Polycystic kidney disease
- Reflux nephropathy
- Kidney stones

*Clinical manifestations of CKD may include:*

- Hypertension
- Anaemia
- Bone disease
- Cardiovascular disease
- Impaired immunity
- Electrolyte imbalance
- Fluid imbalance

*Common problems and complications associated with CKD may include:*

- Uraemic breath
- Unusual or metallic taste
- Anorexia
- Nausea and vomiting
- Lethargy
- Change in urination
- Confusion

**RANGE STATEMENT**

- Pain
- Increase in depression
- Stages in grief and loss
- Sexual dysfunction
- General malaise
- Cardiovascular events
- Infections
- Uraemic frost
- Pruritus
- Restless leg syndrome

*Significant others may include:*

- Family
- Carer
- Friend

*Members of the health care team may include:*

- Enrolled/Division 2 nurse
- Registered nurse
- Nurse practitioner
- General practitioner
- Renal physician
- Chronic disease management team
- Dietitian
- Social worker
- Pharmacist
- Podiatrist
- Aboriginal and/or Torres Strait Islander health worker

*Client's self-management strategies include:*

- The knowledge and life long commitment to:
  - healthy life style
  - exercise
  - renal diet
  - fluid requirements
  - medication regime
  - care of dialysis access
  - recognising progressive symptoms of CKD
  - vaccination regime
  - diabetes care

## RANGE STATEMENT

- cardiovascular disease care
- dental care
- optometry care
- skin care

### *Information may include:*

- Normal structure and function of the urinary and cardiovascular systems.
- Causes of CKD
- Need for ongoing routine health assessments by health professionals
- Explanation of interventional and investigational procedures
  - blood tests
  - x-rays
  - abdominal ultrasounds
- Early and late physical symptoms of CKD
- CKD treatment options
- The importance of vaccinations
- Factors that can slow the progression of CKD

### *Scope of work role refers to:*

- Enrolled/Division 2 nurses
- Aboriginal and/or Torres Strait Islander health workers

### *Advanced care planning refers to:*

- The process of preparing for likely scenarios near end of life and usually includes assessment of, and dialogue about, a person's understanding of their medical history and condition, values, preferences and personal and family resources. Advanced care planning elements are the written directive and an appointment of a substitute decision maker
- Access through state and territory legislation or guidelines on advanced care planning

### *Advanced care directive refers to:*

- Sometimes called a 'living will', an advanced care directive describes one's future preferences for medical treatment and becomes effective in situations where the client no longer has capacity to make legal decisions

## RANGE STATEMENT

Specifically, it contains instructions that consent to, or refuse, the future use of specified medical treatments.

- Access through state and territory legislation or guidelines on advanced care planning
- One component of the broader advanced care planning process

Documenting advanced care directives is not compulsory as the person may choose to verbally communicate their wishes to the doctor or family, or appoint a substitute decision maker to make decisions on their behalf

*Examples of advanced care directives are:*

- Medical treatment preference, including those influenced by religious or other values and beliefs
- Particular conditions or states that the person would find unacceptable should these be the likely result of applying life-sustaining treatment, for example, severe brain injury with no capacity to communicate or self-care
- How far treatment should go when the client's condition is 'terminal', 'incurable' or 'irreversible' (depending on terminology used in specific forms)
- The wishes of someone without relatives to act as their 'person responsible' in the event they became incompetent or where there is no-one that person would want to make such decisions on their behalf

*Holistic primary health care assessment may include:*

- Physical health status:
  - blood pressure, pulse, respirations
  - urinalysis
  - protein creatinine ratio
  - girth measurement
  - weight
- Social needs:
  - sickness benefits
  - family support
  - transport to appointments
  - accommodation
- Psychological and cultural needs

**RANGE STATEMENT**

*Monitor health status may include:*

- Urinalysis
- Blood pressure, pulse and respirations
- Review pathology results from routine blood tests
- Identifying changes in client's weight
- Identifying signs and symptoms that may indicate changes in health status

*Psychosocial impacts may include:*

- Depression
- Stages of grief and loss
- Lethargy
- Sexual dysfunction
- Sleep disorders
- Changes to relationships within the family unit

**Unit Sector(s)**

Not Applicable

## AHCCCF402A Report on project

### Modification History

Not Applicable

### Unit Descriptor

|                        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |
|------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Unit descriptor</b> | This unit covers preparation of reporting on projects and defines the standard required to: collate the documentation for the background and aims, budget, timelines, and resources allocated for the project; prepare a report template that complies with organisational and funding organisations requirements; write a project report to draft stage; implement consultation processes to obtain information and obtain consensus on report; respond to feedback on draft report and finalise the version to be published and distributed. |
|------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

### Application of the Unit

|                                |                                                                                                                                            |
|--------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Application of the unit</b> | This unit applies to those who prepare a report on a community project such as Landcare or similar for future group and program reference. |
|--------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------|

### Licensing/Regulatory Information

Not Applicable

### Pre-Requisites

|                           |  |  |
|---------------------------|--|--|
| <b>Prerequisite units</b> |  |  |
|                           |  |  |
|                           |  |  |



## Employability Skills Information

|                             |                                          |
|-----------------------------|------------------------------------------|
| <b>Employability skills</b> | This unit contains employability skills. |
|-----------------------------|------------------------------------------|

## Elements and Performance Criteria Pre-Content

Not Applicable

## Elements and Performance Criteria

| ELEMENT                                    | PERFORMANCE CRITERIA                                                                                                                                                                                                                                                                                                                                                                                                       |
|--------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                                            |                                                                                                                                                                                                                                                                                                                                                                                                                            |
| 1. Identify project processes and outcomes | <p>1.1.Scope of report and target audience is identified in contract, program guidelines, agency procedures, and group committee decisions.</p> <p>1.2.Background to project is researched from available records.</p> <p>1.3.Information is collated from project records, monitoring records, and information provided by group and other stakeholders.</p>                                                              |
| 2. Prepare report                          | <p>2.1.Framework of report is prepared to required scope, target audience and guidelines.</p> <p>2.2.Project report is prepared from researched information to contract, agency and group requirements.</p> <p>2.3.Conclusions are prepared in consultation with informed personnel.</p> <p>2.4.Draft report is circulated to identify stakeholders for comment according to group requirements and agency procedures.</p> |
| 3. Revise report for distribution          | <p>3.1.Draft report is revised to address comments from consultation.</p> <p>3.2.Any unresolved issues are submitted to group committee for decisions.</p> <p>3.3.Approval is obtained for revised report in accordance with contract, group and agency requirements.</p>                                                                                                                                                  |

## Required Skills and Knowledge

### REQUIRED SKILLS AND KNOWLEDGE

This section describes the skills and knowledge required for this unit.

#### Required skills

- research through records and oral reports
- collate qualitative and quantitative information
- develop report framework to suit requirements
- implement consultation processes to obtain information and obtain consensus on report
- use word processing and spreadsheet packages
- use literacy skills to read, interpret and follow organisational policies and procedures, develop sequenced written instructions, record accurately and legibly information collected and select and apply procedures to a range of tasks
- use oral communication skills/language competence to fulfil the job role as specified by the organisation including questioning, active listening, asking for clarification, negotiating solutions and responding to a range of views
- use numeracy skills to estimate, calculate and record routine and more complex workplace measures and data
- use interpersonal skills to work with others and relate to people from a range of cultural, social and religious backgrounds and with a range of physical and mental abilities.

#### Required knowledge

- program objectives and guidelines
- group procedures and recording, including group management and committee procedures
- monitoring approaches
- project background, processes and outcomes
- agency procedures
- knowledge of capability of word processing packages.

## Evidence Guide

### EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the

| <b>EVIDENCE GUIDE</b>                                                                                                        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |
|------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package. |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |
| <b>Overview of assessment</b>                                                                                                |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |
| <b>Critical aspects for assessment and evidence required to demonstrate competency in this unit</b>                          | <p>The evidence required to demonstrate competency in this unit must be relevant to workplace operations and satisfy holistically all of the requirements of the performance criteria and required skills and knowledge and include achievement of the following:</p> <ul style="list-style-type: none"> <li>• collate the documentation for the background and aims, budget, timelines, and resources allocated for the project</li> <li>• prepare a report template that complies with organisational and funding organisations requirements</li> <li>• write a project report to draft stage</li> <li>• implement consultation processes to obtain information and obtain consensus on report</li> <li>• respond to feedback on draft report and finalise the version to be published and distributed.</li> </ul> |
| <b>Context of and specific resources for assessment</b>                                                                      | Competency requires the application of work practices under work conditions. Selection and use of resources for some worksites may differ due to the regional or enterprise circumstances.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |

## Range Statement

| <b>RANGE STATEMENT</b>                                            |                                                                                                                                                                                                                                                                                                                                                                                                                                                          |
|-------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| The range statement relates to the unit of competency as a whole. |                                                                                                                                                                                                                                                                                                                                                                                                                                                          |
| Project reports may include:                                      | <ul style="list-style-type: none"> <li>• incorporating records monitoring conditions before, during and after the project, or monitoring covering factors considered important in terms of the program and/or project. They may be documented as numeric data, samples, photographs, and descriptions, and may report on issues such as biodiversity, state of soil, water and/or air, health and behaviour of living things, or comments and</li> </ul> |

**RANGE STATEMENT**

|  |                          |
|--|--------------------------|
|  | observations by clients. |
|--|--------------------------|

**Unit Sector(s)**

|                    |                                         |
|--------------------|-----------------------------------------|
| <b>Unit sector</b> | Community coordination and facilitation |
|--------------------|-----------------------------------------|

**Co-requisite units**

|                           |  |  |
|---------------------------|--|--|
| <b>Co-requisite units</b> |  |  |
|                           |  |  |
|                           |  |  |

**Competency field**

|                         |  |
|-------------------------|--|
| <b>Competency field</b> |  |
|-------------------------|--|

# CHCYTH012 Manage service response to young people in crisis

## Modification History

| Release   | Comments                                                                                                                                                                                                                                                             |
|-----------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Release 1 | <p>This version was released in <i>CHC Community Services Training Package release 1.0</i> and meets the requirements of the New Standards for Training Packages.</p> <p>Changes to elements and performance criteria. New evidence requirements for assessment.</p> |

## Application

This unit describes the skills and knowledge required to develop an agency approach to young people in crisis.

This unit applies to community services work in a range of contexts.

*No licensing, legislative or certification requirements apply to this unit at the time of publication.*

## Elements and Performance Criteria

### ELEMENT

### PERFORMANCE CRITERIA

*Elements define the essential outcomes.*

*Performance criteria specify the level of performance needed to demonstrate achievement of the element.*

1. Implement a framework for preventing crisis situations

1.1 Develop a framework to address prevention and response to critical situations, and which reflects consideration of beliefs, rights and needs of client and responsibilities of organisation within a legislative and statutory context

1.2 Establish appropriate resources and mechanisms to assist workers to deal with crisis situations

1.3 Define details of organisation's responsiveness to crisis situations and articulate to relevant personnel

1.4 Store and maintain all information related to crisis

**ELEMENT****PERFORMANCE CRITERIA**

*Elements define the essential outcomes.*

*Performance criteria specify the level of performance needed to demonstrate achievement of the element.*

situations to maximise accessibility, accuracy, currency and legibility

1.5 Implement procedures to ensure clients have ready access to information that may help to resolve crisis situations

2. Support staff in responding to a crisis

2.1 Establish appropriate protocols for managing potential and actual crisis situations

2.2 Draft and regularly update procedures for the management of crises and communicate to staff and other relevant personnel

2.3 Ensure any crisis management procedures developed are consistent with legal and organisational obligations and constraints

2.4 Allocate resources for prompt and effective response to crisis situations

2.5 Provide appropriate crisis response training and update briefings to workers on a regular basis

2.6 Formulate appropriate advice for upgrade of organisation procedures including those related to workplace health and safety (WHS) and other industrial and legislative requirements

3. Follow-up crisis situations

3.1 Complete all required reporting and ensure it is comprehensive, accurate and consistent with organisation's policies and procedures

3.2 Define debriefing procedures and implement routinely

3.3 Provide opportunity for participation in review and evaluation of organisation responsiveness

3.4 Identify needs of all specific parties which arise from a crisis situation and develop strategies to ensure they are addressed

## Foundation Skills

*The foundation skills described those required skills (language, literacy and numeracy) that are essential to performance.*

- Writing – in order to develop policies, procedures and reports in line with workplace guidelines.

The remaining foundation skills essential to performance are explicit in the performance criteria of this unit.

## Unit Mapping Information

No equivalent unit.

## Links

Companion Volume implementation guides are found in VETNet -

<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=5e0c25cc-3d9d-4b43-80d3-bd22cc4f1e53>

## Assessment Requirements for CHCYTH012 Manage service response to young people in crisis

### Modification History

| Release   | Comments                                                                                                                                                                                                                                                             |
|-----------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Release 1 | <p>This version was released in <i>CHC Community Services Training Package release 1.0</i> and meets the requirements of the New Standards for Training Packages.</p> <p>Changes to elements and performance criteria. New evidence requirements for assessment.</p> |

### Performance Evidence

The candidate must show evidence of the ability to complete tasks outlined in elements and performance criteria of this unit, manage tasks and manage contingencies in the context of the job role. There must be demonstrated evidence that the candidate has completed the following tasks at least once:

- implemented a framework to prevent and respond to crisis situations by:
  - defining circumstances contributing to a crisis situation
  - analysing the legal and statutory requirements
  - identifying and obtaining resources to respond to crisis situations
  - providing information to clients and staff about the organisation's policies and procedures for dealing with crisis situation
  - supporting staff in responding to crises by providing training and briefings
- followed-up on crisis situations by:
  - maintaining documentation as required, including effective use of relevant information technology in line with WHS guidelines
  - effectively communicating with staff, including implementing mediation and negotiation, and conflict resolution/management
  - providing feedback to staff members.

### Knowledge Evidence

The candidate must be able to demonstrate essential knowledge required to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role



These include knowledge of:

- legal and organisational policies relating to safety within the work environment
- relevant specialist support services and resources
- possible factors which contribute to young people entering crisis situations
- methods of crisis intervention including mediation and negotiation
- characteristics of aggressive and abusive behaviour
- methods of promoting less aggressive/abusive behaviour
- other support agencies and the relevant specialist resources they offer
- possible factors which contribute to young people entering crisis situations
- potential repercussions of inappropriate intervention of worker behaviour.

## Assessment Conditions

Skills must be demonstrated in the workplace.

In addition, simulations and scenarios must be used where the full range of contexts and situations cannot be provided in the workplace or may occur only rarely. These are situations relating to emergency or unplanned procedures where assessment in these circumstances would be unsafe or is impractical.

Simulated assessment environments must simulate the real-life working environment where these skills and knowledge would be performed, with all the relevant equipment and resources of that working environment.

Assessors must satisfy the NVR/AQTF mandatory competency requirements for assessors.

## Links

Companion Volume implementation guides are found in VETNet -  
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=5e0c25cc-3d9d-4b43-80d3-bd22cc4f1e53>

## CHCYTH010 Provide services for young people appropriate to their needs and circumstances

### Modification History

| Release   | Comments                                                                                                                                                                                                                                                                         |
|-----------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Release 1 | <p>This version was released in <i>CHC Community Services Training Package release 1.0</i> and meets the requirements of the New Standards for Training Packages.</p> <p>Significant changes to elements and performance criteria. New evidence requirements for assessment.</p> |

### Application

This unit describes the skills and knowledge required to provide guidance and role models to young people and their families to maintain positive and supportive relationships, while identifying problems and establishing goals for change based on maintaining support from family and the general community.

This unit applies to community services work in a range of contexts.

*No licensing, legislative or certification requirements apply to this unit at the time of publication.*

### Elements and Performance Criteria

#### ELEMENT

#### PERFORMANCE CRITERIA

*Elements define the essential outcomes.*

*Performance criteria specify the level of performance needed to demonstrate achievement of the element.*

1. Identify and address immediate needs and circumstances of young people

1.1 Identify and respond to immediate needs of young people according to nature and degree of urgency

1.2 Provide young people and their families with information tailored to their capacity of understanding and designed to calm and reassure

1.3 Observe and note any signs of distress, anxiety, aggression and apathy

## ELEMENT

## PERFORMANCE CRITERIA

*Elements define the essential outcomes.*

*Performance criteria specify the level of performance needed to demonstrate achievement of the element.*

1.4 Look for and note signs of impairment of functioning in individuals and relationships

2. Explore and clarify issues facing the young person and the nature of support sought

2.1 Offer the young person adequate opportunity to explore and clarify the issues facing her/him

2.2 Negotiate involvement of other parties as required by young person and worker

2.3 Listen actively and positively to young person's issues, needs, views and feelings about their issues and accepting support

2.4 Make renewed attempts through appropriately modified approaches or responses where there are communication difficulties

2.5 Describe and analyse the nature and scope of the issues and check with the young person for completeness and accuracy

2.6 Clearly explain to the young person the role and capacity of the worker to provide assistance and support

2.7 Where appropriate, obtain relevant available information from others about the young person's potential need for support, consistent with the young person's right to access information and to approve or disapprove of the worker's actions

3. Facilitate goal setting and action planning

3.1 Encourage and support the young person to work out their own goals and priorities and to assess feasibility

3.2 Identify and explain in a supportive manner any risks arising from the young person's choices

3.3 Offer further options to the young person without imposition or pressure where appropriate

3.4 Emphasise and negotiate clients' responsibility for determining and achieving their goals

3.5 Encourage clients to identify and prioritise long- and short-term goals based on individual responsibility and personal choice

## ELEMENT

## PERFORMANCE CRITERIA

*Elements define the essential outcomes.*

*Performance criteria specify the level of performance needed to demonstrate achievement of the element.*

3.6 Support the young person to develop strategies to act on goals set

3.7 Encourage clients to identify and analyse factors that have contributed to past behaviour and obstacles to achieving individual and family goals

3.8 Identify unrealistic expectations, challenge negative attitudes and unacceptable objectives and re-negotiate plans when required

4. Provide targeted assistance and referral

4.1 Discuss availability, type and nature of services and resources in a manner appropriate to the young person's right of choices

4.2 Encourage young person to use services and resources appropriate to their needs in line with legal, statutory and organisational requirements

4.3 Advise the young person about legal and statutory provisions which might affect their situation and confirm young person's understanding of information provided

4.4 Establish systems to ensure information and referral sources within organisation are up-to-date, comprehensive, accurate, accessible and relevant to clients

4.5 Continually monitor effectiveness of service delivery and resolve problems of access, services or resources as appropriate

4.6 Ensure all documentation and reporting is in accordance with organisation procedures

5. Act as an advocate on request

5.1 Where the young person requests the worker to act as an advocate, identify the scope and goals of the possible role and outline and negotiate these with the young person

5.2 When requested and where possible, support the young person and accompany them during first stages of access to services to enable them to gain confidence to go alone

5.3 Represent the young person's interests clearly and accurately in a manner consistent with the identified agreement between them and the worker

## ELEMENT

## PERFORMANCE CRITERIA

*Elements define the essential outcomes.*

*Performance criteria specify the level of performance needed to demonstrate achievement of the element.*

5.4 Explain to the young person all representations made on their behalf in a manner and language appropriate to their information needs and circumstances and confirm their understanding

5.5 Ensure decisions and/or actions taken on behalf of the young person are consistent with their expressed or implied preferences and interests

## Foundation Skills

*The foundation skills described those required skills (language, literacy and numeracy) that are essential to performance.*

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency.

## Range of Conditions

*Specifies different work environments and conditions that may affect performance. Essential operating conditions that may be present (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) are included.*

*Range is restricted to essential operating conditions and any other variables essential to the work environment.*

Context for youth work must include one or more of the following:

- centre-based work
- drop-in centres, recreational facilities
- housing and residential services
- outreach and home visits, street, parks
- schools
- online youth work, web-based, emails, discussion rooms
- telephone contact

## Unit Mapping Information

No equivalent unit.

## Links

Companion Volume implementation guides are found in VETNet -  
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=5e0c25cc-3d9d-4b43-80d3-bd22cc4f1e53>

## Assessment Requirements for CHCYTH010 Provide services for young people appropriate to their needs and circumstances

### Modification History

| Release   | Comments                                                                                                                                                                                                                                                                         |
|-----------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Release 1 | <p>This version was released in <i>CHC Community Services Training Package release 1.0</i> and meets the requirements of the New Standards for Training Packages.</p> <p>Significant changes to elements and performance criteria. New evidence requirements for assessment.</p> |

### Performance Evidence

The candidate must show evidence of the ability to complete tasks outlined in elements and performance criteria of this unit, manage tasks and manage contingencies in the context of the job role. There must be demonstrated evidence that the candidate has completed the following tasks:

- identified and responded to the needs of at least two young people, including:
  - providing information to young person and families
  - listening to young person's issues, concerns and feelings
  - setting goals and planning actions to achieve goals with young person
  - discussing, identifying and encouraging young person to access services
  - referring young person to alternative services
- advocated for at least two young people, including:
  - negotiating goals, role and scope of advocacy work with young person
  - accompanying young person during first stages of service access
  - representing young person's interests and keeping young person informed of representation processes
- completed all relevant documentation and reports accurately and completely
- communicated with at young person clearly and accurately.

### Knowledge Evidence

The candidate must be able to demonstrate essential knowledge required to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role.

These include knowledge of:

- target groups relevant to the worker and the activity or program
- a range of youth activities and programs
- legal and safety requirements as they relate to activities and programs in youth work
- relevant funding sources
- communication strategies, including negotiation and conflict resolution
- organisational standards, policies and procedures.

## Assessment Conditions

Skills must be demonstrated in the workplace.

In addition, simulations and scenarios must be used where the full range of contexts and situations cannot be provided in the workplace or may occur only rarely. These are situations relating to emergency or unplanned procedures where assessment in these circumstances would be unsafe or is impractical.

Simulated assessment environments must simulate the real-life working environment where these skills and knowledge would be performed, with all the relevant equipment and resources of that working environment.

Assessors must satisfy the NVR/AQTF mandatory competency requirements for assessors.

## Links

Companion Volume implementation guides are found in VETNet -  
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=5e0c25cc-3d9d-4b43-80d3-bd22cc4f1e53>



## CHCYTH009 Support youth programs

### Modification History

| Release   | Comments                                                                                                                                                                                                                                                                         |
|-----------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Release 1 | <p>This version was released in <i>CHC Community Services Training Package release 1.0</i> and meets the requirements of the New Standards for Training Packages.</p> <p>Significant changes to elements and performance criteria. New evidence requirements for assessment.</p> |

### Application

This unit describes the skills and knowledge required to devise, set up, coordinate, deliver and evaluate activities and programs for individuals and groups.

This unit applies to community services work in a range of contexts.

*No licensing, legislative or certification requirements apply to this unit at the time of publication.*

### Elements and Performance Criteria

#### ELEMENT

#### PERFORMANCE CRITERIA

*Elements define the essential outcomes.*

*Performance criteria specify the level of performance needed to demonstrate achievement of the element.*

1. Identify the program required

1.1 Collect evidence to determine the need for a particular program

1.2 Identify and review a range of possible programs to meet the defined needs

1.3 Select a program type based on client needs, organisational criteria and availability of resources

2. Prepare program plan

2.1 Undertake appropriate strategic planning activities to ensure client needs are met

**ELEMENT****PERFORMANCE CRITERIA**

*Elements define the essential outcomes.*

*Performance criteria specify the level of performance needed to demonstrate achievement of the element.*

2.2 Plan activities in consultation with key clients and stakeholders

2.3 Determine operational arrangements for conducting the program and assess their feasibility

2.4 Ensure planning activities reflect accepted good practice in working with young people

2.5 Develop flexible implementation plans to suit a variety of contexts and to cope with contingencies

2.6 Identify appropriate implementation and evaluation strategies in the program plan in consultation with stakeholders

3. Deliver program

3.1 Implement program in accordance with program plan, organisation guidelines and legal/statutory requirements

3.2 Provide participants with access to a range of activities suited to their needs and interests

3.3 Implement contingency plans and adapt program to changing needs of participants as required

3.4 Ensure problems in program delivery are addressed promptly

4. Monitor and evaluate program

4.1 Use appropriate evaluation strategies during and after program and for revision and development

4.2 Collect, organise and report evaluation information in a format which is accessible and meaningful to clients and stakeholders

4.3 Prepare and present reports as required by organisational, funding and other requirements

## Foundation Skills

*The foundation skills described those required skills (language, literacy and numeracy) that are essential to performance.*

- Reading – in order to collect and analyse evidence to inform program requirements.

- Writing – in order to prepare reports in line with workplace policies and procedures.

The remaining foundation skills essential to performance are explicit in the performance criteria of this unit.

## Range of Conditions

*Specifies different work environments and conditions that may affect performance. Essential operating conditions that may be present (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) are included.*

*Range is restricted to essential operating conditions and any other variables essential to the work environment.*

- Context for youth work must include one or more of the following:
- centre-based work
  - drop-in centres, recreational facilities
  - housing and residential services
  - outreach and home visits, street, parks
  - schools
  - online youth work, web-based, emails, discussion rooms
  - telephone contact

## Unit Mapping Information

No equivalent unit.

## Links

Companion Volume implementation guides are found in VETNet -  
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=5e0c25cc-3d9d-4b43-80d3-bd22cc4f1e53>

# Assessment Requirements for CHCYTH009 Support youth programs

## Modification History

| Release   | Comments                                                                                                                                                                                                                                                                         |
|-----------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Release 1 | <p>This version was released in <i>CHC Community Services Training Package release 1.0</i> and meets the requirements of the New Standards for Training Packages.</p> <p>Significant changes to elements and performance criteria. New evidence requirements for assessment.</p> |

## Performance Evidence

The candidate must show evidence of the ability to complete tasks outlined in elements and performance criteria of this unit, manage tasks and manage contingencies in the context of the job role. There must be demonstrated evidence that the candidate has completed the following tasks at least once:

- collected, analysed and reviewed relevant evidence and a range of programs to determine the need for a specific program
- prepared at least one program plan, including:
  - outlining activities and actions
  - determining operational arrangements for calculating costs, space and resources
  - assessing feasibility
  - developing implementation and evaluation strategies
- supported the implementation of at least one program in a variety of contexts, adapting program to the changing needs of participants and evaluating outcomes, including:
  - using evaluation techniques and reporting outcomes to clients and stakeholders in an accessible format.

## Knowledge Evidence

The candidate must be able to demonstrate essential knowledge required to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role.

These include knowledge of:

- target groups relevant to the worker and the program

- a range of relevant youth activities and programs
- legal and safety requirements as they relate to activities and programs
- techniques of evaluation
- relevant funding sources
- organisational standards, policies and procedures
- techniques for writing complete and accurate reports.

## Assessment Conditions

Skills must be demonstrated in the workplace.

In addition, simulations and scenarios must be used where the full range of contexts and situations cannot be provided in the workplace or may occur only rarely. These are situations relating to emergency or unplanned procedures where assessment in these circumstances would be unsafe or is impractical.

Simulated assessment environments must simulate the real-life working environment where these skills and knowledge would be performed, with all the relevant equipment and resources of that working environment.

Assessors must satisfy the NVR/AQTF mandatory competency requirements for assessors.

## Links

Companion Volume implementation guides are found in VETNet -  
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=5e0c25cc-3d9d-4b43-80d3-bd22cc4f1e53>

## CHCYTH005 Develop and implement procedures to enable young people to address their needs

### Modification History

| Release   | Comments                                                                                                                                                                                                                                                             |
|-----------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Release 1 | <p>This version was released in <i>CHC Community Services Training Package release 1.0</i> and meets the requirements of the New Standards for Training Packages.</p> <p>Changes to elements and performance criteria. New evidence requirements for assessment.</p> |

### Application

This unit describes the skills and knowledge required to monitor and upgrade organisation approaches to young people with complex needs.

This unit applies to community services work in a range of contexts.

*No licensing, legislative or certification requirements apply to this unit at the time of publication.*

### Elements and Performance Criteria

#### ELEMENT

#### PERFORMANCE CRITERIA

*Elements define the essential outcomes.*

*Performance criteria specify the level of performance needed to demonstrate achievement of the element.*

1. Develop support programs for young people

1.1 Assess specific needs of the young person and match to an existing program

1.2 Employ appropriate communication techniques to engage young person and to address specific needs

1.3 Consult relevant community organisations to identify available support programs that meet specific needs of clients

1.4 Undertake appropriate work to ensure a thorough knowledge of content, purpose and access protocols of existing programs

## ELEMENT

## PERFORMANCE CRITERIA

*Elements define the essential outcomes.*

*Performance criteria specify the level of performance needed to demonstrate achievement of the element.*

|                                                                             |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |
|-----------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                                                                             | 1.5 Provide relevant information to client as appropriate                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
| 2. Ensure that young people with complex needs receive appropriate services | <p>2.1 Implement procedures to ensure indications of physical, emotional, psychological or sexual abuse are identified and addressed</p> <p>2.2 Define and implement appropriate procedures to minimise effects of any aggressive or abusive behaviour of clients</p> <p>2.3 Employ appropriate approaches and language to enable clients to express their ideas in a range of ways</p>                                                                                                                                                                                                                                                       |
| 3. Liaise with other services and organisations                             | <p>3.1 Design and implement appropriate referral systems and procedures to ensure specific needs of clients can be addressed</p> <p>3.2 Identify and access support facilities required to optimise client access to specialist services</p> <p>3.3 Ensure support and advocacy services provided reflect organisation procedures, respect the young person's rights and are appropriate to cultural and other individual circumstances</p> <p>3.4 Consult with relevant professionals and service providers to ensure broad and comprehensive client service delivery</p>                                                                    |
| 4. Monitor and upgrade support provided by the organisation                 | <p>4.1 Regularly review information and services provided to clients to assess continuing relevance and effectiveness</p> <p>4.2 Periodically review assessment, support and referral systems used within the agency</p> <p>4.3 Hold appropriate debriefings with workers for the purposes of counselling, identifying training needs and evaluating client service delivery</p> <p>4.4 Identify problems experienced by workers, assess appropriate adjustments to service delivery and negotiate with relevant staff</p> <p>4.5 Provide support and supervision to other workers as required in accordance with organisation procedures</p> |

## ELEMENT

*Elements define the essential outcomes.*

## PERFORMANCE CRITERIA

*Performance criteria specify the level of performance needed to demonstrate achievement of the element.*

4.6 Arrange regular debriefings with associated organisations and service providers

4.7 Produce and provide reports in accordance with organisation procedures

## Foundation Skills

*The foundation skills described those required skills (language, literacy and numeracy) that are essential to performance.*

- Reading – in order to analyse and review service policies and procedures in line with applicable legislative and regulatory requirements relevant to the service.
- Writing - in order to produce reports according to organisation procedures and policies.

The remaining foundation skills essential to performance are explicit in the performance criteria of this unit.

## Unit Mapping Information

No equivalent unit.

## Links

Companion Volume implementation guides are found in VETNet -  
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=5e0c25cc-3d9d-4b43-80d3-bd22cc4f1e53>



# Assessment Requirements for CHCYTH005 Develop and implement procedures to enable young people to address their needs

## Modification History

| Release   | Comments                                                                                                                                                                                                                                                             |
|-----------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Release 1 | <p>This version was released in <i>CHC Community Services Training Package release 1.0</i> and meets the requirements of the New Standards for Training Packages.</p> <p>Changes to elements and performance criteria. New evidence requirements for assessment.</p> |

## Performance Evidence

The candidate must show evidence of the ability to complete tasks outlined in elements and performance criteria of this unit, manage tasks and manage contingencies in the context of the job role. There must be demonstrated evidence that the candidate has completed the following tasks:

- assessed specific needs of at least one young person and identified existing programs/services that addressed these needs, as well as consulted relevant personnel and organisations to identify further or alternative support programs that could assist
- developed and implemented procedures to keep young people safe, including:
  - addressing any signs of abuse
  - establishing protocols of behaviours
  - monitoring at-risk behaviour patterns
  - establishing quick response actions to counter aggressive behaviour
- developed and implemented procedures relating to services offered by the organisation, including:
  - support facilities
  - particular types of support and information
  - referral advice
- reviewed the relevance and effectiveness of information and service provision to clients, and assessment, support and referral systems, including:
  - holding regular debriefings with associated organisations and service providers
  - debriefing and supporting other youth workers, including identifying training needs
  - producing reports and recording relevant information about clients and programs according to organisation procedures and policies, ensuring accurate and complete information is included.

## Knowledge Evidence

The candidate must be able to demonstrate essential knowledge required to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role.

These include knowledge of:

- legal and organisational policies relating to advocacy, monitoring and dealing with abuse
- principles of empowerment and enabling processes in advocacy
- short-term counselling strategies
- different forms of abuse and their indicators and response processes
- a broad range of specialist and generic services and agencies
- family support and mediation
- youth-specific consultation and engagement principles for seeking feedback on service provision
- reflective and evaluative processes in youth work practice
- key aspects of human rights declarations and UN Convention on the Rights of the Child
- organisation's policies, guidelines and procedures.

## Assessment Conditions

Skills must be demonstrated in the workplace.

In addition, simulations and scenarios must be used where the full range of contexts and situations cannot be provided in the workplace or may occur only rarely. These are situations relating to emergency or unplanned procedures where assessment in these circumstances would be unsafe or is impractical.

Simulated assessment environments must simulate the real-life working environment where these skills and knowledge would be performed, with all the relevant equipment and resources of that working environment.

Assessors must satisfy the NVR/AQTF mandatory competency requirements for assessors.

## Links

Companion Volume implementation guides are found in VETNet -  
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=5e0c25cc-3d9d-4b43-80d3-bd22cc4f1e53>

## TAEASS403B Participate in assessment validation

### Modification History

| Version | Comments |
|---------|----------|
|---------|----------|

|            |                                                                                |
|------------|--------------------------------------------------------------------------------|
| TAEASS403B | Released with <i>TAE10 Training and Education Training Package version 2.0</i> |
|------------|--------------------------------------------------------------------------------|

### Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to participate in an assessment validation process.

### Application of the Unit

This unit typically applies to those participating in assessment validation. It does not address leading the validation process.

### Licensing/Regulatory Information

Not applicable.

### Pre-Requisites

Not applicable.

### Employability Skills Information

This unit contains employability skills.

### Elements and Performance Criteria Pre-Content

| ELEMENT | PERFORMANCE CRITERIA |
|---------|----------------------|
|---------|----------------------|

|                                                                          |                                                                                                                                                                                                                                                                                                                         |
|--------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <i>Elements describe the essential outcomes of a unit of competency.</i> | <i>Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.</i> |
|--------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

## Elements and Performance Criteria

|                                      |                                                                                                                                                                                                                                                                                                                                                              |
|--------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1. Prepare for validation            | <p>1.1 Discuss and confirm the approach to validation according to defined purposes, context, and relevant <b>assessment system policies and procedures</b></p> <p>1.2 Analyse relevant <b>benchmarks for assessment</b> and agree on the evidence needed to demonstrate competence</p> <p>1.3 Arrange <b>materials</b> for <b>validation activities</b></p> |
| 2. Contribute to validation process  | <p>2.1 Demonstrate active <b>participation</b> in validation sessions and activities using appropriate communication skills</p> <p>2.2 Participate in validation sessions and activities by applying the principles of assessment and rules of evidence</p> <p>2.3 Check all documents used in the validation process for accuracy and version control</p>   |
| 3. Contribute to validation outcomes | <p>3.1 Collectively discuss validation findings to support improvements in the quality of assessment</p> <p>3.2 Discuss, agree and record recommendations to improve assessment practice</p> <p>3.3 Implement changes to own assessment practice, arising from validation</p>                                                                                |

## Required Skills and Knowledge

*This section describes the skills and knowledge required for this unit.*

### Required skills

- planning skills to participate in validation activities within agreed timeframes
- problem-solving skills to identify information that is inconsistent, ambiguous or contradictory
- evaluation skills to:
  - determine evidence requirements from competency standards
  - review assessment process, tools and methods
  - review collected evidence
- communication skills to share information in validation meetings.

### Required knowledge

- how to interpret competency standards and other related assessment information to determine the evidence needed to demonstrate competence, including:
  - criterion-referenced assessment as distinct from norm-referenced assessment

- various reasons for carrying out validation and the different approaches to validation that may be appropriate before, during and after assessment
- critical aspects of validation, including validation of assessment processes, methods and products
- relevant OHS legislation, codes of practice, standards and guidelines, impacting on assessment
- legal and ethical requirements of assessors, particularly in relation to validation activities
- principles of assessment
- rules of evidence.

## Evidence Guide

*The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.*

|                                                                                                     |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |
|-----------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Overview of assessment</b>                                                                       |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |
| <b>Critical aspects for assessment and evidence required to demonstrate competency in this unit</b> | <p>Evidence of the ability to:</p> <ul style="list-style-type: none"> <li>• actively participate in a minimum of two validation sessions or meetings which, in combination, address the critical aspects of validation using different validation approaches and activities</li> <li>• clearly explain purposes of validation and the legal and ethical responsibilities of assessors</li> <li>• collate documentation relating to validation process in a logical manner</li> <li>• demonstrate communication and liaison with relevant people</li> <li>• provide feedback and interpret documentation in validation sessions</li> <li>• record contribution to validation findings.</li> </ul> |
| <b>Context of and specific resources for assessment</b>                                             | <p>Evidence must be gathered in the workplace wherever possible. Where no workplace is available, a simulated workplace must be provided.</p> <p>Assessment must ensure access to:</p> <ul style="list-style-type: none"> <li>• assessment reports and records</li> <li>• other documentation relevant to validation.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                 |
| <b>Method of assessment</b>                                                                         |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |
| <b>Guidance information</b>                                                                         |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |

|                |  |
|----------------|--|
| for assessment |  |
|----------------|--|

## Range Statement

*The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.*

|                                                               |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |
|---------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Assessment system policies and procedures</b> may include: | <ul style="list-style-type: none"> <li>• candidate selection</li> <li>• rationale and purpose of competency-based assessment</li> <li>• assessment records, and data and information management</li> <li>• recognition of current competency, recognition of prior learning and credit arrangements</li> <li>• assessment reporting procedures</li> <li>• assessment appeals</li> <li>• candidate grievances and complaints</li> <li>• validation</li> <li>• evaluation and internal audit</li> <li>• costs and resourcing</li> <li>• access and equity, and reasonable adjustment</li> <li>• partnership arrangements</li> <li>• links with human resource or industrial relations system</li> <li>• links with overall quality management system.</li> </ul> |
| <b>Benchmarks for assessment:</b>                             | <ul style="list-style-type: none"> <li>• refers to criterion against which the candidate is assessed</li> <li>• may be one or more units of competency or assessment criteria of course curricula.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |
| <b>Materials</b> may include:                                 | <ul style="list-style-type: none"> <li>• assessment tools</li> <li>• samples of collected evidence</li> <li>• documentation outlining the basis of assessment decisions</li> <li>• reports and records of assessment decisions</li> <li>• samples of benchmarks of appropriate evidence</li> <li>• Assessment Guidelines of the relevant training packages</li> <li>• information from the evidence guide of the relevant units of competency.</li> </ul>                                                                                                                                                                                                                                                                                                      |
| <b>Validation activities</b> may include:                     | <ul style="list-style-type: none"> <li>• analysing and reviewing:               <ul style="list-style-type: none"> <li>• assessment tools</li> <li>• collected evidence</li> <li>• assessment decisions and records of assessment outcomes</li> </ul> </li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |

|                                                                |                                                                                                                                                                                                                                                             |
|----------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                                                                | <ul style="list-style-type: none"><li>• other aspects of assessment policies, processes and outcomes</li><li>• recording evidence of validation processes and outcomes.</li></ul>                                                                           |
| <b>Participation</b> may include comparison and evaluation of: | <ul style="list-style-type: none"><li>• assessment practices</li><li>• assessment plans</li><li>• interpretation of units of competency</li><li>• assessment methods and instruments</li><li>• assessment decisions</li><li>• collected evidence.</li></ul> |

## Unit Sector(s)

Assessment

## Custom Content Section

Not applicable.



## CHCICS303A Support individual health and emotional well being

### Modification History

| CHC08 Version 3                                               | CHC08 Version 4                                               | Description                                                                                                                       |
|---------------------------------------------------------------|---------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------|
| CHCICS303A Support individual health and emotional well being | CHCICS303A Support individual health and emotional well being | Unit updated in V4.<br>Formatting and grammatical corrections. No change to competency outcome (no change to version identifier). |

### Unit Descriptor

**Descriptor**

This unit describes the knowledge and skills required by the worker to support a client's health and emotional wellbeing

### Application of the Unit

**Application**

The skills and knowledge of this unit of competency will be applied according to an established individualised plan and with regard for the value and importance of people's health and wellbeing

This unit of competency covers possible indicators of abuse and neglect and a requirement to report to a supervisor

### Licensing/Regulatory Information

Not applicable.

### Pre-Requisites

Not applicable.

## Employability Skills Information

### Employability Skills

This unit contains Employability Skills

## Elements and Performance Criteria Pre-Content

### ELEMENT

Elements define the essential outcomes of a unit of competency.

### PERFORMANCE CRITERIA

The Performance Criteria specify the level of performance required to demonstrate achievement of the Element. Terms in italics are elaborated in the Range Statement.

## Elements and Performance Criteria

Support the *client* to engage with a relevant social *network* and the wider community

- 1.1 Confirm the client's social and recreational preferences
- 1.2 Identify a client's social network (where possible)
- 1.3 Encourage and facilitate the client to attend social and recreational activities and wherever possible, involving their social network
- 1.4 Encourage and facilitate the client to attend social and recreational activities that promote the development of social networks
- 1.5 Recognise the need to modify or adapt social and recreational activities to meet specific needs of the client and *report to appropriate person*
- 1.6 Provide the client with information about *community networks* and activities available to them

Support the client's health

- 2.1 Demonstrate basic understanding of the impact the client's circumstances may have on their health
- 2.2 Identify processes, actions and circumstances that support the client's good health
- 2.3 Provide support in a manner that promotes the client's good health
- 2.4 Confirm aspects of supporting a client's health within scope of knowledge, skills and/or job role and

|                                                                                  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
|----------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                                                                                  | seek appropriate support for those outside scope                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |
|                                                                                  | 2.5 Identify <i>variations in a client's physical condition</i> and report to supervisor                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |
|                                                                                  | 2.6 Recognise indications that client's experience of pain is affecting their wellbeing and report according to organisation policy and protocol                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |
| Support the person's emotional and psychological wellbeing                       | <p>3.1 Demonstrate basic understanding of the impact of client's circumstances may have on <i>emotional and psychological</i> wellbeing</p> <p>3.2 Identify processes, actions and circumstances that support the client's self-esteem and confidence</p> <p>3.3 Provide support in a manner that promotes the client's self-esteem and confidence</p> <p>3.4 Identify aspects of supporting a client's emotional wellbeing outside scope of knowledge, skills and/or job role and seek appropriate support</p> <p>3.5 Identify variations to a client's emotional wellbeing and report to supervisor</p> <p>3.6 Recognise and report possible indicators of client abuse and/or neglect and report according to organisation policy and protocol</p> |
| Recognise and accommodate a client's <i>cultural</i> and spiritual preferences   | <p>4.1 Demonstrate acceptance of a client's cultural and <i>spiritual preferences</i></p> <p>4.2 Ensure work practices accommodate a client's modesty and privacy according to cultural requirements</p> <p>4.3 Demonstrate cultural sensitivity in communication practices</p> <p>4.4 Facilitate the client's participation in cultural and spiritual practices and celebrations</p> <p>4.5 Provide the client with information regarding relevant cultural and spiritual networks available in the community</p>                                                                                                                                                                                                                                    |
| Support client to create an <i>environment</i> suitable to needs and preferences | <p>5.1 Encourage and assist client to maintain their environment</p> <p>5.2 Assist client to feel secure and comfortable</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |

|                                                                                     |                                                                                                                                   |
|-------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------|
|                                                                                     | 5.3 Identify hazards and report to supervisor                                                                                     |
|                                                                                     | 5.4 Use appropriate aids to support comfort, safety and wellbeing                                                                 |
|                                                                                     | 5.5 Facilitate established routines, rhythms and customs of client, where possible                                                |
|                                                                                     | 5.6 Inform client of support services and encourage them to use services                                                          |
| Recognise and accommodate the client's <i>expressions of identity and sexuality</i> | 6.1 Demonstrate understanding of the impact of the client's circumstances on an individual's expression of identity and sexuality |
|                                                                                     | 6.2 Recognise the impact of community values and attitudes regarding sexuality, ageing and disability                             |
|                                                                                     | 6.3 Avoid imposing own values and attitudes regarding sexuality on others                                                         |
|                                                                                     | 6.4 Support the person to express their sexuality                                                                                 |
|                                                                                     | 6.5 Respect different spiritual expressions of sexuality                                                                          |
|                                                                                     | 6.6 Acknowledge unmet needs relating to sexuality and identity and refer to an appropriate person                                 |
| Complete documentation                                                              | 7.1 Comply with the organisation's reporting requirements                                                                         |
|                                                                                     | 7.2 Complete documentation according to organisation policy and protocols                                                         |
|                                                                                     | 7.3 Maintain documentation in a manner consistent with reporting requirements                                                     |
|                                                                                     | 7.4 File documentation in accordance with organisation policy and protocols                                                       |

## Required Skills and Knowledge

### REQUIRED SKILLS AND KNOWLEDGE

## REQUIRED SKILLS AND KNOWLEDGE

This describes the essential skills and knowledge and their level required for this unit.

### *Essential knowledge:*

The candidate must be able to demonstrate essential knowledge required to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

These include:

- Basic understanding of the emotional, psychological, spiritual, cultural and sexual needs of clients
- Concepts of powerlessness and empowerment
- Cultural and individual differences in expressing sexuality
- Definition and explanation of the terms 'sexuality' and 'personal identity'
- Definition and explanation of the terms 'spirituality' and 'cultural'
- Effects of spirituality and culture on care delivery
- Expressions of sexuality
- Expressions of spirituality and culture
- Indicators of possible emotional concerns and issues which may have an impact on general health and wellbeing, such as prolonged sadness, distress, anxiety or depression; lack of engagement; or heightened level of emotional expression
- Indications of possible neglect or abuse, including physical, sexual, psychological or financial abuse and appropriate response in accordance with organisation and/or government guidelines
- Issues surrounding sexuality and sexual expression in residential settings
- Myths and stereotypes surrounding sexuality and sexual expression of aged people and people with disabilities
- Resources and networks that can support the cultural and spiritual needs of people
- Strategies for managing inappropriate sexual behaviour
- Strategies for selecting recreational and leisure activities based on preferences and abilities
- Strategies to facilitate community inclusion
- Strategies to meet the emotional needs of people
- Supporting existing networks and developing new networks and facilitating choice
- Understanding basic requirements for good health, including:
  - diet
  - exercise
  - hygiene
  - lifestyle
  - oral health
- Understanding of own work role and responsibilities

## REQUIRED SKILLS AND KNOWLEDGE

### *Essential skills:*

It is critical that the candidate demonstrate the ability to:

- Adhere to own work role and responsibilities
- Adopt a non-judgemental and accepting attitude when supporting the client to meet their emotional and psychosocial needs
- Apply basic problem solving skills to resolve problems within organisation protocols
- Liaise and report to appropriate persons/agencies
- Work effectively with clients, social networks, colleagues, supervisors and other services/agencies

In addition, the candidate must be able to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

These include the ability to:

- Apply reading and writing skills required to fulfil work role in a safe manner and as specified by the organisation/service:
  - this requires a level of skill that enables the worker to follow work-related instructions and directions and the ability to seek clarification and comments from supervisors, clients and colleagues
  - industry work roles will require a literacy level that will enable workers to interpret international safety signs, read client service delivery plans, make notations in client records and complete workplace forms and records
- Apply oral communication skills required to fulfil work role in a safe manner and as specified by the organisation:
  - this requires a level of skill and ability to follow work-related instructions and directions and to seek clarification and comments from supervisors, clients and colleagues
- Apply verbal and non-verbal communication skills:
  - industry work roles will require effective verbal and non-verbal communication skills to ask questions, clarify understanding and meaning, recognise and interpret non-verbal cues, adapt communication styles to meet specific needs, provide information and express encouragement and support, including active listening and empathy
- Follow organisation policies and protocols

## Evidence Guide

### EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment Guidelines for this Training Package.

*Critical aspects for assessment and evidence required to demonstrate this unit of competency:*

- The individual being assessed must provide evidence of specified essential knowledge as well as skills
- This unit will be most appropriately assessed in the workplace or in a simulated workplace and under the normal range of workplace conditions
- 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 and settings
- Where, for reasons of safety, space, or access to equipment and resources, assessment takes place away from the workplace, the assessment environment should represent workplace conditions as closely as possible

*Access and equity considerations:*

- All workers in community services should be aware of access, equity and human rights issues in relation to their own area of work
- All workers should develop their ability to work in culturally and linguistically diverse (CALD) environments
- In recognition of particular issues facing Aboriginal and Torres Strait Islander communities, workers should be aware of cultural, historical and current issues impacting on Aboriginal and Torres Strait Islander people
- Assessors and trainers must take into account relevant access and equity issues, in particular relating to factors impacting on Aboriginal and/or Torres Strait Islander clients and communities

*Context of and specific resources for assessment:*

- This unit can be assessed independently, however, holistic assessment practice with other community services units of competency is encouraged
- Resources required for assessment include:
  - access to appropriate workplace where assessment can take place

## EVIDENCE GUIDE

- relevant organisation policy, protocols and procedures

*Method of assessment may include:*

- Observation in the workplace
- Written assignments/projects
- Case study and scenario analysis
- Questioning
- Role play simulation

*Related units:*

This unit must be assessed in relation to the specific context in which it will (or may) be applied

In the case of working with older people, this unit is recommended (but not required) to be assessed in conjunction with:

- CHCAC318B Work effectively with older people

**OR**

In the case of working with people with disabilities, it is recommended (but not required) to be assessed in conjunction with:

- CHCDIS301C Work effectively with people with a disability

## Range Statement

### RANGE STATEMENT

The Range Statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Add any essential operating conditions that may be present with training and assessment depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts.



## RANGE STATEMENT

*Client may include:*

- Individuals living in residential care environments
- Individuals living in the community
- Older people
- People with disabilities
- Prospective individuals to the service or services
- Veterans/war widows

*Environment may include:*

- Community centres
- Employment services
- Independent living accommodation
- Person's own dwelling
- Residential aged care facilities

*Emotional needs may include:*

- A sense of security and contentment
- Acceptance of loss
- Dealing with degenerative issues
- Dealing with pain, grief, bereavement and acceptance of death
- Freedom from anger
- Freedom from anxiety
- Freedom from fear
- Freedom from guilt
- Freedom from loneliness
- Love and affection
- Veterans'/war widows issues

*Psychological needs may include:*

- A sense of control
- Acceptance of disability
- Freedom from undue stress
- Life stage acceptance
- Personal identity
- Self-determination
- Self-esteem
- Sense of belonging
- Veteran/war widow related issues

## RANGE STATEMENT

*Variations in a client's physical condition may include:*

- Aches
- Client reporting feeling unwell
- Nail status
- Oral health anomalies
- Pain
- Skin tone and colour
- Weight gain
- Weight loss

*Spiritual preferences may include:*

- Ceremonial observances
- Formal and informal religious observance
- Need for privacy and an appropriate environment to reflect and/or participate in spiritual activities

*Cultural may refer to:*

- Ceremonial and festive observances
- Dress and dietary observance
- Need for continued interaction with cultural community

*Expressions of identity and sexuality may include:*

- Access to assistive/protective devices
- Love and affection
- Need for privacy and discretion
- Physical appearance
- Touch

*Appropriate communication and relationship building processes may include:*

- Courtesy
- Cross-cultural communication
- Empathy
- Non-judgemental care
- Observing and listening
- Respect for individual differences

*Network may include:*

- Advocates
- Carers
- Clergy/pastoral care provider

## RANGE STATEMENT

- Family members
- Friends
- Veteran's/war widow organisations

*Community network may include:*

- Clubs
- Community centres
- Community welfare groups
- Ethno-specific organisations
- Sport and recreational groups
- Support groups
- Veteran's/war widows organisations
- Voluntary organisations

*Appropriate person may include:*

- Clergy/pastoral care provider
- Health professionals (e.g. registered nurse, doctor, social worker, diversional therapist and/or psychologist)
- National association of loss and grief
- Palliative care association
- Sex therapist
- Special associations providing support services to individuals with specific health problems/disorder
- Supervisor
- Support group
- Veteran's organisations

*Report may include:*

- Non-verbal (written):
  - progress reports
  - case notes
  - incident reports
- Verbal:
  - telephone
  - face to face

## Unit Sector(s)

Not applicable.

# CHCCSL509A Reflect and improve upon counselling skills

## Modification History

Not Applicable

## Unit Descriptor

### Descriptor

This unit describes the knowledge and skills required to evaluate own work and to undertake continuing self-development and effective supervision within an ethical code of practice

## Application of the Unit

### Application

The basic counselling skills described in this unit are intended for application in the context of delivering a range of community services

Assessment may require additional knowledge specific to a particular community services or health sector

## Licensing/Regulatory Information

Not Applicable

## Pre-Requisites

### Pre-requisites

This unit must be assessed after achievement of related units:

- CHCCSL501A Work within a structured counselling process
- CHCCSL503A Facilitate the counselling relationship
- CHCCSL507A Support clients in decision-making processes

## Employability Skills Information

### Employability Skills

This unit contains Employability Skills

## Elements and Performance Criteria Pre-Content

Elements define the essential outcomes of a unit of competency.

The Performance Criteria specify the level of performance required to demonstrate achievement of the Element. Terms in italics are elaborated in the Range Statement.

## Elements and Performance Criteria

### ELEMENT

### PERFORMANCE CRITERIA

- |                                                          |                                                                                                                    |
|----------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------|
| 1. Reflect upon own counselling skills and practice      | 1.1 Undertake <i>self-evaluation</i> in conjunction with supervisors and/or peers                                  |
|                                                          | 1.2 Give and receive open and evaluative feedback to and from co-workers                                           |
|                                                          | 1.3 Actively seek feedback and accept it non defensively                                                           |
| 2. Ensure continuing self-support and <i>supervision</i> | 2.1 Seek <i>specialist supervision and advice / further training</i> where the need is identified                  |
|                                                          | 2.2 Observe agency guidelines in relation to professional development                                              |
|                                                          | 2.3 Appraise current industry developments and apply to improve practice                                           |
|                                                          | 2.4 Regularly participate in a review mechanism as evidence of commitment to upgrading skills and <i>knowledge</i> |
|                                                          | 2.5 Evaluate current and likely future needs and take action to keep abreast of evolving trends                    |
|                                                          | 2.6 Devise, implement and regularly review a self development plan that sets realistic goals and targets           |

**ELEMENT****PERFORMANCE CRITERIA**

- 2.7 Develop and maintain awareness of own needs and areas of vulnerability in counselling work and use appropriate means of self-protection
3. Operate within an agreed ethical code of practice/ethics
- 3.1 Assess own practice against identified objectives or code of ethics, using a range of valid evidence
- 3.2 Recognise and address the effect of values, beliefs and behaviour in work with clients
- 3.3 Establish realistic goals and targets for self development

**Required Skills and Knowledge****REQUIRED SKILLS AND KNOWLEDGE**

This describes the essential skills and knowledge and their level required for this unit.

*Essential knowledge:*

The candidate must be able to demonstrate essential knowledge required to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

These include knowledge of:

- Knowledge, skills and ethics relevant to current industry and professional standards and codes of ethics and practice
- Relevant legislation and agency guidelines and codes of ethics or practice standards
- Principles and techniques of:
  - personal goal setting
  - measuring performance
  - time management
  - identifying personal behaviour, self awareness, personality traits
  - establishing a personal development plan
- The agency's policies, plans and procedures

## REQUIRED SKILLS AND KNOWLEDGE

- The types of work methods and practices which can improve personal performance
- The types of learning style/s and how they relate to the individual
- The personal development opportunities and options

### *Essential skills:*

It is critical that the candidate demonstrate the ability to:

- Demonstrate ongoing reflection on and development of capability to meet professional standards, in particular to:
  - actively seek professional development opportunities
  - seek and reflect upon feedback
  - seek opportunities for supervision / mentoring
  - identify and participate in personal development
  - integrate learning into improved practice

In addition, the candidate must be able to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

These include the ability to:

- Work with an awareness and sensitivity to conflict, culture and context
- Understand and implement relevant procedures
- Demonstrate application of skills in:
  - negotiation
  - communication
  - decision-making
  - functional literacy to interpret written and oral information about workplace requirements
  - communication, including receiving and analysing feedback and reporting
- Research information to develop personal development and work plans
- Elicit, analyse and interpret feedback
- Analyse culturally different viewpoints and take them into account in personal development and professional practice
- Monitor research trends related to roles and responsibilities
- Use information systems to assist establish work plans
- Assess the effectiveness of own skills development
- Develop and maintain professional networks
- Relate to people from a range of social, cultural and ethnic backgrounds and physical and mental abilities



## REQUIRED SKILLS AND KNOWLEDGE

### Evidence Guide

#### EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment Guidelines for this Training Package.

*Critical aspects for assessment and evidence required to demonstrate this unit of competency:*

- The individual being assessed must provide evidence of specified essential knowledge as well as skills
- Evidence of competency in this unit will need to be assessed over a period of time in order to gather evidence of performance
- This will include contexts applicable to the work environment, such as actual or simulated workplace situations involving a combination of direct, indirect and supplementary forms of evidence
- Evidence will be determined by selection from the Range Statement, justified in terms of work requirements, work roles and responsibilities and occupational specialisations

*Access and equity considerations:*

- All workers in community services should be aware of access, equity and human rights issues in relation to their own area of work
- All workers should develop their ability to work in a culturally diverse environment
- In recognition of particular issues facing Aboriginal and Torres Strait Islander communities, workers should be aware of cultural, historical and current issues impacting on Aboriginal and Torres Strait Islander people
- Assessors and trainers must take into account relevant access and equity issues, in particular relating to factors impacting on Aboriginal and/or

## EVIDENCE GUIDE

### Torres Strait Islander clients and communities

#### *Context of and specific resources for assessment:*

- This unit can be delivered and assessed independently, however holistic assessment practice with other community services units of competency is encouraged
- Where assessment is conducted within the workplace there are no resource implications above those normally available in the workplace

#### *Method of assessment:*

- For valid and reliable assessment of this unit, competency should be demonstrated in a range of situations which **may** include:
  - observation of performance in an actual workplace or in a setting that realistically simulates work conditions:
  - observation should include key aspects described in elements, performance criteria and relevant aspects of the Range Statement of the unit
  - where face-to-face observation is not possible, video recordings may be provided
  - candidate's critique of their 'performance' to demonstrate cognitive understanding of theory
  - written questioning
  - relevant case studies and/or scenarios
  - role play
  - focused discussion

## Range Statement

### RANGE STATEMENT

The Range Statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Add any essential operating conditions that may be present with training and assessment depending on the work

## RANGE STATEMENT

situation, needs of the candidate, accessibility of the item, and local industry and regional contexts.

- |                                                                          |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |
|--------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <i>Knowledge refers to:</i>                                              | <ul style="list-style-type: none"><li>• The understanding of relevant theories, principles, practices their application and other aspects of knowledge, which may be desirable or necessary in order to practise effectively</li></ul>                                                                                                                                                                                                                                           |
| <i>Setting:</i>                                                          | <ul style="list-style-type: none"><li>• Employees may work independently or within an agency setting</li></ul>                                                                                                                                                                                                                                                                                                                                                                   |
| <i>Self-evaluation includes:</i>                                         | <ul style="list-style-type: none"><li>• Journal documentation and structured discussion and supervision with others</li></ul>                                                                                                                                                                                                                                                                                                                                                    |
| <i>Specialist supervision and advice / further training may include:</i> | <ul style="list-style-type: none"><li>• Accessing on the job mentoring / professional supervision or through peer work or training</li></ul>                                                                                                                                                                                                                                                                                                                                     |
| <i>Supervision should include:</i>                                       | <ul style="list-style-type: none"><li>• Assessment of delivery of clinical services</li><li>• Monitoring of counsellor's mental health</li><li>• Professional and educational development</li><li>• Maintenance of ethical and professional conduct and addressing of issues identified</li><li>• Evaluation of compliance with administrative procedures and requirements of professional bodies</li><li>• Where appropriate, development of business building skills</li></ul> |

## Unit Sector(s)

Not Applicable

## CHCCSL507B Support clients in decision-making processes

### Modification History

| CHC08 Version 3                                         | CHC08 Version 4                                         | Description                                                                                                                                                                 |
|---------------------------------------------------------|---------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| CHCCSL507A Support clients in decision-making processes | CHCCSL507B Support clients in decision-making processes | Unit updated in V4.<br>ISC upgrade changes to remove references to old OHS legislation and replace with references to new WHS legislation. No change to competency outcome. |

### Unit Descriptor

**Descriptor**

This unit describes the knowledge and skills required to support clients in planning a course of action

### Application of the Unit

**Application**

The basic counselling skills described in this unit are intended for application in the context of delivering a range of community services

Assessment may require additional knowledge specific to a particular community services or health sector

### Licensing/Regulatory Information

Not Applicable

### Pre-Requisites

Not Applicable

## Employability Skills Information

### Employability Skills

This unit contains Employability Skills

## Elements and Performance Criteria Pre-Content

Elements define the essential outcomes of a unit of competency.

The Performance Criteria specify the level of performance required to demonstrate achievement of the Element. Terms in *italics* are elaborated in the Range Statement.

## Elements and Performance Criteria

### ELEMENT

### PERFORMANCE CRITERIA

1. Assist clients in clarifying their aims and requirements

- 1.1 Clearly explain to clients the policy on record-keeping and confidentiality
- 1.2 Encourage clients to identify and explore overall aims, requirements, and ideas for meeting them
- 1.3 Encourage clients to feel at ease and express themselves
- 1.4 Identify practical goals and requirements, and discuss with clients how these might be modified
- 1.5 Identify with clients potential courses of action for meeting individual aims and requirements
- 1.6 Where aims and requirements of clients cannot be met, refer clients to appropriate alternative sources of guidance and support
- 1.7 Identify indicators of *client issues requiring referral* and report or refer appropriately, in line with organisation requirements

2. Enable clients to explore possible courses of action

- 2.1 Explore with clients factors which could influence the preference for and ability to achieve a course of action
- 2.2 Explore with clients features of and likely consequences of possible courses of action
- 2.3 Check client understanding of what is involved in

**ELEMENT****PERFORMANCE CRITERIA**

each course of action

2.4 Help clients to assess advantages and disadvantages of each possible course of action, and their overall appropriateness for meeting particular client requirements

2.5 Encourage clients to decide on a course of action and to consider alternatives which could be used if necessary

2.6 Document decisions and agreed support within organisation guidelines

## **Required Skills and Knowledge**

### **REQUIRED SKILLS AND KNOWLEDGE**

This describes the essential skills and knowledge and their level required for this unit.

#### *Essential knowledge:*

The candidate must be able to demonstrate essential knowledge required to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

These include knowledge of:

- Referral protocols
- Necessary self awareness including:
  - role within the organisation
  - limits of competence and responsibility
  - personal strengths and limitations
  - individual needs for support and supervision
  - capacity to be non-judgemental and/or difficulty with this
- Agency/organisation model/s of counselling and intervention
- Indication of physical or mental ill health
- Key and major psychology theories
- Obstacles to counselling process
- Human life stage development
- Policy and principles and procedures to secure and maintain confidentiality including

## REQUIRED SKILLS AND KNOWLEDGE

note-taking, record and log keeping and identity protection

- Relevant legislation and ethical code of practice
- Development of a range of possible interventions

### *Essential skills:*

It is critical that the candidate demonstrate the ability to:

- Work within the counselling framework.
- Managing own values so they do not impede effective work and managing the stress of the work

In addition, the candidate must be able to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

These include the ability to:

- Demonstrate application of skills in:
  - problem solving
  - counselling processes and methods
  - respect for client strengths or particular needs
  - capacity to maintain and critique realistic limits for agency service and client expectations
- Maintain documentation as required, including effective use of relevant information technology in line with work health and safety (WHS) guidelines

## Evidence Guide

### EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment Guidelines for this Training Package.

*Critical aspects for assessment and evidence required to demonstrate this unit of competency:*

- The individual being assessed must provide evidence of specified essential knowledge as well as skills
- Evidence of competency in this unit will need to be assessed over a period of time in order to gather evidence of performance

## EVIDENCE GUIDE

- This will include contexts applicable to the work environment, such as actual or simulated workplace situations involving a combination of direct, indirect and supplementary forms of evidence

- Access and equity considerations:*
- All workers in community services should be aware of access, equity and human rights issues in relation to their own area of work
  - All workers should develop their ability to work in a culturally diverse environment
  - In recognition of particular issues facing Aboriginal and Torres Strait Islander communities, workers should be aware of cultural, historical and current issues impacting on Aboriginal and Torres Strait Islander people
  - Assessors and trainers must take into account relevant access and equity issues, in particular relating to factors impacting on Aboriginal and/or Torres Strait Islander clients and communities

- Context of and specific resources for assessment:*
- This unit can be delivered and assessed independently, however holistic assessment practice with other community services units of competency is encouraged
  - Resource requirements for assessment include access to an appropriate workplace or an environment capable of accurately simulating the workplace for assessment purposes

- Method of assessment:*
- For valid and reliable assessment of this unit, competency should be demonstrated in a range of situations which **may** include:
    - observation of performance in an actual workplace or in a setting that realistically simulates work conditions:
      - observation should include key aspects described in elements, performance criteria and relevant aspects of the Range Statement of the unit
      - where face-to-face observation is not possible, video recordings may be provided



## EVIDENCE GUIDE

- candidate's critique of their 'performance' to demonstrate cognitive understanding of theory
- written questioning
- relevant case studies and/or scenarios
- role play
- focused discussion

### *Related units:*

This unit is recommended to be assessed in conjunction with related unit:

- CHCCSL501A Work within a structured counselling process

## Range Statement

### RANGE STATEMENT

The Range Statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Add any essential operating conditions that may be present with training and assessment depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts.

### *Referral may include to specialist services/agencies such as:*

- Medical
- Psychiatric
- Grief and Loss
- Various compulsions (such as gambling)
- Financial counselling

### *Client issues requiring referral may include, but are not limited to:*

#### Indicators relating to potential:

- Child protection issues
- Suicide prevention/intervention
- Domestic and family violence
- Mental health issues
- Alcohol and other drugs issues

## Unit Sector(s)

Not Applicable

## CHCCSL503B Facilitate the counselling relationship

### Modification History

| CHC08 Version 3                                       | CHC08 Version 4                                       | Description                                                                                                                                                                |
|-------------------------------------------------------|-------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| CHCCSL503A<br>Facilitate the counselling relationship | CHCCSL503B<br>Facilitate the counselling relationship | Unit updated in V4.<br>ISC upgrade changes to remove references to old OHS legislation and replace with references to new WHS legislation. No change to competency outcome |

### Unit Descriptor

**Descriptor**

This unit describes the knowledge and skills required to enable clients to identify and work through concerns

### Application of the Unit

**Application**

The basic counselling skills described in this unit are intended for application in the context of delivering a range of community services

Assessment may require additional knowledge specific to a particular community services or health sector

### Licensing/Regulatory Information

Not Applicable

### Pre-Requisites

Not Applicable

## Employability Skills Information

### Employability Skills

This unit contains Employability Skills

## Elements and Performance Criteria Pre-Content

Elements define the essential outcomes of a unit of competency.

The Performance Criteria specify the level of performance required to demonstrate achievement of the Element. Terms in *italics* are elaborated in the Range Statement.

## Elements and Performance Criteria

### ELEMENT

### PERFORMANCE CRITERIA

#### 1. Enable clients to identify concerns

- 1.1 Enable clients to express their concerns freely
- 1.2 Explore presenting issues of clients in order to establish their nature and depth, and give attention to the possibility of underlying issues
- 1.3 Identify situations requiring immediate action and deal with promptly
- 1.4 Enable clients to identify their primary concerns in relation to the presenting issues
- 1.5 Enable clients to prioritise concerns to work on
- 1.6 Assist clients to become aware of underlying issues where appropriate
- 1.7 Identify and respond appropriately to strong *emotional reactions*
- 1.8 Identify indicators of *client issues requiring referral* and report or refer appropriately, in line with organisation requirements

#### 2. Enable clients to work through concerns

- 2.1 Identify and work with uncertainty and ambivalence of clients
- 2.2 Support clients to experience and process difficulties
- 2.3 Draw attention to and discuss parallels and links

**ELEMENT****PERFORMANCE CRITERIA**

in clients' experience as appropriate

2.4 Ensure that *interventions* have meaning for the immediate situation of the client

2.5 Reflect on and consider interventions that are most likely to facilitate client understanding and actions

2.6 Enable clients to identify and use known and previously unknown strengths

2.7 Explore perceptions of clients' feelings by reflecting back, clarification and review with clients

2.8 Assist clients to become aware of underlying issues where appropriate and begin to identify ways of dealing with them

2.9 Acknowledge and work with changes in client's life as appropriate

3. Monitor the counselling process

3.1 Monitor and review the counselling process with clients to ensure it remains of value

3.2 Work on threats and disruptions to the counselling process with clients

3.3 Review and compare individual perceptions and client's perceptions of the process

3.4 Work on any tension between clients' hopes and expectations and the reality of resource limitations

3.5 Facilitate change at a pace the client can tolerate and assimilate

3.6 Assess the appropriateness of ending the current counselling

3.7 Acknowledge, value and work with individual uncertainty in the counselling relationship

3.8 Apply ethical codes of conduct as required in addressing counselling dilemmas

4. Bring the counselling process to an end

4.1 Enable clients to identify when the process is approaching its conclusion

4.2 Enable clients to identify, acknowledge and evaluate what is and is not changing, both in the counselling process and in their situation and

**ELEMENT****PERFORMANCE CRITERIA**

understanding

4.3 Utilise the ending process to enable clients to understand the nature and impact of earlier issues

4.4 Utilise boundaries of the counselling relationship to assist the ending process

4.5 Plan, structure and contract endings appropriately with clients

4.6 Support clients' sense of autonomy during the ending process

4.7 Inform clients about any opportunities for further support

4.8 Identify unresolved issues and discuss further work if appropriate

4.9 Complete appropriate documentation in line with organisation requirements

**Required Skills and Knowledge****REQUIRED SKILLS AND KNOWLEDGE**

This describes the essential skills and knowledge and their level required for this unit.

*Essential knowledge:*

The candidate must be able to demonstrate essential knowledge required to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

These include knowledge of:

- Agency/organisation model/s of counselling and intervention
- Indication of physical or mental ill health
- Obstacles to counselling process
- Human life stage development
- Policies, principles and procedures to secure and maintain confidentiality including note-taking, record and log keeping and identity protection
- Relevant legislation, ethical codes of practice and statutory requirements applying to the counselling relationship

## REQUIRED SKILLS AND KNOWLEDGE

- Necessary self awareness including:
  - role within the organisation
  - limits of competence and responsibility
  - personal strengths and limitations
  - individual needs for support and supervision
  - capacity to be non-judgemental and/or difficulty with this

### *Essential skills:*

It is critical that the candidate demonstrate the ability to:

- Work within the counselling framework
- Manage own values so they do not impede effective work and managing the stress of the work

In addition, the candidate must be able to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

These include the ability to:

- Demonstrate application of skills in:
  - active listening, building rapport and contracting
  - capacity to manage intensity of interaction
  - elements of interpersonal counselling with problem solving skills
  - respect ambivalence in client and boundaries in interaction
  - capacity to assess complexity of situation
  - capacity to support the client while enlisting additional resources as required
  - capacity to recognise clients particular issues, situations and context
- Maintain documentation as required, including effective use of relevant information technology in line with work health and safety (WHS) guidelines

## Evidence Guide

### EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment Guidelines for this Training Package.

## EVIDENCE GUIDE

*Critical aspects for assessment and evidence required to demonstrate this unit of competency:*

- The individual being assessed must provide evidence of specified essential knowledge as well as skills
- This unit of competency will be assessed in the workplace or in a simulated workplace and under the normal range of workplace conditions
- Evidence of competency in this unit will need to be assessed over a period of time in order to gather evidence of performance
- This will include contexts applicable to the work environment, such as actual or simulated workplace situations involving a combination of direct, indirect and supplementary forms of evidence

*Access and equity considerations:*

- All workers in community services should be aware of access, equity and human rights issues in relation to their own area of work
- All workers should develop their ability to work in a culturally diverse environment
- In recognition of particular issues facing Aboriginal and Torres Strait Islander communities, workers should be aware of cultural, historical and current issues impacting on Aboriginal and Torres Strait Islander people
- Assessors and trainers must take into account relevant access and equity issues, in particular relating to factors impacting on Aboriginal and/or Torres Strait Islander clients and communities

*Context of and specific resources for assessment:*

- This unit can be delivered and assessed independently, however holistic assessment practice with other community services units of competency is encouraged
- Resource requirements for assessment include access to an appropriate workplace or an environment capable of accurately simulating the workplace for assessment purposes

*Method of assessment:*

- For valid and reliable assessment of this unit, competency should be demonstrated in a range of situations which **must** include observation of



## EVIDENCE GUIDE

performance in an actual workplace or in a setting that realistically simulates work conditions:

- observation should include key aspects described in elements, performance criteria and relevant aspects of the Range Statement of the unit
- where face-to-face observation is not possible, video recordings may be provided
- In addition assessment methods may include
  - written questioning
  - role play
  - supervised/guided discussion
  - candidate's critique of their 'performance' to demonstrate cognitive understanding of theory

*Related units:*

This unit is recommended to be assessed in conjunction with related units:

- CHCCSL501A Work within a structured counselling process
- CHCCSL502A Apply specialist interpersonal and counselling interview skills

## Range Statement

### RANGE STATEMENT

The Range Statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Add any essential operating conditions that may be present with training and assessment depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts.

*Emotional reactions may be indicated by:*

- Extreme withdrawal
- Labile emotion expression (rapid changes in emotion unrelated to external events or stimuli)
- Excessively talkative
- Aggressive behaviour and reaction

## RANGE STATEMENT

*Interventions may include:*

- Responding accurately to client situation
- Planning and collaborating with client alternative behaviours
- Reviewing with client current life stage

*Client issues requiring referral may include, but are not limited to:*

Indicators relating to potential:

- Child protection issues
- Suicide prevention/intervention
- Domestic and family violence
- Mental health issues
- Alcohol and other drugs issues

## Unit Sector(s)

Not Applicable

# CHCCSL501A Work within a structured counselling framework

## Modification History

Not Applicable

## Unit Descriptor

### Descriptor

This unit describes the knowledge and skills required to work within the agency's agreed counselling model

## Application of the Unit

### Application

The basic counselling skills described in this unit are intended for application in the context of delivering a range of community services

Assessment may require additional knowledge specific to a particular community services or health sector

## Licensing/Regulatory Information

Not Applicable

## Pre-Requisites

Not Applicable

## Employability Skills Information

### Employability Skills

This unit contains Employability Skills

## Elements and Performance Criteria Pre-Content

Elements define the essential outcomes of a unit of competency.

The Performance Criteria specify the level of performance required to demonstrate achievement of the Element. Terms in *italics* are elaborated in the Range Statement.

## Elements and Performance Criteria

### ELEMENT

### PERFORMANCE CRITERIA

- |                                                            |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |
|------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1. Use a structured approach to counselling                | <p>1.1 Use initial session to gather information as a foundation for counselling process</p> <p>1.2 Follow a structured approach to counselling work based on client needs and expectations</p> <p>1.3 Explain counselling process to clarify client's understanding and expectation</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
| 2. Establish the nature of the helping relationship        | <p>2.1 Enable clients to understand the <i>nature of the counselling service</i> on offer</p> <p>2.2 Clarify, confirm or modify clients' expectations of the counselling service</p> <p>2.3 Identify any anxieties about the counselling process and explore with clients</p> <p>2.4 Acknowledge and respect clients' immediate concerns</p> <p>2.5 Clarify both expectations and commitment to the counselling relationship and confirm with clients</p> <p>2.6 Identify indicators of <i>client issues requiring referral</i> and report or refer appropriately, in line with organisation requirements</p> <p>2.7 Develop a plan for counselling and contract with client as required to address disclosure and organisation/service requirements</p> |
| 3. Confirm the appropriateness of the helping relationship | <p>3.1 Ensure own level of skill and knowledge of <i>counselling methods</i> and resources are appropriate to meet client needs</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |

**ELEMENT****PERFORMANCE CRITERIA**

- 3.2 Explore alternatives to the proposed relationship with clients where appropriate
- 3.3 Affirm significance of what the client says
- 3.4 Promote clients' understanding of what they have a right to expect from the service

**Required Skills and Knowledge****REQUIRED SKILLS AND KNOWLEDGE**

This describes the essential skills and knowledge and their level required for this unit.

*Essential knowledge:*

The candidate must be able to demonstrate essential knowledge required to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

These include knowledge of:

- Background knowledge of the counselling process, including:
  - purpose of counselling
  - how counselling has evolved as a helping relationship
  - place of counselling within the helping services
  - scope of counselling relationship, including professional limitations
- Ethical responsibilities in providing counselling
- Rights of clients involved in counselling
- Counselling context, process and goals
- Knowledge of theories supporting counselling process
- Human life stage development

*Essential skills:*

It is critical that the candidate demonstrate the ability to:

- Work within the counselling framework

## REQUIRED SKILLS AND KNOWLEDGE

- Manage own values so they do not impede effective work and managing the stress of the work

In addition, the candidate must be able to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

These include the ability to:

- Develop empathy and rapport
- Demonstrate application of skills in:
  - active listening
  - respectful responding
  - well timed challenging
  - attention to counselling relationship
  - contracting appropriate to context

## Evidence Guide

### EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment Guidelines for this Training Package.

*Critical aspects for assessment and evidence required to demonstrate this unit of competency:*

- The individual being assessed must provide evidence of specified essential knowledge as well as skills
- This unit of competency will be assessed in the workplace or in a simulated workplace and under the normal range of workplace conditions
- Evidence of competency in this unit will need to be assessed over a period of time in order to gather evidence of performance
- This will include contexts applicable to the work environment, such as actual or simulated workplace situations involving a combination of direct, indirect

## EVIDENCE GUIDE

and supplementary forms of evidence

- Access and equity considerations:*
- All workers in community services should be aware of access, equity and human rights issues in relation to their own area of work
  - All workers should develop their ability to work in a culturally diverse environment
  - In recognition of particular issues facing Aboriginal and Torres Strait Islander communities, workers should be aware of cultural, historical and current issues impacting on Aboriginal and Torres Strait Islander people
  - Assessors and trainers must take into account relevant access and equity issues, in particular relating to factors impacting on Aboriginal and/or Torres Strait Islander clients and communities

- Context of and specific resources for assessment:*
- This unit can be delivered and assessed independently, however holistic assessment practice with other community services units of competency is encouraged
  - Resource requirements for assessment include access to an appropriate workplace or an environment capable of accurately simulating the workplace for assessment purposes

- Method of assessment:*
- For valid and reliable assessment of this unit, competency should be demonstrated in a range of situations which **must** include observation of performance in an actual workplace or in a setting that realistically simulates work conditions:
    - observation should include key aspects described in elements, performance criteria and relevant aspects of the Range Statement of the unit
    - where face-to-face observation is not possible, video recordings may be provided
  - In addition assessment methods may include
    - written questioning
    - role play
    - supervised/guided discussion
    - candidate's critique of their 'performance' to

## EVIDENCE GUIDE

demonstrate cognitive understanding of theory

## Range Statement

### RANGE STATEMENT

The Range Statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Add any essential operating conditions that may be present with training and assessment depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts.

*Nature of the counselling service:*

- Context and resources of agency
- Preferred counselling model/s of agency

*Counselling methods:*

- Are according to agency policy and procedures

*Client issues requiring referral may include, but are not limited to:*

Indicators relating to potential:

- Child protection issues
- Suicide prevention/intervention
- Domestic and family violence
- Mental health issues
- Alcohol and other drugs issues

## Unit Sector(s)

Not Applicable



## HLTPOP523C Develop a disaster plan

### Modification History

Not Applicable

### Unit Descriptor

#### Descriptor

This unit describes the competencies required to develop in consultation with other agencies and key people, a plan which sets out the roles and responsibilities of workers and others in the community, for responding to a disaster

### Application of the Unit

#### Application

This unit applies to work in a public health context

### Licensing/Regulatory Information

Not Applicable

### Pre-Requisites

Not Applicable

### Employability Skills Information

#### Employability Skills

This unit contains Employability Skills

### Elements and Performance Criteria Pre-Content

Elements define the essential outcomes of a unit of

The Performance Criteria specify the level of performance required to demonstrate achievement of the

competency.

Element. Terms in italics are elaborated in the Range Statement.

## Elements and Performance Criteria

### ELEMENT

### PERFORMANCE CRITERIA

- |                                                                                |                                                                                                                                                                                                                                                                                                          |
|--------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1. Liaise with relevant <i>government agencies</i>                             | 1.1 Identify and document government policies which affect the organisation<br>1.2 Consult with government agencies in relation to different roles in the local <i>disaster plan</i>                                                                                                                     |
| 2. Identify and liaise with appropriate <i>community organisations</i>         | 2.1 Identify community organisations and develop an information database<br>2.2 Establish contact through a variety of communication strategies<br>2.3 Identify restrictions to effective liaison and develop processes to promote communication with other agencies                                     |
| 3. Incorporate local requirements for disaster planning and relief into a plan | 3.1 Collect information on local requirements and resources from the <i>key people</i> and organisations<br>3.2 Clarify roles and responsibilities of other organisations are clarified<br>3.3 Write plan<br>3.4 Establish and implement a promotions strategy                                           |
| 4. Coordinate volunteer support                                                | 4.1 Seek volunteers for disaster plan designated roles, via identified organisations and public processes<br>4.2 Clarify roles and responsibilities are clarified<br>4.3 Identify team leaders by discussion with organisations<br>4.4 Hold meetings to discuss disaster plan and personnel requirements |

**ELEMENT****PERFORMANCE CRITERIA**

|                                             |     |                                                             |
|---------------------------------------------|-----|-------------------------------------------------------------|
| 5. Ensure training for volunteers and staff | 5.1 | Establish training requirements for volunteers and staff    |
|                                             | 5.2 | Develop training programs                                   |
|                                             | 5.3 | Undertake promotion of training                             |
|                                             | 5.4 | Develop and promote training schedule                       |
|                                             | 5.5 | Provide training                                            |
|                                             | 5.6 | Evaluate and modify training as required                    |
| 6. Evaluate and modify disaster plan        | 6.1 | Consult key people about effectiveness of the disaster plan |
|                                             | 6.2 | Adapt the disaster plan to meet community needs             |
|                                             | 6.3 | Distribute the amended disaster plan to key people          |
|                                             | 6.4 | Provide additional training as required                     |

## Required Skills and Knowledge

### REQUIRED SKILLS AND KNOWLEDGE

This describes the essential skills and knowledge and their level required for this unit.

#### *Essential knowledge:*

The candidate must be able to demonstrate essential knowledge required to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

This includes knowledge of:

- Community networks
- Community views on disaster management
- Existing disaster plans (developed by other organisations who service the Community)
- Legislation relating to disaster management
- Local disaster planning processes and networks

## REQUIRED SKILLS AND KNOWLEDGE

- Local resources, suppliers and trades people
- Project development
- Relevant equipment and technology
- Relevant Federal, State and Local government policies, guidelines and
- Relevant policies, protocols and procedures of the organisation

### *Essential skills:*

It is critical that the candidate demonstrate the ability to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

This includes the ability to:

- Apply communication and liaison skills
- Apply negotiation skills
- Apply skills in human resource management
- Apply small group facilitation skills
- Deliver training
- Undertake networking
- Undertake planning

## Evidence Guide

### EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment Guidelines for this Training Package.

*Critical aspects for assessment and evidence required to demonstrate this competency unit:*

- The individual being assessed must provide evidence of specified essential knowledge as well as skills

*Access and equity considerations:*

- All workers in the health industry should be aware of access and equity issues in relation to their own area

## EVIDENCE GUIDE

of work

- All workers should develop their ability to work in a culturally diverse environment
- In recognition of particular health issues facing Aboriginal and Torres Strait Islander communities, workers should be aware of cultural, historical and current issues impacting on health of Aboriginal and Torres Strait Islander people
- Assessors and trainers must take into account relevant access and equity issues, in particular relating to factors impacting on health of Aboriginal and/or Torres Strait Islander clients and communities

*Context of and specific resources for assessment:*

- The workplace is recommended for assessment including by supervisor and peers, by observation and inquiries, and from written and other sources
- Off-the-job role plays and exercises may also be used

## Range Statement

### RANGE STATEMENT

The Range Statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Add any essential operating conditions that may be present with training and assessment depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts.

*Disasters may include:*

- Floods
- Cyclones
- Fires
- Earth quakes
- Nuclear accidents
- Riots, raids

## RANGE STATEMENT

|                                             |                                                                                                                                                                                                                                                        |
|---------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <i>A disaster plan(s) is:</i>               | <ul style="list-style-type: none"><li>• Guidelines and/or plans for responding to various types of disaster, detailing the roles and responsibilities of workers, resource needs and sources and situation management strategies</li></ul>             |
| <i>Government agencies may include:</i>     | <ul style="list-style-type: none"><li>• State/territory health department</li><li>• Police</li><li>• Social Security</li><li>• Local Government</li><li>• Emergency Services</li></ul>                                                                 |
| <i>Community organisations may include:</i> | <ul style="list-style-type: none"><li>• Government and non-government agencies</li><li>• Health care service providers</li><li>• Other service providers</li><li>• Tradespeople</li><li>• Community groups who provide care to the community</li></ul> |
| <i>Resources may include:</i>               | <ul style="list-style-type: none"><li>• Premises</li><li>• Grounds</li><li>• Accommodation</li><li>• Workplace equipment</li><li>• Materials</li><li>• Plant vehicles</li><li>• Exclusive use</li><li>• Occupation</li></ul>                           |
| <i>Key people will include:</i>             | <ul style="list-style-type: none"><li>• Those within and external to organisation</li><li>• Community leaders and representatives</li><li>• Agencies/service representatives</li><li>• Trade and professional services</li></ul>                       |
| <i>Cultural context:</i>                    | <ul style="list-style-type: none"><li>• The competency standards are based upon acknowledgment and support of the diverse cultural and traditional values of communities that the health worker works in. Health workers are upholders of</li></ul>    |

## RANGE STATEMENT

traditional and cultural values. Their behaviour and practice must be culturally sensitive and supportive of traditional healing and health, knowledge and practices

### *Community control:*

- Community participation and control in decision-making is essential to all aspects of health work, and the role of the health worker is to support the community in this process.

### *Supervision:*

- In this document, references to supervision describe supervision of work by more experienced workers, supervisors, managers or other health professionals, either directly or indirectly.

### *Legislative requirements:*

- Clinical practice may be governed by federal, state or territory legislation, which defines workers' roles and responsibilities  
Implementation of the competency standards must reflect the legislative framework in which a health worker operates
- Lack of resources, remote locations and community needs often require health workers to operate in situations which do not constitute "usual practice"  
Because of this, health workers may need to possess more competencies than described by "usual practice circumstances"  
Lack of resources or the environment in which the health worker works does not negate the requirement for the worker to work within a legislative framework, and be enabled by the employer to do so

## Unit Sector(s)

Not Applicable

## HLTPM501B Manage in a health care business

### Modification History

Not Applicable

### Unit Descriptor

**Descriptor**

This unit of competency describes the skills and knowledge required to manage the business requirements of a practice within the health care environment

### Application of the Unit

**Application**

Work performed requires a range of well-developed skills where a high level of discretion and judgement is required and individuals will take responsibility for their own outputs and may supervise the performance of others

### Licensing/Regulatory Information

Not Applicable

### Pre-Requisites

Not Applicable

### Employability Skills Information

**Employability Skills**

This unit contains Employability Skills



## Elements and Performance Criteria Pre-Content

Elements define the essential outcomes of a unit of competency.

The Performance Criteria specify the level of performance required to demonstrate achievement of the Element. Terms in italics are elaborated in the Range Statement.

## Elements and Performance Criteria

### ELEMENT

### PERFORMANCE CRITERIA

1. Manage the client related requirements of a practice

- 1.1 Identify the *practice requirements to address the safety and comfort needs of specific client groups*
- 1.2 Identify and implement *practice requirements to meet location and regional needs*
- 1.3 Develop and *implement communication* requirements to meet client needs
- 1.4 Identify and secure *information* suitable to client language and comprehension needs
- 1.5 Develop and implement systems to ensure that *other client support needs* are met, where required
- 1.6 Monitor the relevance and currency of client related requirements of a practice

2. Support practitioner information needs

- 2.1 Confer with practitioner about equipment and consumable quality and currency requirements, both current and anticipated
- 2.2 Research and secure information on options for equipment to meet practice requirements
- 2.3 Collate information about qualities of practice consumables
- 2.4 Complete cost benefit analysis of equipment and material quality and currency requirements and options with reference to budgetary and planning constraints

3. Manage appointment scheduling requirements

- 3.1 Analyse appointment scheduling requirements to best balance *client appointment needs* with practitioner time and needs

**ELEMENT****PERFORMANCE CRITERIA**

- |                                                                                                                      |                                                                                                                                                                                                                                                                                                                                                                                                                      |
|----------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                                                                                                                      | 3.2 Implement and monitor client scheduling practices that best balance client needs and practitioner needs                                                                                                                                                                                                                                                                                                          |
| 4. Monitor duty of care practice requirements (excluding practitioner specific requirements)                         | <p>4.1 Identify risk of harm or injury to clients, staff, contractors and suppliers</p> <p>4.2 Confer with practitioners about reasonable and appropriate action to mitigate the likelihood of harm and injury</p> <p>4.3 Implement risk mitigation strategies</p> <p>4.4 Maintain records of all actions that support attention to duty of care</p>                                                                 |
| 5. Develop and manage budget to meet the equipment, information and consumable currency requirements of the practice | <p>5.1 Confer with practitioner to determine the current and future needs of the practice</p> <p>5.2 Confer with practitioner, manufacturer guidelines and maintenance records to determine a replacement protocol for equipment</p> <p>5.3 Prepare an equipment maintenance and renewal plan and costing</p> <p>5.4 Include equipment maintenance and renewal requirements in budget development and monitoring</p> |

## Required Skills and Knowledge

### REQUIRED SKILLS AND KNOWLEDGE

This describes the essential skills and knowledge and their level required for this unit.

#### *Essential knowledge:*

The candidate must be able to demonstrate essential knowledge required to effectively do the task outlined in elements and performance criteria of this unit, manage the task and

## REQUIRED SKILLS AND KNOWLEDGE

manage contingencies in the context of the identified work role

This includes knowledge of:

- Client requirements in relation to information, appointment scheduling, available support services and specific service delivery issues
- Potential risks relevant to the practice and associated risk mitigation strategies
- Practice appointment scheduling and client follow up systems and procedures
- Practice policies and procedures in relation to addressed duty of care and service delivery requirements
- Practice policies, procedures and systems relevant to delivery of client services
- Practice security procedures and systems
- Practitioner requirements re information, equipment and other resources
- Quality, cost and associated requirements relating to equipment and consumable resources relevant to the practice
- Requirements relating to storage, handling, maintenance and currency of equipment and consumable resources

### *Essential skills:*

It is critical that the candidate demonstrate the ability to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

This includes the ability to:

- Collate information about qualities of practice consumables
- Develop and manage practice budgets relating to equipment, information and consumable currency requirements
- Identify viable options for the practice in relation to equipment and materials in line with budgetary and planning constraints
- Implement risk mitigation strategies to address identified risks for practice
- Manage appointment scheduling to address client and practitioner needs
- Monitor and record actions that support attention to duty of care
- Promote, implement and manage work attitudes and practices that reflect awareness of the importance of a range of aspects of sustainability
- Prepare an equipment maintenance and renewal plan and costing
- Undertake a cost benefit analysis relating to quality and currency requirements of equipment and materials
- Undertake research into options relating to equipment and consumable resources to address identified practice requirements

# Evidence Guide

## EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment Guidelines for this Training Package.

*Critical aspects for assessment and evidence required to demonstrate this competency unit:*

- The individual being assessed must provide evidence of specified essential knowledge as well as skills
- Consistency of performance should be demonstrated over the required range of situations relevant to the workplace
- Where, for reasons of safety, space, or access to equipment and resources, assessment takes place away from the workplace, the assessment environment should represent workplace conditions as closely as possible

*Access and equity considerations:*

- All workers in the health industry should be aware of access and equity issues in relation to their own area of work
- All workers should develop their ability to work in a culturally diverse environment
- In recognition of particular health issues facing Aboriginal and Torres Strait Islander communities, workers should be aware of cultural, historical and current issues impacting on health of Aboriginal and Torres Strait Islander people
- Assessors and trainers must take into account relevant access and equity issues, in particular relating to factors impacting on health of Aboriginal and/or Torres Strait Islander clients and communities

*Context of and specific resources for assessment:*

- Assessment must be completed in the workplace.
- Relevant guidelines, standards and procedures

## Range Statement

### RANGE STATEMENT

The Range Statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Add any essential operating conditions that may be present with training and assessment depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts.

*Specific client group needs may include:*

- Child friendly environment
- Access and comfort for aged clients
- Access and comfort for clients with a disability
- Indigenous Australian appropriate environment
- Access and comfort for specific conditions

*Regional requirements may include:*

- Comfort requirements for clients travelling long distances
- Warmth
- Coolness
- Flexible appointment requirements
- Hours of operation

*Communication requirements may occur in:*

- Appointment reminders
- Review times for chronic conditions
- Systems to ensure clients are aware of special requirements eg fasting, supply of specimens

*Information may include:*

- Condition specific information
- General well being information
- Language relevant information
- Age appropriate information
- Comprehension level appropriate information

*Client appointment needs*

- Adequate contact with the practitioner
- Appointment times that address client comfort needs

**RANGE STATEMENT**

*include:*

eg due to fasting' fluid intake etc

- Minimal waiting time

*Additional support needs may include:*

- Assistance organising referrals, where necessary
- Assistance organising other supports, eg home care
- Information about the cost and availability of equipment and aids

**Unit Sector(s)**

Not Applicable

## BSBFLM512A Ensure team effectiveness

### Modification History

Not applicable.

### Unit Descriptor

This unit specifies the outcomes required by frontline managers to facilitate all aspects of team work within the organisation. It involves taking a leadership role in the development of team plans, leading and facilitating team work and actively engaging with the management of the organisation.

This unit replaces BSBFLM502A Provide leadership in the workplace and BSBFLM504A Facilitate work teams, which have been combined to create this unit.

Frontline managers have an important facilitative role in the development and empowerment of work teams. This will be evident in the way frontline managers work with teams and individuals, work across teams, and the initiative they take in strengthening the links between teams and the organisation's management.

At this level, work will normally be carried out within complex and diverse methods and procedures which require the exercise of considerable discretion and judgement, using a range of problem solving and decision making strategies.

This unit builds on BSBFLM412A Promote team effectiveness.

This unit specifies the outcomes required by frontline managers to facilitate all aspects of team work within the organisation. It involves taking a leadership role in the development of team plans, leading and facilitating team work and actively engaging with the management of the organisation.

This unit replaces BSBFLM502A Provide leadership in the workplace and BSBFLM504A Facilitate work teams, which have been combined to create this unit.

Frontline managers have an important facilitative role in the development and empowerment of work teams. This will be evident in the way frontline managers work with teams and individuals, work across teams, and the initiative they take in strengthening the links between teams and the organisation's management.

At this level, work will normally be carried out within complex and diverse methods and procedures which require the exercise of considerable discretion and judgement, using a range of problem solving and decision making strategies.

This unit builds on BSBFLM412A Promote team effectiveness.

### Application of the Unit

Not applicable.

## Licensing/Regulatory Information

Not applicable.

## Pre-Requisites

Not applicable.

## Employability Skills Information

Not applicable.

## Elements and Performance Criteria Pre-Content

Not applicable.

## Elements and Performance Criteria

### Elements and Performance Criteria

| Element                                | Performance Criteria                                                                                                                                                 |
|----------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1 Establish team performance plan      | 1.1 Team members are consulted to establish team purpose, roles, responsibilities and accountabilities in accordance with organisational goals, plans and objectives |
|                                        | 1.2 Performance plans are developed in consultation with team members, to establish expected outcomes, outputs, key performance indicators and goals for work team   |
|                                        | 1.3 Team members are supported in meeting expected performance outcomes                                                                                              |
| 2 Develop and facilitate team cohesion | 2.1 Strategies are developed to ensure team members have input into planning, decision making and operational aspects of work team                                   |
|                                        | 2.2 Policies and procedures are developed to ensure team members take responsibility for own work and assist others to undertake required roles and responsibilities |
|                                        | 2.3 Feedback is provided to team members to encourage, value and reward individual and team                                                                          |



- efforts and contributions
- 2.4 Processes are developed to ensure that issues, concerns and problems identified by team members are recognised and addressed
- 3 Facilitate team work
- 3.1 Team members and individuals are encouraged to participate in and take responsibility for team activities, including communication processes
- 3.2 The team is supported in identifying and resolving work performance problems
- 3.3 Own contribution to work team serves as a role model for others and enhances the organisation's image to all stakeholders
- 4 Liaise with stakeholders
- 4.1 Open communication processes with all stakeholders are established and maintained
- 4.2 Information from line manager/management is communicated to the team
- 4.3 Unresolved issues, concerns and problems raised by team members are communicated to, and followed up with, line manager/management and other relevant stakeholders
- 4.4 Unresolved issues, concerns and problems raised by internal or external stakeholders are evaluated, and necessary corrective action taken

## Required Skills and Knowledge

Not applicable.

## Evidence Guide

The Evidence Guide provides advice to inform and support appropriate assessment of this unit. It contains an overview of the assessment requirements followed by identification of specific aspects of evidence that will need to be addressed in determining competence. The Evidence Guide is an integral part of the unit and should be read and interpreted in conjunction with the other components of competency. Assessment must reflect the endorsed Assessment Guidelines of the parent Training Package.

## Overview of Assessment Requirements

A person who demonstrates competence in this unit must be able to provide evidence that they are able to demonstrate leadership in developing plans, in leading and facilitating team work and in actively engaging with stakeholders. They must also provide evidence that team work is actively promoted, supported and encouraged within the work team; and their own performance serves as a role model for others and enhances the organisation's image.

### **Specific Evidence Requirements**

#### **Required knowledge and understanding include:**

relevant legislation from all levels of government that affects business operation, especially in regard to occupational health and safety and environmental issues, equal opportunity, industrial relations and anti-discrimination

organisational policies and procedures

organisational goals, objectives and plans

organisational structure and organisational chart

the principles and techniques involved in:

- contingency planning
- performance planning
- problem identification and resolution
- consultation and communication
- record keeping and management
- relationship management including motivation and negotiation
- group dynamics, processes and politics

methods for collecting and utilising feedback development of strategies, processes and procedures to facilitate and monitor team effectiveness

learning and development options available within and through organisation

strategies that contribute to the elimination of discrimination/bias

#### **Required skills and attributes include:**

ability to relate to people from a range of social, cultural and ethnic backgrounds and physical and mental abilities

communication skills

basic training skills, including mentoring and coaching

planning and organising skills

problem solving skills

leadership skills

skills to identify needs, goals and aspirations of others

group facilitation skills

attributes:

- assertive
- persuasive
- empathic
- communicative
- showing positive leadership
- self-aware
- supportive
- trusting
- open
- flexible
- accommodating
- initiating
- loyal
- recognising achievement
- fair
- adaptable

### **Key competencies or generic skills relevant to this unit**

The seven key competencies represent generic skills considered essential for effective work participation. Innovation skills represent a further area of generic competence. The bracketed numbering indicates the performance level required in this unit:

Level (1) represents the competence to undertake tasks effectively

Level (2) represents the competence to manage tasks

Level (3) represents the competence to use concepts for evaluating and reshaping tasks. The bulleted points provide examples of how the key competencies can be applied for this unit.

Communicating ideas and information (3)

communicating verbally to lead a team including negotiating, basic training, participating in meetings

communicating in writing including report writing, communicating with management, identifying issues and concerns in writing

Collecting, analysing and organising information (3)

developing systems to maintaining records of own knowledge and skills and that of team members relevant to organisation

planning undertaking analysis following planning activities

developing systems and processes for monitoring and review

Planning and organising activities (3)

planning for own work and the work of team members across a range of teams

contributing to the effectiveness of other teams and the organisation as a whole

Working in a team (3)

leading and representing the team

consulting team members for their input on team effectiveness strategies and feedback

working with others including external parties and team members

Using mathematical ideas and techniques (1)

using calculation skills associated with data manipulation relevant to work of team, including financial data

Solving problems (3)

applying problem solving skills as required to address issues and conflicting requirements arising from inter and intro team activities

assisting others to solve problems arising within and between teams

Using technology (2)

using word processing packages, spreadsheets, databases, and other packages to produce written correspondence and reports of activities, financial reporting and data collation.

understanding assistive technologies, as necessary

Innovation skills (3)

developing an innovative approach to the development of strategies to improve team effectiveness

**Products that could be used as evidence include:**

documentation produced in ensuring team effectiveness, such as:

- reports
- minutes or records of meetings
- work journals or diaries
- learning and development plans developed with team members
- records of actions taken to address issues raised by team members

**Processes that could be used as evidence include:**

how communication process was managed and implemented to ensure that consultation takes place

how team members were supported and encouraged to meet expected outcomes

strategies to develop and facilitate team cohesion

how performance plans were developed

how team members were guided and supported in performing their role, including induction process for new team members

how performance management system was implemented within work team

how problems and issues within the work team have been addressed

how input and advice was provided to management in relation to human resource management of the work team

how own people management processes were reviewed and evaluated, and improvements identified, reported and acted upon

**Resource implications for assessment include:**

access by the learner and trainer to appropriate documentation and resources normally used in the workplace

access to team members' input in relation to leadership of frontline manager

**Validity and sufficiency of evidence requires:**

that this unit can be assessed in the workplace or in a closely simulated work environment

that where assessment is part of a learning experience, evidence will need to be collected over a period of time, involving both formative and summative assessment

that examples of actions taken by the candidate to ensure team effectiveness are provided

**Integrated competency assessment means:**

that this unit should be assessed with other frontline management units taken as part of this qualification, as applicable to the candidate's leadership role in a work team and as part of an integrated assessment activity

The Evidence Guide provides advice to inform and support appropriate assessment of this unit. It contains an overview of the assessment requirements followed by identification of specific aspects of evidence that will need to be addressed in determining competence. The Evidence Guide is an integral part of the unit and should be read and interpreted in conjunction with the other components of competency. Assessment must reflect the endorsed Assessment Guidelines of the parent Training Package.

**Overview of Assessment Requirements**

A person who demonstrates competence in this unit must be able to provide evidence that they are able to demonstrate leadership in developing plans, in leading and facilitating team work and in actively engaging with stakeholders. They must also provide evidence that team work is actively promoted, supported and encouraged within the work team; and their own performance serves as a role model for others and enhances the organisation's image.

**Specific Evidence Requirements**

**Required knowledge and understanding include:**

relevant legislation from all levels of government that affects business operation, especially in regard to occupational health and safety and environmental issues, equal opportunity, industrial relations and anti-discrimination

organisational policies and procedures

organisational goals, objectives and plans

organisational structure and organisational chart

the principles and techniques involved in:

- contingency planning

- performance planning
- problem identification and resolution
- consultation and communication
- record keeping and management
- relationship management including motivation and negotiation
- group dynamics, processes and politics

methods for collecting and utilising feedback development of strategies, processes and procedures to facilitate and monitor team effectiveness

learning and development options available within and through organisation

strategies that contribute to the elimination of discrimination/bias

**Required skills and attributes include:**

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planning and organising skills

problem solving skills

leadership skills

skills to identify needs, goals and aspirations of others

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- showing positive leadership
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- supportive
- trusting
- open
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communicating verbally to lead a team including negotiating, basic training, participating in meetings

communicating in writing including report writing, communicating with management, identifying issues and concerns in writing

#### **Collecting, analysing and organising information (3)**

developing systems to maintaining records of own knowledge and skills and that of team members relevant to organisation

planning undertaking analysis following planning activities

developing systems and processes for monitoring and review

#### **Planning and organising activities (3)**

planning for own work and the work of team members across a range of teams

contributing to the effectiveness of other teams and the organisation as a whole

#### **Working in a team (3)**

leading and representing the team

consulting team members for their input on team effectiveness strategies and feedback

working with others including external parties and team members

#### **Using mathematical ideas and techniques (1)**

using calculation skills associated with data manipulation relevant to work of team, including financial data

#### **Solving problems (3)**

applying problem solving skills as required to address issues and conflicting requirements arising from inter and intro team activities

assisting others to solve problems arising within and between teams

#### **Using technology (2)**

using word processing packages, spreadsheets, databases, and other packages to produce written correspondence and reports of activities, financial reporting and data collation.

understanding assistive technologies, as necessary

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**Products that could be used as evidence include:**

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**Processes that could be used as evidence include:**

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how performance management system was implemented within work team

how problems and issues within the work team have been addressed

how input and advice was provided to management in relation to human resource management of the work team

how own people management processes were reviewed and evaluated, and improvements identified, reported and acted upon

**Resource implications for assessment include:**

access by the learner and trainer to appropriate documentation and resources normally used in the workplace

access to team members' input in relation to leadership of frontline manager

**Validity and sufficiency of evidence requires:**

that this unit can be assessed in the workplace or in a closely simulated work environment

that where assessment is part of a learning experience, evidence will need to be collected over a period of time, involving both formative and summative assessment

that examples of actions taken by the candidate to ensure team effectiveness are provided



**Integrated competency assessment means:**

that this unit should be assessed with other frontline management units taken as part of this qualification, as applicable to the candidate's leadership role in a work team and as part of an integrated assessment activity

**Range Statement**

The Range Statement adds definition to the unit by elaborating critical or significant aspects of the performance requirements of the unit. The Range Statement establishes the range of indicative meanings or applications of these requirements in different operating contexts and conditions. The specific aspects which require elaboration are identified by the use of italics in the Performance Criteria.

Legislation, codes and national standards relevant to the workplace may include:

award and enterprise agreements and relevant industrial instruments

relevant legislation from all levels of government that affects business operation, especially in regard to occupational health and safety (OHS) and environmental issues, equal opportunity, industrial relations, anti-discrimination and record keeping standards and legislation

relevant industry codes of practice

OHS considerations may include:

knowledge of OHS legislation, principles and practice within the context of the organisation's operations and plans

OHS practice as an ethical standard and legislative requirement

training of all employees in health and safety procedures

regular updating and reviewing of the organisation's OHS systems, procedures and records

key performance indicators include relevant OHS procedures

adjustment of communications and OHS approach to cater for social and cultural diversity and special needs

**Consulted** may refer to:

conducting meetings, interviews, brainstorming sessions, email/intranet communications, newsletters or other processes and devices which ensure that all employees have the opportunity to contribute to team and individual performance plans

mechanisms used to provide feedback to the work team in relation to outcomes of consultation

**Accountabilities** may refer to:

a statement of conduct outlining responsibilities/actions/performance

responsibilities as defined in position descriptions, codes of conduct/behaviour, duty statements or similar

**Performance plans** may refer to:

team plans based on work assignments and responsibilities

individual performance plans linked to team goals

**Outcomes, outputs, key performance indicators** may refer to agreed:

measures for monitoring and evaluating the efficiency or effectiveness of systems or services

targets for productivity improvements such as reduced downtime, higher production levels, decreases in absenteeism

improved individual and team performance and participation

improvements to systems, operations

changes in work roles and responsibilities

quality standards and expectations

targets for training and development

**Strategies** may refer to:

long-term or short-term plans factoring in opportunities for team input

mentoring and 'buddy' systems to support team members in providing input

clarification of roles and expectations

training and development activities

electronic communication devices and processes, such as intranet and email communication systems, to facilitate input

newsletters and briefings

**Policies and procedures** may refer to:

organisational guidelines and systems that govern operational functions

procedures that detail the activities that must be carried out for the completion of actions and tasks

Standard Operating Procedures

**Processes** may refer to:

discussions with individuals regarding their concerns

brainstorming options with the team for addressing concerns

creating a matrix of issues and concerns and distributing it for comment

distributing drafts for comment with a range of options for resolution of concerns

training and development sessions

**Stakeholders** may include:

the work team

Board members

union/employee groups and representatives

business or government contacts

funding bodies

**Line manager/management** may refer to:

frontline manager's direct superior

other management representatives

the Chief Executive Officer

The Range Statement adds definition to the unit by elaborating critical or significant aspects of the performance requirements of the unit. The Range Statement establishes the range of indicative meanings or applications of these requirements in different operating contexts and conditions. The specific aspects which require elaboration are identified by the use of italics in the Performance Criteria.

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relevant industry codes of practice

OHS considerations may include:

knowledge of OHS legislation, principles and practice within the context of the organisation's operations and plans

OHS practice as an ethical standard and legislative requirement

training of all employees in health and safety procedures

regular updating and reviewing of the organisation's OHS systems, procedures and records

key performance indicators include relevant OHS procedures

adjustment of communications and OHS approach to cater for social and cultural diversity and special needs

**Consulted** may refer to:

conducting meetings, interviews, brainstorming sessions, email/intranet communications, newsletters or other processes and devices which ensure that all employees have the opportunity to contribute to team and individual performance plans

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**Accountabilities** may refer to:

a statement of conduct outlining responsibilities/actions/performance

responsibilities as defined in position descriptions, codes of conduct/behaviour, duty statements or similar

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individual performance plans linked to team goals

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targets for productivity improvements such as reduced downtime, higher production levels,  
decreases in absenteeism

improved individual and team performance and participation

improvements to systems, operations

changes in work roles and responsibilities

quality standards and expectations

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brainstorming options with the team for addressing concerns

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distributing drafts for comment with a range of options for resolution of concerns

training and development sessions

**Stakeholders** may include:

the work team

Board members

union/employee groups and representatives

business or government contacts

funding bodies

**Line manager/management** may refer to:

frontline manager's direct superior  
other management representatives  
the Chief Executive Officer

## **Unit Sector(s)**

Not applicable.

## BSBATSIM511C Develop enterprise opportunities

### Modification History

Not applicable.

### Unit Descriptor

|                        |                                                                                                                                                                                                                                                                                                                                                                                                                        |
|------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Unit descriptor</b> | <p>This unit describes the performance outcomes, skills and knowledge required to identify, assess and develop business opportunities in consultation with the community in order to increase economic independence and expand employment.</p> <p>Some aspects of governance activities may be subject to legislation, rules, regulations and codes of practice relevant to different job roles and jurisdictions.</p> |
|------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

### Application of the Unit

|                                |                                                                                                                                                                                    |
|--------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Application of the unit</b> | <p>This unit applies to individuals responsible for monitoring and guiding the activities of organisations that are investigating options to develop enterprise opportunities.</p> |
|--------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

### Licensing/Regulatory Information

Not applicable.

### Pre-Requisites

|                           |  |  |
|---------------------------|--|--|
| <b>Prerequisite units</b> |  |  |
|                           |  |  |
|                           |  |  |

## Employability Skills Information

|                             |                                          |
|-----------------------------|------------------------------------------|
| <b>Employability skills</b> | This unit contains employability skills. |
|-----------------------------|------------------------------------------|

## Elements and Performance Criteria Pre-Content

|                                                                   |                                                                                                                                                                                                                                                                                                                  |
|-------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Elements describe the essential outcomes of a unit of competency. | Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide. |
|-------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

## Elements and Performance Criteria

| ELEMENT                               | PERFORMANCE CRITERIA                                                                                                                                                                                                                                                                                                                                                                                     |
|---------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1. Expand existing activities         | 1.1. Identify existing business initiatives, employment goals and objectives<br>1.2. <b><i>Evaluate current business activities</i></b> with respect to viability and future potential<br>1.3. Seek expert advice where appropriate<br>1.4. Support viable businesses                                                                                                                                    |
| 2. Develop business ideas and options | 2.1. Canvass the community for <b><i>business ideas and options</i></b><br>2.2. Identify and document potential skills and abilities in the community<br>2.3. Identify and analyse potential <b><i>markets</i></b><br>2.4. Obtain information from <b><i>business services</i></b> regarding business development                                                                                        |
| 3. Evaluate business options          | 3.1. Assess potentially viable businesses<br>3.2. Conduct feasibility studies with the support of appropriately skilled personnel<br>3.3. Gather and document community input<br>3.4. Consider and document business options<br>3.5. In conjunction with other board members, make and document decisions regarding future business options<br>3.6. Contribute to the development of business plans that |

| ELEMENT                         | PERFORMANCE CRITERIA                                                                                                                                                                                                                                                                                                                                                            |
|---------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                                 | take account of local cultural requirements                                                                                                                                                                                                                                                                                                                                     |
| 4. Implement business proposals | 4.1. Establish <b>structures</b> to action business plans<br>4.2. Establish partnerships where appropriate<br>4.3. Establish monitoring and review mechanisms<br>4.4. Set and document achievable targets and timeframes<br>4.5. Establish and support boards of management of new businesses where appropriate<br>4.6. Provide information to the community on a regular basis |

## Required Skills and Knowledge

### REQUIRED SKILLS AND KNOWLEDGE

This section describes the skills and knowledge required for this unit.

#### Required skills

- numeracy skills to evaluate information on business viability
- communication, teamwork and negotiation skills to work cooperatively with other board members, management and staff of the organisation, members, community and key stakeholders
- culturally appropriate communication skills to relate to people from diverse backgrounds and with diverse abilities
- evaluation and decision-making skills to monitor and review information presented to the board and enact decisions
- planning skills to develop and implement business plans
- problem-solving skills to identify and manage real and perceived conflict of interest between parties
- research and analytical skills to gather and evaluate business data
- oral and reading communication skills to develop and evaluate business proposals and plans

#### Required knowledge

- business planning strategies, including strategies for:
  - conducting feasibility studies
  - setting goals and objectives
- business processes
- business support services available
- concept of community control of organisations and how it may impact on business



**REQUIRED SKILLS AND KNOWLEDGE**

options

- cultural context in which Aboriginal and Torres Strait Islander boards operate, including their role in upholding traditional and cultural values, and how that might impact on business options and operations
- geographic, social, economic and political contexts in which particular organisations operate and how these may impact on business options and operations
- information generally included in feasibility studies and how it should be interpreted
- marketing terms and strategies
- organisational policies and procedures in relation to business activities
- possible business structures
- provisions of federal, state or territory legislation and funding body requirements that may impact on business options and operations
- relevant protocols and cultural responsibilities that might impact on the development of enterprise opportunities
- strategies for identifying skills available in the organisation and community

**Evidence Guide****EVIDENCE GUIDE**

The Evidence Guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

**Overview of assessment****Critical aspects for assessment and evidence required to demonstrate competency in this unit**

Evidence of the ability to:

- identify potential business activities for the organisation and possible business structures to support these activities
- develop business proposals in collaboration with others
- make decisions regarding the suitability of business proposals
- participate in business planning processes in collaboration with others.

**Context of and specific resources for assessment**

Assessment must ensure:

- participation on an actual or simulated board

| <b>EVIDENCE GUIDE</b>                      |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |
|--------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                                            | <ul style="list-style-type: none"> <li>• access to examples of enterprises operated by Aboriginal and Torres Strait Islander organisations</li> <li>• access to examples of relevant documents</li> <li>• knowledge and performance are assessed over time to confirm consistency in performance.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
| <b>Method of assessment</b>                | <p>A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit:</p> <ul style="list-style-type: none"> <li>• observation of performance on a board or simulated board</li> <li>• direct questioning combined with reflection of practical board performance by the candidate</li> <li>• analysis of responses to case studies and scenarios</li> <li>• demonstration of techniques</li> <li>• observation of presentations and group discussions</li> <li>• oral or written questioning to assess knowledge</li> <li>• observation of performance in role plays</li> <li>• analysis of feedback from other board members, staff, community or other stakeholders regarding performance.</li> </ul> |
| <b>Guidance information for assessment</b> | <p>Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example:</p> <ul style="list-style-type: none"> <li>• BSBATSIW515C Secure funding.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |

## Range Statement

| <b>RANGE STATEMENT</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                               |                                                                                                                                                                         |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.</p> |                                                                                                                                                                         |
| <p><b><i>Evaluation of current business activities</i></b> may refer to:</p>                                                                                                                                                                                                                                                                                                                                                                                                         | <ul style="list-style-type: none"> <li>• capital requirements</li> <li>• community motivation</li> <li>• cultural appropriateness</li> <li>• human resources</li> </ul> |

| RANGE STATEMENT                                |                                                                                                                                                                                                                                                                                                                                                                                                       |
|------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                                                | <ul style="list-style-type: none"> <li>• market availability</li> <li>• risk.</li> </ul>                                                                                                                                                                                                                                                                                                              |
| <b>Business ideas and options</b> may include: | <ul style="list-style-type: none"> <li>• establishing an independent business operation</li> <li>• establishing joint ventures with local government and/or private operators</li> <li>• tendering for supply of services.</li> </ul>                                                                                                                                                                 |
| <b>Markets</b> may include:                    | <ul style="list-style-type: none"> <li>• Aboriginal and Torres Strait Islander networks</li> <li>• local, regional, state or territory, national or international consumers and organisations.</li> </ul>                                                                                                                                                                                             |
| <b>Business services</b> may include:          | <ul style="list-style-type: none"> <li>• Aboriginal and Torres Strait Islander legal services</li> <li>• business development networks</li> <li>• government business information services</li> <li>• industry associations</li> <li>• local operators.</li> </ul>                                                                                                                                    |
| <b>Structures</b> may include:                 | <ul style="list-style-type: none"> <li>• board of management</li> <li>• board members, staff, community representatives, business and finance advisers, industry advisers</li> <li>• capital requirements</li> <li>• core business</li> <li>• future directions</li> <li>• income and expenditure projections</li> <li>• legal structure</li> <li>• market strategies</li> <li>• staffing.</li> </ul> |

## Unit Sector(s)

|             |  |
|-------------|--|
| Unit sector |  |
|-------------|--|

## Competency field

|                  |                                                  |
|------------------|--------------------------------------------------|
| Competency field | Regulation, licensing and risk - ATSI governance |
|------------------|--------------------------------------------------|

## Co-requisite units

|                    |  |  |
|--------------------|--|--|
| Co-requisite units |  |  |
|                    |  |  |
|                    |  |  |

## BSBATSIM506C Develop employment policies

### Modification History

Not applicable.

### Unit Descriptor

|                        |                                                                                                                                                                                                                                                                                                             |
|------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Unit descriptor</b> | <p>This unit describes the performance outcomes, skills and knowledge required to develop policies for the employment of staff.</p> <p>Some aspects of governance activities may be subject to legislation, rules, regulations and codes of practice relevant to different job roles and jurisdictions.</p> |
|------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

### Application of the Unit

|                                |                                                                                                                                               |
|--------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Application of the unit</b> | <p>This unit applies to individuals responsible for monitoring and guiding the employment policies of an organisation that employs staff.</p> |
|--------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------|

### Licensing/Regulatory Information

Not applicable.

### Pre-Requisites

|                           |  |  |
|---------------------------|--|--|
| <b>Prerequisite units</b> |  |  |
|                           |  |  |
|                           |  |  |

## Employability Skills Information

|                      |                                          |
|----------------------|------------------------------------------|
| Employability skills | This unit contains employability skills. |
|----------------------|------------------------------------------|

## Elements and Performance Criteria Pre-Content

|                                                                   |                                                                                                                                                                                                                                                                                                                  |
|-------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Elements describe the essential outcomes of a unit of competency. | Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide. |
|-------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

## Elements and Performance Criteria

| ELEMENT                                    | PERFORMANCE CRITERIA                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |
|--------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1. Develop policies with respect to staff  | 1.1. Identify <b><i>employer's responsibilities</i></b> with respect to staff<br>1.2. Develop, negotiate and endorse <b><i>staffing policies</i></b> with board members, management and staff, and if appropriate, unions<br>1.3. Ensure approved policies are communicated throughout the organisation                                                                                                                                                                                                                                                                                                          |
| 2. Implement staff policies and procedures | 2.1. Work with other board members and management to develop and document procedures flowing from endorsed policies<br>2.2. Establish and implement induction processes for new staff<br>2.3. Ensure changes to policies and procedures affecting employment are communicated to staff, and if applicable, to unions<br>2.4. Identify and access external <b><i>industrial relations advice</i></b> and representation as required<br>2.5. Ensure individual contracts for employees are developed and signed within relevant <b><i>enterprise agreements</i></b> or awards according to policies and procedures |
| 3. Monitor and review staffing policies    | 3.1. Establish a <b><i>review body</i></b> for staffing policy<br>3.2. Monitor and assess outside <b><i>industrial influences</i></b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |

| ELEMENT | PERFORMANCE CRITERIA                                                                                                                                                                                                                                                                                                                                                                                                                                   |
|---------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|         | <p>and impacts relevant to the organisation</p> <p>3.3. Ensure regular occupational health and safety checks of the workplace are undertaken according to policy and procedures</p> <p>3.4. Review grievance procedures regularly</p> <p>3.5. Ensure all aspects of employment policy and procedures are <b>audited</b> independently</p> <p>3.6. Evaluate results of reviews and audits and propose changes to policy and procedures if necessary</p> |

## Required Skills and Knowledge

### REQUIRED SKILLS AND KNOWLEDGE

This section describes the skills and knowledge required for this unit.

#### Required skills

- communication, teamwork and negotiation skills to work cooperatively with other board members, management and staff of the organisation, members, community and key stakeholders
- culturally appropriate communication skills to relate to people from diverse backgrounds and with diverse abilities
- evaluation and decision-making skills to:
  - develop and review staffing policies
  - monitor and review information presented to the board and enact decisions
- literacy skills to review documentation and communicate information to others

#### Required knowledge

- board's responsibilities in relation to duty of care with respect to staff
- concept of community control of organisations and how it may impact on employment policies
- cultural context in which Aboriginal and Torres Strait Islander boards operate, including their role in upholding traditional and cultural values, and how that might impact on employment policies
- effective communication and negotiation strategies to disseminate information and negotiate policies and procedures
- equity and diversity principles in relation to employment policies
- geographic, social, economic and political contexts in which particular organisations operate and how these may impact on employment policies
- organisational policies and procedures in relation to staffing

**REQUIRED SKILLS AND KNOWLEDGE**

- policy and procedure development processes
- provisions of federal, state or territory legislation and funding body requirements that may influence employment policies, including industrial relations, occupational health and safety, and equal employment opportunity laws
- relevant awards and employment conditions
- relevant protocols and cultural responsibilities that might impact on employment policies

**Evidence Guide****EVIDENCE GUIDE**

The Evidence Guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

**Overview of assessment****Critical aspects for assessment and evidence required to demonstrate competency in this unit**

Evidence of the ability to:

- work with others to develop and review employment policies and procedures
- follow policies and procedures in relation to staff.

**Context of and specific resources for assessment**

Assessment must ensure:

- participation on an actual or simulated board
- access to examples of legislation and policy affecting the employment of staff
- knowledge and performance are assessed over time to confirm consistency in performance.

**Method of assessment**

A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit:

- observation of performance on a board or simulated board
- direct questioning combined with reflection of practical board performance by the candidate
- analysis of responses to case studies and scenarios
- demonstration of techniques
- observation of presentations and group discussions
- oral or written questioning to assess knowledge



| EVIDENCE GUIDE                             |                                                                                                                                                                                                                                                                                     |
|--------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                                            | <ul style="list-style-type: none"> <li>• observation of performance in role plays.</li> </ul>                                                                                                                                                                                       |
| <b>Guidance information for assessment</b> | <p>Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example:</p> <ul style="list-style-type: none"> <li>• BSBATSIL510A Appoint and work with a manager</li> <li>• BSBATSIM514A Recruit and induct staff.</li> </ul> |

## Range Statement

| RANGE STATEMENT                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |                                                                                                                                                                                                                                                                                                                                                                                   |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.</p> |                                                                                                                                                                                                                                                                                                                                                                                   |
| <b><i>Employer's responsibilities</i></b> may include:                                                                                                                                                                                                                                                                                                                                                                                                                               | <ul style="list-style-type: none"> <li>• conditions of relevant awards</li> <li>• duty of care</li> <li>• provision of a safe workplace</li> <li>• compliance with state, territory and federal industrial relations legislation</li> <li>• supervision</li> <li>• training.</li> </ul>                                                                                           |
| <b><i>Staffing policies</i></b> may relate to:                                                                                                                                                                                                                                                                                                                                                                                                                                       | <ul style="list-style-type: none"> <li>• awards and agreements</li> <li>• contracts</li> <li>• disputes, including management and staff</li> <li>• grievance procedures</li> <li>• health and wellbeing</li> <li>• induction of new staff</li> <li>• performance management</li> <li>• occupational health and safety</li> <li>• workplace rules and staff discipline.</li> </ul> |
| <b><i>Industrial relations advice</i></b> may include:                                                                                                                                                                                                                                                                                                                                                                                                                               | <ul style="list-style-type: none"> <li>• counselling</li> <li>• independent workplace audits</li> <li>• mediation</li> <li>• union representation.</li> </ul>                                                                                                                                                                                                                     |
| <b><i>Enterprise agreements</i></b> may                                                                                                                                                                                                                                                                                                                                                                                                                                              | <ul style="list-style-type: none"> <li>• dispute resolution</li> </ul>                                                                                                                                                                                                                                                                                                            |

| <b>RANGE STATEMENT</b>                    |                                                                                                                                                                              |
|-------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| include:                                  | <ul style="list-style-type: none"> <li>• general employment conditions</li> <li>• minimum rates of pay and conditions</li> <li>• range of positions.</li> </ul>              |
| <b>Review body</b> may include:           | <ul style="list-style-type: none"> <li>• board subcommittee</li> <li>• external expertise</li> <li>• joint management and staff working group.</li> </ul>                    |
| <b>Industrial influences</b> may include: | <ul style="list-style-type: none"> <li>• award changes</li> <li>• changing technologies</li> <li>• changes to legislation</li> <li>• union involvement.</li> </ul>           |
| <b>Audits</b> may include:                | <ul style="list-style-type: none"> <li>• external quality auditors</li> <li>• occupational health and safety audits</li> <li>• staff meetings</li> <li>• surveys.</li> </ul> |

## Unit Sector(s)

|                    |  |
|--------------------|--|
| <b>Unit sector</b> |  |
|--------------------|--|

## Competency field

|                         |                                                  |
|-------------------------|--------------------------------------------------|
| <b>Competency field</b> | Regulation, licensing and risk - ATSI governance |
|-------------------------|--------------------------------------------------|

## Co-requisite units

|                           |  |  |
|---------------------------|--|--|
| <b>Co-requisite units</b> |  |  |
|                           |  |  |
|                           |  |  |

## BSBATSIM505C Control organisational finances

### Modification History

Not applicable.

### Unit Descriptor

|                        |                                                                                                                                                                                                                                                                                                                                                                                                                                                          |
|------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Unit descriptor</b> | <p>This unit describes the performance outcomes, skills and knowledge required to establish and maintain effective financial management within the organisation to ensure board control of finances and external accountability to statutory authorities and funding bodies.</p> <p>Some aspects of governance activities may be subject to legislation, rules, regulations and codes of practice relevant to different job roles and jurisdictions.</p> |
|------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

### Application of the Unit

|                                |                                                                                                                                                                                         |
|--------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Application of the unit</b> | <p>This unit applies to individuals with a broad knowledge of the business or core functions of organisations who have responsibilities for controlling an organisation's finances.</p> |
|--------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

### Licensing/Regulatory Information

Not applicable.

### Pre-Requisites

|                           |  |  |
|---------------------------|--|--|
| <b>Prerequisite units</b> |  |  |
|                           |  |  |
|                           |  |  |

## Employability Skills Information

|                             |                                          |
|-----------------------------|------------------------------------------|
| <b>Employability skills</b> | This unit contains employability skills. |
|-----------------------------|------------------------------------------|

## Elements and Performance Criteria Pre-Content

|                                                                   |                                                                                                                                                                                                                                                                                                                  |
|-------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Elements describe the essential outcomes of a unit of competency. | Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide. |
|-------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

## Elements and Performance Criteria

| ELEMENT                                                 | PERFORMANCE CRITERIA                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |
|---------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1. Establish a financial management structure           | 1.1. Establish a structure to undertake regular <b><i>financial management responsibilities</i></b> on behalf of the board<br>1.2. Document respective responsibilities of the board and management<br>1.3. Determine financial information required by the board from management<br>1.4. Seek advice on suitable financial management systems for the organisation<br>1.5. Identify relevant statutory requirements                                                                                                                                                                                                                                                                        |
| 2. Establish financial management processes and systems | 2.1. Ensure appropriate policies and procedures are in place to open and operate necessary bank accounts<br>2.2. Identify approved <b><i>signatories</i></b> for the bank accounts<br>2.3. Ensure authority and delegation between the board and management for the management of finances are documented<br>2.4. Ensure <b><i>statutory requirements</i></b> with regard to financial management are followed<br>2.5. Ensure duties of finance staff are documented<br>2.6. Ensure accepted procedures for receiving and expending funds are established and maintained by management<br>2.7. Ensure accepted <b><i>systems for financial reporting</i></b> are established and maintained |

| ELEMENT                                                                             | PERFORMANCE CRITERIA                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |
|-------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 3. Sign contracts on behalf of the organisation                                     | <p>3.1.Ensure procedures for developing and documenting contracts are developed and followed</p> <p>3.2.Identify people authorised to sign contracts on behalf of the organisation</p> <p>3.3.Check that proposed contractual arrangements are realistic for the organisation and in the organisation's and community's interests</p> <p>3.4.Ensure contracts are signed according to organisational policies and procedures</p>                                                                                                                                        |
| 4. Follow finance procedures specified by funding bodies                            | <p>4.1.Seek variations to financial agreements from relevant funding bodies if required</p> <p>4.2.Identify and follow purchasing and disposal procedures specified by funding bodies</p> <p>4.3.Check that requirements for finance documentation specified by funding bodies are met</p>                                                                                                                                                                                                                                                                              |
| 5. Advise the community of the financial situation of the organisation              | <p>5.1.Identify the type and content of <b>financial information</b> that can be made publicly available</p> <p>5.2.Ensure financial information is made available to members as specified in the constitution</p> <p>5.3.Present financial information at meetings in a clear and simple manner</p>                                                                                                                                                                                                                                                                    |
| 6. Meet reporting requirements of relevant corporate authorities and funding bodies | <p>6.1.Identify reporting requirements by relevant corporate authorities and funding bodies</p> <p>6.2.Establish timelines to ensure financial statements are completed within the timeframe required by <b>relevant corporate authorities and funding bodies</b></p> <p>6.3.Ensure an auditor is appointed at the annual general meeting</p> <p>6.4.Review and evaluate financial statements to ensure they meet requirements</p> <p>6.5.Check that financial reports are submitted to relevant corporate authorities and funding bodies within required timeframe</p> |

## Required Skills and Knowledge

### REQUIRED SKILLS AND KNOWLEDGE

## REQUIRED SKILLS AND KNOWLEDGE

This section describes the skills and knowledge required for this unit.

### Required skills

- communication, teamwork and negotiation skills to work cooperatively with other board members, management and staff of the organisation, members, community and key stakeholders
- culturally appropriate communication skills to:
  - relate to people from diverse backgrounds and with diverse abilities
  - present financial information clearly and simply
- delegation skills to enable tasks to be completed within required timeframes
- evaluation and decision-making skills to monitor and review information presented to the board and enact decisions
- numeracy skills to interpret reports and undertake calculations
- problem-solving skills to identify and manage anomalies in financial reports

### Required knowledge

- concept of community control of organisations and how it may impact on reporting to community
- cultural context in which Aboriginal and Torres Strait Islander boards operate, including their role in upholding traditional and cultural values, and how that might impact on financial reporting to the community
- financial responsibilities of board members and management
- financial support services available
- geographic, social, economic and political contexts in which particular organisations operate and how these may impact on financial management and reporting processes
- organisational policies and procedures in relation to finances
- provisions of federal, state or territory legislation and funding body requirements that impact on financial management and reporting
- purpose and meaning of components of financial reports
- statutory and funding body requirements in relation to finances
- systems and structures to effectively manage finances

## Evidence Guide

### EVIDENCE GUIDE

The Evidence Guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment

| <b>EVIDENCE GUIDE</b>                                                                               |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |
|-----------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Guidelines for the Training Package.                                                                |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |
| <b>Overview of assessment</b>                                                                       |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |
| <b>Critical aspects for assessment and evidence required to demonstrate competency in this unit</b> | <p>Evidence of the ability to:</p> <ul style="list-style-type: none"> <li>• identify role of the board and management in the control of finances</li> <li>• read and interpret typical organisational financial reports</li> <li>• follow policies and procedures regarding the organisation's financial management</li> <li>• communicate financial information simply and clearly to others</li> <li>• ensure financial reporting requirements are met.</li> </ul>                                                                                                                                                                                             |
| <b>Context of and specific resources for assessment</b>                                             | <p>Assessment must ensure:</p> <ul style="list-style-type: none"> <li>• participation on an actual or simulated board</li> <li>• access to examples of financial reports used by boards</li> <li>• access to examples of funding agreements and other relevant documents</li> <li>• knowledge and performance are assessed over time to confirm consistency in performance.</li> </ul>                                                                                                                                                                                                                                                                           |
| <b>Method of assessment</b>                                                                         | <p>A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit:</p> <ul style="list-style-type: none"> <li>• observation of performance on a board or simulated board</li> <li>• direct questioning combined with reflection of practical board performance by the candidate</li> <li>• analysis of responses to case studies and scenarios</li> <li>• demonstration of techniques</li> <li>• observation of presentations and group discussions</li> <li>• oral or written questioning to assess knowledge</li> <li>• analysis of feedback from other board members.</li> </ul> |
| <b>Guidance information for assessment</b>                                                          | <p>Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |

## Range Statement

| RANGE STATEMENT                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |                                                                                                                                                                                                                                                                                             |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.</p> |                                                                                                                                                                                                                                                                                             |
| <b><i>Financial management responsibilities</i></b> may include:                                                                                                                                                                                                                                                                                                                                                                                                                     | <ul style="list-style-type: none"> <li>• approving expenditures</li> <li>• developing a budget</li> <li>• entering into funding agreements</li> <li>• reporting financial information</li> <li>• varying the agreed budget.</li> </ul>                                                      |
| <b><i>Signatories</i></b> may include:                                                                                                                                                                                                                                                                                                                                                                                                                                               | <ul style="list-style-type: none"> <li>• a combination of board members and management</li> <li>• board members only</li> <li>• management only within limits.</li> </ul>                                                                                                                   |
| <b><i>Statutory requirements</i></b> may include:                                                                                                                                                                                                                                                                                                                                                                                                                                    | <ul style="list-style-type: none"> <li>• acquittal of funds</li> <li>• audited reports</li> <li>• superannuation</li> <li>• taxation, including GST</li> <li>• workers' compensation.</li> </ul>                                                                                            |
| <b><i>Systems for financial reporting</i></b> may include:                                                                                                                                                                                                                                                                                                                                                                                                                           | <ul style="list-style-type: none"> <li>• computer-based systems</li> <li>• manual systems.</li> </ul>                                                                                                                                                                                       |
| <b><i>Financial information</i></b> may include:                                                                                                                                                                                                                                                                                                                                                                                                                                     | <ul style="list-style-type: none"> <li>• annual audited reports</li> <li>• financial projections</li> <li>• monthly income and expenditure figures</li> <li>• project reports.</li> </ul>                                                                                                   |
| <b><i>Relevant corporate authorities and funding bodies</i></b> may include:                                                                                                                                                                                                                                                                                                                                                                                                         | <ul style="list-style-type: none"> <li>• government departments</li> <li>• other corporations</li> <li>• philanthropic trusts</li> <li>• project partners</li> <li>• Office of the Registrar of Indigenous Corporations</li> <li>• state and territory registration authorities.</li> </ul> |



**Unit Sector(s)**

|                    |  |
|--------------------|--|
| <b>Unit sector</b> |  |
|--------------------|--|

**Competency field**

|                         |                                                  |
|-------------------------|--------------------------------------------------|
| <b>Competency field</b> | Regulation, licensing and risk - ATSI governance |
|-------------------------|--------------------------------------------------|

**Co-requisite units**

|                           |  |  |
|---------------------------|--|--|
| <b>Co-requisite units</b> |  |  |
|                           |  |  |
|                           |  |  |

## BSBATSIM420A Oversee asset management

### Modification History

Not applicable.

### Unit Descriptor

|                        |                                                                                                                                                                                                                                                                                                                 |
|------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Unit descriptor</b> | <p>This unit describes the performance outcomes, skills and knowledge required to account for and manage the organisation's assets.</p> <p>Some aspects of governance activities may be subject to legislation, rules, regulations and codes of practice relevant to different job roles and jurisdictions.</p> |
|------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

### Application of the Unit

|                                |                                                                                                                     |
|--------------------------------|---------------------------------------------------------------------------------------------------------------------|
| <b>Application of the unit</b> | <p>This unit applies to individuals responsible for ensuring the organisation's assets are effectively managed.</p> |
|--------------------------------|---------------------------------------------------------------------------------------------------------------------|

### Licensing/Regulatory Information

Not applicable.

### Pre-Requisites

|                           |  |  |
|---------------------------|--|--|
| <b>Prerequisite units</b> |  |  |
|                           |  |  |
|                           |  |  |

## Employability Skills Information

|                             |                                          |
|-----------------------------|------------------------------------------|
| <b>Employability skills</b> | This unit contains employability skills. |
|-----------------------------|------------------------------------------|

## Elements and Performance Criteria Pre-Content

|                                                                   |                                                                                                                                                                                                                                                                                                                  |
|-------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Elements describe the essential outcomes of a unit of competency. | Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide. |
|-------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

## Elements and Performance Criteria

| ELEMENT                                                                       | PERFORMANCE CRITERIA                                                                                                                                                                                                                                                                                                                                                                                                                                                              |
|-------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1. Develop and implement policies and procedures for the management of assets | <p>1.1. Work with other board members and staff to develop policies and procedures for managing assets that comply with legal and contractual requirements</p> <p>1.2. Follow policies and <b><i>administrative procedures</i></b> regarding the purchase, use, storage, maintenance and disposal of assets</p>                                                                                                                                                                   |
| 2. Ensure asset records are established                                       | <p>2.1. Ensure responsibility for establishing an <b><i>asset register</i></b> of the organisation's <b><i>movable assets</i></b>, and the recording and storage of <b><i>asset documents</i></b>, is delegated by the board to an appropriate person or persons</p> <p>2.2. Check that the register has been established and that appropriate asset documents are stored securely</p>                                                                                            |
| 3. Ensure that assets and records are maintained                              | <p>3.1. Receive and review reports with respect to assets to ensure they are up-to-date and complete</p> <p>3.2. Ensure appropriate procedures are in place and followed to undertake asset repairs</p> <p>3.3. Ensure appropriate procedures are in place and followed to report and document asset damage, loss or theft</p> <p>3.4. Develop an action plan to follow up asset management issues that arise</p> <p>3.5. Ensure asset records comply with funding providers'</p> |

| ELEMENT                                       | PERFORMANCE CRITERIA                                                                                                                                                                                                                                                                                                 |
|-----------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                                               | requirements                                                                                                                                                                                                                                                                                                         |
| 4. Ensure insurance cover is in place         | <p>4.1.Ensure appropriate procedures are in place and followed to arrange and maintain insurance following asset acquisition</p> <p>4.2.Identify authorised signatories for claims for damage, loss or theft</p> <p>4.3.Ensure claims are submitted in a timely manner and include required evidence of loss</p>     |
| 5. Oversee an annual internal audit of assets | <p>5.1.Ensure items recorded in the asset register are checked annually</p> <p>5.2.Ensure the asset register is updated with current information following the internal audit</p> <p>5.3.Investigate discrepancies found in the asset register</p> <p>5.4.Propose changes to policies and procedures if required</p> |
| 6. Oversee acquisition and disposal of assets | <p>6.1.Approve acquisitions and disposal of assets in line with existing plans and budgets</p> <p>6.2.Ensure funding body requirements regarding asset acquisition and disposal are met</p>                                                                                                                          |

## Required Skills and Knowledge

### REQUIRED SKILLS AND KNOWLEDGE

This section describes the skills and knowledge required for this unit.

#### Required skills

- communication and teamwork skills to work cooperatively with other board members, management and staff of the organisation, members, community and key stakeholders
- culturally appropriate communication skills to relate to people from diverse backgrounds and with diverse abilities
- evaluation and decision-making skills to monitor and review information presented to the board and enact decisions
- numeracy skills to review asset reports and identify discrepancies
- oral, diagrammatic or written literacy skills to be able to gather and share information
- problem-solving skills to identify and manage issues that arise in the management of assets

**REQUIRED SKILLS AND KNOWLEDGE****Required knowledge**

- asset auditing procedures
- asset purchasing and disposal procedures
- funding body requirements with regard to assets
- geographic, cultural, social, economic and political context in which particular organisations operate and how that may impact on the management of assets
- organisational procedures and processes with respect to assets
- provisions of federal, state or territory legislation and funding body requirements that have an impact on the management of assets
- record-keeping requirements with regard to assets
- relevant protocols and cultural responsibilities with respect to the management of assets

**Evidence Guide****EVIDENCE GUIDE**

The Evidence Guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

**Overview of assessment****Critical aspects for assessment and evidence required to demonstrate competency in this unit**

Evidence of the ability to:

- work with others to develop policies and procedures for managing assets
- follow policies and procedures for managing assets.

**Context of and specific resources for assessment**

Assessment must ensure:

- participation on an actual or simulated board
- access to examples of asset registers
- access to examples of relevant asset policy and procedures
- access to examples of relevant documents and reports
- knowledge and performance are assessed over time to confirm consistency in performance.

**Method of assessment**

A range of assessment methods should be used to assess practical skills and knowledge. The following

| EVIDENCE GUIDE                             |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |
|--------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                                            | <p>examples are appropriate for this unit:</p> <ul style="list-style-type: none"> <li>• observation of performance on a board or simulated board</li> <li>• direct questioning combined with reflection of practical board performance by the candidate</li> <li>• analysis of responses to case studies and scenarios</li> <li>• demonstration of techniques</li> <li>• observation of presentations</li> <li>• oral or written questioning to assess knowledge</li> <li>• observation of performance in role plays</li> <li>• analysis of feedback from others involved in the management of assets.</li> </ul> |
| <b>Guidance information for assessment</b> | <p>Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example:</p> <ul style="list-style-type: none"> <li>• BSBATSIM418A Oversee financial management</li> <li>• BSBATSIW417C Select and use technology.</li> </ul>                                                                                                                                                                                                                                                                                                                                 |

## Range Statement

| RANGE STATEMENT                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |                                                                                                                                                                                                                                          |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.</p> |                                                                                                                                                                                                                                          |
| <b><i>Administrative procedures</i></b> may include:                                                                                                                                                                                                                                                                                                                                                                                                                                 | <ul style="list-style-type: none"> <li>• asset disposal</li> <li>• internal audit</li> <li>• invoices and receipts</li> <li>• identification labelling</li> <li>• insurance</li> <li>• purchasing</li> <li>• use and control.</li> </ul> |
| <b><i>Asset register:</i></b>                                                                                                                                                                                                                                                                                                                                                                                                                                                        | <ul style="list-style-type: none"> <li>• may be computer-based or manual records</li> <li>• may include: <ul style="list-style-type: none"> <li>• additions</li> </ul> </li> </ul>                                                       |

| <b>RANGE STATEMENT</b>              |                                                                                                                                                                                                                                                 |
|-------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                                     | <ul style="list-style-type: none"> <li>• date of purchase</li> <li>• identifying numbers</li> <li>• insurance claims</li> <li>• location</li> <li>• loss or theft</li> <li>• major repairs</li> <li>• obsolescence</li> <li>• value.</li> </ul> |
| <b>Movable assets</b> may include:  | <ul style="list-style-type: none"> <li>• artworks</li> <li>• cultural items</li> <li>• goods</li> <li>• office furniture</li> <li>• plant and equipment</li> <li>• vehicles.</li> </ul>                                                         |
| <b>Asset documents</b> may include: | <ul style="list-style-type: none"> <li>• guarantees</li> <li>• invoices and receipts</li> <li>• insurance documentation</li> <li>• maintenance records</li> <li>• titles and certificates</li> <li>• warranties.</li> </ul>                     |

## Unit Sector(s)

|                    |  |
|--------------------|--|
| <b>Unit sector</b> |  |
|--------------------|--|

## Competency field

|                         |                                                  |
|-------------------------|--------------------------------------------------|
| <b>Competency field</b> | Regulation, licensing and risk - ATSI governance |
|-------------------------|--------------------------------------------------|

## Co-requisite units

|                           |  |
|---------------------------|--|
| <b>Co-requisite units</b> |  |
|---------------------------|--|

|                           |  |  |
|---------------------------|--|--|
| <b>Co-requisite units</b> |  |  |
|                           |  |  |
|                           |  |  |



## BSBATSIM419A Contribute to the development and implementation of organisational policies

### Modification History

Not applicable.

### Unit Descriptor

|                        |                                                                                                                                                                                                                                                                                                                                                                                                                       |
|------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Unit descriptor</b> | <p>This unit describes the performance outcomes, skills and knowledge required to work with other board members to develop and implement the organisation's operational policies to serve the organisation and the community effectively.</p> <p>Some aspects of governance activities may be subject to legislation, rules, regulations and codes of practice relevant to different job roles and jurisdictions.</p> |
|------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

### Application of the Unit

|                                |                                                                                                                                                                                                              |
|--------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Application of the unit</b> | <p>This unit applies to individuals who are responsible for monitoring and guiding the development and implementation of organisational policies in Aboriginal and Torres Strait Islander organisations.</p> |
|--------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

### Licensing/Regulatory Information

Not applicable.

### Pre-Requisites

|                           |  |  |
|---------------------------|--|--|
| <b>Prerequisite units</b> |  |  |
|                           |  |  |
|                           |  |  |

## Employability Skills Information

|                             |                                          |
|-----------------------------|------------------------------------------|
| <b>Employability skills</b> | This unit contains employability skills. |
|-----------------------------|------------------------------------------|

## Elements and Performance Criteria Pre-Content

|                                                                   |                                                                                                                                                                                                                                                                                                                  |
|-------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Elements describe the essential outcomes of a unit of competency. | Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide. |
|-------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

## Elements and Performance Criteria

| ELEMENT                                                        | PERFORMANCE CRITERIA                                                                                                                                                                                                                                                                                                                                                              |
|----------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1. Design the process for developing policy                    | 1.1. Work with other board members to establish a <b><i>policy development group</i></b> and develop a procedure for policy development<br>1.2. Consult the community where appropriate<br>1.3. Determine the need for expert advice<br>1.4. Delegate tasks to appropriate people                                                                                                 |
| 2. Obtain background information needed for policy development | 2.1. Identify key areas of operation requiring policy development<br>2.2. Review relevant previous board decisions<br>2.3. Identify and review <b><i>additional information</i></b> required                                                                                                                                                                                      |
| 3. Contribute to the drafting of policy                        | 3.1. Provide input into the drafting of <b><i>policy for each area</i></b> of organisation activity<br>3.2. Check policy to ensure it reflects the vision of the organisation and <b><i>cultural issues</i></b><br>3.3. Check policy to ensure it meets legal, constitutional and funding requirements<br>3.4. Provide feedback to the policy development group on draft policies |
| 4. Approve policy                                              | 4.1. Provide an explanation of draft policy to <b><i>others</i></b><br>4.2. Obtain and evaluate feedback<br>4.3. Propose amendments to draft policy where required in response to feedback                                                                                                                                                                                        |

| ELEMENT                                | PERFORMANCE CRITERIA                                                                                                                                                                                                                                 |
|----------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                                        | <p>4.4. Work with board members to approve agreed policy</p> <p>4.5. Ensure procedures are in place to document and store policy in an accessible form</p>                                                                                           |
| 5. Implement policy                    | <p>5.1. Inform others of the board decision and the final policy</p> <p>5.2. Review board decision to ensure it complies with policy</p> <p>5.3. Evaluate organisational procedures to confirm consistency with policy</p>                           |
| 6. Review and amend policy as required | <p>6.1. Review policy regularly to ensure the organisation's vision and values are maintained</p> <p>6.2. Propose amendments to policy where appropriate</p> <p>6.3. Ensure policy changes are documented according to organisational procedures</p> |

## Required Skills and Knowledge

### REQUIRED SKILLS AND KNOWLEDGE

This section describes the skills and knowledge required for this unit.

#### Required skills

- culturally appropriate communication skills to relate to people from diverse backgrounds and with diverse abilities
- communication and teamwork skills to consult with other board members, staff, members, community and others regarding policy development and implementation
- evaluation and decision-making skills to:
  - review draft and existing policies and procedures
  - propose new or changed policies
- information-gathering skills to obtain information required for policy development
- negotiation skills to work with others to develop acceptable policies and ensure their implementation
- oral, diagrammatic or written literacy skills to be able to gather and share information

#### Required knowledge

- concept of community control of organisations and how it may impact on the development and implementation of policies

## REQUIRED SKILLS AND KNOWLEDGE

- cultural context in which Aboriginal and Torres Strait Islander boards operate, including their role in upholding traditional and cultural values, and how that could impact on the development and implementation of policies
- equity and diversity principles that might need to be applied when developing and implementing policies
- geographic, social, economic and political contexts in which particular organisations operate and how these may impact on the development and implementation of organisational policies
- organisation's constitution, vision, purpose and current processes
- provisions of relevant federal, state or territory legislation and funding body requirements relevant to the content of particular organisational policies
- relevant protocols and cultural responsibilities that could impact on the development and implementation of policies

## Evidence Guide

### EVIDENCE GUIDE

The Evidence Guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

#### Overview of assessment

#### Critical aspects for assessment and evidence required to demonstrate competency in this unit

Evidence of the ability to:

- work with others to implement a policy development process
- contribute to policy development processes
- inform others of new and changed policies
- review and amend policies as required.

#### Context of and specific resources for assessment

Assessment must ensure:

- participation on an actual or simulated board
- access to examples of policies
- access to examples of relevant documents
- knowledge and performance are assessed over time to confirm consistency in performance.

#### Method of assessment

A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit:

- observation of performance on a board or simulated

## EVIDENCE GUIDE

|                                            |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
|--------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                                            | <p>board</p> <ul style="list-style-type: none"> <li>• direct questioning combined with reflection of practical board performance by the candidate</li> <li>• analysis of responses to case studies and scenarios</li> <li>• observation of presentations and group discussions</li> <li>• oral or written questioning to assess knowledge</li> <li>• observation of performance in role plays</li> <li>• analysis of feedback from the community and stakeholders about performance.</li> </ul> |
| <b>Guidance information for assessment</b> | Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended.                                                                                                                                                                                                                                                                                                                                                                                    |

## Range Statement

### RANGE STATEMENT

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

|                                                     |                                                                                                                                                                                                                                                                   |
|-----------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b><i>Policy development group</i></b> may include: | <ul style="list-style-type: none"> <li>• board members</li> <li>• community members</li> <li>• expert advisers</li> <li>• staff members.</li> </ul>                                                                                                               |
| <b><i>Additional information</i></b> may relate to: | <ul style="list-style-type: none"> <li>• examples of policies from other organisations</li> <li>• existing organisational policy</li> <li>• funding terms and conditions</li> <li>• relevant government policy documents</li> <li>• relevant research.</li> </ul> |
| <b><i>Policy areas</i></b> may include:             | <ul style="list-style-type: none"> <li>• asset management</li> <li>• board processes</li> <li>• complaints</li> <li>• finance</li> <li>• occupational health and safety</li> <li>• programs and services</li> <li>• training</li> </ul>                           |

| RANGE STATEMENT                     |                                                                                                                                                                                                      |
|-------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                                     | <ul style="list-style-type: none"> <li>• vision and values</li> <li>• workplace relations.</li> </ul>                                                                                                |
| <b>Cultural issues</b> may include: | <ul style="list-style-type: none"> <li>• family obligations</li> <li>• gender</li> <li>• protection of culture and heritage</li> <li>• protocols</li> <li>• traditional responsibilities.</li> </ul> |
| <b>Others</b> may include:          | <ul style="list-style-type: none"> <li>• clients</li> <li>• community</li> <li>• other organisations</li> <li>• staff.</li> </ul>                                                                    |

## Unit Sector(s)

|             |  |
|-------------|--|
| Unit sector |  |
|-------------|--|

## Competency field

|                  |                                                  |
|------------------|--------------------------------------------------|
| Competency field | Regulation, licensing and risk - ATSI governance |
|------------------|--------------------------------------------------|

## Co-requisite units

|                    |  |  |
|--------------------|--|--|
| Co-requisite units |  |  |
|                    |  |  |
|                    |  |  |

## BSBATSIM418A Oversee financial management

### Modification History

Not applicable.

### Unit Descriptor

|                        |                                                                                                                                                                                                                                                                                              |
|------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Unit descriptor</b> | This unit describes the performance outcomes, skills and knowledge required to monitor and act on financial reports.<br><br>Some aspects of governance activities may be subject to legislation, rules, regulations and codes of practice relevant to different job roles and jurisdictions. |
|------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

### Application of the Unit

|                                |                                                                                                                                                                  |
|--------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Application of the unit</b> | This unit applies to individuals who are responsible for monitoring and guiding the financial management of Aboriginal and Torres Strait Islander organisations. |
|--------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------|

### Licensing/Regulatory Information

Not applicable.

### Pre-Requisites

|                           |  |  |
|---------------------------|--|--|
| <b>Prerequisite units</b> |  |  |
|                           |  |  |

### Employability Skills Information

|                             |                                          |
|-----------------------------|------------------------------------------|
| <b>Employability skills</b> | This unit contains employability skills. |
|-----------------------------|------------------------------------------|

## Elements and Performance Criteria Pre-Content

|                                                                   |                                                                                                                                                                                                                                                                                                                  |
|-------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Elements describe the essential outcomes of a unit of competency. | Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide. |
|-------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

## Elements and Performance Criteria

| ELEMENT                                        | PERFORMANCE CRITERIA                                                                                                                                                                                                                                                                                                                               |
|------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1. Interpret financial reports                 | 1.1.Ensure regular financial information is received from management in a form that all board members can understand<br>1.2.Clarify purpose of <b><i>financial reports</i></b> and their key features with board members<br>1.3.Identify income shortfalls and expenditure overruns                                                                |
| 2. Evaluate financial reports                  | 2.1.Consider and discuss financial implications of reports with other board members and management<br>2.2.Compare data with previous reports and decisions<br>2.3.Compare year to date and end of financial year data with budgeted outcomes<br>2.4.Seek <b><i>independent advice</i></b> where necessary                                          |
| 3. Recognise board responsibilities for assets | 3.1.Identify <b><i>statutory responsibilities</i></b> of board members with respect to assets<br>3.2.Identify funding body restrictions on the acquisition, use and disposal of assets<br>3.3.Comply with statutory responsibilities and funding body requirements with respect to assets                                                          |
| 4. Make decisions on finance                   | 4.1.Analyse recommendations on finances in terms of their impact on the organisation and its vision and objectives<br>4.2.Prioritise financial decisions against organisational objectives<br>4.3.Make decisions in accordance with the organisation's policy and legal and funding requirements<br>4.4.Ensure procedures are in place to document |



| ELEMENT                       | PERFORMANCE CRITERIA                                                                                                                                                                                                                                                                                                   |
|-------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                               | financial decisions                                                                                                                                                                                                                                                                                                    |
| 5. Approve expenditures       | 5.1. Check expenditure proposals are within budget and meet statutory and funding body requirements<br>5.2. Check the organisation's current financial situation<br>5.3. Approve expenditure only if it is consistent with budget, statutory and funding body requirements, and the organisation's financial situation |
| 6. Review financial decisions | 6.1. Monitor outcomes and actions from decisions<br>6.2. Identify and monitor <b>external influences</b> on budgets and finances<br>6.3. Ensure procedures are in place to document variations to financial agreements                                                                                                 |

## Required Skills and Knowledge

### REQUIRED SKILLS AND KNOWLEDGE

This section describes the skills and knowledge required for this unit.

#### Required skills

- numeracy skillsto read financial reports and calculations
- culturally appropriate communication skills to relate to people from diverse backgrounds and with diverse abilities
- communication and teamwork skills to work cooperatively with other board members, management and staff of the organisation, members, community and key stakeholders
- evaluation and decision-making skills to monitor and review information presented to the board and enact decisions
- initiative and enterprise skills to set priorities when making financial decisions

#### Required knowledge

- concept of community control of organisations and how it may impact on financial decisions
- cultural context in which Aboriginal and Torres Strait Islander boards operate, including their role in upholding traditional and cultural values, and how that might impact on financial decisions
- geographic, social, economic and political contexts in which particular organisations operate and how these may impact on financial decisions
- organisational procedures and processes regarding finances
- organisationalvision and objectives

**REQUIRED SKILLS AND KNOWLEDGE**

- previous budget performance and financial reports
- purpose and components of financial reports
- relevant protocols and cultural responsibilities when making financial decisions
- statutory and funding body requirements relevant to the organisation's financial decisionmaking
- statutory and funding body responsibilities in relation to financial reporting and assets

**Evidence Guide****EVIDENCE GUIDE**

The Evidence Guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

**Overview of assessment****Critical aspects for assessment and evidence required to demonstrate competency in this unit**

Evidence of the ability to:

- understand a variety of financial reports
- monitor the financial status of the organisation
- make financial decisions according to organisational vision and objectives that comply with legal and contractual requirements
- responsibly manage organisational assets.

**Context of and specific resources for assessment**

Assessment must ensure:

- participation on an actual or simulated board
- access to examples of financial reports and other relevant documents
- knowledge and performance are assessed over time to confirm consistency in performance.

**Method of assessment**

A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit:

- observation of performance on a board or simulated board
- direct questioning combined with reflection of practical board performance by the candidate
- analysis of responses to case studies and scenarios

| EVIDENCE GUIDE                             |                                                                                                                                                                                                                                                                                              |
|--------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                                            | <ul style="list-style-type: none"> <li>• observation of presentations and group discussions</li> <li>• oral or written questioning to assess knowledge</li> <li>• observation of performance in role plays.</li> </ul>                                                                       |
| <b>Guidance information for assessment</b> | <p>Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example:</p> <ul style="list-style-type: none"> <li>• BSBATSIM414C Oversee the organisation's annual budget</li> <li>• BSBATSIM420A Oversee asset management.</li> </ul> |

## Range Statement

| RANGE STATEMENT                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |                                                                                                                                                                                                                                                                                           |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.</p> |                                                                                                                                                                                                                                                                                           |
| <b><i>Financial reports</i></b> may refer to:                                                                                                                                                                                                                                                                                                                                                                                                                                        | <ul style="list-style-type: none"> <li>• annual audited financial statements</li> <li>• asset registers</li> <li>• balance sheets</li> <li>• bank accounts</li> <li>• budgets</li> <li>• expenditure</li> <li>• income</li> <li>• loans</li> <li>• profit and loss statements.</li> </ul> |
| <b><i>Independent advisers</i></b> may include:                                                                                                                                                                                                                                                                                                                                                                                                                                      | <ul style="list-style-type: none"> <li>• accountants</li> <li>• business advisers.</li> </ul>                                                                                                                                                                                             |
| <b><i>Statutory responsibilities</i></b> may relate to:                                                                                                                                                                                                                                                                                                                                                                                                                              | <ul style="list-style-type: none"> <li>• annual reporting</li> <li>• acquittal reporting</li> <li>• fees and taxes</li> <li>• funding agreements</li> <li>• procurement and disposal.</li> </ul>                                                                                          |
| <b><i>External influences</i></b> may include:                                                                                                                                                                                                                                                                                                                                                                                                                                       | <ul style="list-style-type: none"> <li>• awards</li> <li>• costs</li> </ul>                                                                                                                                                                                                               |

**RANGE STATEMENT**

|  |                                                                                                                                                                                                                              |
|--|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|  | <ul style="list-style-type: none"> <li>• environmental factors</li> <li>• funding sources</li> <li>• government policy</li> <li>• inflation rate</li> <li>• interest rate</li> <li>• markets</li> <li>• supplies.</li> </ul> |
|--|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

**Unit Sector(s)**

|                    |  |
|--------------------|--|
| <b>Unit sector</b> |  |
|--------------------|--|

**Competency field**

|                         |                                                  |
|-------------------------|--------------------------------------------------|
| <b>Competency field</b> | Regulation, licensing and risk - ATSI governance |
|-------------------------|--------------------------------------------------|

**Co-requisite units**

|                           |  |  |
|---------------------------|--|--|
| <b>Co-requisite units</b> |  |  |
|                           |  |  |

## BSBATSIM416A Oversee organisational planning

### Modification History

Not applicable.

### Unit Descriptor

|                        |                                                                                                                                                                                                                                                                                                                                               |
|------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Unit descriptor</b> | <p>This unit describes the performance outcomes, skills and knowledge required to oversee the development of plans that guide the operations of the organisation.</p> <p>Some aspects of governance activities may be subject to legislation, rules, regulations and codes of practice relevant to different job roles and jurisdictions.</p> |
|------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

### Application of the Unit

|                                |                                                                                                                                                                         |
|--------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Application of the unit</b> | <p>This unit applies to individuals who are responsible for monitoring, guiding and planning the activities of Aboriginal and Torres Strait Islander organisations.</p> |
|--------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

### Licensing/Regulatory Information

Not applicable.

### Pre-Requisites

|                           |  |  |
|---------------------------|--|--|
| <b>Prerequisite units</b> |  |  |
|                           |  |  |
|                           |  |  |

## Employability Skills Information

|                      |                                          |
|----------------------|------------------------------------------|
| Employability skills | This unit contains employability skills. |
|----------------------|------------------------------------------|

## Elements and Performance Criteria Pre-Content

|                                                                   |                                                                                                                                                                                                                                                                                                                  |
|-------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Elements describe the essential outcomes of a unit of competency. | Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide. |
|-------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

## Elements and Performance Criteria

| ELEMENT                                 | PERFORMANCE CRITERIA                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |
|-----------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1. Gather relevant planning information | <p>1.1. Consult with <b>community</b> to identify needs, issues, visions and interests</p> <p>1.2. Identify people with appropriate expertise both within and outside the organisation who could assist the planning process</p> <p>1.3. Identify and obtain <b>relevant planning information</b>, including the organisation's current provision of services</p> <p>1.4. <b>Review</b> the effectiveness of this provision in terms of meeting organisational and community needs</p>                                                      |
| 2. Set directions for planning          | <p>2.1. Work with board members to set or review the vision, goals and objectives of the organisation</p> <p>2.2. Seek the support of internal or external experts if required</p> <p>2.3. Analyse and use information to make planning decisions</p> <p>2.4. Identify the type of <b>planning activity</b> required to meet the needs of the organisation</p> <p>2.5. Identify the key purpose and essential components of the planning activity</p> <p>2.6. Clarify the roles of board, management and staff in the planning activity</p> |
| 3. Ensure plans and                     | 3.1. Check plans and planning processes to ensure they                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |

| ELEMENT                                     | PERFORMANCE CRITERIA                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |
|---------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| planning processes meet cultural objectives | <p>maintain and enhance <b><i>cultural identity</i></b></p> <p>3.2. Check plans and planning processes to ensure they reflect <b><i>cultural requirements</i></b> and <b><i>protocols that promote cultural respect</i></b></p> <p>3.3. Develop strategies to address areas where conflict may occur between cultural and economic requirements</p> <p>3.4. Check plans to ensure they reflect the vision and objectives of the organisation</p>                                                                                                                                              |
| 4. Oversee the development of plans         | <p>4.1. Work with board members and senior staff to establish a <b><i>plan development process</i></b> and timeframe</p> <p>4.2. Ensure adequate <b><i>resources</i></b> are available to develop plans</p> <p>4.3. Ensure plans meet <b><i>legal and compliance requirements</i></b></p> <p>4.4. Ensure plans meet <b><i>financial targets and funding requirements</i></b></p> <p>4.5. Ensure plans include risk management strategies</p> <p>4.6. Ensure plans include consideration of <b><i>sustainability</i></b></p> <p>4.7. Monitor plan development and adjust where appropriate</p> |
| 5. Approve plans                            | <p>5.1. Work with other board members to approve agreed plan for implementation</p> <p>5.2. Communicate approved plans to the community</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                   |

## Required Skills and Knowledge

### REQUIRED SKILLS AND KNOWLEDGE

This section describes the skills and knowledge required for this unit.

#### Required skills

- analytical skills to review current organisational services and existing plans
- culturally appropriate communication skills to relate to people from diverse backgrounds and with diverse abilities
- evaluation and decision-making skills to monitor and review information presented to the board and enact planning decisions
- numeracy skills to understand relevant numerical data
- oral or written communication skills to be able to gather and share information

**REQUIRED SKILLS AND KNOWLEDGE**

- organisational and planning skills to ensure that plans that meet the vision, goals and objectives of the organisation are developed in a timely manner
- problem-solving skills to deal with planning information which is contradictory, ambiguous, inconsistent or inadequate
- research skills to identify and access planning information
- teamwork skills to develop plans cooperatively with other board members, management and staff of the organisation, members, community and key stakeholders

**Required knowledge**

- board processes for decision making
- concept of community control of organisations and how it may impact on organisational planning
- cultural context in which Aboriginal and Torres Strait Islander boards operate, including their role in upholding traditional and cultural values and how that could impact on organisational planning
- geographic, social, economic and political contexts in which particular organisations operate and how these may impact on organisational planning
- methods for community consultation and engagement
- methods for setting vision, goals and objectives
- organisation review processes, such as a SWOT analysis
- potential funding sources to support organisational goals and objectives
- principles of risk management relevant to organisational planning
- provisions of federal, state or territory legislation and funding body requirements that influence decisionmaking and may impact on organisational planning
- relevant organisational planning concepts
- relevant principles of sustainability
- relevant protocols and cultural responsibilities with respect to planning
- roles and responsibilities of board and management in organisational planning

**Evidence Guide****EVIDENCE GUIDE**

The Evidence Guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

**Overview of assessment****Critical aspects for assessment and**

Evidence of the ability to:



| <b>EVIDENCE GUIDE</b>                                           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
|-----------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>evidence required to demonstrate competency in this unit</b> | <ul style="list-style-type: none"> <li>• develop plans that are consistent with community needs, cultural requirements and organisational directions</li> <li>• identify and access information relevant to planning activity</li> <li>• identify risk management and sustainability strategies</li> <li>• oversee organisational planning.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                              |
| <b>Context of and specific resources for assessment</b>         | <p>Assessment must ensure:</p> <ul style="list-style-type: none"> <li>• access to examples of organisational plans</li> <li>• knowledge and performance is assessed over time to confirm consistency in performance</li> <li>• participation on an actual or simulated board.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                            |
| <b>Method of assessment</b>                                     | <p>A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit:</p> <ul style="list-style-type: none"> <li>• analysis of planning information and documentation</li> <li>• direct questioning combined with reflection practical board performance by the candidate</li> <li>• analysis of responses to case studies and scenarios</li> <li>• demonstration of techniques</li> <li>• observation of presentations</li> <li>• oral or written questioning to assess knowledge of planning processes</li> <li>• observation of performance in role plays</li> <li>• performance of board duties or an accurate simulation of board duties.</li> </ul> |
| <b>Guidance information for assessment</b>                      | <p>Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example:</p> <ul style="list-style-type: none"> <li>• BSBATSIC411C Communicate with the community</li> <li>• BSBATSIM417A Implement organisational plans</li> <li>• BSBRES401A Analyse and present research information.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                             |

## Range Statement

### RANGE STATEMENT

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

***Community*** may include:

- community members
- Elders
- members of the organisation
- other Aboriginal and Torres Strait Islander organisations
- other relevant stakeholders
- traditional owners.

***Relevant planning information*** may include:

- existing organisational plans
- community and stakeholder feedback
- funding and resource opportunities
- market research
- organisational documentation, such as:
  - annual general report
  - constitution
  - financial reports and budgets
  - networks and supporters
  - policy and procedures
  - vision and purpose statements
- relevant data and statistics
- relevant government reports, strategic directions, and policy
- staff skills and capabilities.

***Review*** may involve:

- community and stakeholder feedback
- evaluation reports
- gap analysis
- market research
- SWOT analysis.

***Planning activity*** may include:

- action plans
- business plans
- cultural plans
- financial plans
- marketing and promotion plans

| <b>RANGE STATEMENT</b>                                                |                                                                                                                                                                                                                                                                                                                                                           |
|-----------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                                                                       | <ul style="list-style-type: none"> <li>• staffing plans</li> <li>• strategic plans.</li> </ul>                                                                                                                                                                                                                                                            |
| <b><i>Cultural identity</i></b> may include:                          | <ul style="list-style-type: none"> <li>• common cultural values that underpin Aboriginal and Torres Strait Islander people</li> <li>• diversity and uniqueness of individual communities</li> <li>• languages, songs, arts and artwork</li> <li>• Native Title status and issues</li> <li>• relationship with the land.</li> </ul>                        |
| <b><i>Cultural requirements</i></b> may include:                      | <ul style="list-style-type: none"> <li>• cultural protocols</li> <li>• recognition of diversity.</li> </ul>                                                                                                                                                                                                                                               |
| <b><i>Protocols that promote cultural respect</i></b> may include:    | <ul style="list-style-type: none"> <li>• community processes of consultation</li> <li>• local traditions and customs</li> <li>• recognition of Elders and traditional owners</li> <li>• respect and courtesy to other communities</li> <li>• rights of others, rights of privacy, and secret business.</li> </ul>                                         |
| <b><i>Plan development process</i></b> may include:                   | <ul style="list-style-type: none"> <li>• consultation with community and key stakeholders</li> <li>• feedback from community and key stakeholders.</li> </ul>                                                                                                                                                                                             |
| <b><i>Resources</i></b> may include:                                  | <ul style="list-style-type: none"> <li>• board member support</li> <li>• development of working group or subcommittee</li> <li>• external consultants</li> <li>• finances</li> <li>• identified partnerships</li> <li>• information and communication technologies</li> <li>• network contacts</li> <li>• planning expertise</li> <li>• staff.</li> </ul> |
| <b><i>Legal and compliance requirements</i></b> may include:          | <ul style="list-style-type: none"> <li>• contractual requirements</li> <li>• management of occupational health and safety</li> <li>• reporting requirements.</li> </ul>                                                                                                                                                                                   |
| <b><i>Financial targets and funding requirements</i></b> may include: | <ul style="list-style-type: none"> <li>• budget</li> <li>• financial obligations</li> <li>• financial viability</li> <li>• funding and service agreements</li> <li>• possible funding options.</li> </ul>                                                                                                                                                 |

**RANGE STATEMENT****Sustainability** may include:

- cultural factors
- economic factors
- environmental factors
- social factors.

**Unit Sector(s)****Unit sector****Competency field****Competency field**

Regulation, licensing and risk - ATSI governance

**Co-requisite units****Co-requisite units**

## HLTPOP504C Evaluate a population health project

### Modification History

Not Applicable

### Unit Descriptor

#### Descriptor

This unit is concerned with the project evaluation process

It assumes that planning for the evaluation has been undertaken in the planning process and so focuses on conducting the evaluation

### Application of the Unit

#### Application

This unit applies to work in a public health context

### Licensing/Regulatory Information

Not Applicable

### Pre-Requisites

Not Applicable

### Employability Skills Information

#### Employability Skills

This unit contains Employability Skills

### Elements and Performance Criteria Pre-Content

Elements define the essential outcomes of a unit of

The Performance Criteria specify the level of performance required to demonstrate achievement of the

competency.

Element. Terms in *italics* are elaborated in the Range Statement.

## Elements and Performance Criteria

### ELEMENT

### PERFORMANCE CRITERIA

- |                                                                    |                                                                                                                                                                                                                                                                            |
|--------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1. Monitor the performance of a population health project          | 1.1 Monitor project activities to ensure they are being delivered in accordance with project plan<br>1.2 Regularly review results of monitoring to allow any problems or opportunities to be addressed                                                                     |
| 2. Evaluate a population health project                            | 2.1 Collect data as per procedures outlined in the <i>evaluation plan</i><br>2.2 Interpret data and summarise in a manner that allows for conclusions to be made, with before and after comparisons made when relevant                                                     |
| 3. Report on the outcome of a population health project evaluation | 3.1 Ensure the purpose, content and format of the evaluation report are as outlined in the project plan<br>3.2 Include in the report discussion of the evaluation process and results<br>3.3 Disseminate report to <i>stakeholders</i> in accordance with the project plan |

## Required Skills and Knowledge

### REQUIRED SKILLS AND KNOWLEDGE

This describes the essential skills and knowledge and their level required for this unit.

## REQUIRED SKILLS AND KNOWLEDGE

### *Essential knowledge:*

The candidate must be able to demonstrate essential knowledge required to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

This includes knowledge of:

- Equity issues in population health
- Evaluation (types, levels of evaluation)
- Evidence-based practice
- National, State and local health policies, goals, targets and priorities
- Overview of the stages in population health project planning
- Quality assurance
- Relevant international charters/declarations and documents (e.g. Alma Ata, Ottawa Charter, Jakarta Declaration, The Solid Facts by WHO)
- Social change and advocacy processes
- Theory and practice of population health including health promotion, health protection and prevention of communicable and non communicable diseases

### *Essential skills:*

It is critical that the candidate demonstrate the ability to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

This includes the ability to:

- Analyse, judge and incorporate feedback where required
- Apply analytical thinking, problem solving and critical appraisal
- Apply effective communication and interpersonal skills including:
  - high level written or verbal
  - negotiation and liaison
  - consultation
  - conflict resolution and mediation
- Engage and work collaboratively and/or in partnership
- Facilitate and contribute effectively to meetings, forums and other networks
- Identify and consult with key stakeholders throughout the monitoring and evaluation process
- Pay attention to equity
- Undertake work planning and management
- Work as part of a multi-disciplinary team and/or autonomously

# Evidence Guide

## EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment Guidelines for this Training Package.

*Critical aspects for assessment and evidence required to demonstrate this competency unit:*

- The individual being assessed must provide evidence of specified essential knowledge as well as skills
- Consistent satisfactory performance of all elements of this unit must be demonstrated

*Access and equity considerations:*

- All workers in the health industry should be aware of access and equity issues in relation to their own area of work
- All workers should develop their ability to work in a culturally diverse environment
- In recognition of particular health issues facing Aboriginal and Torres Strait Islander communities, workers should be aware of cultural, historical and current issues impacting on health of Aboriginal and Torres Strait Islander people
- Assessors and trainers must take into account relevant access and equity issues, in particular relating to factors impacting on health of Aboriginal and/or Torres Strait Islander clients and communities

*Context of and specific resources for assessment:*

- This unit may be assessed in the workplace or in a simulated workplace under normal conditions
- The unit may be assessed in the classroom
- Access to:
  - a range of government and non-government policy documents and reports and statistics
  - journals, books and external expertise
  - documents and other materials (charters, declarations, discussion papers, etc.) from international conferences on population health
  - a range of government and non government policy documents and reports and statistics



## EVIDENCE GUIDE

- organisation policies and procedures

### *Method of assessment*

- Observation of performance
- Written tasks
- Interviewing and questioning
- Formal appraisal systems
- Staff client feedback
- Portfolio/CV
- Supporting statement of supervisors
- Evidence of relevant work experience/formal or informal learning
- Case studies and scenarios as a basis for the discussion of issues in population health project planning
- Project, exercise or investigation with relaxed time restraints requiring a significant part of the work to be carried out without close supervision and requiring the completion of a project report

### *Related units:*

This unit should be undertaken and assessed in conjunction with the following units:

- HLTPOP502C Work with the community to identify health needs
- HLTPOP503C Plan a population health project

It is recommended that this unit is undertaken in conjunction with the following unit to obtain a more holistic view of program planning, management and evaluation processes:

- PSPPM402B Manage simple projects

## Range Statement

### RANGE STATEMENT

## RANGE STATEMENT

The Range Statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Add any essential operating conditions that may be present with training and assessment depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts.

*Population health projects may vary considerably in scope and content:*

- Population health projects may be developed in any population health field including:
  - health promotion
  - environment health
  - communicable diseases
  - health risk management and assessment
- Population health projects may be developed at any level including:
  - local
  - regional
  - state
  - national
- Population health projects may be developed for any population including:
  - general Australian population
  - any subgroups within that population identified based on age, sex, ethnicity, sexual identity, geographical location, physical environment, lifestyle choices, socio economic status, disability, health status etc.
  - any community defined as collective group of people identified by common values and mutual concern for the development and well-being of their group or geographical area
  - any setting/organisation whose practices influence health behaviour (e.g. clinical services, general practice, schools, workplaces, etc.)
- Population health projects can target individuals, groups or organizations
- Population health projects may vary in duration and intensity
- Population health projects may relate to different health determinants (e.g. biological, economic, behavioural, social, etc.)

## RANGE STATEMENT

|                                                                |                                                                                                                                                                                                                                                                                                                                                                                                                          |
|----------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <i>Communities or target populations in population health:</i> | <ul style="list-style-type: none"><li>• The community or population may vary considerably in character, size, needs and capacity to access information and services</li></ul>                                                                                                                                                                                                                                            |
| <i>Different levels of evaluation include:</i>                 | <ul style="list-style-type: none"><li>• Process evaluation (measures the activities of the project, project quality and who it is reaching)</li><li>• Impact evaluation (measures the immediate effect of the projectrelates to project objectives)</li><li>• Outcome evaluation (measures the long-term effect of the projectrelates to project goals)</li></ul>                                                        |
| <i>Evaluation measures can be:</i>                             | <ul style="list-style-type: none"><li>• Qualitative</li><li>• Quantitative</li></ul>                                                                                                                                                                                                                                                                                                                                     |
| <i>Evaluation design can specify:</i>                          | <ul style="list-style-type: none"><li>• Data collection at the end of the project</li><li>• Before and after comparisons</li><li>• Trials with a control group</li></ul>                                                                                                                                                                                                                                                 |
| <i>Relevant personnel for consultation may include:</i>        | <ul style="list-style-type: none"><li>• Community/target population members and leaders</li><li>• Public health sector staff</li><li>• Community health sector staff</li><li>• Private health sector staff</li><li>• Volunteer networks</li><li>• General practitioners</li><li>• Administrators</li><li>• Researchers</li><li>• Educators</li><li>• Academics</li><li>• Business and industry representatives</li></ul> |
| <i>Stakeholders may include:</i>                               | <ul style="list-style-type: none"><li>• Representatives of relevant health agencies operating in the local community</li><li>• Community advocates or change agents</li><li>• Representatives/leaders of the target population</li><li>• Population health professionals/supervisors</li><li>• Federal, state or local health service and population</li></ul>                                                           |

**RANGE STATEMENT**

health planners

- Federal, state or local health service providers
- Other health and/or non-government organisations

**Unit Sector(s)**

Not Applicable

## CHCGROUP403D Plan and conduct group activities

### Modification History

Not Applicable

### Unit Descriptor

#### Descriptor

This unit describes the knowledge and skills required to participate in, establish and lead a range of informal and formal groups in a variety of settings

### Application of the Unit

#### Application

This unit may be applied to group work in a range of community service settings

### Licensing/Regulatory Information

Not Applicable

### Pre-Requisites

Not Applicable

### Employability Skills Information

#### Employability Skills

This unit contains Employability Skills

### Elements and Performance Criteria Pre-Content

Elements define the essential outcomes of a unit of

The Performance Criteria specify the level of performance required to demonstrate achievement of the

competency.

Element. Terms in italics are elaborated in the Range Statement.

## Elements and Performance Criteria

### ELEMENT

### PERFORMANCE CRITERIA

- |                                                          |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
|----------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1. Address resourcing issues for <i>group activities</i> | <p>1.1 Plan group activities, including consideration of:</p> <ul style="list-style-type: none"> <li>• the purposes, defined according to the identified needs of the client group</li> <li>• the human, financial and physical <i>resources</i> required</li> </ul> <p>1.2 Where required resources are not immediately and readily available, make appropriate submissions to potential sources of assistance and resources</p> <p>1.3 <i>Ensure formal submissions meet requirements of</i> funding guidelines and organisation principles and practice</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |
| 2. Coordinate a group planning process                   | <p>2.1 Actively seek opportunities for collaborative planning and promotion of group activities with clients and solicit, analyse and prioritise information about group's needs and expectations</p> <p>2.2 Negotiate the purpose of group activities with the group in a manner that gives sufficient time and space for individuals to articulate their ideas and wishes and create opportunity for input to ownership of group processes</p> <p>2.3 Translate purpose of proposed group activity into a set of aims and objectives</p> <p>2.4 Analyse potential impact on group operation of the values and beliefs of both worker and client and clarify with those involved in planning and implementing group activities</p> <p>2.5 Deal with contributions and suggestions to group planning processes so as to promote continued participation</p> <p>2.6 Design group strategies that promote effective group operation and take into account specific characteristics of clients who will participate in the activity or program</p> |

**ELEMENT****PERFORMANCE CRITERIA****3. Manage group processes including responding to conflict**

- 3.1 Promote opportunities for open dialogue and active listening between group members
- 3.2 Encourage and model sensitivity to participants, regardless of their gender, culture, ethnicity, subculture, sexuality and ability
- 3.3 When conflict threatens or arises:
- implement strategies to prevent it within own role, power and capacity
  - identify and reinforce the outcomes of positive conflict
  - clarify and confirm relevant principles and practices of conflict resolution and seek agreement to implement them
  - encourage acknowledgment of respective rights and responsibilities and perceptions of all participants within the conflict situation
- 3.4 Offer opportunity to all participants for debriefing, *support*, mediation, consultation and facilitation throughout conflict resolution processes

**4. Evaluate group activities**

- 4.1 Ensure aims and objectives of the group activity provide the basis for evaluation and feedback
- 4.2 Seek feedback from all group participants on leadership style, group process, achievement of objectives, other achievements and areas for development
- 4.3 Document evaluation data according to organisation procedures and distribute to relevant people

**Required Skills and Knowledge****REQUIRED SKILLS AND KNOWLEDGE**

## REQUIRED SKILLS AND KNOWLEDGE

This describes the essential skills and knowledge and their level required for this unit.

### *Essential knowledge:*

The candidate must be able to demonstrate essential knowledge required to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

These include knowledge of:

- Dynamics of groups
- Different styles of group leadership and decision
- Effective communication strategies
- Organisation's policies, principles and procedures
- Organisation's and community resources
- Relevant models such as stages of group development and stages of change

### *Essential skills:*

It is critical that the candidate demonstrate the ability to:

- Support group activities for formal and informal groups
- Participate in a variety of the group activity types identified in the Range Statement
- Provide support for an appropriate target group, defined by factors as listed in the Range Statement

In addition, the candidate must be able to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

These include the ability to:

- Demonstrate application of skills in:
  - conflict management
  - developing and maintaining positive relationships
  - effective group management



# Evidence Guide

## EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment Guidelines for this Training Package.

*Critical aspects for assessment and evidence required to demonstrate this unit of competency:*

- The individual being assessed must provide evidence of specified essential knowledge as well as skills
- This unit is best assessed in the workplace or in a simulated workplace under the normal of range conditions
- Assessment may be conducted on one or more occasions but must enable assessment in a variety of settings with a range of both formal and informal groups

*Access and equity considerations:*

- All workers in community services should be aware of access, equity and human rights issues in relation to their own area of work
- All workers should develop their ability to work in a culturally diverse environment
- In recognition of particular issues facing Aboriginal and Torres Strait Islander communities, workers should be aware of cultural, historical and current issues impacting on Aboriginal and Torres Strait Islander people
- Assessors and trainers must take into account relevant access and equity issues, in particular relating to factors impacting on Aboriginal and/or Torres Strait Islander clients and communities

*Context of and specific resources for assessment:*

- This unit can be assessed independently, however holistic assessment practice with other community services units of competency is encouraged
- Resources required for assessment of this unit include access to:
  - an appropriate workplace where assessment can take place
  - simulation of realistic workplace setting for

## EVIDENCE GUIDE

### assessment

#### *Method of assessment:*

- Assessment may include observations, questioning or evidence gathered from the workplace  
e.g. testimonials from group members, portfolios

## Range Statement

### RANGE STATEMENT

The Range Statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Add any essential operating conditions that may be present with training and assessment depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts.

#### *Group activities may be:*

- Formal or informal
- Structured
- Semi structured
- Unstructured

#### *Group activities may relate to:*

- Discussions about relevant issues
- Sporting and recreation activities
- Music and performing arts
- Research, planning and management
- Informal education
- Community service and/or action
- Special interest causes

#### *Communication with young people may include:*

- Oral, written or visual means
- Use of third party translation/interpretation
- Any language

## RANGE STATEMENT

*Ensure formal submissions meet requirements may refer to:*

- The aim and objectives of the proposed activity or program
- Implementation and evaluation strategies
- Management arrangements
- Human, financial and physical resources available and required

*Support will include:*

- Information and resources managed by the organisation and other organisations and agencies
- Advice and information
- Facilitations

*Resources will include:*

- Information/referrals
- Facilities
- Equipment/materials
- Administrative support
- Facilitation of meetings
- Worker skills/expertise

## Unit Sector(s)

Not Applicable

## CHCGROUP302D Support group activities

### Modification History

Not Applicable

### Unit Descriptor

#### Descriptor

This unit describes the knowledge and skills required to participate in and provide general support for a range of informal and formal groups in a variety of settings

### Application of the Unit

#### Application

This unit may be applied to group work in a range of community service settings

### Licensing/Regulatory Information

Not Applicable

### Pre-Requisites

Not Applicable

### Employability Skills Information

#### Employability Skills

This unit contains Employability Skills

### Elements and Performance Criteria Pre-Content

Elements define the essential outcomes of a unit of

The Performance Criteria specify the level of performance required to demonstrate achievement of the

competency.

Element. Terms in italics are elaborated in the Range Statement.

## Elements and Performance Criteria

### ELEMENT

### PERFORMANCE CRITERIA

1. Identify the purpose of the group

- 1.1 Identify and determine with members of the group, activities which meet the group purpose
- 1.2 Discuss and establish with all group members, rules for group behaviour
- 1.3 Identify, acknowledge and respect *individual differences* of workers and group members
- 1.4 Seek, identify and accommodate goals, needs and expectations of participants according to available *resources*

2. Establish relationship with the group

- 2.1 Define roles played by group members including the worker
- 2.2 Encourage a suitable level of participation
- 2.3 Inform group of resources available to meet group needs
- 2.4 Assess capacity of the worker to respond to group's needs and communicate to the group, in an appropriate manner
- 2.5 Identify and implement the most appropriate *support* to achieve the objectives of the activity
- 2.6 Model *clear communication* to group members
- 2.7 Encourage group members to use clear and appropriate communication
- 2.8 Respect individual differences and needs in communication and interaction with group members
- 2.9 Ensure communication and interactions with group are appropriate to aim and purpose of group
- 2.10 Implement appropriate processes as necessary to address breaches of behaviour
- 2.11 Encourage participants to agree on and abide by a set of appropriate guidelines

**ELEMENT****PERFORMANCE CRITERIA**

- |                                                   |                                                                                                                               |
|---------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------|
|                                                   | 2.12 Promote group achievements in a way which motivates and recognises participants' efforts                                 |
|                                                   | 2.13 Keep records of group interaction, where required, in a manner consistent with organisation's documentation requirements |
| 3. Organise resources for <i>group activities</i> | 3.1 Work to ensure adequate resourcing is available                                                                           |
|                                                   | 3.2 Communicate to group availability of resources and guidelines for use                                                     |
|                                                   | 3.3 Encourage cooperative approach to the use of resources                                                                    |
|                                                   | 3.4 Complete <i>reports</i> on use of resources if required                                                                   |
|                                                   | 3.5 Ensure reports are completed to standard required by organisation                                                         |

**Required Skills and Knowledge****REQUIRED SKILLS AND KNOWLEDGE**

This describes the essential skills and knowledge and their level required for this unit.

*Essential knowledge:*

The candidate must be able to demonstrate essential knowledge required to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

These include knowledge of:

- Dynamics of groups and the different styles of group leadership and decision-making
- Effective communication techniques
- Conflict management
- Organisation's policies, principles and procedures
- Relevant organisation and community resources

## REQUIRED SKILLS AND KNOWLEDGE

- Building and maintaining relationships
- Relevant models such as stages of group development and stages of change model

### *Essential skills:*

It is critical that the candidate demonstrate the ability to:

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

In addition, the candidate must be able to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

These include the ability to:

- Apply oral communication skills including asking questions, clarifying issues/topics, providing information in the workplace setting:
  - language used may be English or community language, depending on the client group
- Apply written communication competence to complete reports required by the organisation:
  - complexity of reports may vary from completing an organisation proforma, to completing a unstructured report
  - literacy support for completing reports may vary from the availability of support from a supervisor to no support available in the workplace
  - reports may be written in English or community language depending on the organisation requirements
- Apply reading competence required to fulfil the job role:
  - this may vary from no competence required (if information on the availability of resources, materials etc for the group are conveyed verbally), to the ability to read work-related texts, which may include lists of available resources, names of group members, policy statements on use of equipment and resources etc
  - language in use may be English or community language depending on organisation

# Evidence Guide

## EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment Guidelines for this Training Package.

*Critical aspects for assessment and evidence required to demonstrate this unit of competency:*

- The individual being assessed must provide evidence of specified essential knowledge as well as skills
- This unit is best assessed in the workplace or in a simulated workplace under the normal of range conditions
- Assessment may be conducted on one or more occasions but must include the normal range of client groups, group activities and types of groups in the workplace

*Access and equity considerations:*

- All workers in community services should be aware of access, equity and human rights issues in relation to their own area of work
- All workers should develop their ability to work in a culturally diverse environment
- In recognition of particular issues facing Aboriginal and Torres Strait Islander communities, workers should be aware of cultural, historical and current issues impacting on Aboriginal and Torres Strait Islander people
- Assessors and trainers must take into account relevant access and equity issues, in particular relating to factors impacting on Aboriginal and/or Torres Strait Islander clients and communities

*Context of and specific resources for assessment:*

- This unit can be assessed independently, however holistic assessment practice with other community services units of competency is encouraged
- Resources required for assessment of this unit include access to:
  - an appropriate workplace where assessment can take place or simulation of realistic workplace setting for assessment



## EVIDENCE GUIDE

*Method of assessment:*

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

## Range Statement

### RANGE STATEMENT

The Range Statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Add any essential operating conditions that may be present with training and assessment depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts.

*Group activities may be:*

- Formal or informal
- Structured
- Semi structured
- Unstructured

*Group activities may relate to:*

- Discussions
- Sporting and recreation activities
- Research, planning and management
- Informal and formal education
- Community action
- Special interest causes

*Resources will include:*

- Information/referrals
- Facilities
- Equipment/materials
- Administrative support
- Facilitation of meetings
- Worker skills/expertise

## RANGE STATEMENT

*Support will include:*

- Resources managed by the organisation
- Advice, information and facilitation
- Individual or group supervision

*Individual differences may include differences in:*

- Beliefs
- Values
- Age
- Cultural background
- Physical abilities

*Clear communication will be:*

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

*Reports may be:*

- Verbal or written according to organisation procedures

## Unit Sector(s)

Not Applicable

## CHCDFV510D Facilitate workplace debriefing and support processes

### Modification History

| CHC08 Version 3                                                  | CHC08 Version 4                                                  | Description                                                                                                                                                                |
|------------------------------------------------------------------|------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| CHCDFV510C Facilitate workplace debriefing and support processes | CHCDFV510D Facilitate workplace debriefing and support processes | Unit updated in V4.<br>ISC upgrade changes to remove references to old OHS legislation and replace with references to new WHS legislation. No change to competency outcome |

### Unit Descriptor

#### Descriptor

This unit describes the knowledge and skills required to manage colleagues' occupational health and welfare

This will involve participating in and facilitating debriefing and various support processes for self or colleagues who are providing various services to people affected by domestic and family violence

### Application of the Unit

#### Application

This unit may apply in a range of community service contexts with clients who may experience domestic and family violence

### Licensing/Regulatory Information

Not Applicable

### Pre-Requisites

Not Applicable

## Employability Skills Information

### Employability Skills

This unit contains Employability Skills

## Elements and Performance Criteria Pre-Content

Elements define the essential outcomes of a unit of competency.

The Performance Criteria specify the level of performance required to demonstrate achievement of the Element. Terms in *italics* are elaborated in the Range Statement.

## Elements and Performance Criteria

### ELEMENT

### PERFORMANCE CRITERIA

#### 1. Monitor occupational health and welfare

1.1 Monitor occupational health and welfare, and where issues arise, take appropriate action in accordance with *organisation standards and procedures*

1.2 Employ appropriate *feedback techniques* to accurately identify workplace needs of *colleagues*

1.3 Readily identify required professional and *personal performance standards* and use to monitor occupational health and welfare

1.4 Regularly use self assessment and *reflective behaviour* strategies to monitor performance

1.5 Regularly or constructively seek formal or informal performance feedback and act upon it as appropriate

1.6 Plan appropriately to identify areas of need and develop proposals to support these areas

#### 2. Conduct debriefings

2.1 Plan, prepare and conduct debriefing in line with organisation standards and procedures

2.2 Schedule debriefing as soon as possible following the incident

2.3 Conduct debriefing in a safe environment and in a manner that facilitates open communication

2.4 Use appropriate *debriefing techniques* to

**ELEMENT****PERFORMANCE CRITERIA**

encourage further exploration of emotions and experiences to assist in reflection on issues

2.5 Use appropriate questioning to encourage colleagues to explore and acknowledge their concerns

2.6 Analyse and respond to any *indications of risk* or threat to safety according to the degree and nature of the risk to self or colleagues

2.7 Where required, report and record results of debriefings in accordance with organisation standards and procedures

3. Assist and support colleagues

3.1 Promptly deal with any issues relating to the well being of colleagues according to organisation standards and procedures

3.2 Routinely identify and implement effective ways of working to sustain ongoing health and morale

3.3 Provide encouragement, support, regular feedback and advice to colleagues as required

3.4 Clearly communicate to appropriate colleagues any additional support requirements to improve performance

3.5 Encourage and support colleagues to attend training appropriate for both professional and *personal development*

3.6 Hold regular meetings with colleagues to review and adjust *support strategies* and priorities

## Required Skills and Knowledge

### REQUIRED SKILLS AND KNOWLEDGE

This describes the essential skills and knowledge and their level required for this unit.

*Essential knowledge:*

## REQUIRED SKILLS AND KNOWLEDGE

The candidate must be able to demonstrate essential knowledge required to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

These include:

- Understanding of legislative requirements and knowledge of best practice approach to occupational health and welfare
- Understanding of rights and obligations of employees and employers regarding occupational health and welfare
- Knowledge of debriefing techniques and processes
- Knowledge of appropriate feedback techniques to ensure the various workplace occupational health and welfare needs are accurately identified
- Understanding of techniques for effective workplace communication and team management
- Understanding of current organisation procedures, practices and standards for client assessment, allocation of services, case management, interviewing, code of conduct, confidentiality, use of resources, programmed intervention and duty of care requirements
- Knowledge of legislative requirements and provisions relevant to area of service delivery and delegated responsibility
- Understanding of specific limitations of work role, responsibility and professional abilities
- Awareness of own values and attitudes and their potential impact on clients
- Understanding of how to interpret units of competency and apply them to self, including identifying and prioritising personal learning needs
- Knowledge of self assessment and reflective strategies to assist in determining personal development needs, including preparing personal plans and establishing priorities
- Understanding of role in debriefing process as a peer, supervisor or 'professional debriefer'
- Understanding of specific debriefing techniques and a colleagues' need to debrief specifically in relation to domestic and family violence including dealing with violence, rage, intimidation, threats, transference, counter-transference and interaction with users of violence and those affected by users of violence

### *Essential skills:*

It is critical that the candidate demonstrate the ability to:

- Manage own and colleagues' occupational health and welfare by participating in and facilitating workplace debriefing and support processes, in particular, to:
  - work in accordance with the organisation's occupational health and welfare policies and procedures
  - make appropriate use of feedback and self assessment techniques to accurately identify occupational health and welfare issues
  - use appropriate debriefing techniques in accordance with organisation standards and

## REQUIRED SKILLS AND KNOWLEDGE

procedures

- accurately identify risk and issues that will affect the well being of self or colleagues
- provide advice, encouragement and support to colleagues to ensure that the workplace occupational health and welfare needs are met
- accurately interpret and comply with legal and procedural requirements
- understand own work role and responsibilities in relation to workplace work health and safety (WHS)

In addition, the candidate must be able to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

These include the ability to:

- Demonstrate application of skills in:
  - interpersonal relationship, such as questioning and active listening (paraphrasing, clarifying, summarising) techniques, including non-judgemental and empathic approaches
  - performance planning and feedback that will provide regular and constructive feedback to colleagues
  - response ranging from responding sensitively and appropriately, to providing constructive feedback on performance
  - assessment for a broad range of unpredictable problems involving analysis, assessment and evaluation, for example, identifying levels of risk that will affect occupational health and welfare of self and/or colleagues
  - problem solving for a defined range of unpredictable problems that may affect levels of occupational health and welfare
  - collaboration between worker and client, and between services and other providers
  - literacy and communication in relation to analysis, evaluation and presentation of information including preparing documents and reports related to WHS and welfare issues
  - collaboration between worker, clients and colleagues and between services and other providers

## Evidence Guide

### EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the Performance Criteria, Required Skills and Knowledge, the Range Statement and the

## EVIDENCE GUIDE

Assessment Guidelines for this Training Package.

*Critical aspects for assessment and evidence required to demonstrate this unit of competency:*

- The individual being assessed must provide evidence of specified essential knowledge as well as skills
- This unit will be most appropriately assessed in the workplace or in a simulated workplace and under the normal range of workplace conditions
- Assessment of performance should be over a period of time covering all categories within the Range Statement statements that are applicable in the learning environment  
This will include contexts applicable to the work environment, such as actual or simulated workplace situations involving a combination of direct, indirect and supplementary forms of evidence

*Access and equity considerations:*

- All workers in community services should be aware of access, equity and human rights issues in relation to their own area of work
- All workers should develop their ability to work in a culturally diverse environment
- In recognition of particular issues facing Aboriginal and Torres Strait Islander communities, workers should be aware of cultural, historical and current issues impacting on Aboriginal and Torres Strait Islander people
- Assessors and trainers must take into account relevant access and equity issues, in particular relating to factors impacting on Aboriginal and/or Torres Strait Islander clients and communities

*Context of and specific resources for assessment:*

- This unit can be delivered and assessed independently, however holistic assessment practice with other community services units of competency is encouraged
- Resources required for assessment of this unit include access to:
  - an appropriate workplace where assessment can take place or simulation of realistic workplace setting for assessment
- Where assessment is conducted within the workplace



## EVIDENCE GUIDE

there are no resource implications above those normally available in the workplace

- Where assessment is conducted in a simulated or non-workplace environment then access to the necessary equipment and research resources should be provided

Access to simulated exercises, case studies related to service delivery issues will also be required if non-workplace assessment paths are utilised

### *Method of assessment:*

- Evidence will be determined by organisation from the Range Statement, justified in terms of work requirements, work roles and responsibilities and occupational specialisations
- Evidence for assessment of competence may be gathered by appropriate combination of the following:
  - demonstration of competency within the working environment in facilitating workplace debriefing and support processes and managing own and colleagues occupational health and welfare
  - assessment must be in the workplace, however, where there is not an opportunity to cover all relevant aspects in the work environment, the remainder should be assessed through realistic simulations, projects, previous relevant experience or oral questioning on 'What if?' scenarios
  - observation of processes and procedures, oral and/or written questions on essential knowledge and skills and consideration of required attitudes
  - where performance is not directly observed and/or is required to be demonstrated over a period of time and/or in a number of locations, any evidence should be authenticated by colleagues, supervisors, clients or other appropriate persons
  - review of any documentation produced by the candidate related to identifying and responding to domestic violence

### *Related units:*

This unit should be assessed after or in conjunction with related unit:

## EVIDENCE GUIDE

- CHCDFV402C Manage own professional development in responding to domestic and family violence

## Range Statement

### RANGE STATEMENT

The Range Statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Add any essential operating conditions that may be present with training and assessment depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts.

*Organisation standards and procedures may include those relating to:*

- Whether debriefing is a voluntary or compulsory component of workplace practice
- Client and worker safety
- Employment conditions (e.g. industrial agreements, employee/employer requirements)
- Training and development practices
- Administrative processes
- WHS
- Collection and storage of information
- Client interview protocols and procedures
- Code of conduct/code of ethics
- Principles and implementation of duty of care and rights of client to self determination
- Departmental, inter-departmental regulations, protocols and procedures relevant to work role and responsibilities
- Inter-agency practice and protocols
- Use of interpreter and interpreter services
- Organisation mission statement and/or philosophy
- Eligibility criteria for accessing particular services
- Completion of forms and applications
- Guidelines relating to parameters of confidentiality/client consent
- Accountability procedures

## RANGE STATEMENT

- Timeframes for reflective practice and supervision
- Feedback techniques may include:*
  - Team briefing and planning meetings
  - Performance planning and feedback systems
  - Questionnaires
  - Counselling
  - Oral or written
- Colleagues may include:*
  - Other staff
  - Unpaid workers
  - Students on placements
  - Resources workers
  - Ancillary staff
  - Staff from other related organisations/agencies
  - Co-facilitators in group work
- Personal performance standards relates to:*
  - The practitioner's level of competency
  - Professional ethics
  - Integrity and behaviour
  - Regulations
  - Code of ethics/practice
  - Organisation/agency procedures
  - Community standards
  - Occupational accountabilities
- Reflective behaviour requires practitioners to regularly review their own performance against required and established professional performance requirements  
Such performance requirements may be documented through:*
  - Professional bodies' competencies and codes of practice/ethics
  - Organisation HR development policies and procedures
  - Occupational or functional roles/units of competency
- Debriefing techniques may include:*
  - Demonstrating empathy
  - Using appropriate body language
  - Reflecting, summarising and paraphrasing

## RANGE STATEMENT

- Asking open-ended questions
- Active listening

*Indications of risk could include:*

- Client contact outside service boundaries
- Poor performance
- Feelings of depression, anger, low self-esteem
- Medical problems such as overuse of tranquillisers, or alcohol, rug or substance abuse
- Emotional distress
- Transference and counter-transference of client issues on to worker and vice-versa
- Demonstration of stress related problems
- Indicators of stress could include the following:
- Inability to concentrate
- Health problems
- Changes of behaviour
- Continued focus on and re-visiting of an event
- Frequent absences
- Negative attitudes
- Unaware of own stress levels

*Personal development strategies may include development/implementation of a personal/professional improvement program, either internal or external to the organisation including such things as:*

- Development of improved interpersonal/technical skills
- Updating stress management abilities
- Adapting work rotation to facilitate changing personal/work priorities
- Formal/informal learning programs
- Utilisation of existing strengths to focus future career development
- Cultural and sub-cultural awareness/sensitivity
- Seeking coaching
- Mentoring
- Counselling from appropriate personnel to overcome identified limitations
- Development/improvement of conflict management skills
- Establishment of new career paths within or external to the organisation

**RANGE STATEMENT**

*Support strategies may include:*

- Formal, personal and organisation debriefing and professional supervision
- Informal exploration of incidents with team members and supporters
- Counselling
- Review of practice and resources
- Conscious use of personal recreational activities
- Performance appraisal
- Training and development activities

**Unit Sector(s)**

Not Applicable

# CHCDFV505C Counsel clients affected by domestic and family violence

## Modification History

Not Applicable

## Unit Descriptor

### Descriptor

This unit describes the knowledge and skills required to use appropriate counselling and facilitation skills to thoroughly explore client issues and identify possible options by providing a safe and supportive environment which encourages clients to be actively involved in seeking their own solutions

## Application of the Unit

### Application

This unit may apply in a range of community service contexts with clients who may experience domestic and family violence

## Licensing/Regulatory Information

Not Applicable

## Pre-Requisites

Not Applicable

## Employability Skills Information

### Employability Skills

This unit contains Employability Skills

## Elements and Performance Criteria Pre-Content

Elements define the essential outcomes of a unit of competency.

The Performance Criteria specify the level of performance required to demonstrate achievement of the Element. Terms in *italics* are elaborated in the Range Statement.

## Elements and Performance Criteria

### ELEMENT

### PERFORMANCE CRITERIA

#### 1. Establish confidence

1.1 Use appropriate *interpersonal skills* to establish a professional relationship with *clients* based on confidence and support

1.2 Conduct *interviews and interactions* with clients in a safe environment and in a participatory and confidential manner

1.3 In all interactions with clients demonstrate sensitivity to cultural, family and individual differences and any *specific needs*

1.4 Explain and promote *rights and responsibilities* of client, their family and worker throughout client contact

1.5 Mutually determine appropriate structures, timeframes and protocols

1.6 In all work with clients, apply *organisation standards and procedures* and comply with *legislative and statutory requirements*

#### 2. Explore issues

2.1 Use appropriate *questioning* to encourage clients to explore and acknowledge their fears, concerns and personal capabilities

2.2 Encourage those who use violence to take personal responsibility for their actions

2.3 Use facilitation skills to encourage exploration of emotions and experiences that will assist in reflection of issues

2.4 Analyse and respond to any indications of *risk* or threats to safety according to the degree and nature of the risk to client, their family and/or worker

2.5 Explore appropriate range of services and

**ELEMENT****PERFORMANCE CRITERIA**

resources to meet needs of client and their family in accordance with organisation standards and procedures

2.6 Provide accurate and relevant information designed to develop awareness and understanding of domestic violence

2.7 Encourage client self determination through using opportunities which assist clients to identify issues, set personal *goals* and make informed choices to enhance the safety of the client and their family

2.8 Encourage clients to recognise decisions and changes needed to assist them to achieve their goals

2.9 Acknowledge progress and encourage and support self management of issues

3. Identify possible future directions

3.1 Identify future *services and support* required by the client and plan their delivery in consultation with client, their family and other *appropriate people*

3.2 Jointly identify client information needs and agreed and implement actions to satisfy these as appropriate

3.3 Provide opportunities for client and their family to obtain information and develop skills in accordance with organisation standards and procedures

3.4 Use appropriate questioning and reflection to assist the client to make positive choices and changes as necessary

3.5 Maintain records of participation and progress according to organisation standards and procedures

**Required Skills and Knowledge****REQUIRED SKILLS AND KNOWLEDGE**



## REQUIRED SKILLS AND KNOWLEDGE

This describes the essential skills and knowledge and their level required for this unit.

### *Essential knowledge:*

The candidate must be able to demonstrate essential knowledge required to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

These include:

- Detailed knowledge of appropriate counselling techniques that will explore client issues and encourage client's self determination to enhance client and client's family's safety
- Understanding of current organisation procedures, practices and standards for client assessment, allocation of services, case management, interviewing, code of conduct, confidentiality, use of resources, programmed intervention and duty of care requirements
- Understanding of domestic violence indicators and procedures for undertaking assessment of needs of client and client's family
- Knowledge of respectful strategies that will assist in client self-determination which enhances client and their family's safety
- Knowledge of the various groups represented within the local community (e.g. Cultural, religious, language, sexual identity, age and disability) and an understanding of the issues that arise when working with those groups
- Knowledge of the social, historical, political and economic context of domestic violence, including types and nature of domestic violence, power and gender issues, child abuse, and associated criminal issues
- Specific knowledge of the appropriate range of referral sources and associated protocols
- Understanding of the prevalence of myths, unhelpful beliefs, attitudes and practices in the broader society in regard to domestic violence, and their effects on individuals' rights to safety and autonomy
- Knowledge of legislative requirements and provisions relevant to area of service delivery and delegated responsibility
- Awareness of own values and attitudes and their potential impact on clients
- Understanding of specific limitations of work role, responsibility and professional abilities

### *Essential skills:*

It is critical that the candidate demonstrate the ability to:

- Work within the counselling framework
- Manage own values so they do not impede effective work and manage the stress of the work - key indicators of competency
- Use interpersonal and general counselling skills and knowledge to obtain relevant client information and respond appropriately, in particular to:

## REQUIRED SKILLS AND KNOWLEDGE

- establish confidence with clients through appropriate interpersonal styles and methods
- use a range of questioning and interviewing techniques to facilitate exploration of client issues
- identify and assess needs of client and client's family including consideration of the physical and emotional safety of clients and their family
- encourage users of violence to take responsibility and be accountable for their use of violence
- facilitate client's self determination by using appropriate interpersonal skills to encourage clients to set their own personal goals which enhance safety
- depending on the work program or services provided apply specific knowledge of particular groups or issues (e.g. alcohol and other drugs (AOD), same-sex relationships, religious, survivors/victims, users of violence, Aboriginal and/or Torres Strait Islander issues, mental health etc)
- accurately interpret and comply with legal and procedural requirements
- understand own work role and responsibilities in relation to service delivery

In addition, the candidate must be able to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

These include the ability to:

- Demonstrate application of skills in:
  - interpersonal relationship such as questioning and active listening (paraphrasing, clarifying, summarising) techniques, including non-judgemental and empathic approaches
  - response ranging from responding sensitively to disclosures to maintaining confidentiality in relation to people affected by domestic violence
  - assessment for a broad range of unpredictable problems involving analysis, assessment, and evaluation-for example, identifying domestic violence during professional contact with clients and their family
  - problem solving for a defined range of predictable problems, for example when the needs of client and/or client's family are identified as lying outside a worker's particular professional role the worker should offer the client accurate and current information about appropriate services and workers in other occupational groups
  - collaboration between worker, client and client's family, and between services and other providers
  - counselling which challenges violence and abuse and support the change process
  - literacy and communication in relation to analysis, evaluation and presentation of information including preparing documents and reports related to client needs and service delivery issues

## REQUIRED SKILLS AND KNOWLEDGE

### Evidence Guide

#### EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment Guidelines for this Training Package.

*Critical aspects for assessment and evidence required to demonstrate this unit of competency:*

- The individual being assessed must provide evidence of specified essential knowledge as well as skills
- This unit will be most appropriately assessed in the workplace or in a simulated workplace and under the normal range of workplace conditions
- Assessment of performance should be over a period of time covering all categories within the Range Statement statements that are applicable in the learning environment
- This will include contexts applicable to the work environment, such as actual or simulated workplace situations involving a combination of direct, indirect and supplementary forms of evidence

*Access and equity considerations:*

- All workers in community services should be aware of access, equity and human rights issues in relation to their own area of work
- All workers should develop their ability to work in a culturally diverse environment
- In recognition of particular issues facing Aboriginal and Torres Strait Islander communities, workers should be aware of cultural, historical and current issues impacting on Aboriginal and Torres Strait Islander people
- Assessors and trainers must take into account relevant access and equity issues, in particular relating to factors impacting on Aboriginal and/or

## EVIDENCE GUIDE

### Torres Strait Islander clients and communities

#### *Context of and specific resources for assessment:*

- This unit can be delivered and assessed independently, however holistic assessment practice with other community services units of competency is encouraged
- Resources required for assessment of this unit include access to:
  - an appropriate workplace where assessment can take place or simulation of realistic workplace setting for assessment
- Where assessment is conducted within the workplace there are no resource implications above those normally available in the workplace
- Where assessment is conducted in a simulated or non-workplace environment then access to the necessary equipment and research resources should be provided
- Access to simulated exercises, case studies related to service delivery issues will also be required if non-workplace assessment paths are utilised

#### *Method of assessment:*

- Evidence will be determined by selection from the Range Statement, justified in terms of work requirements, work roles and responsibilities and occupational specialisations
- Evidence for assessment of competence may be gathered by appropriate combination of the following:
  - demonstration of competency within the working environment in counselling clients affected by domestic violence
  - assessment must be in the workplace, however, where there is not an opportunity to cover all relevant aspects in the work environment, the remainder should be assessed through realistic simulations, projects, previous relevant experience or oral questioning on 'What if?' scenarios
  - observation of processes and procedures, oral and/or written questions on Essential knowledge and skills and consideration of required attitudes

## EVIDENCE GUIDE

- where performance is not directly observed and/or is required to be demonstrated over a period of time and/or in a number of locations, any evidence should be authenticated by colleagues, supervisors, clients or other appropriate persons
- review of any documentation produced by the candidate related to client needs analysis and counselling clients in relation to domestic violence

### *Related units:*

This unit should be assessed after or in conjunction with related unit:

- CHCDFV402C Manage own professional development in responding to domestic and family violence

For the purpose of integrated assessment, this unit may be assessed in conjunction with the following unit:

- CHCCS607D Coordinate the assessment and delivery of services to clients with particular needs

## Range Statement

### RANGE STATEMENT

The Range Statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Add any essential operating conditions that may be present with training and assessment depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts.

### *Interpersonal skills may include:*

- Means by which an emotionally safe and empathic environment is created
- Means for communicating with people with disabilities or where English is not the first language
- Methods of communicating with different age,

## RANGE STATEMENT

religious, gender and sexual identity groups

- Non-judgemental communication techniques
- Using strategies that empower client to ensure safety of client and family
- Cultural, sub-cultural awareness/sensitivity
- Demonstrating empathy
- Using appropriate body language
- Reflecting, summarising and paraphrasing
- Asking open-ended questions
- The ability to ask direct questions about violence in a sensitive and appropriate way
- Using conflict management skills if appropriate
- If needed, use of a qualified interpreter whose involvement will not jeopardise the safety of the client and/or client's family
- Recognition of client/worker power differences
- Maintaining confidentiality
- Active listening
- Techniques to challenge client's behaviour and attitudes where appropriate

*Clients may include:*

- Individuals (inclusive of children, youth, adults and the aged)
- Referred or self-referred clients
- People with specific needs seeking access to services
- Voluntary and involuntary clients
- Survivors/victims of domestic violence, their families and friends
- Users of violence and their family

*Interviews and interactions with clients may be either informal or formal and include:*

- Scheduled or impromptu
- Via telephone or in person
- Separate interviews
- Other specialist assistance
- Through a qualified interpreter whose involvement will not jeopardise the safety of the client or their family
- Those conducted in a safe environment which encourages disclosure when appropriate

## RANGE STATEMENT

*Specific needs relating to clients may include, but are not limited to those:*

- Who have a disability
- Who come from diverse cultural and sub-cultural backgrounds
- Whose preferred or first language is not english
- Who are aged or young
- Who live in a remote or rural location
- Who are in same-sex relationships
- Whose religious beliefs or practices need to be considered
- Who have addiction or dependency issues
- With a dual diagnosis
- Who are of a particular gender
- Who come from an aboriginal background
- Who come from a torres strait islander background
- Who have mental health issues

*Rights and responsibilities include those relating to:*

- Rights of safety
- Rights under common law
- Rights outlined under relevant standards/principles and charters (e.g. Un declaration on rights of the child)
- Rights under the constitution
- Rights and responsibilities under legislation (e.g. freedom of information and child protection legislation)
- Guidelines relating to parameters of confidentiality/client consent
- Worker's code of ethics
- Rights of victim to access crime compensation

*Organisation standards and procedures include those relating to:*

- Client and worker safety
- Collection and storage of information
- Client interview protocols and procedures
- Code of conduct/code of ethics
- Principles and implementation of duty of care and rights of client to self determination
- Departmental, inter-departmental regulations, protocols and procedures relevant to work role and

## RANGE STATEMENT

|                                                                                                    |                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |
|----------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                                                                                                    | <ul style="list-style-type: none"> <li>responsibilities</li> <li>Inter-agency practice and protocols</li> <li>Personnel procedures</li> <li>Organisation mission statement and/or philosophy</li> <li>Assessment for eligibility to access particular services</li> <li>Completion of forms and applications</li> <li>Guidelines relating to parameters of confidentiality/client consent</li> <li>Occupational health and safety</li> <li>Industry standards</li> </ul> |
| <i>Legislative and statutory requirements may include</i>                                          | <ul style="list-style-type: none"> <li>Relevant State/territory/Commonwealth legislation (e.g. domestic violence, guardianship, disability services, immigration, anti-discrimination, child protection, legal practice legislation)</li> <li>International conventions relating to the rights of children and young people</li> <li>Relevant international conventions on civil and human rights</li> <li>Freedom of Information legislation</li> </ul>                 |
| <i>Questioning and other communication techniques may be adjusted as appropriate according to:</i> | <ul style="list-style-type: none"> <li>Whether client has experienced domestic violence or was a user of violence</li> <li>Client's needs</li> <li>Cultural diversity</li> <li>Religious beliefs/practices</li> <li>Disabilities</li> <li>Language</li> <li>Communication methods/styles</li> <li>Appropriate interpersonal styles</li> </ul>                                                                                                                            |
| <i>Risk may refer to client, client's family and/or worker and be indicated by the following:</i>  | <ul style="list-style-type: none"> <li>Self identification of risk</li> <li>Evidence of physical injuries</li> <li>Threat to safety</li> <li>Current or previous criminal charges for assault of client by partner/ex-partner</li> <li>Current or previous police involvement</li> <li>Objective assessment of client's current ability to</li> </ul>                                                                                                                    |



## RANGE STATEMENT

protect self and children from further assault or harm

- Threat or attempts to self-harm
- Feelings of depression, anger, low self-esteem, suicidal thoughts, emotional distress or sleep disturbances
- Medical problems such as overuse of tranquillisers, or alcohol, drug or substance abuse
- Intimidation and harassment
- Existing or previous orders relating to domestic violence (e.g. apprehended violence order), or breach of orders
- Avoidance of discussion regarding possible abuse
- Client being denied access to funds, resources or required medications
- Implausible explanation for injuries
- Repeated requests for financial assistance
- Other factors that may indicate a history of violence
- Children's behaviour and developmental level
- Current behaviours of user of violence
- Frequent hospital visits/admissions
- Current or previous separation
- Family court and/or relationship history
- Implied or actual threats to harm the worker by user of violence

*Goals should be realistic and attainable and may be:*

- Those set out in a case plan
- Those set out by the individual
- Related to compliance with directions/orders
- Immediate, short term, long term
- Or any combination of the above

*Services and support may be internally or externally provided and could include, but are not limited to:*

- Safety, physical and emotional security
- Assistance to gain economic support
- Protection from financial exploitation
- Immediate and appropriate responses which aim to ensure/maintain safety
- Legal or medical information and support
- Accommodation/transportation
- Access to services/information
- Counselling (individual, family or group focused)

## RANGE STATEMENT

- Referrals to specialist services
- Referrals to community support and/or education groups
- Establishment of community networks
- Domestic violence awareness raising programs
- Provision of assistance to address issues, gather information and locate other resources
- Advocacy

*Appropriate people include:*

- Organisation management, colleagues, supervisor, team members
- Acknowledged domestic violence specialists
- Various community groups representing cultural, sub-cultural, religious, social, ethnic, gender, sexual identity, and age groupings within the community
- Government representatives and service providers
- Behaviour change groups, such as user of violence groups, drug and alcohol groups
- Family members, friends, care-givers
- Support groups such as survivors/victims of violence groups, community houses, women's networks, church groups, refuges, and professional associations
- Authorities responsible for provision of community and justice administration services, for example, local councils, legal services, such as legal aid, and state and commonwealth agencies

## Unit Sector(s)

Not Applicable

## **CHCDFV402C Manage own professional development in responding to domestic and family violence**

### **Modification History**

Not Applicable

### **Unit Descriptor**

#### **Descriptor**

This unit describes the knowledge and skills required for individuals to manage their own performance and take responsibility for their professional development in relation to domestic and family violence

### **Application of the Unit**

#### **Application**

This unit may apply in a range of community service contexts with clients who may experience domestic and family violence

### **Licensing/Regulatory Information**

Not Applicable

### **Pre-Requisites**

Not Applicable

### **Employability Skills Information**

#### **Employability Skills**

This unit contains Employability Skills

## Elements and Performance Criteria Pre-Content

Elements define the essential outcomes of a unit of competency.

The Performance Criteria specify the level of performance required to demonstrate achievement of the Element. Terms in italics are elaborated in the Range Statement.

## Elements and Performance Criteria

### ELEMENT

### PERFORMANCE CRITERIA

1. Work within a domestic violence framework

- 1.1 Plan *work* practices to ensure maximum consideration is given to *client* and worker safety
- 1.2 Ensure all work undertaken accords with prevention *strategies* and accepted models of intervention and demonstrates consideration and understanding of the *underpinning values and philosophies* of domestic violence work and the nature of domestic violence, including its effects, its *social, historical, political and economic context* and its place in the criminal justice system
- 1.3 In all work demonstrate commitment to assist clients to deal with their issues through enhancing skills, accessing appropriate support and working with others in the *community* who share client's issues and concerns
- 1.4 In all work demonstrate understanding of the *rights and responsibilities* of the individual, the family, the community, and society and the worker's limitations, strengths and professional boundaries
- 1.5 In all work demonstrate consideration of the *interrelationship of issues* affecting clients in a domestic violence context

2. Model high standards of performance

- 2.1 Use own performance as a positive role model for others within the occupational group and the community as a whole
- 2.2 Acknowledge personal and professional values and attitudes regarding domestic violence and how they impact/conflict in practice, when planning and implementing work activities
- 2.3 In all work demonstrate respect and understanding

## ELEMENT

## PERFORMANCE CRITERIA

of individual differences and work processes are adapted as appropriate to meet the cultural, linguistic and any specific needs of the client

2.4 Use *organisation* and *professional standards, procedures* and values in providing services to clients affected by domestic violence and reflect community needs

2.5 Recognise and report breaches of organisation codes of ethics/and or practices in accordance with *professional and organisation standards and procedures*

### 3. Develop and maintain professional competence

3.1 Assess personal knowledge and skills in the domestic violence area against occupational *units of competency* and other relevant standards to determine development needs and priorities

3.2 Regularly use *self assessment and reflection* on practice to monitor *own performance* against established *personal performance standards* and to identify strengths and weaknesses

3.3 Use feedback from clients, their family and colleagues to identify and develop ways to improve competence in responding to domestic violence

3.4 Identify *personal development strategies* to recognise and respond effectively to domestic violence, and plan and implement to maintain currency of professional competency

3.5 Identify, acquire and apply new developments and trends in responding to domestic violence, and the associated skills and knowledge

3.6 Participate in *support processes* to obtain professional feedback and to monitor occupational health and stress

3.7 Use networking to identify and build relationships with associated and relevant individuals and organisations

3.8 *Participate in professional networks and associations* to obtain and maintain personal knowledge and *networks*

## Required Skills and Knowledge

### REQUIRED SKILLS AND KNOWLEDGE

This describes the essential skills and knowledge and their level required for this unit.

#### *Essential knowledge:*

The candidate must be able to demonstrate essential knowledge required to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

These include:

- Knowledge of the social, historical, political and economic context of domestic violence, including types and nature of domestic violence, its effects, power and gender issues, child abuse and associated criminal issues
- Understanding of the prevalence of myths, unhelpful beliefs, attitudes and practices in the broader society regarding domestic violence and their effects on individuals' rights to safety and autonomy
- An understanding of current organisation and professional procedures, practices, and social, ethical and business standards
- Knowledge of relevant debriefing and support processes
- An understanding of how to interpret units of competency and apply them to self, including identifying and prioritising personal learning needs
- An understanding of how to develop and maintain professional networks
- Knowledge of the principles and techniques of goal setting, measuring performance and time management
- Knowledge of self assessment and reflective strategies to assist in determining personal development needs, including preparing personal plans and establishing priorities
- Knowledge of respectful strategies that will assist in client self-determination to ensure safety of client and family
- Knowledge of legislative requirements and provisions relevant to area of service delivery and delegated responsibility
- Awareness of own values and attitudes and their potential impact on clients
- An understanding of specific limitations of work role, responsibility and professional abilities

#### *Essential skills:*

## REQUIRED SKILLS AND KNOWLEDGE

It is critical that the candidate demonstrate the ability to:

- Manage own performance and take responsibility for professional development in relation to domestic violence, in particular to:
  - consider the physical and emotional safety of clients, their family, worker and colleagues
  - display a positive role model to others
  - adapt work processes to meet the specific needs of the community, client or colleagues as required
  - monitor own performance and identify any personal development needs
  - identify ways to improve performance through seeking feedback from clients and colleagues
  - acknowledge personal values when responding to domestic violence
  - access learning opportunities to extend own personal work competencies to improve service delivery in domestic violence
  - develop and expand professional networks and participate in positive relationship building to further enhance skills and knowledge
  - interpret accurately and comply with legal and procedural requirements
  - understand their own work role and responsibilities in relation to domestic violence issues
  - select and use available technology appropriate to the task

In addition, the candidate must be able to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

These include the ability to:

- Demonstrate application of skills in:
  - networking to enable positive participation in professional associations and networks to enhance knowledge within a domestic violence framework
  - questioning and active listening to establish confidence and facilitate accurate and relevant exchange of information
  - liaison, for example, ability to liaise with people from a range of social, cultural, sub-cultural, religious and ethnic backgrounds in individual or group contexts
  - planning and organising for determining goals and strategies
  - researching and evaluating to acquire and assess information, for example-to prepare personal plans and establish priorities
  - collaboration between worker and client, between worker and colleagues and between services and other providers
  - problem solving for a defined range of predictable problems, for example when client needs are identified as lying outside a worker's particular professional role the worker should offer the client accurate and current information about appropriate services

## REQUIRED SKILLS AND KNOWLEDGE

and workers in other occupational groups

- literacy and communication in relation to analysis and evaluation of feedback, and presentation of information

## Evidence Guide

### EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment Guidelines for this Training Package.

*Critical aspects for assessment and evidence required to demonstrate this unit of competency:*

- The individual being assessed must provide evidence of specified essential knowledge as well as skills
- This unit will be most appropriately assessed in the workplace or in a simulated workplace and under the normal range of workplace conditions
- Assessment of performance should be over a period of time covering all categories within the Range Statement statements that are applicable in the learning environment  
This will include contexts applicable to the work environment, such as actual or simulated workplace situations involving a combination of direct, indirect and supplementary forms of evidence

*Access and equity considerations:*

- All workers in community services should be aware of access, equity and human rights issues in relation to their own area of work
- All workers should develop their ability to work in a culturally diverse environment
- In recognition of particular issues facing Aboriginal and Torres Strait Islander communities, workers should be aware of cultural, historical and current issues impacting on Aboriginal and Torres Strait Islander people



## EVIDENCE GUIDE

- Assessors and trainers must take into account relevant access and equity issues, in particular relating to factors impacting on Aboriginal and/or Torres Strait Islander clients and communities
- Context of and specific resources for assessment:*
- This unit can be delivered and assessed independently, however holistic assessment practice with other community services units of competency is encouraged
  - Resources required for assessment of this unit include access to:
    - an appropriate workplace where assessment can take place or simulation of realistic workplace setting for assessment
  - Where assessment is conducted within the workplace there are no resource implications above those normally available in the workplace
  - Where assessment is conducted in a simulated or non-workplace environment then access to the necessary equipment and research resources should be provided
  - Access to simulated exercises, case studies related to service delivery issues will also be required if non-workplace assessment paths are utilised
- Method of assessment:*
- Evidence will be determined by selection from the Range Statement, justified in terms of work requirements, work roles and responsibilities and occupational specialisations
  - Evidence for assessment of competence may be gathered by appropriate combination of the following:
    - demonstration of competency within the working environment to manage professional development in responding to domestic violence
    - assessment must be in the workplace, however, where there is not an opportunity to cover all relevant aspects in the work environment, the remainder should be assessed through realistic simulations, projects, previous relevant experience or oral questioning on 'What if?' scenarios

## EVIDENCE GUIDE

- observation of processes and procedures, oral and/or written questions on Essential knowledge and skills and consideration of required attitudes
- where performance is not directly observed and/or is required to be demonstrated over a period of time and/or in a number of locations, any evidence should be authenticated by colleagues, supervisors, clients or other appropriate persons
- review of any documentation produced by the candidate related to identifying and responding to domestic violence

### *Related units:*

For the purpose of integrated assessment, this unit may be assessed in conjunction with the following unit:

- CHCDFV301A Recognise and respond to domestic and family violence

## Range Statement

### RANGE STATEMENT

The Range Statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Add any essential operating conditions that may be present with training and assessment depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts.

### *Work may relate to:*

- Specific groups, issues or communities e.g. Health issues of young people from particular cultural, religious, sub-cultural backgrounds and/or geographical areas
- Monitoring, evaluation and research activities
- Policy development
- Primary intervention and assessment
- Advocacy

## RANGE STATEMENT

- Individual casework
- Community development
- Referrals
- Child protection work
- Provision of information/materials
- Service development towards systems change
- Project development and implementation

*Client may include:*

- Individuals (inclusive of children, youth, adults and the aged)
- Referred or self-referred clients
- Voluntary and involuntary clients
- People with specific needs seeking access to services
- Survivors/victims of domestic violence, their families and friends
- Users of violence and their family
- Other organisations/service providers
- Communities

*Underpinning values and philosophies in responding to domestic and family violence include:*

- The safety and well being of those subjected to domestic violence must be the first priority of any response
- All individuals have the right to be free from violence
- The community has a responsibility to work toward the prevention of domestic violence and to demonstrate the unacceptability of all forms of domestic violence
- All forms of domestic violence are unacceptable in any group, culture or creed
- Those who use violence should take responsibility for their behaviour and have access to programs to assist them change their behaviour to ensure the safety of their family
- A commitment to meeting the needs and upholding the rights of clients
- A commitment to empowering those affected by domestic violence
- Domestic violence is widespread and complex
- Domestic violence impacts on the physical, emotional, social, and financial well being and safety of individuals in families

## RANGE STATEMENT

- Domestic violence and abuse has devastating effects on family members and results in significant social and economic costs to the community
  - Domestic violence is an abuse of power perpetrated mainly (but not only) by men against women both in a relationship and after separation
- Social, historical, political and economic context:*
- Statutory framework within which work takes place
  - Historical context of work e.g. changing attitudes to domestic violence; changing approaches to working with people affected by domestic violence
  - Changing social context of work e.g. previous, current and changing government and societal views of domestic violence and approaches to working with clients
  - Political context e.g. government policies and initiatives affecting domestic violence work
  - Economic context e.g. the current economic situation as it relates to and affects domestic violence and the subsequent impact on client needs and the effects of economic deprivation and control on clients attempting to escape domestic violence
- Community may relate to a specific location, language/ cultural or social structure and include:*
- Individuals and groups defined by the organisation's programs and services
  - Other agencies providing services to individuals and groups
  - People with specific needs and interests
  - Organisation management, colleagues, supervisor, team members
  - Survivors/victims of domestic violence, their families and friends
  - Funding bodies
  - Professional networks and associations
  - Government representatives and service providers
  - Policy and decision-makers in the specific community
  - Groups representing cultural, sub-cultural, religious, social, ethnic, sexual, gender, and age issues in the community

## RANGE STATEMENT

*Rights and responsibilities may include:*

- Rights of safety
- Rights under common law
- Rights outlined under relevant standards/principles and charters (e.g. UN Declaration on Rights of the Child)
- Rights under the Constitution
- Rights and responsibilities under legislation (e.g. freedom of information and child protection legislation)
- Guidelines relating to parameters of confidentiality/client consent
- Worker's code of ethics

*Interrelationship of issues when responding to domestic violence may relate to clients with specific needs such as:*

- Disability issues
- Cultural diversity issues
- Language issues, such as when English is not the first language
- Issues for the aged or young
- Isolation issues, such as those from remote or rural locations
- Sexual identity issues
- Gender issues
- When religious beliefs, practices or values need to be considered
- Addiction or dependency issues
- Mental health issues
- Criminal history
- Literacy issues
- Those at risk of self-harm
- Economic/transport or accommodation issues

*Own performance may be monitored against established personal and organisation performance requirements and may include processes such as:*

- Formal/informal organisation initiated performance appraisals
- Obtaining feedback from supervisors, subordinates and colleagues
- Obtaining feedback from clients, human resource development personnel, family and other relevant community members etc.
- Monitoring of supervised staff, colleagues and/or team staff morale

## RANGE STATEMENT

- Personal reflective behaviour strategies/ methodologies
- Other strategies which facilitate the identification of personal strengths/weaknesses/issues to be addressed
- Routine organisation methods for monitoring service delivery

*Organisation and professional standards and procedures may include those relating to:*

- Client and worker safety
- Organisation mission statement and/or philosophy
- Routine organisation methods for monitoring service delivery
- Collection and storage of information
- Client interview protocols and procedures
- Code of conduct/code of ethics
- principles and implementation of duty of care and rights of client to self determination
- Departmental, inter-departmental regulations, protocols and procedures relevant to work role and responsibilities
- Industry standards
- Inter-agency practice and protocols
- Use of interpreter and interpreter services
- Eligibility criteria for accessing particular services
- Completion of forms and applications
- Debriefing and supervision
- Industry standards
- Guidelines relating to parameters of confidentiality/client consent
- Occupational health and safety

*Units of competency are standards which measure:*

- All those personal and technical knowledge, skills and attitudinal aspects (competencies) required to effectively and efficiently undertake the day to day tasks and duties of the practitioner's work function

*Self assessment and reflection requires practitioners to regularly review their own performance against required and established professional*

- Professional bodies' competencies and codes of practice/ethics
- Organisation HRD policies and procedures
- Occupational or functional roles/units of competency
- Professional accreditation and re-accreditation

## RANGE STATEMENT

*performance requirements*

requirements

*Such performance requirements may be documented through:*

*Personal development strategies may include development/implementation of a personal/professional improvement program, either internal or external to the organisation including such things as:*

- Development of improved interpersonal/technical skills
- Updating stress management abilities
- Adapting work rotation to facilitate changing personal/work priorities
- Formal/informal learning programs
- Utilisation of existing strengths to focus future career development
- Cultural, sub-cultural awareness/sensitivity
- Involvement in community activities
- Coaching, mentoring and/or supervision
- Counselling
- Updating/maintaining knowledge base on domestic/family violence issues and current context for work/professional practice
- Establishment of new career paths

*Support processes will need to include at least one of the following:*

- Counselling
- Performance feedback
- Debriefing
- Training and development
- Supervision

*Networks may be formal or informal and include:*

- Regional, specialist and peak associations
- Professional/occupation associations
- Trainers, teachers and academics
- Contacts in policy and funding bodies
- Local inter-agency networks
- Interest and support groups
- Other workers

*Participate in professional networks and associations may*

- Learning about the role, services and resources of other organisations
- Learning about the roles and resources of other

## RANGE STATEMENT

*include purposes such as:*

workers

- Providing advice and information about own service and organisations
- Peer support and review
- Professional development
- Maintaining coordination among organisations and workers
- Supporting joint programs or activities
- Providing information for policy development
- Supporting the interests of specific groups within the community

*Personal performance standards relates to:*

- The practitioner's level of competency
- Professional ethics
- Integrity and behaviour
- Regulations
- Code of ethics/practice
- Organisation/agency procedures
- Community standards

## Unit Sector(s)

Not Applicable



## CHCCM504D Promote high quality case management

### Modification History

| CHC08 Version 3                                | CHC08 Version 4                                | Comments                                                                                                                                             |
|------------------------------------------------|------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------|
| CHCCM504C Promote high quality case management | CHCCM504D Promote high quality case management | ISC upgrade changes to remove references to old OHS legislation and replace with references to new WHS legislation. No change to competency outcome. |

### Unit Descriptor

**Descriptor**

This unit describes the knowledge and skills required to disseminate information and provide advice on practice issues relating to case management

### Application of the Unit

**Application**

This unit may apply to work in a range of community service contexts

### Licensing/Regulatory Information

Not Applicable

### Pre-Requisites

Not Applicable

### Employability Skills Information

**Employability Skills**

This unit contains Employability Skills

## Elements and Performance Criteria Pre-Content

Elements define the essential outcomes of a unit of competency.

The Performance Criteria specify the level of performance required to demonstrate achievement of the Element. Terms in *italics* are elaborated in the Range Statement.

## Elements and Performance Criteria

### ELEMENT

### PERFORMANCE CRITERIA

1. Provide a lead in case management practice

- 1.1 Implement appropriate strategies to ensure currency with accepted best practice and relevant legislation
- 1.2 Where appropriate, provide practice advice and direction consistent with organisation service and professional standards
- 1.3 Challenge and support worker to ensure casework plans and actions are based on organisation procedures, practices and legislative requirements
- 1.4 Implement strategies to ensure worker has ready access to casework consultation with other workers to maximise their effectiveness
- 1.5 Access and apply specialist practice knowledge in the workplace and provide coaching and mentoring to staff to optimise competent practice
- 1.6 Advise worker on the full range of legislative provisions relevant to case management, and worker and organisation responsibilities

2. Provide practice advice on complex cases

- 2.1 Thoroughly analyse and assess case management plans and feedback on their implementation and provide expert advice on options for actions and further development
- 2.2 Provide workers with information on organisation processes for collecting information from key stakeholders to ensure more effective operation
- 2.3 Routinely provided workers with information about relevant legislation and any changes in organisation practices and procedures to promote consistency and

**ELEMENT****PERFORMANCE CRITERIA**

quality in practice

2.4 Routinely monitor progress on case plan and make changes as required to enable improved service delivery

2.5 Implement strategies to ensure appropriate stakeholders are consulted about specialist information and options for future action

## **Required Skills and Knowledge**

### **REQUIRED SKILLS AND KNOWLEDGE**

This describes the essential skills and knowledge and their level required for this unit.

#### *Essential knowledge:*

The candidate must be able to demonstrate essential knowledge required to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

These include knowledge of:

- Theory and practice of case management
- Provisions of all relevant legislation and statutory requirements
- Practice model of supervision
- Codes of practice/ethics
- Own value base and belief system

#### *Essential skills:*

It is critical that the candidate demonstrate the ability to:

- Research current trends in case management
- Analyse and evaluate practices
- Plan for practice improvement

In addition, the candidate must be able to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of

## REQUIRED SKILLS AND KNOWLEDGE

the identified work role

These include the ability to:

- Demonstrate application of skills in:
  - role modelling
  - mentoring
  - facilitation of feedback
  - team management
  - high level report writing and documentation
  - research and analysis
  - effective use of relevant information technology in line with work health and safety (WHS) guidelines

## Evidence Guide

### EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment Guidelines for this Training Package.

*Critical aspects for assessment and evidence required to demonstrate this unit of competency:*

- The individual being assessed must provide evidence of specified essential knowledge as well as skills
- This unit of competence will be most appropriately assessed in the workplace or in a simulated workplace and under the normal range of workplace conditions
- Assessment is recommended to be conducted on one or more occasion and should reflect a range of information and advice that is disseminated

*Access and equity considerations:*

- All workers in community services should be aware of access, equity and human rights issues in relation to their own area of work
- All workers should develop their ability to work in a culturally diverse environment
- In recognition of particular issues facing Aboriginal and Torres Strait Islander communities, workers

## EVIDENCE GUIDE

should be aware of cultural, historical and current issues impacting on Aboriginal and Torres Strait Islander people

- Assessors and trainers must take into account relevant access and equity issues, in particular relating to factors impacting on Aboriginal and/or Torres Strait Islander clients and communities

*Context of and specific resources for assessment:*

- This unit can be assessed independently, however holistic assessment practice with other community services units of competency is encouraged
- Resources required for assessment include access to:
  - an appropriate workplace where assessment can take place or simulation of realistic workplace setting

*Method of assessment:*

- Assessment may include observation, questioning and evidence gathered from the workplace environment, including testimonials from colleagues, portfolios etc

## Range Statement

### RANGE STATEMENT

The Range Statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Add any essential operating conditions that may be present with training and assessment depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts.

*The contexts for facilitation of ongoing case management practice include:*

- Professional development and training programs
- Practice reviews and audits

*Facilitation of ongoing case*

- Organisation policy and procedures

**RANGE STATEMENT**

*management practice will be carried out within requirements established by:*

- Relevant program standards
- Service and professional standards, including code of professional ethics or code of practice

**Unit Sector(s)**

Not Applicable

# CHCCM503C Develop, facilitate and monitor all aspects of case management

## Modification History

Not Applicable

## Unit Descriptor

### Descriptor

This unit describes the knowledge and skills required to facilitate all aspects of case planning

## Application of the Unit

### Application

This unit may apply to work in a range of community service contexts

## Licensing/Regulatory Information

Not Applicable

## Pre-Requisites

Not Applicable

## Employability Skills Information

### Employability Skills

This unit contains Employability Skills

## Elements and Performance Criteria Pre-Content

Elements define the essential outcomes of a unit of

The Performance Criteria specify the level of performance required to demonstrate achievement of the Element. Terms in *italics* are elaborated in the Range

competency.

Statement.

## Elements and Performance Criteria

### ELEMENT

### PERFORMANCE CRITERIA

#### 1. Conduct case management meetings

1.1 Facilitate information sharing with the client by establishing an appropriate rapport with the client and implementing appropriate procedures including:

- establish purpose, objectives and agenda of the meeting
- facilitate discussion
- resolve conflict where relevant
- identify, negotiate and record outcomes

1.2 Identify and agree boundaries and processes within service delivery, including:

- rights, roles, responsibilities, decision-making processes, accountability and outcomes
- ways of addressing experience, skills, values and development of participant
- impact of statutory mandates on interventions, the client and significant others
- the impact of value systems of worker, client and key stakeholders on outcomes
- information sharing and planning
- appropriate conflict resolution techniques to be employed

1.3 Define and explore individual family and community needs and rights, and organisation responsibilities to assure the rights are protected for all concerned

#### 2. Develop an appropriate approach to case management

2.1 Develop and utilise case management processes appropriate to implementing statutory requirements

2.2 Implement appropriate processes to facilitate client setting of goals and participation in case management processes

2.3 Integrate appropriate cultural considerations into all aspects of case management planning



**ELEMENT****PERFORMANCE CRITERIA**

- 2.4 Provide information on rights of appeal and avenues of complaint so client understands their rights
3. Develop an appropriate case management plan
- 3.1 Develop a case management plan to reflect initial assessment of needs
- 3.2 Identify the full range of appropriate immediate, short and long term needs of the client and other relevant parties
- 3.3 Develop action plans to reflect:
- integration of expertise of relevant stakeholders and other service deliverers
  - negotiated and agreed goals and operational processes
  - a range of strategies to address each goal and to maximise participation in plan
  - appropriate resource allocation
  - agreed responsibility for delivery
  - realistic and agreed indicators of success
  - rights and responsibilities of client
- 3.4 Establish processes for monitoring and changing case plan
- 3.5 Identify strategies to deal with *complex or high risk situations*
- 3.6 Match requirements of case plan to experience, workload and geographical location of worker
- 3.7 Focus plan on assisting clients to set and achieve realistic targets for change or action and to take personal responsibility
4. Manage case work activities and processes
- 4.1 Implement strategies to continually monitor the effectiveness of case management processes against agreed goals, relevant services and programs, client and stakeholder satisfaction
- 4.2 Assess the need for changes in case plan, including the need for ongoing intervention, and develop strategies for alternatives as appropriate
- 4.3 Successfully negotiate with relevant parties, any

**ELEMENT****PERFORMANCE CRITERIA**

proposed changes arising from case review

4.4 Utilise processes for case closure as appropriate, to comply with organisation procedures

## Required Skills and Knowledge

### REQUIRED SKILLS AND KNOWLEDGE

This describes the essential skills and knowledge and their level required for this unit.

#### *Essential knowledge:*

The candidate must be able to demonstrate essential knowledge required to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

These include knowledge of:

- Behaviour change models and practices
- Organisation procedures and standards
- Formal meeting processes
- Relevant policy, procedures, legislation and statutory mandates
- Cultural protocols and systems
- Family structure, dynamics, communication and decision-making
- Relevant documentation protocols
- Range of available services

#### *Essential skills:*

It is critical that the candidate demonstrate the ability to:

- Access and use a range of family and community resources
- Identify and gain agreement on role boundaries
- Facilitate groups and support participants to engage in information sharing and planning
- Apply organisation statutory and legislative requirements

In addition, the candidate must be able to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of

## REQUIRED SKILLS AND KNOWLEDGE

the identified work role

These include the ability to:

- Demonstrate application of skills in:
  - Planning, decision-making and goal setting
  - Managing group dynamics
  - Conflict resolution, negotiation and (where required) mediation techniques
  - Defining boundaries
  - Planning and goal setting
  - Facilitation
  - Assertion
  - High level writing skills
  - Interpersonal and communication
  - Supervision and delegation where appropriate to job role

## Evidence Guide

### EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment Guidelines for this Training Package.

*Critical aspects for assessment and evidence required to demonstrate this unit of competency:*

- The individual being assessed must provide evidence of specified essential knowledge as well as skills
- This unit of competence will be most appropriately assessed in the workplace or in a simulated workplace and under the normal range of workplace conditions
- Assessment may be conducted over one or more occasions and should include all aspects of case planning with a range of clients

*Access and equity considerations:* • All workers in community services should be aware

## EVIDENCE GUIDE

of access, equity and human rights issues in relation to their own area of work

- All workers should develop their ability to work in a culturally diverse environment
- In recognition of particular issues facing Aboriginal and Torres Strait Islander communities, workers should be aware of cultural, historical and current issues impacting on Aboriginal and Torres Strait Islander people
- Assessors and trainers must take into account relevant access and equity issues, in particular relating to factors impacting on Aboriginal and/or Torres Strait Islander clients and communities

*Context of and specific resources for assessment:*

- This unit can be assessed independently, however holistic assessment practice with other community services units of competency is encouraged
- Resources required for assessment include access to:
  - an appropriate workplace where assessment can take place or simulation of realistic workplace setting

*Method of assessment:*

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

## Range Statement

### RANGE STATEMENT

The Range Statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Add any essential operating conditions that may be present with training and assessment depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts.

## RANGE STATEMENT

*The contexts for facilitation of information sharing and planning include:*

- All formal processes included in case management e.g. case conferences, case review meetings, formal briefings on client progress

*Evaluating ongoing implementation includes:*

- Monitoring case plan implementation
- Facilitating review activities and feedback from workers on progress of intervention
- Liaison with service providers, clients, significant others
- Advising on how case plans can be modified, ensuring that changes are communicated appropriately

*Complex or high risk situations are to be defined as:*

- Life threatening/high risk situations
- Cases where at least three of the following factors are combined:
  - serious/sustained abuse
  - multiple difficulties present in family
  - intellectual or psychiatric disability
  - chronic and serious drug addiction affecting individuals capacity
- Where a wide range of other agencies are involved, e.g. community services, legal, medical and police agencies
- Where involvement of protective and custodial agencies with the family has been over a lengthy and sustained period
- When age of the client creates special considerations
- Cases with high public/political sensitivity requiring sensitive and experienced case investigation and management

*Negotiate actions includes:*

- Gaining agreement on course of actions, goal setting, milestone setting and agreement, timeline setting, establishment of review points in case plan

## Unit Sector(s)

Not Applicable

## CHCCS604B Manage the delivery of quality services to clients

### Modification History

| CHC08 Version 3                                              | CHC08 Version 4                                              | Description                                                                                                                                                                 |
|--------------------------------------------------------------|--------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| CHCCS604A Manage the delivery of quality services to clients | CHCCS604B Manage the delivery of quality services to clients | Unit updated in V4.<br>ISC upgrade changes to remove references to old OHS legislation and replace with references to new WHS legislation. No change to competency outcome. |

### Unit Descriptor

**Descriptor**

This unit describes the knowledge and skills required to manage resources and systems to deliver quality client services within complex or changing circumstances

### Application of the Unit

**Application**

This unit may apply in a range of community service contexts

### Licensing/Regulatory Information

Not Applicable

### Pre-Requisites

Not Applicable

### Employability Skills Information

**Employability Skills**

This unit contains Employability Skills

## Elements and Performance Criteria Pre-Content

Elements define the essential outcomes of a unit of competency.

The Performance Criteria specify the level of performance required to demonstrate achievement of the Element. Terms in italics are elaborated in the Range Statement.

## Elements and Performance Criteria

### ELEMENT

### PERFORMANCE CRITERIA

#### 1. Manage service delivery to address client needs

- 1.1 Ensure appropriate and accurate records of client needs and service delivery options are developed and maintained
- 1.2 Identify barriers to *client services* in consultation with *clients*
- 1.3 Apply understanding of relevant options for service delivery to match services to client's needs and rights
- 1.4 Take all available opportunities to promote client services and their benefits
- 1.5 Ensure the strategic direction of the organisation, individual and community needs and external requirements guide the provision of client services
- 1.6 Develop and implement performance indicators to routinely monitor client service delivery

#### 2. Plan client service delivery

- 2.1 Ensure service delivery planning includes client involvement in negotiation and agreement on appropriate goals, strategies and outcomes
- 2.2 Identify strategies to deal with contingencies which may arise
- 2.3 Identify relevant people and organisations to provide support and expertise to maximise effectiveness of service delivery
- 2.4 Routinely collect and analyse information on clients and delivery options to ensure services delivered reflect client needs and rights, current best practice, organisation and legislative guidelines, ethical practices and duty of care considerations



**ELEMENT****PERFORMANCE CRITERIA****3. Review client services**

- 3.1 Routinely review matching between client requirements and service delivery
- 3.2 Involve client and all other relevant personnel in review of service delivery
- 3.3 Monitor changes in circumstances, environmental factors or alterations to client needs and rights and incorporate in review of service delivery
- 3.4 Modify client service to reflect changing needs and rights and feedback on effectiveness of service delivery
- 3.5 Undertake appropriate work to ensure client concerns about service are resolved and complaints of a serious nature dealt with in accordance with organisation procedures

**Required Skills and Knowledge****REQUIRED SKILLS AND KNOWLEDGE**

This describes the essential skills and knowledge and their level required for this unit.

*Essential knowledge:*

The candidate must be able to demonstrate essential knowledge required to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

These include knowledge of:

- Design and development of client services
- Legislative and statutory frameworks influencing provision of client services
- Current development in effective client service delivery
- Marketing and promotion techniques
- Evaluation and review
- Strategic planning and organisation development

## REQUIRED SKILLS AND KNOWLEDGE

### *Essential skills:*

It is critical that the candidate demonstrate the ability to:

- Establish and maintain a network of clients
- Incorporate the requirements of specific groups in all client service work
- Meet quality service standards

In addition, the candidate must be able to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

These include the ability to:

- Communicate effectively with both staff and clients
- Effectively coordinate resources in a complex environment
- Manage a team effectively
- Manage contingencies
- Use computer and software technology , as required by the workplace

## Evidence Guide

### EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment Guidelines for this Training Package.

#### *Critical aspects for assessment and evidence required to demonstrate this unit of competency:*

- The individual being assessed must provide evidence of specified essential knowledge as well as skills
- This unit is most appropriately assessed in the workplace or in a simulated workplace setting under the normal range of workplace conditions
- Assessment should include assessment of all aspects of delivery of a quality client service and with a range of new or existing clients

#### *Access and equity considerations:*

- All workers in community services should be aware of access, equity and human rights issues in relation to their own area of work
- All workers should develop their ability to work in a

## EVIDENCE GUIDE

|                                                          |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |
|----------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                                                          | <p>culturally diverse environment</p> <ul style="list-style-type: none"> <li>• In recognition of particular issues facing Aboriginal and Torres Strait Islander communities, workers should be aware of cultural, historical and current issues impacting on Aboriginal and Torres Strait Islander people</li> <li>• Assessors and trainers must take into account relevant access and equity issues, in particular relating to factors impacting on Aboriginal and/or Torres Strait Islander clients and communities</li> </ul> |
| <i>Context of and specific resources for assessment:</i> | <ul style="list-style-type: none"> <li>• This unit can be assessed independently, however holistic assessment practice with other community services units of competency is encouraged</li> <li>• Resources required for assessment include access to relevant workplace or simulated realistic workplace setting where assessment may take place</li> </ul>                                                                                                                                                                     |
| <i>Method of assessment:</i>                             | <ul style="list-style-type: none"> <li>• Assessment may include observations, questioning or evidence gathered from the workplace e.g. portfolios, completed records of client needs etc.</li> </ul>                                                                                                                                                                                                                                                                                                                             |

## Range Statement

### RANGE STATEMENT

The Range Statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Add any essential operating conditions that may be present with training and assessment depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts.

|                                                                     |                                                                                                                                                                                                                    |
|---------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <i>Client services refer to community services and may include:</i> | <ul style="list-style-type: none"> <li>• Provision of social housing</li> <li>• Homelessness support</li> <li>• Provision of accommodation support services</li> <li>• Counselling</li> <li>• Case work</li> </ul> |
|---------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

**RANGE STATEMENT**

- Referral to health services
- Family support
- Drug and alcohol services
- Mental health services

*Clients may include:*

- Self referral or referred
- Individual members of the public
- Other organisations, community groups and individuals
- Other work areas of the organisation
- Senior management

*Resources include:*

- Service delivery staff
- Key organisation personnel
- Finances for system infrastructure
- Appropriate information technology

*Quality service standards include:*

- National community housing standards
- SAAP service standards

*Legislation and policies and procedures include:*

- Duty of care
- Work health and safety (WHS)
- Administrative processes
- Grievance complaints and disciplinary procedures
- Staff conditions
- Industrial award

**Unit Sector(s)**

Not Applicable

## CHCCD508D Support community action

### Modification History

| CHC08 Version 3                       | CHC08 Version 4                       | Comments                                                                                                                                             |
|---------------------------------------|---------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------|
| CHCCD508C<br>Support community action | CHCCD508D<br>Support community action | ISC upgrade changes to remove references to old OHS legislation and replace with references to new WHS legislation. No change to competency outcome. |

### Unit Descriptor

**Descriptor**

This unit describes the knowledge and skills required to support the community to represent their own needs through social and public action

### Application of the Unit

**Application**

This unit is intended for application within a community work or community development work context

### Licensing/Regulatory Information

Not Applicable

### Pre-Requisites

Not Applicable

### Employability Skills Information

**Employability Skills**

This unit contains Employability Skills

## Elements and Performance Criteria Pre-Content

Elements define the essential outcomes of a unit of competency.

The Performance Criteria specify the level of performance required to demonstrate achievement of the Element. Terms in *italics* are elaborated in the Range Statement.

## Elements and Performance Criteria

### ELEMENT

### PERFORMANCE CRITERIA

- |                                               |                                                                                                                                                                                                                                                                                                                                                                                                 |
|-----------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1. Respond to community needs                 | <p>1.1 Plan and implement appropriate opportunities so that people in the community can promote their issues</p> <p>1.2 Identify and clarify a range of forms of consultation and research methods</p> <p>1.3 Identify, develop and agree with key people strategies for meeting community needs</p>                                                                                            |
| 2. Support identified community needs         | <p>2.1 Assess relevance and appropriateness of a range of <i>mechanisms</i> and <i>actions</i> to address community needs</p> <p>2.2 Calculate and assess <i>resources</i> required for availability and appropriateness and where possible, provide these resources</p> <p>2.4 Undertake appropriate work to ensure that resourcing to meet community needs is provided and made available</p> |
| 3. Evaluate effectiveness of community action | <p>3.1 Evaluate the effectiveness of activities using accepted strategies and <i>mechanisms</i></p> <p>3.2 Review progress of strategies with key people and negotiate and implement required changes</p> <p>3.3 Document outcomes of evaluations and report to key people</p>                                                                                                                  |

## Required Skills and Knowledge

### REQUIRED SKILLS AND KNOWLEDGE

This describes the essential skills and knowledge and their level required for this unit.

#### *Essential knowledge:*

The candidate must be able to demonstrate essential knowledge required to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

These include knowledge of:

- Social structures and systems in the community
- Complex cultural awareness
- Components of strategic planning
- Decision-making systems and leadership
- Community development principles relevant to social action and public processes
- Current social policy and its implementation programs
- Depending on the work role or services provided, specific knowledge of particular groups or issues may be required, including alcohol and other drugs (AOD):
  - cultural and linguistic diversity
  - risk of self-harm
  - women
  - men
  - community education
  - Aboriginal and Torres Strait Islander people
  - mental health

#### *Essential skills:*

It is critical that the candidate demonstrate the ability to:

- Support communities to identify their rights and represent their own needs through social and public action
- Motivate individuals and groups to work cooperatively

In addition, the candidate must be able to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

These include the ability to:

## REQUIRED SKILLS AND KNOWLEDGE

- Demonstrate application of skills in:
  - applying evaluation methods
  - applying research methods
  - marketing and promotion
  - negotiation
  - effective use of relevant information technology in line with work health and safety (WHS) guidelines

## Evidence Guide

### EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment Guidelines for this Training Package.

*Critical aspects for assessment and evidence required to demonstrate this unit of competency:*

- The individual being assessed must provide evidence of specified essential knowledge as well as skills
- This unit can be assessed in the workplace, in the community or in relevant simulations
- Consistency in performance should consider specific needs of the community and how community action can support these needs

*Access and equity considerations:*

- All workers in community services should be aware of access, equity and human rights issues in relation to their own area of work
- All workers should develop their ability to work in a culturally diverse environment
- In recognition of particular issues facing Aboriginal and Torres Strait Islander communities, workers should be aware of cultural, historical and current issues impacting on Aboriginal and Torres Strait Islander people
- Assessors and trainers must take into account relevant access and equity issues, in particular relating to factors impacting on Aboriginal and/or Torres Strait Islander clients and communities



## EVIDENCE GUIDE

### *Context of and specific resources for assessment:*

- This unit can be assessed independently, however holistic assessment practice with other community services units of competency is encouraged
- Resources required for assessment include access to a workplace or community or an appropriately simulated environment

### *Method of assessment:*

- In cases where the learner does not have the opportunity to cover all relevant aspects in the work environment, the remainder should be assessed through realistic simulations, projects, previous relevant experience or oral questioning on 'What if?' scenarios
- Assessment of this unit of competence will usually include observation of processes and procedures, oral and/or written questioning on Essential knowledge and skills and consideration of required attitudes
- Where performance is not directly observed and/or is required to be demonstrated over a 'period of time' and/or in a 'number of locations', any evidence should be authenticated by colleagues, supervisors, clients or other appropriate persons

## Range Statement

### RANGE STATEMENT

The Range Statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Add any essential operating conditions that may be present with training and assessment depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts.

### *Actions for the support of community needs may include:*

- Strategies to change, promote or protect existing social structures, services, resources
- Initiatives by the community and undertaken by the community and/or agencies

**RANGE STATEMENT**

- Initiatives undertaken by the organisation and supported by the community and/or agencies
- Routinely planned and specific/occasional actions
- General and specially targeted
- Social action
- Promotion

*Mechanisms may include:*

- Structures
- Processes/protocol
- Consultation, participation , accountability
- Review, evaluation
- Existing and specially created
- Community development strategies

*Resources may include:*

- Those of the organisation
- Those acquired from other agencies
- System support/administration/policy
- Material/financial/facilities/equipment
- Developmental/information/training
- Information technology

**Unit Sector(s)**

Not Applicable

## CHCCD505E Develop community resources

### Modification History

| CHC08 Version 3                          | CHC08 Version 4                          | Comments                                                                                                                                             |
|------------------------------------------|------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------|
| CHCCD505D<br>Develop community resources | CHCCD505E<br>Develop community resources | ISC upgrade changes to remove references to old OHS legislation and replace with references to new WHS legislation. No change to competency outcome. |

### Unit Descriptor

**Descriptor**

This unit describes the knowledge and skills required to work with the community to develop relevant and effective resources to engender community support for initiatives aimed at specific groups

### Application of the Unit

**Application**

This unit is intended for application within a community work or community development work context

### Licensing/Regulatory Information

Not Applicable

### Pre-Requisites

Not Applicable

### Employability Skills Information

**Employability Skills**

This unit contains Employability Skills

## Elements and Performance Criteria Pre-Content

Elements define the essential outcomes of a unit of competency.

The Performance Criteria specify the level of performance required to demonstrate achievement of the Element. Terms in *italics* are elaborated in the Range Statement.

## Elements and Performance Criteria

### ELEMENT

### PERFORMANCE CRITERIA

#### 1. Assess community resource requirements

- 1.1 Identify resource requirements through consultation with networks and *key people and organisations*
- 1.2 Research existing available *community resources* and assess their capacity to meet needs of the group
- 1.3 Develop *strategies to address gaps in available resources*

#### 2. Develop and acquire resources

- 2.1 Develop strategies for the provision of resources to assist in meeting organisation objectives within funding considerations
- 2.2 Develop resources in consultation with key people
- 2.3 Follow all relevant processes and procedures to ensure endorsement and guarantee implementation

#### 3. Facilitate community access to resources

- 3.1 Publicise availability of resources to target group, *key people and organisations* to encourage participation in activities
- 3.2 Make resources available to all users as required in accordance with organisation procedures
- 3.3 Review resources regularly to ensure usefulness and currency

## Required Skills and Knowledge

### REQUIRED SKILLS AND KNOWLEDGE

This describes the essential skills and knowledge and their level required for this unit.

#### *Essential knowledge:*

It is critical that the candidate demonstrate knowledge of:

- A range of systems that can be used to obtain, store and record information
- A range of resource media
- Resourcing policies and procedures
- Key people and organisations

The candidate must be also able to demonstrate relevant knowledge required to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role, such as knowledge of:

- Depending on the work role or services provided, specific knowledge of particular groups or issues may be required, including alcohol and other drugs
  - cultural and linguistic diversity
  - risk of self-harm
  - women
  - men
  - community education
  - Aboriginal and Torres Strait Islander people
  - mental health

#### *Essential skills:*

It is critical that the candidate demonstrate the ability to:

- Identify community needs and match a range of appropriate resources to meet those needs
- Demonstrate capacity to operate within specific communities or across a number of groups

In addition, the candidate must be able to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

## REQUIRED SKILLS AND KNOWLEDGE

These include the ability to:

- Design and prepare materials including relevant information technology
- Demonstrate application of skills in:
  - basic project management
  - networking
  - information management in line with work health and safety (WHS) requirements
  - information presentation
  - maintaining documentation as required

## Evidence Guide

### EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment Guidelines for this Training Package.

*Critical aspects for assessment and evidence required to demonstrate this unit of competency:*

- The individual being assessed must provide evidence of specified essential knowledge as well as skills
- This unit should be assessed on the job or through simulation
- Consistency in performance may be based on evidence from previous demonstration of competency, however assessors should consider particular community resource development needs if assessment occurs in the workplace

*Access and equity considerations:*

- All workers in community services should be aware of access, equity and human rights issues in relation to their own area of work
- All workers should develop their ability to work in a culturally diverse environment
- In recognition of particular issues facing Aboriginal and Torres Strait Islander communities, workers should be aware of cultural, historical and current issues impacting on Aboriginal and Torres Strait

## EVIDENCE GUIDE

Islander people

- Assessors and trainers must take into account relevant access and equity issues, in particular relating to factors impacting on Aboriginal and/or Torres Strait Islander clients and communities

*Context of and specific resources for assessment:*

- This unit can be assessed independently, however holistic assessment practice with other community services units of competency is encouraged
- Resources required for assessment include access to an appropriate workplace or community or accurately simulated environment

*Method of assessment:*

- In cases where the learner does not have the opportunity to cover all relevant aspects in the work environment, the remainder should be assessed through realistic simulations, projects, previous relevant experience or oral questioning on 'What if?' scenarios
- Assessment of this unit of competence will usually include observation of processes and procedures, oral and/or written questioning on Essential knowledge and skills and consideration of required attitudes
- Where performance is not directly observed and/or is required to be demonstrated over a 'period of time' and/or in a 'number of locations', any evidence should be authenticated by colleagues, supervisors, clients or other appropriate persons

## Range Statement

### RANGE STATEMENT

The Range Statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Add any essential operating conditions that may be present with training and assessment depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts.

## RANGE STATEMENT

*Key people and organisations may include:*

- Government and non government organisations
- The service's networks
- Staff
- Committee of management
- Specialist organisations

*Sources for addressing resource gaps may include:*

- External grants
- Commercial fund raising
- Internal allocations
- Other services/agencies
- Donations
- Exchanges
- Sharing

*Strategies to address gaps in available resources may include:*

- Grant submissions
- Commercial enterprise
- Fee for service
- Internal reallocation
- Internal cross subsidies
- Sponsorship/donations
- Exchanges/sharing/pooling

*Community resources may include:*

- Information
- Education
- Databases
- Library (paper based or electronic)
- Finances
- Equipment and materials
- Skills and expertise
- Capital assets
- Technology

## Unit Sector(s)

Not Applicable





## CHCCD401E Support community participation

### Modification History

| CHC08 Version 3                              | CHC08 Version 4                              | Comments                                                                                                                                                                                                          |
|----------------------------------------------|----------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| CHCCD401D<br>Support community participation | CHCCD401E<br>Support community participation | Updated Health Promotion legislation in Essential Knowledge. ISC upgrade changes to remove references to old OHS legislation and replace with references to new WHS legislation. No change to competency outcome. |

### Unit Descriptor

**Descriptor**

This unit describes the knowledge and skills required to provide a range of opportunities for community groups and individuals to participate and design cooperative arrangements for addressing common concerns

### Application of the Unit

**Application**

This unit is intended for application within a community work or community development work context

### Licensing/Regulatory Information

Not Applicable

### Pre-Requisites

Not Applicable

### Employability Skills Information

**Employability Skills**

This unit contains Employability Skills

## Elements and Performance Criteria Pre-Content

Elements define the essential outcomes of a unit of competency.

The Performance Criteria specify the level of performance required to demonstrate achievement of the Element. Terms in italics are elaborated in the Range Statement.

## Elements and Performance Criteria

### ELEMENT

### PERFORMANCE CRITERIA

1. Work with individuals and the community to promote participation

- 1.1 Undertake work to identify key community issues to be addressed
- 1.2 Undertake planning to address community issues to ensure:
  - appropriate policies and *strategies* are developed
  - adequate resourcing is identified
  - *key people* are consulted
  - identified needs are addressed
- 1.3 Ensure processes are forward looking and proactive
- 1.4 Use appropriate interpersonal and networking skills to enlist support from *key people* and groups
- 1.5 Provide *opportunities* for community input to planning provision of services
- 1.6 Guarantee community input and participation in services

2. Support existing community activities

- 2.1 Undertake appropriate review of the relevance of existing community activities, based on changing community needs
- 2.2 Provide relevant support and assistance to existing community activities to obtain additional resources required for effective operation
- 2.3 Provide support to community groups to monitor and evaluate processes, progress and outcomes of

**ELEMENT****PERFORMANCE CRITERIA**

activities

2.4 Provide appropriate support to community groups to become self managing in the implementation of plans

**Required Skills and Knowledge****REQUIRED SKILLS AND KNOWLEDGE**

This describes the essential skills and knowledge and their level required for this unit.

*Essential knowledge:*

The candidate must be able to demonstrate essential knowledge required to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

These include knowledge of:

- Community development methods and their principles and practices
- Funding sources and their policies and strategies for encouraging community input and participation
- budget and funding allocation
- Local, state and federal strategies/legislation

Health promotion (as per Ottawa Charter for Health Promotion (1986), the Jakarta Declaration on Leading Health Promotion into the 21st Century (1997) and the Bangkok Charter for Health Promotion in a Globalized World (2005))

*Essential skills:*

It is critical that the candidate demonstrate the ability to:

- Demonstrate the capacity to undertake a range of activities to ensure appropriate participation by groups and individuals in community based activities

In addition, the candidate must be able to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

These include the ability to:

## REQUIRED SKILLS AND KNOWLEDGE

- Work with key people or stakeholders in the community
- Demonstrate application of skills in:
  - research relating to the community
  - policy development
  - report writing, including effective use of relevant information technology in line with work health and safety (WHS) guidelines
  - evaluating effectiveness of community based activities
  - budgeting
  - negotiation, liaison, networking
  - marketing
  - facilitation

## Evidence Guide

### EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment Guidelines for this Training Package.

*Critical aspects for assessment and evidence required to demonstrate this unit of competency:*

- The individual being assessed must provide evidence of specified essential knowledge as well as skills
- This unit will be assessed in the workplace or in a simulated workplace under the normal range of workplace conditions

*Access and equity considerations:*

- All workers in community services should be aware of access, equity and human rights issues in relation to their own area of work
- All workers should develop their ability to work in a culturally diverse environment
- In recognition of particular issues facing Aboriginal and Torres Strait Islander communities, workers should be aware of cultural, historical and current issues impacting on Aboriginal and Torres Strait Islander people
- Assessors and trainers must take into account

## EVIDENCE GUIDE

relevant access and equity issues, in particular relating to factors impacting on Aboriginal and/or Torres Strait Islander clients and communities

*Context of and specific resources for assessment:*

- This unit can be assessed independently, however holistic assessment practice with other community services units of competency is encouraged
- Resources required for assessment include access to appropriate structures, people or organisations for assessment of ability to work with key people or stakeholders in the community

*Method of assessment:*

- In cases where the learner does not have the opportunity to cover all relevant aspects in the work environment, the remainder should be assessed through realistic simulations, projects, previous relevant experience or oral questioning on 'What if?' scenarios
- Assessment of this unit of competence will usually include observation of processes and procedures, oral and/or written questioning on Essential knowledge and skills and consideration of required attitudes
- Where performance is not directly observed and/or is required to be demonstrated over a 'period of time' and/or in a 'number of locations', any evidence should be authenticated by colleagues, supervisors, clients or other appropriate persons

## Range Statement

### RANGE STATEMENT

The Range Statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Add any essential operating conditions that may be present with training and assessment depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts.

## RANGE STATEMENT

*Working with the community may include activities associated with:*

- Health promotion
- Community service delivery
- Community projects
- Community development
- Community action
- Community planning
- Consultative and planning committees
- Sector development structures

*Opportunities for community members and groups to participate may include:*

- Systems within and outside the organisation
- Activities at program, operative and management levels
- Formal and informal systems
- Focus groups on relevant issues
- Inviting community participation on organisation committees e.g. quality assurance committees, ethics committees
- Through publications
- Group facilitation
- Peer education/training
- Seminars and workshops

*Key people may include:*

- Advocacy groups
- Policy and decision-makers in the specific community
- Individuals, groups or communities most likely to be affected by strategies or action plans
- Community leaders
- People with formal and informal representative roles

*Strategies which the worker may develop may include:*

- Development of new business, employment opportunities for individuals
- Establishment of advocacy groups
- Health promotion activities
- Development of community facilities
- Strategies to increase access to facilities, services or decision-making
- Providing direction, advice and information

**RANGE STATEMENT**

*Information and resources may include:*

- Equipment
- Staff skills and time
- Provision of facilities
- Educational materials
- Funding
- Skills/administrative support
- Physical, transport, venues, material, equipment
- Developmental training
- Financial

**Unit Sector(s)**

Not Applicable



# CHCMH501A Provide advanced supports to facilitate recovery

## Modification History

Not Applicable

## Unit Descriptor

### Descriptor

This unit describes the knowledge and skills required to provide advanced support strategies for people with mental illness and psychiatric disabilities

Advanced supports involve analysis within a mental health diagnostic framework and the planning and implementation of psychosocial rehabilitation for specific client outcomes

## Application of the Unit

### Application

This unit applies to work with mental health consumers in a range of community services work contexts

This work provides a person-centred approach to care, involving a variety of health and community service professionals working collaboratively with the client, carers and family members

## Licensing/Regulatory Information

Not Applicable

## Pre-Requisites

Not Applicable

## Employability Skills Information

### Employability Skills

This unit contains Employability Skills

## Elements and Performance Criteria Pre-Content

Elements define the essential outcomes of a unit of competency.

The Performance Criteria specify the level of performance required to demonstrate achievement of the Element. Terms in *italics* are elaborated in the Range Statement.

## Elements and Performance Criteria

### ELEMENT

### PERFORMANCE CRITERIA

1. Determine support and service requirements

- 1.1 Determine the possible complexities of client's and carer's needs based on an analysis within a mental health diagnostic framework
- 1.2 Determine most appropriate assessment strategies based on client information, client and carer context and mental health diagnostic framework
- 1.3 Determine most appropriate *assessment strategies* to best capture complexities of *client* and carer issues due to issues other than mental health
- 1.4 Confirm the appropriateness, validity and strength of the assessment relative to needs of client and carer
- 1.5 Gather resources required to complete the assessment
- 1.6 Determine availability of client and carer according to organisation protocols
- 1.7 Determine availability of appropriate space, if required
- 1.8 Conduct the assessment in accordance with client and carer pace and intensity requirements

2. Prepare for support and service requirements

- 2.1 Review possible complexities of client and carer needs based on an analysis within *a mental health*

**ELEMENT****PERFORMANCE CRITERIA**

*diagnostic framework*, and with reference to assessment information

2.2 Review complexities of client and carer needs within a context of the recovery process

2.3 Review literature on best practice that is relevant to the client and carer

2.4 Determine most appropriate support and service strategies based on client assessment and research information

2.5 Identify possible interaction effects when multiple interventions are involved

2.6 Determine appropriate outcomes and outcome indicators for specific interventions

2.7 Determine risks associated with planned intervention and take appropriate action

2.8 Gather resources to provide support, in line with client's needs and recovery plan specifications

3. Conduct supports and other service delivery

3.1 Confirm the client and carer understanding of the support to be provided and desired outcomes

3.2 Obtain informed consent from client before commencing support activities

3.3 Clarify any misunderstanding or confusion experienced by client and/or carer

3.4 Work with client and carer to develop a support plan in the context of recovery

3.5 Work with client and carer to determine appropriate roles of client, carer, worker and others in the intervention

3.6 Monitor participation of client, carer (and others) against progress toward desired outcome/s

3.7 Identify and note any difficulties experienced by client and/or carer completing support activity requirements

3.8 Work with client and carer to adjust support strategy and/or revise outcomes

3.9 Identify and manage compliance issues, including subjective and objective reporting of client's response to

**ELEMENT****PERFORMANCE CRITERIA**

the intervention

3.10 Seek assistance when the client presents with needs or signs outside limits of own authority, skills and/or knowledge

4. Recognise and deal with trauma

4.1 Identify indicators of trauma for client and/or carer

4.2 Identify own service capacity to meet client and/or carer trauma issues

4.3 Identify impact of trauma on client's mental health issues

4.4 Apply accepted procedures to evaluate the options of bringing in specialist support and/or appropriate referral

5. Evaluate effectiveness of services provided and adjust as required

5.1 Work collaboratively with client and carer to determine and measure outcomes of support and/or services provided in the context of goals identified in the recovery plan

5.2 Identify specific strengths of service provided and determine their relevance in the context of ongoing recovery

5.3 Identify and discuss with client and carer any new or ongoing difficulties and concerns where change or enhancement of supports and services are required for continued recovery

5.4 Identify and negotiate with client and carer potential changes to recovery goals, services to be provided and/or referral options as a basis for continued recovery

5.5 Adjust recovery plan and service delivery to strengthen achievements and support and promote ongoing recovery

6. Report and document information

6.1 Document information about service delivery, outcomes, issues and revisions according to the organisation's protocols

**ELEMENT****PERFORMANCE CRITERIA**

|                                |     |                                                                                                                                        |
|--------------------------------|-----|----------------------------------------------------------------------------------------------------------------------------------------|
|                                | 6.2 | Observe privacy and confidentiality requirements when reporting interventions                                                          |
|                                | 6.3 | Use appropriate terminology to document consumer response, outcomes and identified problems related to the intervention                |
| 7. Maintain safety in practice | 7.1 | Use conflict resolution and negotiation as appropriate                                                                                 |
|                                | 7.2 | Take appropriate action to ensure safety of self, client and others                                                                    |
|                                | 7.3 | Acknowledge limits of own abilities and make referrals as appropriate in accordance with organisation policies and available resources |
|                                | 7.4 | Seek emergency assistance as required                                                                                                  |

## Required Skills and Knowledge

### REQUIRED SKILLS AND KNOWLEDGE

This describes the essential skills and knowledge and their level required for this unit.

#### *Essential knowledge:*

The candidate must be able to demonstrate essential knowledge required to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

These include knowledge of:

- A range of support strategies including:
  - motivational interviewing
  - solution focused interviewing
  - participation
  - stigma response management

## REQUIRED SKILLS AND KNOWLEDGE

- time management
- Assessment strategies to identify complex client needs
- Application of a mental health diagnostic framework
- Application in the mental health context of:
  - continuous quality improvement
  - evidence-based practice
  - values based practice
  - outcome measurement
- Recovery in the context of multiple and at times competing needs
- The possible tensions between appropriate supports and client wants and choices
- Types of assessment, including:
  - domain based assessment
  - norm based assessment
  - competency based assessment
  - stories
- Possible impact of assessment and support strategies on the client

### *Essential skills:*

It is critical that the candidate demonstrate the ability to:

- Engage the client and carer in assessment and identification of support requirements
- Analyse available information and observations to identify complex and possibly competing needs as a basis for determination of support and service delivery requirements and options to support identified recovery goals and processes
- Effectively apply and promote evidence-based practice and values based practice
- Communicate effectively with client, carer and relevant others to facilitate assessment and ongoing support and service delivery
- Monitor service delivery, client and carer participation and progress toward identified recovery goals and make appropriate adjustments to strategies, goals and services in consultation with client and relevant personal and professional stakeholders
- Recognise and respond appropriately to indicators of trauma
- Work with client to evaluate effectiveness of services provided in the context of ongoing recovery and negotiate and make appropriate adjustments to recovery goals and strategies for support service delivery
- Use appropriate strategies and techniques to maintain safety in mental health practice

# Evidence Guide

## EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment Guidelines for this Training Package.

*Critical aspects for assessment and evidence required to demonstrate this unit of competency:*

- The individual being assessed must provide evidence of specified essential knowledge as well as skills
- This unit is best assessed on the job or in a simulated workplace under the normal range of conditions
- Consistency in performance should consider the requirements of the particular workplace context

*Access and equity considerations:*

- All workers in community services should be aware of access, equity and human rights issues in relation to their own area of work
- All workers should develop their ability to work in a culturally diverse environment
- In recognition of particular issues facing Aboriginal and Torres Strait Islander communities, workers should be aware of cultural, historical and current issues impacting on Aboriginal and Torres Strait Islander people
- Assessors and trainers must take into account relevant access and equity issues, in particular relating to factors impacting on Aboriginal and/or Torres Strait Islander clients and communities

*Context of and specific resources for assessment:*

- This unit can be assessed independently, however holistic assessment practice with other community services units of competency is encouraged
- Resources required for assessment of this unit include access to a workplace or simulated workplace where assessment may occur

*Method of assessment:*

- In cases where the learner does not have the opportunity to cover all relevant aspects in the work environment, the remainder should be assessed through realistic simulations, projects, previous

## EVIDENCE GUIDE

relevant experience or oral questioning on 'What if?' scenarios

- Assessment of this unit of competence will usually include observation of processes and procedures, oral and/or written questioning on Essential knowledge and skills and consideration of required attitudes
- Where performance is not directly observed and/or is required to be demonstrated over a 'period of time' and/or in a 'number of locations', any evidence should be authenticated by colleagues, supervisors, clients or other appropriate persons

## Range Statement

### RANGE STATEMENT

The Range Statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Add any essential operating conditions that may be present with training and assessment depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts.

*Assessment strategies may include:*

- Domain based assessment
- Norm based assessment
- Competency based assessment
- Stories

*Client includes:*

- Person with a mental illness and psychiatric disability

*Mental health diagnostic framework may include but is not limited to:*

- Identifiable pain - physical or emotional
- Impact of emotional problems on role in work or family contexts
- Impact of health problems on physical activity
- Impact of health problems on role in work or family



**RANGE STATEMENT**

contexts

- Impact of physical or emotional problems on social activity
- Level of energy - fatigue problems
- Level of psychological well being or distress
- Perception of own state of well being / health

**Unit Sector(s)**

Not Applicable

## CHCCW503A Work intensively with clients

### Modification History

Not Applicable

### Unit Descriptor

**Descriptor**

This unit describes the knowledge and skills required to deliver targeted specialised client services based on individual case management and intervention

### Application of the Unit

**Application**

This unit may apply in a range of community service contexts

### Licensing/Regulatory Information

Not Applicable

### Pre-Requisites

Not Applicable

### Employability Skills Information

**Employability Skills**

This unit contains Employability Skills

### Elements and Performance Criteria Pre-Content

Elements define the essential outcomes of a unit of

The Performance Criteria specify the level of performance required to demonstrate achievement of the

competency.

Element. Terms in italics are elaborated in the Range Statement.

## Elements and Performance Criteria

### ELEMENT

### PERFORMANCE CRITERIA

#### 1. Provide high quality case work

1.1 Make available to the client appropriate strategies and activities to facilitate achievement of agreed goals and to maximise outcomes within statutory, legislative and organisation requirements

1.2 Identify and effectively communicate the rights and responsibilities of clients to them

1.3 Employ appropriate processes to optimise outcomes when working with groups

1.4 Implement appropriate strategies to continually monitor the effectiveness of approaches in achieving agreed goals, enabling client access to relevant services and programs and meeting client and stakeholder needs

1.5 Negotiate any proposed changes with clients and other relevant parties

1.6 Respond appropriately to potential and actual difficulties and crises including:

- identifying a range of relevant strategies
- engaging behaviour consistent with organisation standards
- accessing relevant emergency services as required
- providing appropriate debriefing to relevant parties

1.7 Implement appropriate mechanisms to assess the need to change case plans and strategies

1.8 Where decisions are made to implement case closure, employ procedures consistent with organisation procedures

#### 2. Enlist specialist services

2.1 Assess the need for specialist services, considering:

- severity of client needs
- agreed goals and planned outcomes

**ELEMENT****PERFORMANCE CRITERIA**

- resources
- the degree of community and family support
- the workers skills and work capacity

2.2 Where referrals are made to specialist services, implement processes to ensure progress will be monitored

## 3. Establish transition processes

3.1 Negotiate with relevant people, the need for ongoing resources, services and support

3.2 Make arrangements with relevant parties for participation in programs and other support activities

3.3 Negotiate appropriate levels of ongoing contact with client and significant others to ensure needs continue to be met once intensive work is completed

**Required Skills and Knowledge****REQUIRED SKILLS AND KNOWLEDGE**

This describes the essential skills and knowledge and their level required for this unit.

*Essential knowledge:*

The candidate must be able to demonstrate essential knowledge required to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

These include knowledge of:

- Professional service provision codes of conduct, ethical codes, referral protocols
- Group dynamics models/practices
- Range of services available
- Organisation procedures and program standards
- Indicators of pathology i.e. Substance use, mental health
- Cultural protocols, taboos and language systems

## REQUIRED SKILLS AND KNOWLEDGE

- Facilitation model/practices
- Statutory mandate and responsibilities
- Behaviour change models/practices
- Central ideas and frameworks for understanding love, sex and intimacy in relationships
- Different areas and levels of well being such as psychological, physiological, social, economic and spiritual.
- Theoretical developmental approaches to human development and understanding of life stages and physical, emotional, social, cognitive characteristics of human development
- Human lifespan and personality theory
- Major psychological approaches to human behaviour.
- Main approaches - psychoanalytic, behavioural, humanistic and cognitive relate approaches to social welfare work
- Links between personality theory and abnormal psychology including main definitions of health and well being
- Stress indicators
- Sociological understanding including:
  - culture and diversity
  - critique of socialisation theory
  - family, power

### *Essential skills:*

It is critical that the candidate demonstrate the ability to:

- Work cooperatively with clients and significant others to achieve behavioural life skills changes
- Work with individuals in a range of settings to achieve maximum outcomes

In addition, the candidate must be able to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

These include the ability to:

- Demonstrate application of high level communication skills, including
  - establishing a trusting relationship
  - information gathering
  - reflective listening, respectful responding, development of empathy and rapport
- Demonstrate application of skills in:
  - crisis intervention
  - demonstration of empathy
  - relationship building

## REQUIRED SKILLS AND KNOWLEDGE

- communication
- negotiation
- assertion
- conflict management

## Evidence Guide

### EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment Guidelines for this Training Package.

*Critical aspects for assessment and evidence required to demonstrate this unit of competency:*

- The individual being assessed must provide evidence of specified essential knowledge as well as skills
- This unit will be most appropriately assessed in the workplace or in a simulated workplace and under the normal range of workplace conditions
- Assessment must include assessment of competence with a number of clients

*Access and equity considerations:*

- All workers in community services should be aware of access, equity and human rights issues in relation to their own area of work
- All workers should develop their ability to work in a culturally diverse environment
- In recognition of particular issues facing Aboriginal and Torres Strait Islander communities, workers should be aware of cultural, historical and current issues impacting on Aboriginal and Torres Strait Islander people
- Assessors and trainers must take into account relevant access and equity issues, in particular relating to factors impacting on Aboriginal and/or Torres Strait Islander clients and communities

## EVIDENCE GUIDE

*Context of and specific resources for assessment:*

- This unit can be delivered and assessed independently, however holistic assessment practice with other community services units of competency is encouraged
- Resources required for assessment of this unit include access to:
  - an appropriate workplace where assessment can take place or simulation of realistic workplace setting for assessment

*Method of assessment:*

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

## Range Statement

### RANGE STATEMENT

The Range Statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Add any essential operating conditions that may be present with training and assessment depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts.

*Working with clients will be carried out within requirements established by:*

- Relevant legislation and statutory requirements
- International conventions relating to the rights of individuals
- Organisation policy and codes of conduct
- Relevant program standards
- Professional association codes of conduct and ethical and ethical positions

## Unit Sector(s)

Not Applicable



## CHCCW402C Implement a case work strategy

### Modification History

Not Applicable

### Unit Descriptor

**Descriptor**

This unit describes the knowledge and skills required to implement an effective working relationship with clients under a case management framework

### Application of the Unit

**Application**

This unit may apply in a range of community service contexts

### Licensing/Regulatory Information

Not Applicable

### Pre-Requisites

Not Applicable

### Employability Skills Information

**Employability Skills**

This unit contains Employability Skills

### Elements and Performance Criteria Pre-Content

Elements define the essential outcomes of a unit of

The Performance Criteria specify the level of performance required to demonstrate achievement of the

competency.

Element. Terms in italics are elaborated in the Range Statement.

## Elements and Performance Criteria

### ELEMENT

### PERFORMANCE CRITERIA

1. Establish an appropriate *working relationship* with clients

- 1.1 Routinely use effective strategies to ensure:
  - clients identify their needs and goals
  - individual and cultural differences are addressed
  - areas of resistance/conflict are identified and appropriately resolved
  - appropriate levels of consultation are implemented
  - the experience and life skills of the client are appropriately addressed
  - relevant information is collected
- 1.2 Implement processes to reach agreement on meeting procedures, consequences of actions and cooperative relationship
- 1.3 Clarify negotiable and non negotiable aspects of intervention
- 1.4 Define and maintain boundaries between client and worker, including roles, responsibilities and accountabilities, to ensure compliance with statutory requirements and duty of care responsibilities
- 1.5 Implement strategies to ensure all dealings with clients reflect appropriate expression of value systems and consideration of emotional impact of intervention

2. Promote preventative strategies

- 2.1 Provide a full range of opportunities for clients to engage in identification of problems and solutions
- 2.2 Employ a range of strategies to assist clients to meet specific targets and to gain control over their lives
- 2.3 Identify, develop and initiate an appropriate range of opportunities in accordance with organisation policies and procedures and client needs
- 2.4 Encourage and monitor client progress and involvement in activities and take appropriate action to maximise individual skill development

**ELEMENT****PERFORMANCE CRITERIA**

- |                                            |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |
|--------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 3. Provide a specialist service to clients | <p>3.1 Complete and maintain all appropriate documentation in accordance with organisation and statutory standards and requirements</p> <p>3.2 Implement procedures to facilitate information sharing between key stakeholders</p> <p>3.3 Ensure all dealings with the client/s reflect:</p> <ul style="list-style-type: none"><li>• accepted organisation standards of behaviour</li><li>• mutual respect</li><li>• commitment to information sharing and dissemination</li><li>• adherence to agreed plan</li><li>• sensitivity to cultural, family and individual differences</li><li>• ability to work with the client in the <i>context</i> of the family and broader community</li><li>• application of the organisation's philosophy</li><li>• compliance with statutory requirements and duty of care responsibilities</li></ul> |
|--------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

## Required Skills and Knowledge

### REQUIRED SKILLS AND KNOWLEDGE

This describes the essential skills and knowledge and their level required for this unit.

#### *Essential knowledge:*

The candidate must be able to demonstrate essential knowledge required to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

These include knowledge of:

- Relevant policy, procedures and legislation

## REQUIRED SKILLS AND KNOWLEDGE

- Cultural protocols and systems
- Statutory requirements
- Group processes
- Appropriate social work theories
- Client worker relationships
- Range of services - programs available

### *Essential skills:*

It is critical that the candidate demonstrate the ability to:

- Facilitate exploration of issues
- Establish role definitions
- Identify and work constructively with conflict and resistance
- Monitor own positions and reactions
- Clarify differences in perception
- Undertake problem exploration within a pro active framework

In addition, the candidate must be able to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

These include the ability to:

- Devise and develop tasks to help clients understanding and problem solving efforts
- Demonstrate application of skills in:
  - working with conflict, resistance and levels of risk
  - empathy, engagement and rapport building
  - effective listening
  - goal clarification
  - communicating interest, respect and concern
  - articulating clearly boundaries of own role
  - recognising signs and triggers for dependency
  - constructive use of personal and professional authority and influence to support or confront
  - interpersonal relationship

# Evidence Guide

## EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment Guidelines for this Training Package.

*Critical aspects for assessment and evidence required to demonstrate this unit of competency:*

- The individual being assessed must provide evidence of specified essential knowledge as well as skills
- This unit will be most appropriately assessed in the workplace or in a simulated workplace and under the normal range of workplace conditions

*Access and equity considerations:*

- All workers in community services should be aware of access, equity and human rights issues in relation to their own area of work
- All workers should develop their ability to work in a culturally diverse environment
- In recognition of particular issues facing Aboriginal and Torres Strait Islander communities, workers should be aware of cultural, historical and current issues impacting on Aboriginal and Torres Strait Islander people
- Assessors and trainers must take into account relevant access and equity issues, in particular relating to factors impacting on Aboriginal and/or Torres Strait Islander clients and communities

*Context of and specific resources for assessment:*

- This unit can be delivered and assessed independently, however holistic assessment practice with other community services units of competency is encouraged
- Resources required for assessment of this unit include access to:
  - an appropriate workplace where assessment can take place or simulation of realistic workplace setting for assessment

*Method of assessment:*

- Assessment may include observations, questioning or

## EVIDENCE GUIDE

evidence gathered from the workplace

## Range Statement

### RANGE STATEMENT

The Range Statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Add any essential operating conditions that may be present with training and assessment depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts.

*The contexts of working with clients include:*

- Contact with a service on a voluntary or involuntary basis
- Contact with a statutory activity e.g. Notification, first juvenile offence
- Within an intervention
- Within a support activity or service

*Working relationship will be within requirements established by:*

- Commonwealth and state legislation
- International conventions relating to the rights of children and young persons
- Organisation policy and procedures
- Relevant program standards
- Organisation codes of conduct, ethics

## Unit Sector(s)

Not Applicable

## CHCAOD511C Provide advanced interventions to meet the needs of clients with alcohol and-or other drug issues

### Modification History

| CHC08 Version 3                                                                                              | CHC08 Version 4                                                                                              | Comments                                                                                                                                             |
|--------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------|
| CHCAOD511B Provide advanced interventions to meet the needs of clients with alcohol and/or other drug issues | CHCAOD511C Provide advanced interventions to meet the needs of clients with alcohol and-or other drug issues | ISC upgrade changes to remove references to old OHS legislation and replace with references to new WHS legislation. No change to competency outcome. |

### Unit Descriptor

#### Descriptor

This unit describes the knowledge and skills required by skilled employees in the alcohol and other drugs (AOD) sector working with minimal supervision with a range of clients experiencing a range of issues

They will apply ongoing therapeutic intervention with clients with alcohol and other drug issues drawing on a range of models and techniques supported by evidence

### Application of the Unit

#### Application

This unit applies to those working with clients with AOD issues in the delivery of community services

Service delivery may take place in a range of settings

### Licensing/Regulatory Information

Not Applicable

## Pre-Requisites

Not Applicable

## Employability Skills Information

### Employability Skills

This unit contains Employability Skills

## Elements and Performance Criteria Pre-Content

Elements define the essential outcomes of a unit of competency.

The Performance Criteria specify the level of performance required to demonstrate achievement of the Element. Terms in italics are elaborated in the Range Statement.

## Elements and Performance Criteria

### ELEMENT

### PERFORMANCE CRITERIA

1. Apply suitable counselling and support techniques to assist individual with AOD issues

- 1.1 Ascertain the immediate and proximate needs and goals of client with complex and multiple needs
- 1.2 Review range of models and techniques, including group activities, to meet assessment outcomes
- 1.3 Design intervention and support strategies to meet assessment outcomes
- 1.4 Apply intervention strategies with a range of clients in a range of settings
- 1.5 Maintain engagement with reticent client
- 1.6 Explore potential legal and health issues
- 1.7 Integrate and apply advanced generic counselling competencies to clients affected by alcohol and other drugs
- 1.8 Document client interventions according to agency policy

2. Review personal and agency ability to deliver service to address all client needs

- 2.1 Consult and review case management plans
- 2.2 Ascertain client 's social, emotional and other



## ELEMENT

## PERFORMANCE CRITERIA

needs that cannot be met in agency service

2.3 Identify limitations and role boundaries in current practice

2.4 Identify and refer to services able to address client needs

2.5 Monitor and review client progress

2.6 Consult with other services to support their delivery of AOD services within their scope

2.7 Work cooperatively with *significant others*, co-workers and other services to support client needs

## Required Skills and Knowledge

### REQUIRED SKILLS AND KNOWLEDGE

This describes the essential skills and knowledge and their level required for this unit.

#### *Essential knowledge:*

The candidate must be able to demonstrate essential knowledge required to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

These include:

- Advanced understanding of counselling models and techniques, that may include an appropriate range of the following:
  - cognitive behavioural therapy
  - rational emotive therapy
  - reality therapy
  - transactional analysis
  - cross cultural awareness and application of skills
  - work in shared care contexts
  - support through pharmacotherapy
  - solution based therapy
  - integrating approaches and models
  - supporting and empathetic counselling

## REQUIRED SKILLS AND KNOWLEDGE

- negotiate treatment plans
- advanced knowledge of therapeutic models, interventions and client treatment issues in AOD
- measures for monitoring client outcomes
- teaching clients range of self management skills, using range of self-report measures
- use of assessment tools (e.g. AUDIT) to measure and monitor client progress
- holistic client work
- family counselling
- group work and group counselling
- solution focused therapy/narrative therapy

### *Essential skills:*

It is critical that the candidate demonstrate the ability to:

- Demonstrate high-level judgement and autonomy to be able to:
  - work with people with complex and/or multiple issues and understanding of their impact on AOD use
  - select and apply AOD assessment tools appropriately
  - ensure the safety of the individual, self and the community
  - identify risks and apply risk management strategies
  - provide opportunities for the person with complex needs to achieve personal needs and goals
  - apply a range of AOD related intervention strategies
  - make whole of life assessments
  - apply relevant monitoring and review techniques

In addition, the candidate must be able to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

These include the ability to:

- Maintain documentation as required, including effective use of relevant information technology in line with work health and safety (WHS) guidelines

## Evidence Guide

### EVIDENCE GUIDE

## EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment Guidelines for this Training Package.

*Critical aspects for assessment and evidence required to demonstrate this unit of competency:*

- The individual being assessed must provide evidence of specified essential knowledge as well as skills
- Competency must be demonstrated in a real work environment
- Competence in this unit must be assessed over a period of time in order to ensure consistency of performance across contexts applicable to the work environment
- Consistency in performance should consider the work environment, worker's role and responsibilities in the workplace

*Access and equity considerations:*

- All workers in community services should be aware of access, equity and human rights issues in relation to their own area of work
- All workers should develop their ability to work in a culturally diverse environment
- In recognition of particular issues facing Aboriginal and Torres Strait Islander communities, workers should be aware of cultural, historical and current issues impacting on Aboriginal and Torres Strait Islander people
- Assessors and trainers must take into account relevant access and equity issues, in particular relating to factors impacting on Aboriginal and/or Torres Strait Islander clients and communities

*Context of and specific resources for assessment:*

- Assessment of this competency will require human resources consistent with those outlined in the Assessment Guidelines

*Method of assessment:*

- In cases where the learner does not have the opportunity to cover all relevant aspects in the work environment, the remainder should be assessed

## EVIDENCE GUIDE

through realistic simulations, projects, previous relevant experience or oral questioning on 'What if?' scenarios

- Assessment of this unit of competence will usually include observation of processes and procedures, oral and/or written questioning on Essential knowledge and skills and consideration of required attitudes
- Where performance is not directly observed and/or is required to be demonstrated over a 'period of time' and/or in a 'number of locations', any evidence should be authenticated by colleagues, supervisors, clients or other appropriate persons

## Range Statement

### RANGE STATEMENT

The Range Statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Add any essential operating conditions that may be present with training and assessment depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts.

*Models of counselling may include:*

- Cognitive behavioural therapy
- Rational emotive therapy
- Reality therapy
- Transactional analysis
- Cross cultural awareness and application of skills
- Work in shared care contexts
- Support through pharmacotherapy
- Solution based therapy

*Complex issues may include:*

- Dual/multiple disabilities
- Intellectual disability, physical disability, neurological,
- Offending behaviours
- Complex medical needs
- ABI autism, sensory loss, Prader Willi syndrome,

## RANGE STATEMENT

|                                                        |                                                                                                                                                                                                                                                                                                                                                                                                                   |
|--------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                                                        | <ul style="list-style-type: none"><li>• Communication needs</li><li>• Social/economic disadvantage</li><li>• ADD/ADHD</li><li>• Behavioural issues</li><li>• Language and diversity</li></ul>                                                                                                                                                                                                                     |
| <i>Individuals with AOD issues may include:</i>        | <ul style="list-style-type: none"><li>• Children</li><li>• Adolescents</li><li>• Adults</li><li>• Persons under court/protective/statutory orders</li><li>• People with a physical/sensory/intellectual/psychiatric disabilities (dual diagnosis)</li><li>• Adult survivors of child sexual assault</li></ul>                                                                                                     |
| <i>Appropriate assessment tools may include:</i>       | <ul style="list-style-type: none"><li>• Taking a case history</li><li>• Psychosocial assessments</li><li>• Specialised assessment tools</li><li>• Risk frameworks - self and others</li><li>• Genograms</li></ul>                                                                                                                                                                                                 |
| <i>Health implications for the person may include:</i> | <ul style="list-style-type: none"><li>• Neurological</li><li>• Physiological</li><li>• AOD use</li><li>• Self injurious behaviours</li><li>• Nutrition</li><li>• Inactivity</li><li>• Access to appropriate health care</li><li>• Inability to manage own health and well being</li><li>• Sexual health and lifestyle issues</li><li>• Adult survivors of child sexual assault</li><li>• Dual diagnosis</li></ul> |
| <i>Emotional, social and other needs may include:</i>  | <ul style="list-style-type: none"><li>• Sexuality issues</li><li>• Socioeconomic issues</li><li>• Isolation, rural and geographical issues</li><li>• Family support</li><li>• System support</li></ul>                                                                                                                                                                                                            |

## RANGE STATEMENT

- Grief and loss
- Vulnerability
- EEO. Discrimination, privacy

*Significant others may include*

- Family
- Friends
- Partners
- Carers
- Other professional support persons

*Documents may include*

- Files and file notes
- Reports formal and informal
- Organisation records
- Statutory orders

## Unit Sector(s)

Not Applicable

## CHCAD603B Provide systems advocacy services

### Modification History

| CHC08 Version 3                                   | CHC08 Version 4                                   | Comments                                                                                                                                                                                                                          |
|---------------------------------------------------|---------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| CHCAD603A<br>Provide systems<br>advocacy services | CHCAD603B<br>Provide systems<br>advocacy services | ISC upgrade changes to remove references to old OHS legislation and replace with references to new WHS legislation. Formatting and grammatical corrections. Changes to Essential Knowledge, Essential Skills and Range Statement. |

### Unit Descriptor

#### Descriptor

This unit describes the knowledge and skills required by the worker to advocate to ensure that the rights and needs of consumers and clients issues are maintained within the broader rights and needs of the general community

### Application of the Unit

#### Application

This unit may apply to work undertaken across a range of sectors involved in delivery of community services

### Licensing/Regulatory Information

Not applicable.

### Pre-Requisites

Not Applicable

## Employability Skills Information

### Employability Skills

This unit contains Employability Skills

## Elements and Performance Criteria Pre-Content

Elements define the essential outcomes of a unit of competency.

The Performance Criteria specify the level of performance required to demonstrate achievement of the Element. Terms in *italics* are elaborated in the Range Statement.

## Elements and Performance Criteria

### ELEMENT

### PERFORMANCE CRITERIA

1. Obtain, analyse and document information relevant to the needs of clients as a community of interest within the general community

- 1.1 Obtain and analyse relevant documented information about particular issues
- 1.2 Obtain and analyse relevant statistical and research data
- 1.3 Conduct consultations with consumers, carers, and other stakeholders to identify and describe *issues of concern*
- 1.4 Conduct other research as appropriate
- 1.5 Synthesise relevant information into forms appropriate for communicating with, and providing to, *relevant agencies and stakeholders*

2. Work with consumers, service users, services and other stakeholders to develop *strategies* to address identified needs

- 2.1 Develop and maintain close working relationships/ networks with relevant stakeholders
- 2.2 Organise formal meetings, working groups and other *activities* to develop policy statements, action plans, projects, and programs to address identified needs
- 2.3 Participate in meetings, working groups and other activities aimed at developing relevant *strategies*
- 2.4 Prepare strategic/action/project plans in forms that are appropriate to the needs and roles of relevant stakeholder organisations



**ELEMENT****PERFORMANCE CRITERIA**

- |                                                                                                                                        |                                                                                                                                                           |
|----------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------|
| 3. Advocate for, and facilitate the implementation of, <i>strategies</i> developed to address the needs of clients with specific needs | 3.1 Identify and pursue relevant opportunities for communicating formally and informally about the needs of clients                                       |
|                                                                                                                                        | 3.2 Prepare submissions for resources to implement identified projects and action plans                                                                   |
|                                                                                                                                        | 3.3 Where appropriate, contribute to relevant government policy development                                                                               |
|                                                                                                                                        | 3.4 Work with consumers and other stakeholders to implement relevant projects and action plans                                                            |
|                                                                                                                                        | 3.5 Pursue opportunities and provide comments on policy documents, legislation, project plans and other relevant documents regarding the needs of clients |

## Required Skills and Knowledge

### REQUIRED SKILLS AND KNOWLEDGE

This describes the essential skills and knowledge and their level required for this unit.

#### *Essential knowledge:*

The candidate must be able to demonstrate essential knowledge required to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

These include knowledge of:

- An understanding of the context and relationship of client issues to community, society and government policy
- Broad knowledge of relevant range of issues affecting the client group
- Key stakeholders and how to access them
- Knowledge specific to the client/consumer group
- Knowledge specific to working with people from culturally and linguistically diverse (CALD) backgrounds
- Political lobbying processes, including electronic campaigning
- Relevant agencies and services which may assist in promoting and advocating
- Relevant regulatory, legislative and legal requirements

## REQUIRED SKILLS AND KNOWLEDGE

- Social policies relevant to the service delivery at national, state/territory and local level
- Structural, political and other social factors which operate to maintain discrimination against clients, consumers and service users
- Structural, political and other social factors which can be addressed to improve promotion activities, such as:
  - age and
  - culture
  - ethnicity
  - gender
  - language
  - socioeconomic status
- Understanding of the balance between the rights of the general community and the rights of people with specific issues
- Use of media for advocacy purposes

### *Essential skills:*

It is critical that the candidate demonstrate the ability to:

- Apply high level-skills when advocating or representing client issues within broad social, political and community structures

The candidate must be able to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

These include the ability to:

- Apply skills in written and oral communication
- Undertake research and analysis
- Apply skills in:
  - consultation
  - electronic campaigning
  - policy development
  - networking
  - strategic planning
  - negotiation
  - lobbying
- Undertake representation

# Evidence Guide

## EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment Guidelines for this Training Package.

*Critical aspects for assessment and evidence required to demonstrate this unit of competency:*

- The individual being assessed must provide evidence of specified essential knowledge as well as skills
- This unit is best assessed on the job or in a simulated workplace under the normal range of conditions
- Consistency in performance should consider specific workplace and advocacy practices and requirements

*Access and equity considerations:*

- All workers in community services should be aware of access, equity and human rights issues in relation to their own area of work
- All workers should develop their ability to work in a culturally and linguistically diverse (CALD) environments
- In recognition of particular issues facing Aboriginal and Torres Strait Islander communities, workers should be aware of cultural, historical and current issues impacting on Aboriginal and Torres Strait Islander people
- Assessors and trainers must take into account relevant access and equity issues, in particular relating to factors impacting on Aboriginal and/or Torres Strait Islander clients and communities

*Context of and specific resources for assessment:*

- This unit can be assessed independently, however holistic assessment practice with other community services units of competency is encouraged
- Resources required for assessment include:
  - access to appropriate workplace where assessment can take place
  - simulation of realistic workplace setting for assessment

## EVIDENCE GUIDE

### *Method of assessment:*

- In cases where the learner does not have the opportunity to cover all relevant aspects in the work environment, the remainder should be assessed through realistic simulations, projects, previous relevant experience or oral questioning on 'What if?' scenarios
- Assessment of this unit of competency will usually include observation of processes and procedures, oral and/or written questioning on essential knowledge and skills and consideration of required attitudes
- Where performance is not directly observed and/or is required to be demonstrated over a 'period of time' and/or in a 'number of locations', any evidence should be authenticated by colleagues, supervisors, clients or other appropriate persons

## Range Statement

### RANGE STATEMENT

The Range Statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Add any essential operating conditions that may be present with training and assessment depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts.

### *Relevant agencies and stakeholders include:*

- Consumers and consumer organisations
- General health and welfare services
- Government departments and agencies
- Non-government organisations
- Media
- Politicians
- Commercial enterprises

### *Activities may be:*

- Informal
- Formal

**RANGE STATEMENT**

*Strategies may include:*

- Public meetings
- Electronic campaigning
- Interviews
- Questionnaires
- Monitoring trends in the general community/media towards clients
- Development of policy/issues papers
- Media management
- Public relations

*Issues of concern may include, but are not limited to:*

- Mental illness
- Alcohol and/or other drugs (AOD)
- Housing
- Child protection
- Domestic violence
- Disability issues
- Gambling

**Unit Sector(s)**

Not Applicable

## **SRXGOV004B Work effectively with the Board of an organisation**

### **Modification History**

Not applicable.

### **Unit Descriptor**

**This unit has been developed for the Community Recreation, Fitness, Outdoor Recreation and Sport Industry Training Packages.**

**This unit covers the skills required for senior staff of an organisation to work effectively with the Board or management committee of a recreation organisation or facility.**

**This unit has been developed for the Community Recreation, Fitness, Outdoor Recreation and Sport Industry Training Packages.**

**This unit covers the skills required for senior staff of an organisation to work effectively with the Board or management committee of a recreation organisation or facility.**

### **Application of the Unit**

Not applicable.

### **Licensing/Regulatory Information**

Not applicable.

### **Pre-Requisites**

Not applicable.

### **Employability Skills Information**

Not applicable.

### **Elements and Performance Criteria Pre-Content**

Not applicable.

# Elements and Performance Criteria

## Elements and Performance Criteria

| Element                                                                     | Performance Criteria                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
|-----------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1 Identify the roles of governance and management                           | <p>1.1 Differentiate and document the member, governance and management issues of the organisation in the <b>organisation's governance policy guidelines</b></p> <p>1.2 Identify, document and refer to the relationships between governance issues and management issues</p>                                                                                                                                                                                                                                                                                                                                                                                                              |
| 2 Facilitate the development of an effective Board                          | <p>2.1 Provide information to enable the <b>Board</b> to analyse the efficiency and effectiveness of the organisation in meeting its stated objectives and performance targets</p> <p>2.2 Ensure new Directors understand the way that the <b>Board</b> operates and the <b>organisation's governance policy guidelines</b></p> <p>2.3 Highlight continuing professional development opportunities to the attention of all Directors</p> <p>2.4 Monitor relevant aspects of the appropriate federal, state and local <b>legislation</b> and by-laws for organisation compliance and provide advice to ensure Directors follow legal requirements when carrying out <b>Board</b> duties</p> |
| 3 Provide detailed information for the Board to deal with the right matters | <p>3.1 Ensure the <b>Board</b> is aware of <b>emerging issues</b> in the industry that are likely to have an impact on the organisation's business</p> <p>3.2 Evaluate the identified <b>emerging issues</b> within a risk management and due diligence framework for their impact on the organisation and provide this information to the <b>Board</b></p> <p>3.3 Differentiate governance and management issues of the organisation to ensure the <b>Board</b> deals with the right matters</p> <p>3.4 Collate a well structured <b>Board</b> paper, containing all necessary information items and including a recommendation from management, for all agenda items</p>                 |

- 3.5 Ensure **Board** members receive the papers in sufficient time to study them before the meeting
- 3.6 Establish processes to source appropriate internal and external professional advice for Directors to inform their decision-making (where required)
- 3.7 Establish processes to deal with extraordinary matters that arise outside scheduled meetings
- 4 **Ensure that Board decisions are implemented properly**
  - 4.1 Ensure complete and accurate minutes are recorded and reported to the **Board**
  - 4.2 Identify and implement actions that flow from the decisions clearly
  - 4.3 Implement the appropriate policies and procedures to support the Board's decisions within agreed timeframes
  - 4.4 Advise the **Board** promptly of **issues** affecting the implementation of **Board** decisions
- 5 **Ensure regular communication with the Board**
  - 5.1 Provide information and advice regularly to the **Board** to foster informed decision-making
  - 5.2 Brief the Chairperson in great detail on all substantive issues at all times
  - 5.3 Seek clear instructions from the **Board** in order to implement specific policy directions (as required)
  - 5.4 Seek feedback from the **Board** in relation to the performance of staff regarding implementation of the specific policy directions

## Required Skills and Knowledge

Not applicable.

## Evidence Guide

### Evidence Guide

The Evidence Guide identifies the critical aspects, knowledge and skills to be demonstrated to confirm competence for this unit. This is an integral part of the assessment of



competence and should be read in conjunction with the Range Statements

**Critical aspects of evidence to be considered**

Assessment must confirm sufficient knowledge of working effectively with the Board of a recreation organisation or facility in the work environment

Assessment of performance should be over a period of time covering all categories of the Range Statements that are applicable in the learner's environment

In particular, assessment must confirm the ability to

differentiate between management and governance issues

ensure the Board follows the organisation's governance policy guidelines

facilitate the establishment of an effective Board team

arrange for the Board to deal with the right matters

provide sufficient documentation for the Board to reach informed decisions

ensure that the decisions are implemented properly

communicate regularly with the Board and ensure the Chairperson is well briefed on current issues affecting the organisation

**Interdependent assessment of units**

This unit must be assessed after attainment of competency in the following unit(s)

Nil

This unit must be assessed in conjunction with the following unit(s)

Nil

For the purpose of integrated assessment, this unit may be assessed in conjunction with the following unit(s)

Nil

## Required knowledge and skills

### Required knowledge

Knowledge of the business and operations of the organisation as it relates to the formulation of strategic directions

Knowledge of the legal framework under which the organisation operates and the Memorandum and/or Articles of Association of the organisation

Knowledge of roles and responsibilities of particular functions on the Board such as Chairperson, Secretary and Director

Knowledge of the role policies and procedures play in the effective running of an organisation

Knowledge of the separation of the governance (Board) and management (Chief Executive Officer) functions of the organisation and how the management issues are effectively functions of the Board that are delegated to the Chief Executive Officer (CEO)

Knowledge of human resource management practices as they relate to the development of effective working relationships between paid staff and volunteer Boards

### Required skills

Literacy and numeracy skills as they relate to the reading, comprehension, evaluation and analysis of documentation that relates to the organisation's strategic direction, governance policy guidelines and the monitoring of trends in industry

Research skills as they relate to the monitoring of trends in industry

Verbal communication skills as they relate to the presentation of information to the Board

Written communication skills as they relate to the presentation of papers at a Board meeting

Consultation skills as they relate to the

meaningful engagement of relevant Board members in the organisation's operations

Policy development skills as they relate to the drafting of, consultation on and endorsement of policies and procedures for the effective operation of the organisation

Facilitation and project management skills as they relate to the implementation of Board decisions

Leadership skills as they relate to demonstration of appropriate individual standards of performance, influencing others, making decisions, facilitating group decision - making and the utilisation of appropriate leadership styles

## Resource implications

Physical resources - assessment of this competency requires access to

either real or simulated organisations and their respective Board processes

Human resources - assessment of this unit of competency will require human resources consistent with those outlined in the Assessment Guidelines. That is, assessors (or persons within the assessment team) must

be competent in this unit but preferably be competent in the unit at the level above

be current in their knowledge and understanding of the industry through provision of evidence of professional activity in the relevant area

have attained the mandatory competency requirements for assessors under the Australian Quality Training Framework (AQTF) as specified in Standard 7.3 of the **Standards for Registered Training Organisations**

## Consistency in performance

Due to issues such as the varied issues that are required to be discussed by a Board, this unit of competency must be assessed over period of time in order to ensure consistency of performance over the Range Statements and contexts applicable to working

effectively with the Board or management committee of a sport or recreation organisation

### Context for assessment

This unit of competency must be assessed in the context of working effectively with the Board or management committee of a sport or recreation organisation

Assessment of this unit of competence will usually include observation of processes and procedures, oral and/or written questioning on required knowledge and skills and consideration of required attitudes

Where performance is not directly observed and/or is required to be demonstrated over a "period of time" and/or in a "number of locations", any evidence should be authenticated by colleagues, supervisors, clients or other appropriate persons

### KEY COMPETENCIES

| Collect, Analyse & Organise Information | Communicate Ideas & Information | Plan & Organise Activities | Work with Others & in Teams | Use Mathematical Ideas & Techniques | Solve Problems | Use Technology |
|-----------------------------------------|---------------------------------|----------------------------|-----------------------------|-------------------------------------|----------------|----------------|
| 3                                       | 3                               | 3                          | 3                           | 3                                   | 3              | 2              |

These levels do not relate to the Australian Qualifications Framework. They relate to the seven areas of generic competency that

underpin  
effective  
workplace  
practices.

The three  
levels of  
performanc  
e (1, 2 and  
3) denote  
the level of  
competency  
required to  
perform the  
task:

Use routine  
approaches

Select from  
routine  
approaches

Establish  
new  
approaches

**Collecting,  
analysing  
and  
organising  
informatio  
n -**

Collecting  
information  
on the core  
business of  
the  
organisatio  
n

**Communic  
ating ideas  
and  
informatio  
n -**

Reporting  
to the  
Board on a  
task that  
was

allocated

**Planning  
and  
organising  
activities -**

Planning  
and  
organising  
regular  
Board  
meetings

**Working  
with teams  
and others**

- Working  
with memb  
ers of a  
Board of an  
organisatio  
n

**Using  
mathemati  
cal ideas  
and**

**techniques**  
- Analysing  
financial  
documents  
for the  
organisatio  
n

**Solving  
problems -**

Identifying  
the need to  
hold an  
extraordina  
ry meeting

**Using  
technology**

- Taking  
part in a  
teleconfere  
nce

Please refer  
to the

Assessment  
Guidelines  
for advice  
on how to  
use the Key  
Competenci  
es.

## Range Statement

### Range Statements

The Range Statements provide advice to interpret the scope and context of this unit of competence, allowing for differences between enterprises and workplaces. The Range Statements relate to the unit as a whole and helps facilitate holistic assessment. In addition, the following variables may be present for this particular unit of competency

#### RANGE STATEMENT

#### CATEGORIES

##### Board

[all categories]

refers to Boards or committees of management responsible for the governance of a recreation organisation or facility as distinct from the management operations

Board members may be paid Directors or volunteers

##### Emerging issues

[all categories]

may include but not limited to

the Corporate Law Economic Reform Bill (1998)

technology

information

##### Legislation

[all categories]

specific laws

Corporation law

the Corporations law, the complimentary State legislation and the Ordinances of the relevant Territories

the Company Law Review Act (1998)  
the Corporate Law Economic Reform Bill  
(1998)

Associations law  
Trade Practices law  
Competition  
consumer protection  
Contract law  
Environmental law  
Taxation law  
Regulatory compliance

laws relating to people  
Industrial Relations/Workplace Relations  
Act  
Occupational Health and Safety (OH&S)  
Acts  
Employment  
Equal Opportunity and Anti - Discrimination  
Child Protection  
Volunteer Workers Insurance  
Public Liability  
Workers compensation  
business specific laws

laws relating to business  
Income Tax Act  
Payroll Acts  
Stamp duty Act  
Liquor Licensing Acts  
Landlord and Tenant  
Goods and Services Tax (GST) Act  
Copyright Act  
Trade Marks Act



**Organisation's governance policy guidelines**

business specific laws and acts

[all categories]

would include policies and processes in the areas of

role of Board

Board structure

role of individual Directors

role of Chairperson

role of Company Secretary

role of Chief Executive Officer (CEO)

Board meetings

Board meeting agenda

Board papers

Board minutes

the Board calendar

committees

delegation of authority

monitoring

strategy formulation

service/advice

contacts

Chief Executive Officer (CEO) evaluation

Director protection

Board evaluation

Director development

Director selection and induction

**Unit Sector(s)**

Not applicable.

## HLTIN504D Manage the control of infection

### Modification History

| HLT07 Version 4                              | HLT07 Version 5                              | Comments                                                                                                                                             |
|----------------------------------------------|----------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------|
| HLTIN504C<br>Manage the control of infection | HLTIN504D<br>Manage the control of infection | ISC upgrade changes to remove references to old OHS legislation and replace with references to new WHS legislation. No change to competency outcome. |

### Unit Descriptor

**Descriptor**

This unit describes the skills required to oversee the adherence to established infection control guidelines and duty of care throughout a particular work environment

### Application of the Unit

**Application**

This unit applies to a role with broad responsibilities for development, implementation and monitoring of infection control policy and procedures

Application of this unit should be contextualised to reflect any specific workplace infection risks, hazards and associated infection control practices

### Licensing/Regulatory Information

Not Applicable

## Pre-Requisites

### Pre-requisite unit

This unit must be assessed after successful achievement of pre-requisite:

- HLTIN301C Comply with infection control policies and procedures

## Employability Skills Information

### Employability Skills

This unit contains Employability Skills

## Elements and Performance Criteria Pre-Content

Elements define the essential outcomes of a unit of competency.

The Performance Criteria specify the level of performance required to demonstrate achievement of the Element. Terms in *italics* are elaborated in the Range Statement.

## Elements and Performance Criteria

### ELEMENT

### PERFORMANCE CRITERIA

1. Ensure potential infectious material is removed from the workplace

- 1.1 Ensure information and resources are provided to support the correct handling and disposal of waste according to established guidelines and procedures
- 1.2 Maintain procedures for use of personal protective equipment when sorting and separating waste
- 1.3 Ensure waste *transport* procedures support workplace safety

2. Ensure *equipment* and surfaces are clean and sanitised

- 2.1 Ensure information and resources are provided to enable effective cleaning and *sanitisation* of equipment and surfaces
- 2.2 Provide information on the correct procedure(s) for cleaning and sanitation of the workplace

**ELEMENT****PERFORMANCE CRITERIA**

- |                                                                           |     |                                                                                                                                |
|---------------------------------------------------------------------------|-----|--------------------------------------------------------------------------------------------------------------------------------|
|                                                                           | 2.3 | Ensure appropriate recommended protective clothing is worn throughout the workplace                                            |
|                                                                           | 2.4 | Ensure clear and accurate information on infection control guidelines is provided                                              |
| 3. Ensure personal hygiene is maintained in the workplace                 | 3.1 | Establish standards of personal presentation and hygiene in the workplace and ensure they are maintained                       |
|                                                                           | 3.2 | Establish clinical guidelines for hygiene and ensure they are maintained                                                       |
|                                                                           | 3.3 | Ensure appropriate and checked <i>protective clothing</i> is made available according to established guidelines and procedures |
|                                                                           | 3.4 | Ensure information is provided in the use of protective clothing                                                               |
| 4. Establish and monitor guidelines for hazard identification and control | 4.1 | Review hazard/spillage response and documentation and assess need for further action/improvement of practices                  |
|                                                                           | 4.2 | Ensure information is provided in hazard identification and control                                                            |
|                                                                           | 4.3 | Establish workplace policies and procedures in hazard identification and control and monitor to ensure their effectiveness     |
|                                                                           | 4.4 | Monitor workplace to ensure hazards are managed in accordance with guidelines                                                  |
|                                                                           | 4.5 | Ensure hazard control procedures are carried out as necessary                                                                  |

## Required Skills and Knowledge

To demonstrate competence for this unit the worker must acquire the essential knowledge and skills described:

*Essential knowledge:*

The candidate must be able to demonstrate essential knowledge required to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

This includes knowledge of:

- How infection is spread
- Measures to manage and monitor infection control
- Work health and safety (WHS) implications of work
- Potential hazards in a health environment
- Processes for managing and developing effective workplace policies and procedures relating to infection control
- Time management strategies to set priorities

*Essential skills:*

It is critical that the candidate demonstrate the ability to:

- Develop, implement and monitor strategies to address infection control across a specific work environment

In addition, the candidate must be able to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

This includes the ability to:

- Communicate and maintain workplace policies and procedures relating to work performance in relation to infection control and duty of care, including:
  - helping others achieve planned outcomes
  - managing unsatisfactory performance and use of discipline as necessary
  - minimising disruption to the work environment
  - safe and competent use of technology
- Develop staff on WHS and hazard identification
- Implement cross infection and prevention strategies
- Integrate learning from the broader health profession into improved work practices
- Manage problems relating to infection control
- Provide leadership in the development and communication of policies and procedures
- Take into account opportunities to address waste minimisation, environmental responsibility and sustainable practice issues
- Use effective communication skills to ensure application and maintenance in the workplace of:
  - correct hygiene procedures and hand washing techniques
  - hazard identification and control

- WHS policies and procedures
- procedures appropriate to the cleaning area and purpose
- selection and use of appropriate equipment and chemicals for cleaning and sanitising in the workplace
- standard and additional precautions

## Evidence Guide

*Critical aspects for assessment and evidence required to demonstrate this competency unit:*

- The individual being assessed must provide evidence of specified essential knowledge as well as skills
- This unit is most appropriately assessed in the workplace or in a simulated workplace and under the normal range of workplace conditions
- Consistency of performance should be demonstrated over the required range of workplace situations

*Access and equity considerations:*

- All workers in the health industry should be aware of access and equity issues in relation to their own area of work
- All workers should develop their ability to work in a culturally diverse environment
- In recognition of particular health issues facing Aboriginal and Torres Strait Islander communities, workers should be aware of cultural, historical and current issues impacting on health of Aboriginal and Torres Strait Islander people
- Assessors and trainers must take into account relevant access and equity issues, in particular relating to factors impacting on health of Aboriginal and/or Torres Strait Islander clients and communities

*Related units:*

Where relevant, the following competency unit should be assessed before or in conjunction with this unit:

- HLTIN302C Process reusable instruments and equipment in health work

## Range Statement

The Range Statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance.

*Disposal includes:*

- Bury
- Flush
- Burn
- Storage for collection

*Transport includes:*

- Bins
- Trolley
- Manual

*Sanitising may include:*

- Sterilising in some situations
- Carbolising
- Soaking
- Disinfecting

*Equipment may include:*

- Buckets
- Mops and brushes
- Soap
- Water

*Guidelines include:*

- Standard and additional precautions
- Policies and guidelines of the clinic

*Hazards and risks may include:*

- Sharps
- Human waste
- Wet floors
- Stagnant water
- Body fluids
- Animals, insects and vermin
- Expiry dates

*Waste may include:*

- Infectious waste
- Sharps

*Linen may include:*

- Bed linen
- Gowns/masks
- Clothing
- Tea towels

*Sorting may include:*

- On-site
- Off-site
- Storage
- Transport

*Protective clothing includes:*

- Safety glasses
- Gloves
- Gowns
- Masks
- Caps

## Unit Sector(s)

Not Applicable



## CHCINF403E Coordinate information systems

### Modification History

| CHC08<br>Version 3                              | CHC08 Version 4                                 | Description                                                                                                                                                                 |
|-------------------------------------------------|-------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| CHCINF403D<br>Coordinate<br>information systems | CHCINF403E<br>Coordinate<br>information systems | Unit updated in V4.<br>ISC upgrade changes to remove references to old OHS legislation and replace with references to new WHS legislation. No change to competency outcome. |

### Unit Descriptor

**Descriptor**

This unit describes the knowledge and skills required to coordinate all aspects of information management including collection, collation, storage and preparation of information in different formats depending on client needs

### Application of the Unit

**Application**

This unit may apply to work in a range of community service contexts

### Licensing/Regulatory Information

Not Applicable

### Pre-Requisites

Not Applicable

## Employability Skills Information

### Employability Skills

This unit contains Employability Skills

## Elements and Performance Criteria Pre-Content

Elements define the essential outcomes of a unit of competency.

The Performance Criteria specify the level of performance required to demonstrate achievement of the Element. Terms in *italics* are elaborated in the Range Statement.

## Elements and Performance Criteria

### ELEMENT

### PERFORMANCE CRITERIA

#### 1. Gather and record *information*

1.1 Identify, access and collect appropriate information in order to meet:

- client needs
- specific workplace needs
- organisation needs

1.2 Ensure all processes and procedures promote:

- confidentiality
- security
- integrity of the information

1.3 Collate, prioritise and store information according to purpose of record and established procedures

1.4 Ensure information gathered is relevant, accurate and consistent with the organisation's values and client needs

#### 2. Prepare and present *reports*

2.1 Prepare reports to meet:

- audience/client needs
- standard reporting protocols and procedures
- organisation criteria

2.2 Include conclusions and recommendations in reports that are clearly supported by the information

**ELEMENT****PERFORMANCE CRITERIA**

gathered and verifiable evidence

2.3 In preparing reports, use appropriate technology within the operator's level of expertise and within established guidelines that promote safe working conditions for self and others

2.4 Circulate reports to key people, assess their feedback for relevance and incorporate into report

2.5 Present reports to appropriate person/s for implementation in accordance with organisation guidelines

3. Supervise processes for collection, use, storage and dissemination of information

3.1 Monitor issues arising from day to day operation of information systems and develop solutions cooperatively

3.2 Provide appropriate training opportunities for staff to ensure effective use of relevant technology

3.3 Where appropriate, provide advice on complex areas of information

3.4 Develop processes for dealing with information requests and exchanges

## Required Skills and Knowledge

This describes the essential skills and knowledge and their level required for this unit.

### *Essential knowledge:*

The candidate must be able to demonstrate essential knowledge required to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

These include knowledge of:

- Available sources of information
- Appropriate documentation required for specific types of reporting
- Importance of using opportunities to address waste minimisation, environmental responsibility and sustainable practice issues
- Interviewing methods

- Organisation policies and procedures relating to reporting and records systems
- Research methods and information gathering
- The range of report writing which is required of the organisation for internal and external purposes

### *Essential skills:*

It is critical that the candidate demonstrate the ability to:

- Collect, collate and store information
- Prepare and present information in a range of formats to meet the needs of the client

In addition, the candidate must be able to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

These include the ability to:

- Demonstrate application of skills in:
  - report writing
  - a range of oral and written communication skills
  - research
  - safe and effective use and coordination of relevant technology in line with work health and safety (WHS) guidelines

## **Evidence Guide**

The evidence guide provides advice on assessment and must be read in conjunction with the Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment Guidelines for this Training Package.

### *Critical aspects for assessment and evidence required to demonstrate this unit of competency:*

- The individual being assessed must provide evidence of specified essential knowledge as well as skills
- This unit is most appropriately assessed in the workplace or in a simulated workplace and under the normal range of workplace conditions  
This may include the use of languages other than English and alternative communications systems
- Assessment must include assessment of the normal range of information and presentation of information

- Access and equity considerations:*
- All workers in community services should be aware of access, equity and human rights issues in relation to their own area of work
  - All workers should develop their ability to work in a culturally diverse environment
  - In recognition of particular issues facing Aboriginal and Torres Strait Islander communities, workers should be aware of cultural, historical and current issues impacting on Aboriginal and Torres Strait Islander people
  - Assessors and trainers must take into account relevant access and equity issues, in particular relating to factors impacting on Aboriginal and/or Torres Strait Islander clients and communities
- Context of and specific resources for assessment:*
- This unit can be assessed independently, however holistic assessment practice with other community services units of competency is encouraged
  - Resources required for assessment of this unit include access to:
    - an appropriate workplace where assessment can be conducted or simulation of realistic workplace setting for assessment
- Method of assessment:*
- Assessment may include observations, questioning and evidence gathered from the workplace e.g. prepared reports

## Range Statement

The Range Statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Add any essential operating conditions that may be present with training and assessment depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts.

- Information may be sought from:*
- Clients
  - Group meetings
  - Individuals, including:
    - family, support network

- specialists
- stakeholders
- team members
- Other agencies
- Written sources

*Reports may be:*

- Administration files
- Client reports/case notes
- Court reports
- Expenses
- Incident reports
- Log books
- Reports to case management conferences
- Reports to funding, policy or legal bodies
- Timesheets

*Relevant people will include:*

- Community groups/leaders
- External organisations
- Family and support networks of clients
- Inside the organisation
- Specialist organisations
- Team members

## **Unit Sector(s)**

Not Applicable

# BSBSUS501A Develop workplace policy and procedures for sustainability

## Modification History

Not applicable.

## Unit Descriptor

|                        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |
|------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Unit descriptor</b> | <p>This unit describes the performance outcomes, skills and knowledge required to develop and implement a workplace sustainability policy, including the modification of the policy to suit changed circumstances.</p> <p>This unit requires the ability to access industry information, applicable legislative and occupational health and safety (OHS) guidelines.</p> <p>While no licensing, legislative, regulatory or certification requirements apply holistically to this unit at the time of publication, relevant national, state and territory legislation, regulations and codes of practice impact upon this unit.</p> |
|------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

## Application of the Unit

|                                |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |
|--------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Application of the unit</b> | <p>This unit addresses the knowledge, processes and techniques necessary to develop approaches to sustainability within workplaces, including the development and implementation of policy.</p> <p>This unit applies to people with managerial responsibility who undertake work developing approaches to create strategies within workplaces, including the development and implementation of policy and includes:</p> <ul style="list-style-type: none"><li>• communicating with relevant stakeholders</li><li>• developing and monitoring policies</li><li>• reviewing and improving policies.</li></ul> <p>A person who demonstrates competence in this unit must be able to provide evidence of the ability to develop and implement integrated sustainability policies and</p> |
|--------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

|  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |
|--|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|  | <p>procedures within an enterprise. The review of the policy after implementation will also need to be evidenced.</p> <p>The context of the unit applies to all sectors of the business industry; it may be applied to all sections of an organisation, including the office, the factory floor, or work area. With such a broad application, the unit will need to be contextualised as it is applied across an organisation and across different industry sectors.</p> |
|--|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

## Licensing/Regulatory Information

Not applicable.

## Pre-Requisites

| Prerequisite units |  |  |
|--------------------|--|--|
|                    |  |  |
|                    |  |  |

## Employability Skills Information

|                             |                                          |
|-----------------------------|------------------------------------------|
| <b>Employability skills</b> | This unit contains employability skills. |
|-----------------------------|------------------------------------------|

## Elements and Performance Criteria Pre-Content

|                                                                   |                                                                                                                                                                                                                                                                                                                  |
|-------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Elements describe the essential outcomes of a unit of competency. | Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide. |
|-------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|



## Elements and Performance Criteria

| ELEMENT                                                  | PERFORMANCE CRITERIA                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |
|----------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1. Develop workplace sustainability policy               | 1.1. Define <b>scope</b> of sustainability policy<br>1.2. Gather information from a range of <b>sources</b> to plan and develop policy<br>1.3. Identify and consult <b>stakeholders</b> as a key component of the policy development process<br>1.4. Include appropriate <b>strategies</b> in policy at all stages of work for minimising resource use, reducing toxic material and hazardous chemical use, and employing life cycle management approaches<br>1.5. Make recommendations for policy options based on likely effectiveness, timeframes and cost<br>1.6. Develop policy that reflects the organisation's commitment to sustainability as an integral part of business planning and as a business opportunity<br>1.7. Agree to appropriate methods of implementation |
| 2. Communicate workplace sustainability policy           | 2.1. Promote workplace sustainability policy, including its expected outcome to key stakeholders<br>2.2. Inform those involved in implementing the policy as to outcomes expected, activities to be undertaken and responsibilities assigned                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
| 3. Implement workplace sustainability policy             | 3.1. Develop and communicate procedures to help implement workplace sustainability policy<br>3.2. Implement strategies for continuous improvement in resource efficiency<br>3.3. Establish and assign responsibility to use recording systems for tracking continuous improvements in sustainability approaches                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |
| 4. Review workplace sustainability policy implementation | 4.1. Document outcomes and provide feedback to key personnel and stakeholders<br>4.2. Investigate successes or otherwise of policy<br>4.3. Monitor records to identify trends that may require remedial action and use to promote continuous improvement of performance<br>4.4. Modify policy and or procedures as required to ensure improvements are made                                                                                                                                                                                                                                                                                                                                                                                                                      |

## Required Skills and Knowledge

### REQUIRED SKILLS AND KNOWLEDGE

This section describes the skills and knowledge required for this unit.

#### Required skills

- communication skills to adjust communication to suit different audiences; to respond effectively to diversity; to work as a member of a team to consult on and validate policy
- literacy skills to read and evaluate complex and formal documents such as policy and legislation
- problem skills to effectively manage different points of view and dissenting stakeholders
- research, analytical and writing skills to research, analyse and present information; to prepare written reports requiring precision of expression and language and structures suited to the intended audience

#### Required knowledge

- best practice approaches relevant to own work area
- environmental or sustainability legislation, regulations and codes of practice applicable to industry and organisation
- equal employment opportunity, equity and diversity principles and occupational health and safety implications of policy being developed
- policy development processes and practices
- principles, practices and available tools and techniques of sustainability management relevant to the particular industry context
- quality assurance systems relevant to own organisation
- relevant industry competency
- relevant organisational policies, procedures and protocols
- relevant systems and procedures to aid in the achievement of workplace sustainability

## Evidence Guide

### EVIDENCE GUIDE

The Evidence Guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

#### Overview of assessment

| <b>EVIDENCE GUIDE</b>                                                                               |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |
|-----------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Critical aspects for assessment and evidence required to demonstrate competency in this unit</b> | <p>Evidence of the following is essential:</p> <ul style="list-style-type: none"> <li>• candidate's involvement as a key person in planning, developing and implementing organisational policy and that the developed policy complies with legislative requirements</li> <li>• implementation strategy, as part of the policy, that has been devised, implemented and reviewed showing a measurable improvement utilising the chosen benchmark indicators</li> <li>• communicating with stakeholders to discuss possible approaches to policy development and implementation, and contributing to the resolution of disputes among stakeholders</li> <li>• developing and monitoring policies for analysing data on enterprise resource consumption</li> <li>• using software systems for recording and filing documentation for measurement of current usage and using word processing and other basic software for interpreting charts, flowcharts, graphs and other visual data and information</li> <li>• reviewing and improving policies by identifying improvements and benchmarking against industry best practice and attempting new approaches continuously over time.</li> </ul> |
| <b>Context of and specific resources for assessment</b>                                             | <p>Assessment must ensure:</p> <ul style="list-style-type: none"> <li>• access to an actual workplace or simulated environment</li> <li>• access to relevant legislation/standards/guidelines</li> <li>• access to a range of workplace documentation and personnel, information and resources (such as compliance obligations, organisational plans, work responsibilities)</li> <li>• access to reports from other parties involved in the development and implementation of policy</li> <li>• evidence is collected over time, involving both formative and summative assessment</li> <li>• evidence is relevant to the particular workplace role, including work area, equipment, systems, and documentation.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                |
| <b>Method of assessment</b>                                                                         | <p>A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit:</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |

**EVIDENCE GUIDE**

|                                            |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |
|--------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                                            | <ul style="list-style-type: none"> <li>• direct questioning combined with review of portfolios of evidence and third party workplace reports of on the job performance by the candidate</li> <li>• response to case studies</li> <li>• review of policy developed and procedural documentation outlining the approach taken</li> <li>• review of implementation strategy, plans and work plans</li> <li>• analysis of methods used to involve stakeholders in policy development, implementation and review</li> <li>• analysis of inefficiencies or opportunities for improvements identified in the workplace</li> <li>• evaluation of participation in sustainability work practices and programs such as an environmental management framework</li> <li>• observation over time in relation to review of work area relating to policy and procedures being developed to assess measurement of resources used, hazards and compliance.</li> </ul> |
| <b>Guidance information for assessment</b> | <p>Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example:</p> <ul style="list-style-type: none"> <li>• BSBATSIM419A Contribute to the development and implementation of organisational policies</li> <li>• BSBHRM506A Manage recruitment, selection and induction processes</li> <li>• BSBHRM602B Manage human resources strategic planning</li> <li>• BSBINN502A Build and sustain an innovative work environment</li> <li>• BSBMGT515A Manage operational plan</li> <li>• BSBMGT516C Facilitate continuous improvement</li> <li>• BSBMGT608C Manage innovation and continuous improvement</li> <li>• BSBMGT616A Develop and implement strategic plans</li> <li>• BSBMGT617A Develop and implement a business plan</li> <li>• BSBRSK501A Manage risk.</li> </ul>                                                                                                                 |

## Range Statement

### RANGE STATEMENT

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

**Scope** of workplace sustainability policy may include:

- addressing sustainability initiatives through reference to standards, guidelines and approaches such as:
  - ecological foot printing
  - Energy Efficiency Opportunities Bill 2005
  - Global Reporting Initiative
  - green office program
  - green purchasing
  - Greenhouse Challenge Plus (Australian government initiative)
  - ISO 14001:1996 Environmental management systems life cycle analyses
  - life cycle analyses
  - product stewardship
  - supply chain management
  - sustainability covenants/compacts
  - triple bottom line reporting
- integrated approach to sustainability which includes environmental, economic and social aspects, or a specific approach that focuses on each aspect individually
- investigating particular business and market context of the industry/organisation
- meeting relevant laws, by laws and regulations or best practice to support compliance in environmental performance and sustainability at each level as required (such as Environmental Protection or Biodiversity Conservation Act):
  - international
  - commonwealth
  - state/territory
  - industry

| <b>RANGE STATEMENT</b>           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |
|----------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                                  | <ul style="list-style-type: none"> <li>• organisation</li> <li>• parts of the organisation to which it is to apply, including whether it is for the whole organisation, one site, one work area or a combination of these.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                    |
| <b>Sources</b> may include:      | <ul style="list-style-type: none"> <li>• regulatory sources</li> <li>• relevant personnel</li> <li>• organisational specifications.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |
| <b>Stakeholders</b> may include: | <ul style="list-style-type: none"> <li>• individuals and groups both inside and outside the organisation who have some direct interest in the organisation's conduct, actions, products and services, including: <ul style="list-style-type: none"> <li>• customers</li> <li>• employees at all levels of the organisation</li> <li>• government</li> <li>• investors</li> <li>• local community</li> <li>• other organisations</li> <li>• regulators</li> <li>• suppliers</li> </ul> </li> <li>• key personnel within the organisation and specialists outside the organisation who may have particular technical expertise.</li> </ul> |
| <b>Strategies</b> may include:   | <ul style="list-style-type: none"> <li>• promotional activities</li> <li>• raising awareness among stakeholders</li> <li>• training staff in sustainability principles and techniques.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                        |

## Unit Sector(s)

|                    |  |
|--------------------|--|
| <b>Unit sector</b> |  |
|--------------------|--|

## Competency field

|                         |                                      |
|-------------------------|--------------------------------------|
| <b>Competency field</b> | Industry Capability - Sustainability |
|-------------------------|--------------------------------------|

## Co-requisite units

| Co-requisite units |  |  |
|--------------------|--|--|
|                    |  |  |
|                    |  |  |

## BSBMGT605B Provide leadership across the organisation

### Modification History

Not applicable.

### Unit Descriptor

|                        |                                                                                                                                                                                                                                                                                                    |
|------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Unit descriptor</b> | <p>This unit describes the performance outcomes, skills and knowledge required to demonstrate senior leadership behaviour, and personal and professional competence.</p> <p>No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.</p> |
|------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

### Application of the Unit

|                                |                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |
|--------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Application of the unit</b> | <p>This unit applies to senior managers who have a role in inspiring and motivating others to achieve organisational goals and to model professionalism in their organisation and industry. Leadership is seen in the context of the organisational mission. Business ethics are also addressed in this unit.</p> <p>The unit may relate equally to leadership of a small to medium sized organisation or to a business unit or area in a large organisation.</p> |
|--------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

### Licensing/Regulatory Information

Not applicable.

### Pre-Requisites

|                           |  |  |
|---------------------------|--|--|
| <b>Prerequisite units</b> |  |  |
|                           |  |  |
|                           |  |  |



## Employability Skills Information

|                             |                                          |
|-----------------------------|------------------------------------------|
| <b>Employability skills</b> | This unit contains employability skills. |
|-----------------------------|------------------------------------------|

## Elements and Performance Criteria Pre-Content

|                                                                   |                                                                                                                                                                                                                                                                                                                  |
|-------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Elements describe the essential outcomes of a unit of competency. | Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide. |
|-------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

## Elements and Performance Criteria

| ELEMENT                                         | PERFORMANCE CRITERIA                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |
|-------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1. Communicate organisational mission and goals | 1.1. Clarify objectives, values and standards in accordance with organisation's strategic direction<br>1.2. Establish linkages between organisational objectives, values and standards and the responsibilities of relevant groups and individuals<br>1.3. Ensure media and language used is appropriate to individuals and group circumstances<br>1.4. State clear expectations of internal groups and individuals and explain in a manner which builds commitment to the organisation<br>1.5. Address <b><i>expectations of the organisation</i></b><br>1.6. Investigate <b><i>incidents</i></b> promptly and communicate results clearly to relevant groups and individuals |
| 2. Influence groups and individuals             | 2.1. Build trust, confidence and respect of diverse groups and individuals, through positive role modelling, and effective communication and consultation<br>2.2. Embrace, resource and effectively implement improvements to organisational and workplace culture<br>2.3. Demonstrate understanding of the global environment and new technology in work activities<br>2.4. Ensure actions convey flexibility and adaptability to                                                                                                                                                                                                                                             |

| ELEMENT                                             | PERFORMANCE CRITERIA                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
|-----------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                                                     | <p>change and accessibility</p> <p>2.5.Ensure consultation and participation in decision making occurs with relevant groups and individuals where appropriate</p> <p>2.6.Ensure decision making takes into account needs and expectations of both internal and external groups</p> <p>2.7.Ensure decision making occurs in accordance with <b>risk management</b> plans for all options, and within appropriate timeframes</p> <p>2.8.Ensure that the organisation is represented positively in the media and community</p>              |
| 3. Build and support teams                          | <p>3.1.Assign <b>accountabilities and responsibilities</b> to teams consistent with their competencies and operational plans</p> <p>3.2.Ensure teams are resourced to allow them to achieve their objectives</p> <p>3.3.Empower teams and individuals through effective delegation and support for their initiatives</p> <p>3.4.Create and maintain <b>a positive work environment</b></p> <p>3.5.Encourage teams and individuals to develop innovative approaches to the performance of work</p>                                        |
| 4. Demonstrate personal and professional competence | <p>4.1.Model ethical conduct in all areas of work and encourage others to adopt business ethics</p> <p>4.2.Adapt appropriate interpersonal and leadership styles to meet particular circumstances and situations</p> <p>4.3.Set and achieve personal objectives and work program outcomes</p> <p>4.4.Ensure self performance and professional competence is continuously improved through engagement in a range of professional development activities</p> <p>4.5.Participate regularly in industry/professional networks and groups</p> |

## Required Skills and Knowledge

### REQUIRED SKILLS AND KNOWLEDGE

## REQUIRED SKILLS AND KNOWLEDGE

This section describes the skills and knowledge required for this unit.

### Required skills

- interpersonal skills to communicate and inspire trust and confidence of others and to ensure their cooperation and support
- networking skills to ensure support from key groups and individuals for concepts/ideas/products/services
- risk management skills to analyse, identify and develop mitigation strategies for identified risks.

### Required knowledge

- business ethics and their application
- leadership styles and their application
- legislation, codes and by-laws relevant to the organisation's operations
- organisation mission, purpose and values
- organisation objectives, plans and strategies
- organisational change processes.

## Evidence Guide

### EVIDENCE GUIDE

The Evidence Guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

#### Overview of assessment

#### Critical aspects for assessment and evidence required to demonstrate competency in this unit

Evidence of the following is essential:

- input from a wide range of sources providing evidence in respect to a broad range of activities and application of business ethics
- demonstration of personal competence that links to the organisation's requirements for managers
- effective communication skills and an ability to win commitment to the organisation and its activities
- knowledge of leadership styles and their application
- knowledge of legislation, codes and by-laws relevant to the organisation's operations.

#### Context of and specific resources for

Assessment must ensure:

| <b>EVIDENCE GUIDE</b>                      |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
|--------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>assessment</b>                          | <ul style="list-style-type: none"> <li>access to appropriate documentation and resources normally used in the workplace.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |
| <b>Method of assessment</b>                | <p>A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit:</p> <ul style="list-style-type: none"> <li>analysis of responses to case studies and scenarios</li> <li>direct questioning combined with review of portfolios of evidence and third party workplace reports of on-the-job performance by the candidate</li> <li>observation of demonstrated leadership techniques</li> <li>observation of presentations</li> <li>review of media and language used when communicating with individuals and groups</li> <li>evaluation of accountabilities and responsibilities assigned to teams</li> <li>review of documentation outlining personal objectives and work program outcomes</li> <li>review of professional development activities undertaken to improve self performance and professional competence.</li> </ul> |
| <b>Guidance information for assessment</b> | <p>Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example:</p> <ul style="list-style-type: none"> <li>other units from the Advanced Diploma of Management.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |

## Range Statement

| <b>RANGE STATEMENT</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                               |                                                                                                                                            |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------|
| <p>The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.</p> |                                                                                                                                            |
| <b><i>Expectations of the organisation</i></b> include:                                                                                                                                                                                                                                                                                                                                                                                                                              | <ul style="list-style-type: none"> <li>environmental management</li> <li>occupational health and safety</li> <li>product safety</li> </ul> |

| <b>RANGE STATEMENT</b>                                     |                                                                                                                                                                                                                                                                   |
|------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                                                            | <ul style="list-style-type: none"> <li>• service</li> <li>• values and ethics</li> <li>• other relevant factors</li> </ul>                                                                                                                                        |
| <b><i>Incidents</i></b> may include:                       | <ul style="list-style-type: none"> <li>• emergency response</li> <li>• environmental event (emissions, noise, etc.)</li> <li>• product failure</li> <li>• workplace accident</li> </ul>                                                                           |
| <b><i>Risk management</i></b> means:                       | <ul style="list-style-type: none"> <li>• process of identification of potential negative events and the development of plans to mitigate or minimise the likelihood of the negative event occurring and/or the consequences in the event it does occur</li> </ul> |
| <b><i>Accountabilities and responsibilities</i></b> means: | <ul style="list-style-type: none"> <li>• clarification of who is to be accountable for a decision or action prior to its execution, and identification of groups, individuals and activities for which a person is responsible for managing</li> </ul>            |
| <b><i>Positive work environment</i></b> means:             | <ul style="list-style-type: none"> <li>• environment where employees identify with the organisation and its purpose and where communication is free-flowing, decisions are transparent and conflict is positive and constructive</li> </ul>                       |

## Unit Sector(s)

|                    |  |
|--------------------|--|
| <b>Unit sector</b> |  |
|--------------------|--|

## Competency field

|                         |                                        |
|-------------------------|----------------------------------------|
| <b>Competency field</b> | Management and Leadership - Management |
|-------------------------|----------------------------------------|

## Co-requisite units

|                           |  |
|---------------------------|--|
| <b>Co-requisite units</b> |  |
|---------------------------|--|

|                           |  |  |
|---------------------------|--|--|
| <b>Co-requisite units</b> |  |  |
|                           |  |  |
|                           |  |  |

## BSBMGT502B Manage people performance

### Modification History

Not applicable.

### Unit Descriptor

|                        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
|------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Unit descriptor</b> | <p>This unit describes the performance outcomes, skills and knowledge required to manage the performance of staff who report to them directly. Development of key result areas and key performance indicators and standards, coupled with regular and timely coaching and feedback, provide the basis for performance management.</p> <p>No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.</p> |
|------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

### Application of the Unit

|                                |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |
|--------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Application of the unit</b> | <p>This unit applies to all managers and team leaders who manage people. It covers work allocation and the methods to review performance, reward excellence and provide feedback where there is a need for improvement.</p> <p>The unit makes the link between performance management and performance development, and reinforces both functions as a key requirement for effective managers.</p> <p>This is a unit that all managers/prospective managers who have responsibility for other employees should strongly consider undertaking.</p> |
|--------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

### Licensing/Regulatory Information

Not applicable.

### Pre-Requisites

|                           |  |
|---------------------------|--|
| <b>Prerequisite units</b> |  |
|---------------------------|--|

|                           |  |  |
|---------------------------|--|--|
| <b>Prerequisite units</b> |  |  |
|                           |  |  |
|                           |  |  |

## Employability Skills Information

|                             |                                          |
|-----------------------------|------------------------------------------|
| <b>Employability skills</b> | This unit contains employability skills. |
|-----------------------------|------------------------------------------|

## Elements and Performance Criteria Pre-Content

|                                                                   |                                                                                                                                                                                                                                                                                                                  |
|-------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Elements describe the essential outcomes of a unit of competency. | Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide. |
|-------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

## Elements and Performance Criteria

| ELEMENT               | PERFORMANCE CRITERIA                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |
|-----------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1. Allocate work      | 1.1. Consult relevant groups and individuals on work to be allocated and resources available<br>1.2. Develop work plans in accordance with operational plans<br>1.3. Allocate work in a way that is efficient, cost effective and outcome focussed<br>1.4. Confirm <b><i>performance standards, Code of Conduct</i></b> and work outputs with relevant teams and individuals<br>1.5. Develop and agree <b><i>performance indicators</i></b> with relevant staff prior to commencement of work<br>1.6. Conduct <b><i>risk analysis</i></b> in accordance with the organisational risk management plan and legal requirements |
| 2. Assess performance | 2.1. Design <b><i>performance management</i></b> and review processes to ensure consistency with organisational                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |



| ELEMENT             | PERFORMANCE CRITERIA                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |
|---------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                     | <p>objectives and policies</p> <p>2.2. Train participants in the performance management and review process</p> <p>2.3. Conduct performance management in accordance with organisational protocols and time lines</p> <p>2.4. Monitor and evaluate performance on a continuous basis</p>                                                                                                                                                                                                                                                                                                                                                                                                                                      |
| 3. Provide feedback | <p>3.1. Provide informal feedback to staff on a regular basis</p> <p>3.2. Advise relevant people where there is poor performance and take necessary actions</p> <p>3.3. Provide on-the-job coaching when necessary to improve performance and to confirm <b><i>excellence in performance</i></b></p> <p>3.4. Document performance in accordance with the organisational performance management system</p> <p>3.5. Conduct formal structured feedback sessions as necessary and in accordance with organisational policy</p>                                                                                                                                                                                                  |
| 4. Manage follow up | <p>4.1. Write and agree performance improvement and development plans in accordance with organisational policies</p> <p>4.2. Seek assistance from human resources specialists where appropriate</p> <p>4.3. Reinforce excellence in performance through recognition and continuous feedback</p> <p>4.4. Monitor and coach individuals with poor performance</p> <p>4.5. Provide support services where necessary</p> <p>4.6. Counsel individuals who continue to perform below expectations and implement the disciplinary process if necessary</p> <p>4.7. <b><i>Terminate</i></b> staff in accordance with legal and organisational requirements where serious misconduct occurs or ongoing poor-performance continues</p> |

## Required Skills and Knowledge

### REQUIRED SKILLS AND KNOWLEDGE

## REQUIRED SKILLS AND KNOWLEDGE

This section describes the skills and knowledge required for this unit.

### Required skills

- communication skills to articulate expected standards of performance, to provide effective feedback and to coach staff who need development
- risk management skills to analyse, identify and develop mitigation strategies for identified risks
- planning and organisation skills to ensure a planned and objective approach to the performance management system.

### Required knowledge

- relevant legislation from all levels of government that affects business operation, especially in regard to occupational health and safety and environmental issues, equal opportunity, industrial relations and anti-discrimination
- relevant awards and certified agreements
- performance measurement systems utilised within the organisation
- unlawful dismissal rules and due process
- staff development options and information.

## Evidence Guide

### EVIDENCE GUIDE

The Evidence Guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

#### Overview of assessment

#### Critical aspects for assessment and evidence required to demonstrate competency in this unit

Evidence of the following is essential:

- documented performance indicators and a critical description and analysis of performance management system from the workplace
- techniques in providing feedback and coaching for improvement in performance
- knowledge of relevant awards and certified agreements.

#### Context of and specific resources for assessment

Assessment must ensure:

- access to appropriate documentation and resources normally used in the workplace.

**EVIDENCE GUIDE**

|                                            |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |
|--------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Method of assessment</b>                | <p>A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit:</p> <ul style="list-style-type: none"> <li>• analysis of responses to case studies and scenarios</li> <li>• assessment of written reports</li> <li>• demonstration of techniques in providing feedback and coaching</li> <li>• direct questioning combined with review of portfolios of evidence and third party workplace reports of on-the-job performance by the candidate</li> <li>• review of work plans, performance indicators, risk analysis, performance management and review processes, performance improvement and development plans.</li> </ul> |
| <b>Guidance information for assessment</b> | <p>Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example:</p> <ul style="list-style-type: none"> <li>• other management units.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |

**Range Statement****RANGE STATEMENT**

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

|                                     |                                                                                                                                                                                                                                                                  |
|-------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Performance standards</b> mean:  | <ul style="list-style-type: none"> <li>• level of performance sought from an individual or group which may be expressed either quantitatively or qualitatively</li> </ul>                                                                                        |
| <b>Code of Conduct</b> means:       | <ul style="list-style-type: none"> <li>• agreed (or decreed) set of rules relating to employee behaviour/conduct with other employees or an agreed (or decreed) set of rules relating to employee behaviour/conduct with other employees or customers</li> </ul> |
| <b>Performance indicators</b> mean: | <ul style="list-style-type: none"> <li>• measures against which performance outcomes are gauged</li> </ul>                                                                                                                                                       |

| <b>RANGE STATEMENT</b>                         |                                                                                                                                                                                                                                                                                                                                                                      |
|------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b><i>Risk analysis</i></b> means:             | <ul style="list-style-type: none"> <li>determination of the likelihood of a negative event preventing the organisation meeting its objectives and the likely consequences of such an event on organisational performance</li> </ul>                                                                                                                                  |
| <b><i>Performance management</i></b> means:    | <ul style="list-style-type: none"> <li>in accordance with relevant industrial agreements</li> <li>process or set of processes for establishing a shared understanding of what an individual or group is to achieve, and managing and developing individuals in a way which increases the probability it will be achieved in both the short- and long-term</li> </ul> |
| <b><i>Excellence in performance</i></b> means: | <ul style="list-style-type: none"> <li>regularly and consistently exceeding the performance targets established while meeting the organisation's performance standards</li> </ul>                                                                                                                                                                                    |
| <b><i>Termination</i></b> means:               | <ul style="list-style-type: none"> <li>cessation of the contract of employment between an employer and an employee, at the initiative of the employer within relevant industrial agreements</li> </ul>                                                                                                                                                               |

## Unit Sector(s)

|                    |  |
|--------------------|--|
| <b>Unit sector</b> |  |
|--------------------|--|

## Competency field

|                         |                                        |
|-------------------------|----------------------------------------|
| <b>Competency field</b> | Management and Leadership - Management |
|-------------------------|----------------------------------------|

## Co-requisite units

|                           |  |  |
|---------------------------|--|--|
| <b>Co-requisite units</b> |  |  |
|                           |  |  |
|                           |  |  |



## BSBHRM402A Recruit, select and induct staff

### Modification History

Not applicable.

### Unit Descriptor

|                        |                                                                                                                                                                                                                                                                      |
|------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Unit descriptor</b> | <p>This unit describes the performance outcomes, skills and knowledge required to execute tasks associated with the recruitment cycle.</p> <p>No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.</p> |
|------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

### Application of the Unit

|                                |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |
|--------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Application of the unit</b> | <p>This unit applies to individuals with a role in recruitment, selection and induction functions who work under the direction of a human resources manager.</p> <p>It is not assumed that the individuals addressed by this unit have staff who report to them, although this may be the case.</p> <p>Performance of the work described in this unit will be underpinned by in depth knowledge of the work of the organisation, and how recruitment and selection practices fit with other human resource functions.</p> |
|--------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

### Licensing/Regulatory Information

Not applicable.

### Pre-Requisites

|                           |  |  |
|---------------------------|--|--|
| <b>Prerequisite units</b> |  |  |
|                           |  |  |

|                           |  |  |
|---------------------------|--|--|
| <b>Prerequisite units</b> |  |  |
|                           |  |  |

## Employability Skills Information

|                             |                                          |
|-----------------------------|------------------------------------------|
| <b>Employability skills</b> | This unit contains employability skills. |
|-----------------------------|------------------------------------------|

## Elements and Performance Criteria Pre-Content

|                                                                   |                                                                                                                                                                                                                                                                                                                  |
|-------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Elements describe the essential outcomes of a unit of competency. | Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide. |
|-------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

## Elements and Performance Criteria

| ELEMENT                       | PERFORMANCE CRITERIA                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |
|-------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1. Determine job descriptions | 1.1. Clarify time lines and requirement for appointment<br>1.2. Assist with preparation of <b><i>job descriptions</i></b> which accurately reflect the role requirements in accordance with organisational procedures and <b><i>legislation, codes and national standards</i></b> and <b><i>occupational health and safety (OHS) considerations</i></b><br>1.3. Consult with relevant personnel about job descriptions<br>1.4. Ensure that job descriptions do not contravene legislative requirements<br>1.5. Obtain approvals to advertise position |
| 2. Plan for selection         | 2.1. <b><i>Advertise</i></b> vacancies for <b><i>staffing requirements</i></b> in accordance with organisational policies and procedures<br>2.2. Consult with relevant personnel to convene selection panel and to develop interview questions                                                                                                                                                                                                                                                                                                        |

| ELEMENT                                    | PERFORMANCE CRITERIA                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |
|--------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                                            | 2.3.Short list applicants<br>2.4.Ensure that interview questions do not breach legislative requirements<br>2.5.Schedule interviews and advise relevant personnel of times, dates and venues                                                                                                                                                                                                                                                                                                                                                                                                                                  |
| 3. Assess and select applicants            | 3.1.Participate in interview process and assess candidates against agreed selection criteria<br>3.2.Discuss assessment with other selection panel members<br>3.3.Correct any biases or deviations from agreed procedures and negotiate for preferred candidate<br>3.4.Contact referees for referee reports<br>3.5.Prepare selection report and make recommendations to senior personnel for appointment<br>3.6.Advise unsuccessful candidates of outcomes and respond to any queries<br>3.7.Complete all necessary documentation in accordance with organisational procedures<br>3.8.Secure agreement of preferred candidate |
| 4. Appoint and induct successful candidate | 4.1.Provide successful candidate with employment contract and other documentation<br>4.2.Advise managers and staff of starting date and make necessary administrative arrangements for pay and employee record keeping<br>4.3.Advise manager and work team of new appointment<br>4.4.Arrange induction in accordance with organisational policy                                                                                                                                                                                                                                                                              |

## Required Skills and Knowledge

### REQUIRED SKILLS AND KNOWLEDGE

This section describes the skills and knowledge required for this unit.

#### Required skills

- communication skills to use networks to source suitable applicants, to listen to and understand what is being said in interviews, and to advise on the outcomes of the selection process
- literacy skills to work with job descriptions to devise suitable questions for



**REQUIRED SKILLS AND KNOWLEDGE**

- interviews, to prepare letters for unsuccessful applicants and to make job offers
- organising and scheduling skills to arrange interviews and venues.

**Required knowledge**

- documentation required for recruitment and selection
- human resource functions, human resource life cycle and the place of recruitment and selection in that life cycle
- principles of equity, diversity and relevant legislation.
- range of interviewing techniques and other selection processes and their application.

**Evidence Guide****EVIDENCE GUIDE**

The Evidence Guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

**Overview of assessment****Critical aspects for assessment and evidence required to demonstrate competency in this unit**

Evidence of the following is essential:

- demonstrated ability to work with job descriptions to source and select suitable staff
- interviewing and other selection techniques that demonstrate awareness of equal opportunity and anti-discrimination requirements
- knowledge of the human resource life cycle.

**Context of and specific resources for assessment**

Assessment must ensure:

- access to an appropriate range of documentation and resources normally used in the workplace.

**Method of assessment**

A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit:

- analysis of responses to case studies and scenarios
- assessment of written reports on recruitment and selection
- demonstration of selection techniques
- direct questioning combined with review of portfolios of evidence and third party workplace

| EVIDENCE GUIDE                             |                                                                                                                                                                                                                                                                                                                                                                        |
|--------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                                            | <p>reports of on-the-job performance by the candidate</p> <ul style="list-style-type: none"> <li>• observation of interviewing techniques</li> <li>• review of advertisements for staffing vacancies</li> <li>• review of documentation provided to successful candidate</li> <li>• oral or written questioning to assess knowledge of selection processes.</li> </ul> |
| <b>Guidance information for assessment</b> | <p>Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example:</p> <ul style="list-style-type: none"> <li>• other units from the Certificate IV in Human Resources.</li> </ul>                                                                                                                           |

## Range Statement

| RANGE STATEMENT                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |                                                                                                                                                                                                                                                                                                                                                                                              |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.</p> |                                                                                                                                                                                                                                                                                                                                                                                              |
| <b><i>Job descriptions</i></b> may include:                                                                                                                                                                                                                                                                                                                                                                                                                                          | <ul style="list-style-type: none"> <li>• attributes</li> <li>• competencies required by staff</li> <li>• job or person specifications</li> <li>• job title and purpose of position</li> <li>• necessary skills and knowledge</li> <li>• qualifications</li> <li>• selection criteria</li> <li>• tasks or duties associated with the position</li> </ul>                                      |
| <b><i>Legislation, codes and national standards</i></b> may include:                                                                                                                                                                                                                                                                                                                                                                                                                 | <ul style="list-style-type: none"> <li>• award and enterprise agreements, and relevant industrial instruments</li> <li>• relevant industry codes of practice</li> <li>• relevant legislation from all levels of government that affects business operation, especially in regard to OHS and environmental issues, equal opportunity, industrial relations and anti-discrimination</li> </ul> |

| RANGE STATEMENT                                                         |                                                                                                                                                                                                                                                                 |
|-------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Occupational health and safety (OHS) considerations</b> may include: | <ul style="list-style-type: none"> <li>establishment and maintenance of OHS training, records, induction processes</li> <li>performance against OHS legislation and organisation's OHS system, especially policies, procedures and work instructions</li> </ul> |
| <b>Advertising</b> may include:                                         | <ul style="list-style-type: none"> <li>electronic or print</li> <li>internal or external</li> <li>outsourcing</li> </ul>                                                                                                                                        |
| <b>Staffing requirements</b> may include:                               | <ul style="list-style-type: none"> <li>permanent, temporary, full-time, part-time or casual</li> </ul>                                                                                                                                                          |

## Unit Sector(s)

|             |  |
|-------------|--|
| Unit sector |  |
|-------------|--|

## Competency field

|                  |                                                   |
|------------------|---------------------------------------------------|
| Competency field | Workforce Development - Human Resource Management |
|------------------|---------------------------------------------------|

## Co-requisite units

|                    |  |  |
|--------------------|--|--|
| Co-requisite units |  |  |
|                    |  |  |
|                    |  |  |

## BSBHRM401A Review human resources functions

### Modification History

Not applicable.

### Unit Descriptor

|                        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |
|------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Unit descriptor</b> | <p>This unit describes the performance outcomes, skills and knowledge required to undertake research that supports work across a range of human resources functional areas.</p> <p>This is a foundation unit for any person wishing to pursue competency in human resources and provides a sound basis for working across various human resources functional areas.</p> <p>No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.</p> |
|------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

### Application of the Unit

|                                |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
|--------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Application of the unit</b> | <p>This unit applies to individuals requiring a broad knowledge of human resources functions. It is not assumed that individuals at this level would have responsibility for supervising the work of others. However it is assumed that as a human resources practitioner, their work will support effective work practices across the organisation.</p> <p>The unit requires a broad understanding of human resources functions, associated policy frameworks and the administrative requirements to support these functions and policies.</p> |
|--------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

### Licensing/Regulatory Information

Not applicable.

## Pre-Requisites

| Prerequisite units |  |  |
|--------------------|--|--|
|                    |  |  |
|                    |  |  |

## Employability Skills Information

| Employability skills | This unit contains employability skills. |
|----------------------|------------------------------------------|
|----------------------|------------------------------------------|

## Elements and Performance Criteria Pre-Content

|                                                                   |                                                                                                                                                                                                                                                                                                                  |
|-------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Elements describe the essential outcomes of a unit of competency. | Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide. |
|-------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

## Elements and Performance Criteria

| ELEMENT                               | PERFORMANCE CRITERIA                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |
|---------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1. Research human resources functions | 1.1. Clarify <b><i>human resources issues</i></b> for review and document scope of review<br>1.2. Identify local, state/territory, national and international human resources networks for human resources professionals<br>1.3. Identify information sources for human resources data and information<br>1.4. Select a <b><i>research strategy</i></b> suitable to the topic<br>1.5. Consult with <b><i>relevant personnel</i></b><br>1.6. Undertake research<br>1.7. Review research findings |
| 2. Review policy and procedures       | 2.1. Locate policies and procedures relevant to the research topic                                                                                                                                                                                                                                                                                                                                                                                                                              |

| ELEMENT                        | PERFORMANCE CRITERIA                                                                                                                                                                                                                                                                        |
|--------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| frameworks                     | 2.2. Analyse strengths and weaknesses of policies and procedures<br>2.3. Consider legislation, regulations and standards that apply to the policies and procedures and the research topic                                                                                                   |
| 3. Apply ethical framework     | 3.1. Review <b>ethical requirements</b> associated with the human resources function under review<br>3.2. Consider ethical obligations of human resources personnel working in the area under review<br>3.3. Document behaviours associated with working ethically in the area under review |
| 4. Report on research outcomes | 4.1. Collate, analyse and document key findings of the review<br>4.2. Write report on outcomes of research<br>4.3. Develop recommendations for future activity                                                                                                                              |

## Required Skills and Knowledge

### REQUIRED SKILLS AND KNOWLEDGE

This section describes the skills and knowledge required for this unit.

#### Required skills

- judgement and decision making skills to review ethical and policy frameworks and to recommend suggested improvements
- literacy skills to research an issue and to write a clear and legible report which documents key issues coherently.

#### Required knowledge

- human resources functions and policy frameworks
- legal and compliance requirements for working in human resources
- roles and responsibilities of human resources practitioners.

## Evidence Guide

### EVIDENCE GUIDE

The Evidence Guide provides advice on assessment and must be read in conjunction with the

| <b>EVIDENCE GUIDE</b>                                                                                                        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |
|------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package. |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |
| <b>Overview of assessment</b>                                                                                                |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |
| <b>Critical aspects for assessment and evidence required to demonstrate competency in this unit</b>                          | <p>Evidence of the following is essential:</p> <ul style="list-style-type: none"> <li>• research report which reviews human resources functions and evidences understanding of the requirement for good policy and ethical approaches</li> <li>• knowledge of legal and compliance requirements for working in human resources.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |
| <b>Context of and specific resources for assessment</b>                                                                      | <p>Assessment must ensure:</p> <ul style="list-style-type: none"> <li>• examples of human resources policies and files on performance feedback, disputes and grievances, workers compensation and leave applications.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |
| <b>Method of assessment</b>                                                                                                  | <p>A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit:</p> <ul style="list-style-type: none"> <li>• assessment of written report on outcomes of research</li> <li>• direct questioning combined with review of portfolios of evidence and third party workplace reports of on-the-job performance by the candidate</li> <li>• observation of presentations on human resources function/s being reviewed</li> <li>• oral or written questioning to assess knowledge of human resources function/s being reviewed and policy frameworks</li> <li>• evaluation of research undertaken</li> <li>• review of documentation analysing the strengths and weaknesses of policies and procedures</li> <li>• review of documentation of behaviours associated with working ethically in the area under review.</li> </ul> |
| <b>Guidance information for assessment</b>                                                                                   | <p>Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example:</p> <ul style="list-style-type: none"> <li>• other units from the Certificate IV in Human Resources.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |

## Range Statement

### RANGE STATEMENT

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

|                                                   |                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |
|---------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b><i>Human resources issues</i></b> may include: | <ul style="list-style-type: none"> <li>• change management</li> <li>• employee assistance programs</li> <li>• human resources information systems (HRIS)</li> <li>• industrial relations</li> <li>• learning and development</li> <li>• occupational health and safety (OHS)</li> <li>• performance management</li> <li>• rehabilitation and return to work schemes</li> <li>• remuneration</li> <li>• selection and recruitment</li> <li>• succession planning</li> </ul> |
| <b><i>Research strategies</i></b> may involve:    | <ul style="list-style-type: none"> <li>• interviews</li> <li>• literature searches of print and online resources</li> <li>• statistical analysis</li> <li>• surveys</li> <li>• websites</li> </ul>                                                                                                                                                                                                                                                                         |
| <b><i>Relevant personnel</i></b> may include:     | <ul style="list-style-type: none"> <li>• experienced human resources practitioners</li> <li>• training and development staff</li> <li>• managers and team leaders</li> <li>• industry experts or spokespersons</li> </ul>                                                                                                                                                                                                                                                  |
| <b><i>Ethical requirements</i></b> may include:   | <ul style="list-style-type: none"> <li>• addressing improper behaviour</li> <li>• application of company values</li> <li>• Code of Conduct</li> <li>• confidentiality</li> <li>• principles such as fairness, respect, impartiality and integrity</li> <li>• reporting processes</li> </ul>                                                                                                                                                                                |



**Unit Sector(s)**

|                    |  |
|--------------------|--|
| <b>Unit sector</b> |  |
|--------------------|--|

**Competency field**

|                         |                                                   |
|-------------------------|---------------------------------------------------|
| <b>Competency field</b> | Workforce Development - Human Resource Management |
|-------------------------|---------------------------------------------------|

**Co-requisite units**

|                           |  |  |
|---------------------------|--|--|
| <b>Co-requisite units</b> |  |  |
|                           |  |  |
|                           |  |  |

## BSBATSIW515C Secure funding

### Modification History

Not applicable.

### Unit Descriptor

|                        |                                                                                                                                                                                                                                                                                                                                                                                               |
|------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Unit descriptor</b> | <p>This unit describes the performance outcomes, skills and knowledge required to locate funding sources, make submissions and lobby to maximise the organisation's chances of securing funds for its activities.</p> <p>Some aspects of governance activities may be subject to legislation, rules, regulations and codes of practice relevant to different job roles and jurisdictions.</p> |
|------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

### Application of the Unit

|                                |                                                                                                                                                                                         |
|--------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Application of the unit</b> | <p>This unit applies to individuals responsible for monitoring and guiding the activities of the organisation and securing funding for it to be able to undertake these activities.</p> |
|--------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

### Licensing/Regulatory Information

Not applicable.

### Pre-Requisites

|                           |  |  |
|---------------------------|--|--|
| <b>Prerequisite units</b> |  |  |
|                           |  |  |
|                           |  |  |

## Employability Skills Information

|                             |                                          |
|-----------------------------|------------------------------------------|
| <b>Employability skills</b> | This unit contains employability skills. |
|-----------------------------|------------------------------------------|

## Elements and Performance Criteria Pre-Content

|                                                                   |                                                                                                                                                                                                                                                                                                                  |
|-------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Elements describe the essential outcomes of a unit of competency. | Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide. |
|-------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

## Elements and Performance Criteria

| ELEMENT                                | PERFORMANCE CRITERIA                                                                                                                                                                                                                                                                                                                                                                                                                                         |
|----------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1. Identify and contact funding bodies | 1.1. Identify and investigate mainstream and Aboriginal and Torres Strait Islander funding sources<br>1.2. Gather information about potential funding bodies' priorities, key areas and expected outcomes<br>1.3. Clearly explain organisational funding requirements to potential funding bodies                                                                                                                                                            |
| 2. Prepare a case for funding          | 2.1. Form a team to oversee the funding <b>submission</b><br>2.2. Delegate tasks to staff if appropriate<br>2.3. Determine if consultant services should be engaged to provide technical assistance in preparing the case for funding<br>2.4. Ensure a proposal is prepared that meets the funding body's objectives, criteria and submission requirements<br>2.5. Ensure all existing financial obligations with respect to the funding body are up-to-date |
| 3. Promote the case for funding        | 3.1. Use networks to lobby the funding body where appropriate<br>3.2. Seek representation with the funding body if necessary<br>3.3. Advise <b>key people</b> of the progress and outcome of the submission                                                                                                                                                                                                                                                  |

| ELEMENT                | PERFORMANCE CRITERIA                                                                                                                                                                                                              |
|------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 4. Appeal if necessary | <p>4.1. Identify relevant appeal authorities and procedures for funding bodies</p> <p>4.2. Determine whether an appeal should be made if a funding submission is not successful</p> <p>4.3. Use the appeal system if required</p> |

## Required Skills and Knowledge

### REQUIRED SKILLS AND KNOWLEDGE

This section describes the skills and knowledge required for this unit.

#### Required skills

- analytical skills to identify funding body requirements and determine if funding proposals meet requirements
- communication, teamwork and negotiation skills to work cooperatively with other board members, management and staff of the organisation, members, community and key stakeholders
- culturally appropriate communication skills to relate to people from diverse backgrounds and with diverse abilities
- evaluation and decision-making skills to monitor and review information and enact decisions
- planning and prioritising skills to:
  - delegate tasks to others
  - ensure funding applications are submitted within required timeframe
- networking and lobbying skills to identify potential funding sources and gain support for applications
- research skills to identify potential funding bodies and analyse their requirements

#### Required knowledge

- appeal procedures available if funding submission is rejected
- concept of community control of organisations and how it may impact on how funding is sourced and used
- cultural context in which Aboriginal and Torres Strait Islander boards operate, including their role in upholding traditional and cultural values, and how that may impact on how funding is sourced and used
- funding sources and their requirements
- geographic, social, economic and political contexts in which particular organisations operate and how these may impact on how funding is sourced and

**REQUIRED SKILLS AND KNOWLEDGE**

used

- organisational policies and procedures in relation to obtaining funding
- provisions of federal, state or territory legislation and funding body requirements that impact on how funds may be sourced and used
- relevant consultancy services to support funding submissions
- relevant protocols and cultural responsibilities that impact on how funding is sourced

**Evidence Guide****EVIDENCE GUIDE**

The Evidence Guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

**Overview of assessment****Critical aspects for assessment and evidence required to demonstrate competency in this unit**

Evidence of the ability to:

- identify possible sources of funding for organisational activities
- identify required components of funding submissions
- evaluate whether a funding submission meets the funding body's requirements
- follow appeal procedures if required.

**Context of and specific resources for assessment**

Assessment must ensure:

- participation on an actual or simulated board
- access to examples of projects requiring funding
- access to the internet or other sources of information about funding bodies
- access to examples of relevant documents
- knowledge and performance are assessed over time to confirm consistency in performance.

**Method of assessment**

A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit:

- observation of performance on a board or simulated

| EVIDENCE GUIDE                             |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
|--------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                                            | <p>board</p> <ul style="list-style-type: none"> <li>• analysis of actual or simulated funding submission</li> <li>• direct questioning combined with reflection of practical board performance by the candidate</li> <li>• analysis of responses to case studies and scenarios</li> <li>• demonstration of techniques</li> <li>• observation of presentations and group discussions</li> <li>• oral or written questioning to assess knowledge</li> <li>• observation of performance in role plays</li> <li>• analysis of feedback from other board members, staff, community or other stakeholders regarding performance.</li> </ul> |
| <b>Guidance information for assessment</b> | <p>Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example:</p> <ul style="list-style-type: none"> <li>• BSBATSIM511C Develop enterprise opportunities.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                   |

## Range Statement

| RANGE STATEMENT                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |                                                                                                                                                                                                                                             |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.</p> |                                                                                                                                                                                                                                             |
| <b><i>Submission</i></b> requirements may include:                                                                                                                                                                                                                                                                                                                                                                                                                                   | <ul style="list-style-type: none"> <li>• demonstrable outcomes</li> <li>• development of costs</li> <li>• eligibility criteria</li> <li>• meeting timelines</li> <li>• participation of certain groups, such as women and youth.</li> </ul> |
| <b><i>Key people</i></b> may include:                                                                                                                                                                                                                                                                                                                                                                                                                                                | <ul style="list-style-type: none"> <li>• board or committee members</li> <li>• community members</li> <li>• Elders</li> <li>• management and staff</li> <li>• partner organisations</li> <li>• traditional owners.</li> </ul>               |

**Unit Sector(s)**

|                    |  |
|--------------------|--|
| <b>Unit sector</b> |  |
|--------------------|--|

**Competency field**

|                         |                                                  |
|-------------------------|--------------------------------------------------|
| <b>Competency field</b> | Regulation, licensing and risk - ATSI governance |
|-------------------------|--------------------------------------------------|

**Co-requisite units**

|                           |  |  |
|---------------------------|--|--|
| <b>Co-requisite units</b> |  |  |
|                           |  |  |
|                           |  |  |

## BSBADM502B Manage meetings

### Modification History

Not applicable.

### Unit Descriptor

|                        |                                                                                                                                                                                                                                                                                                                                                                              |
|------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Unit descriptor</b> | <p>This unit describes the performance outcomes, skills and knowledge required to manage a range of meetings including overseeing the meeting preparation processes, chairing meetings, organising the minutes and reporting meeting outcomes.</p> <p>No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.</p> |
|------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

### Application of the Unit

|                                |                                                                                                                                                                                                                                                                                                                                                                                                          |
|--------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Application of the unit</b> | <p>This unit applies to individuals employed in a range of work environments who are required to organise and manage meetings within their workplace, including conducting or managing administrative tasks in providing agendas and meeting material. They may work as senior administrative staff or may be individuals with responsibility for conducting and chairing meetings in the workplace.</p> |
|--------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

### Licensing/Regulatory Information

Not applicable.

### Pre-Requisites

|                           |  |  |
|---------------------------|--|--|
| <b>Prerequisite units</b> |  |  |
|                           |  |  |



|                           |  |  |
|---------------------------|--|--|
| <b>Prerequisite units</b> |  |  |
|                           |  |  |

## Employability Skills Information

|                             |                                          |
|-----------------------------|------------------------------------------|
| <b>Employability skills</b> | This unit contains employability skills. |
|-----------------------------|------------------------------------------|

## Elements and Performance Criteria Pre-Content

|                                                                   |                                                                                                                                                                                                                                                                                                                  |
|-------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Elements describe the essential outcomes of a unit of competency. | Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide. |
|-------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

## Elements and Performance Criteria

| ELEMENT                 | PERFORMANCE CRITERIA                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
|-------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1. Prepare for meetings | 1.1. Develop <b><i>agenda</i></b> in line with stated <b><i>meeting purpose</i></b><br>1.2. Ensure style and structure of meeting are appropriate to its purpose<br>1.3. Identify meeting participants and notify them in accordance with organisational procedures<br>1.4. Confirm <b><i>meeting arrangements</i></b> in accordance with requirements of meeting<br>1.5. Despatch <b><i>meeting papers</i></b> to participants within <b><i>designated time lines</i></b> |
| 2. Conduct meetings     | 2.1. Chair meetings in accordance with organisational requirements, agreed <b><i>conventions</i></b> for type of meeting and <b><i>legal and ethical requirements</i></b><br>2.2. Conduct meetings to ensure they are focused, time efficient and achieve outcomes<br>2.3. Ensure meeting facilitation enables participation, discussion, problem-solving and <b><i>resolution</i></b> of issues<br>2.4. Brief minute taker on method for recording meeting                |

| ELEMENT               | PERFORMANCE CRITERIA                                                                                                                                                                                                                                                                                                                                                                                                                                |
|-----------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                       | notes in accordance with organisational requirements and conventions for type of meeting                                                                                                                                                                                                                                                                                                                                                            |
| 3. Follow up meetings | <p>3.1. Check transcribed meeting notes to ensure they reflect a true and accurate record of the meeting, and are formatted in accordance with organisational procedures and meeting conventions</p> <p>3.2. Distribute and <b>store minutes</b> and other follow-up documentation within designated time lines, and according to organisational requirements</p> <p>3.3. Report outcomes of meetings as required, within designated time lines</p> |

## Required Skills and Knowledge

### REQUIRED SKILLS AND KNOWLEDGE

This section describes the skills and knowledge required for this unit.

#### Required skills

- communication skills to:
  - participate in sustained complex interpersonal exchanges and to interact with others
  - listen to, incorporate and encourage feedback
  - conduct oral presentations to a group, to consult participants and to answer questions
  - manage and work with a group to construct an action plan
  - chair meetings
- literacy skills to:
  - categorise and organise information
  - assess information for relevance and accuracy
  - identify and elaborate on key agenda items and source additional information
- numeracy and time management skills to allow for sufficient meeting preparation
- problem-solving skills to choose appropriate solutions from available options.

#### Required knowledge

- culturally appropriate techniques to communicate with people from diverse backgrounds and people with diverse abilities
- key provisions of relevant legislation from all forms of government, standards and codes that may affect aspects of business operations, such as:

**REQUIRED SKILLS AND KNOWLEDGE**

- anti-discrimination legislation
- ethical principles
- codes of practice
- privacy laws
- copyright
- occupational health and safety
- formats for minutes and agendas
- group dynamics
- meeting terminology, structures, arrangements and responsibilities of chairperson
- organisational procedures and policies regarding meetings, chairing and minutes.

**Evidence Guide****EVIDENCE GUIDE**

The Evidence Guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

**Overview of assessment****Critical aspects for assessment and evidence required to demonstrate competency in this unit**

Evidence of the following is essential:

- applying conventions and procedures for formal and informal meetings
- chairing meetings in relation to agreed agendas.

**Context of and specific resources for assessment**

Assessment must ensure:

- access to reference material in regard to meeting venues, catering, transport suppliers
- access to names and contacts for meeting participants
- access to office supplies and equipment
- access to computers and relevant software.

**Method of assessment**

A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit:

- analysis of responses to case studies and scenarios
- demonstration of techniques
- direct questioning combined with review of portfolios of evidence and third party workplace

| EVIDENCE GUIDE                             |                                                                                                                                                                                                                                                  |
|--------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                                            | reports of on-the-job performance by the candidate <ul style="list-style-type: none"> <li>• review of minutes, agendas and other communication</li> <li>• review of testimony from team members, colleagues, supervisors or managers.</li> </ul> |
| <b>Guidance information for assessment</b> | Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example: <ul style="list-style-type: none"> <li>• other general administration units.</li> </ul>                                |

## Range Statement

| RANGE STATEMENT                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |                                                                                                                                                                                                                                                                                                                                                                                                   |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.</p> |                                                                                                                                                                                                                                                                                                                                                                                                   |
| <b><i>Agendas</i></b> may include:                                                                                                                                                                                                                                                                                                                                                                                                                                                   | <ul style="list-style-type: none"> <li>• correspondence</li> <li>• date, time and location of meeting</li> <li>• date of next meeting</li> <li>• general business</li> <li>• major agenda items</li> <li>• matters or business arising from the minutes</li> <li>• minutes of the previous meeting</li> <li>• reports</li> <li>• statement of the meeting's purpose</li> <li>• welcome</li> </ul> |
| <b><i>Meeting purpose</i></b> may include:                                                                                                                                                                                                                                                                                                                                                                                                                                           | <ul style="list-style-type: none"> <li>• discussion forum for internal or external clients</li> <li>• planning and development of a project</li> <li>• progress of a project</li> <li>• range of business items</li> <li>• setting of enterprise or team goals</li> </ul>                                                                                                                         |
| <b><i>Meeting arrangements</i></b> may include:                                                                                                                                                                                                                                                                                                                                                                                                                                      | <ul style="list-style-type: none"> <li>• booking an appropriate venue</li> <li>• deciding on process for recording of meeting</li> <li>• establishing costs and operating within a budget</li> </ul>                                                                                                                                                                                              |

| <b>RANGE STATEMENT</b>                                    |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |
|-----------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                                                           | <ul style="list-style-type: none"> <li>• identifying any specific needs of participants</li> <li>• organising accommodation and transport</li> <li>• organising appropriate communication technology</li> <li>• organising catering</li> <li>• organising a minute taker</li> <li>• preparing relevant documentation for participants</li> <li>• scheduling date and time for the meeting</li> </ul>                                                                                                                               |
| <b><i>Meeting papers</i></b> may include:                 | <ul style="list-style-type: none"> <li>• agenda</li> <li>• chairperson's report</li> <li>• correspondence</li> <li>• draft documentation</li> <li>• financial reports</li> <li>• itemised meeting papers</li> <li>• notice of meeting</li> <li>• previous minutes</li> <li>• research reports</li> </ul>                                                                                                                                                                                                                           |
| <b><i>Designated time lines</i></b> may include:          | <ul style="list-style-type: none"> <li>• contractual obligations</li> <li>• formal timeframe set by the organisation</li> <li>• informal timeframe set by the administrative organiser</li> <li>• project time lines</li> <li>• statutory requirements (e.g. for annual general meetings)</li> <li>• timeframe decided by participants</li> </ul>                                                                                                                                                                                  |
| <b><i>Conventions</i></b> may include:                    | <ul style="list-style-type: none"> <li>• casting vote for chairperson</li> <li>• conflict of interest provisions</li> <li>• consensus required</li> <li>• informal discussion</li> <li>• majority of members to agree</li> <li>• moving and seconding formal motions</li> <li>• quorum requirements</li> <li>• restricting discussion to agenda items</li> <li>• speaking through the chairperson</li> <li>• time limit on speakers</li> <li>• waiting to be recognised by the chairperson</li> <li>• voting procedures</li> </ul> |
| <b><i>Legal and ethical requirements</i></b> may include: | <ul style="list-style-type: none"> <li>• codes of practice</li> <li>• legislation relating to companies and</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                             |

| <b>RANGE STATEMENT</b>                                         |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |
|----------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                                                                | <ul style="list-style-type: none"> <li>associations</li> <li>requirements for public meetings</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |
| <b>Resolution</b> may include:                                 | <ul style="list-style-type: none"> <li>agreeing on a course of action</li> <li>deferring decisions to another meeting</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                          |
| <b>Storage</b> of minutes and other documentation may include: | <ul style="list-style-type: none"> <li>authorised access</li> <li>electronic storage in folders, sub-folders, disk drives, CD-ROM, USBs, tape or server back-up</li> <li>file names according to organisational procedure</li> <li>file names which are easily identifiable in relation to the content</li> <li>file and folder names which identify the operator, author, section, date</li> <li>filing locations</li> <li>organisational policy for backing up files</li> <li>organisational policy for filing hard copies of documents</li> <li>security</li> </ul>                    |
| <b>Minutes</b> may include:                                    | <ul style="list-style-type: none"> <li>meeting details (e.g. title, date, time, location)</li> <li>action items</li> <li>agenda items</li> <li>apologies and attendees</li> <li>approval of the record of previous minutes</li> <li>correspondence</li> <li>date of the next meeting</li> <li>formatting from previous minutes</li> <li>lists rather than complete sentences</li> <li>matters arising from the previous meetings</li> <li>names of absent and attending participants</li> <li>organisation templates</li> <li>other business</li> <li>reports</li> <li>welcome</li> </ul> |

## Unit Sector(s)

|                    |  |
|--------------------|--|
| <b>Unit sector</b> |  |
|--------------------|--|

**Competency field**

|                         |                                         |
|-------------------------|-----------------------------------------|
| <b>Competency field</b> | Administration - General Administration |
|-------------------------|-----------------------------------------|

**Co-requisite units**

|                           |  |  |
|---------------------------|--|--|
| <b>Co-requisite units</b> |  |  |
|                           |  |  |
|                           |  |  |

# HLTIN403C Implement and monitor infection control policy and procedures

## Modification History

Not Applicable

## Unit Descriptor

### Descriptor

This unit is concerned with infection control responsibilities of employees with supervisory accountability to implement and monitor infection control policy and procedures in a specific work unit or team within an organisation

## Application of the Unit

### Application

This unit does not apply to a role with organisation-wide responsibilities for infection control policy and procedure development, implementation or monitoring

Application of this unit should be contextualised to reflect any specific workplace infection risks, hazards and associated infection control practices

## Licensing/Regulatory Information

Not Applicable

## Pre-Requisites

### Pre-requisite unit

This unit must be assessed after successful achievement of pre-requisite:

- HLTIN301C Comply with infection control policies and procedures



## Employability Skills Information

### Employability Skills

This unit contains Employability Skills

## Elements and Performance Criteria Pre-Content

Elements define the essential outcomes of a unit of competency.

The Performance Criteria specify the level of performance required to demonstrate achievement of the Element. Terms in italics are elaborated in the Range Statement.

## Elements and Performance Criteria

### ELEMENT

### PERFORMANCE CRITERIA

1. Provide information about *infection control policies* and procedures

- 1.1 Explain accurately and clearly to the work group relevant information about infection control policy and procedures, and applicable *industry codes of practice*
- 1.2 Regularly provide information about identified hazards and the outcomes of infection risk assessments to the work group
- 1.3 Provide opportunities for the work group to seek further information on workplace infection control issues and practices

2. Integrate infection control policy and procedure into work practices

- 2.1 Implement infection control policy and procedures with members of the work group
- 2.2 Maintain liaison with person responsible for organisation-wide infection control
- 2.3 Provide coaching and support as required to ensure that individuals/teams are able to implement infection control practices
- 2.4 Adopt work procedures to reflect appropriate infection control practice
- 2.5 Deal with issues raised through consultation and

**ELEMENT****PERFORMANCE CRITERIA**

ensure they are resolved promptly or referred to the appropriate personnel for resolution

2.6 Implement workplace procedures for dealing with infection control risks and hazardous events as necessary

2.7 Encourage employees to report infection risks and to improve infection control procedures

3. Monitor infection control performance and implement improvements in practices

3.1 Promptly investigate infection control hazardous events to identify their cause in accordance with organisation policy and procedure

3.2 Monitor work procedures to control infection risks to ensure compliance

3.3 Regularly review and adjust work procedures to ensure improvements in infection control practice

3.4 Provide feedback to team and individuals on compliance issues, changes in work procedures and infection control outcomes

3.5 Ensure training in work procedures is provided as required to maintain infection control standards

3.6 Identify any inadequacies in work procedures and infection control measures and ensure they are corrected or reported to designated personnel

3.7 Accurately maintain records of infection control risks and incidents as required

3.8 Use aggregate infection control information reports to identify *hazards*, to monitor and improve risk control methods and to indicate training needs

3.9 Report and investigate potential breaches of infection control in line with organisation procedures

**Required Skills and Knowledge****REQUIRED SKILLS AND KNOWLEDGE**

To demonstrate competence for this unit the worker must acquire the essential knowledge

## REQUIRED SKILLS AND KNOWLEDGE

and skills described:

### *Essential knowledge:*

The candidate must be able to demonstrate essential knowledge required to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

This includes knowledge of:

- Basic understanding of communicable disease transmission
- Knowledge of infection risks and control measures specific to work area and related work processes
- Literacy levels and communication skills of work group members and consequent suitable communication techniques
- Organisation procedures for monitoring and training staff in implementation of infection control procedures and practices
- The hierarchy of risk control measures from most to least preferred (ie. elimination, engineering controls, administrative control and personal protective equipment)
- The significance of client confidentiality in relation to infection control
- The significance of other management systems and procedures for infection control
- Working knowledge, consistent with the elements of competence, of the organisation's applicable infection control policy and procedures and relevant industry codes of practice, which impact on work processes of the specific work unit

### *Essential skills:*

It is critical that the candidate demonstrate the ability to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

This includes the ability to:

- Apply procedures for adopting appropriate infection control practices within work unit
- Manage change processes in relation to improving infection control work practices
- Monitor compliance with policy and procedures
- Negotiate with the work group in relation to issues such as establishing, maintaining and improving infection control work practices
- Participate in work planning and management
- Provide appropriate supervision of work group in relation to infection control
- Take into account opportunities to address waste minimisation, environmental responsibility and sustainable practice issues
- Use effective communication and interpersonal skills to explain infection control procedures and their rationale to members of work group, to provide feedback on work

## REQUIRED SKILLS AND KNOWLEDGE

performance in relation to infection control in order to maintain infection control standards

- Use literacy and numeracy skills to:
  - read and interpret workplace documentation relating to infection control policies and procedures
  - accurately explain procedures to others with a range of language and literacy capabilities
  - accurately communicate with team and individuals about organisation policy and procedures for infection control
  - maintain and interpret infection control records

## Evidence Guide

### EVIDENCE GUIDE

*Critical aspects for assessment and evidence required to demonstrate this competency unit:*

- The individual being assessed must provide evidence of specified essential knowledge as well as skills
- This unit is most appropriately assessed in the workplace or in a simulated workplace and under the normal range of workplace conditions
- Assessment must demonstrate ability to ensure compliance with the health care establishment's infection control policy as it relates to specific job roles
- Consistency of performance should be demonstrated over the required range of workplace situations

*Access and equity considerations:*

- All workers in the health industry should be aware of access and equity issues in relation to their own area of work
- All workers should develop their ability to work in a culturally diverse environment
- In recognition of particular health issues facing Aboriginal and Torres Strait Islander communities, workers should be aware of cultural, historical and current issues impacting on health of Aboriginal and Torres Strait Islander people

## EVIDENCE GUIDE

- Assessors and trainers must take into account relevant access and equity issues, in particular relating to factors impacting on health of Aboriginal and/or Torres Strait Islander clients and communities

## Range Statement

### RANGE STATEMENT

The Range Statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance.

*Infection control policies and procedures may relate to:*

- Cleaning procedures and schedules
- Cleaning agents
- Cleaning equipment
- Handling, storage and disposal of all types of waste
- Food handling and food safety
- Hygiene procedures
- Infection control risk management
- Infection control incident and hazard reporting
- Sterilising
- Linen production and handling
- Maintenance procedures
- Storage requirements
- Personal protective clothing
- Work flows
- Management of blood and body fluid spills
- Single use of disposables
- Aseptic techniques
- Skin preparation procedures
- Immunisation
- Needle stick injuries
- Personal contact with infectious clients
- Standard and additional precautions
- Confidentiality

**RANGE STATEMENT**

|                                                                                         |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
|-----------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                                                                                         | <ul style="list-style-type: none"><li>• Employee training</li><li>• Contractors</li></ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                           |
| <i>Industry codes of practice may include:</i>                                          | <ul style="list-style-type: none"><li>• Australian Standards (e.g. AS 2182, AS 4815, AS 4187)</li><li>• National Health and Medical Research Council Guidelines for infection control</li><li>• Australian Government Department of Health and Ageing Infection control guidelines for the prevention of transmission of infectious diseases in the health care setting, 2004</li><li>• State, territory and local government guidelines and standards</li><li>• Manufacturer's recommendations and operating manuals</li></ul>                     |
| <i>Identified hazards and the outcomes of infection risk assessments may relate to:</i> | <ul style="list-style-type: none"><li>• Sharps</li><li>• Glass</li><li>• Waste</li><li>• Human waste and human tissues</li><li>• Personal contact with infectious clients</li><li>• Animals, insects and vermin</li><li>• Stock, including food, which has passed "used-by" dates.</li><li>• Incorrect concentration of disinfectants and chemicals</li><li>• Cleaning procedures</li><li>• Linen handling procedures</li><li>• Work flows</li><li>• Use of personal protective clothing</li><li>• Food safety</li><li>• Personal hygiene</li></ul> |
| <i>Infection control monitoring procedures may include:</i>                             | <ul style="list-style-type: none"><li>• Observations</li><li>• Interviews</li><li>• Surveys and inspections</li><li>• Quality assurance activities</li><li>• Review of outcomes</li><li>• Data analysis</li></ul>                                                                                                                                                                                                                                                                                                                                   |

**RANGE STATEMENT**

*Designated personnel may include:*

- Manager
- Infection Control Coordinator
- Quality Improvement Coordinator
- Infection Control Committee
- Occupational Health and Safety Committee

*Aggregate infection control information may include:*

- Records of needle stick injuries
- Records of occupational exposures to blood and body fluids/substances
- Hospital-acquired infection rates
- Australian council on healthcare standards clinical indicators
- HACCP records
- Hazard reports

**Unit Sector(s)**

Not Applicable

## HLTPAT308D Identify and respond to clinical risks associated with pathology specimen collection

### Modification History

| HLT07 Version 4                                                                                 | HLT07 Version 5                                                                                   | Comments                                                                                                                                                                    |
|-------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| HLTPAT308C Identify and respond to clinical risks associated with pathology specimen collection | HLTPAT308D - Identify and respond to clinical risks associated with pathology specimen collection | Unit updated in V5.<br>ISC upgrade changes to remove references to old OHS legislation and replace with references to new WHS legislation. No change to competency outcome. |

### Unit Descriptor

#### Descriptor

This unit of competency describes the skills and knowledge required to identify and respond to clinical risks and client reactions associated with pathology specimen collection

### Application of the Unit

#### Application

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 organisation policies and procedures including WHS and infection control guidelines



## Licensing/Regulatory Information

Not Applicable

## Pre-Requisites

Not Applicable

## Employability Skills Information

**Employability Skills** This unit contains Employability Skills

## Elements and Performance Criteria Pre-Content

Elements define the essential outcomes of a unit of competency.

The Performance Criteria specify the level of performance required to demonstrate achievement of the Element. Terms in italics are elaborated in the Range Statement.

## Elements and Performance Criteria

| ELEMENT                                                               | PERFORMANCE CRITERIA                                                                                                                                                                                                                                                                                                                                                        |
|-----------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1. Collect clinical and other personal information from clients       | <ul style="list-style-type: none"><li>1.1 Obtain <i>clinical and personal information</i> from client to establish potential clinical risks of performing collection procedure</li><li>1.2 Assess client against pre-test criteria</li><li>1.3 Make an assessment of <i>clinical risks</i></li><li>1.4 Refer issues to an <i>appropriate person</i> when required</li></ul> |
| 2. Plan and conduct collection procedures according to clinical risks | <ul style="list-style-type: none"><li>2.1 Select collection site based on testing needs, client's specific anatomy and physiology, and on assessment of <i>clinical risks</i></li><li>2.2 Seek assistance from an <i>appropriate person</i> as required</li><li>2.3 Position client appropriately based on assessment</li></ul>                                             |

## ELEMENT

## PERFORMANCE CRITERIA

of clinical risks

- |                                                               |                                                                                               |
|---------------------------------------------------------------|-----------------------------------------------------------------------------------------------|
| 3. Identify and respond to client reactions and complications | 3.1 Observe client for reactions during and after <i>collection procedure</i>                 |
|                                                               | 3.2 Follow <i>emergency procedures</i> for severe reactions and complications                 |
|                                                               | 3.3 Follow <i>first aid protocols</i> in accordance with organisation policies and procedures |

## Required Skills and Knowledge

### REQUIRED SKILLS AND KNOWLEDGE

This describes the essential skills and knowledge and their level required for this unit.

#### *Essential knowledge:*

The candidate must be able to demonstrate essential knowledge required to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

This includes knowledge of:

- Anatomy and physiology relevant to the range of collection sites and procedures
- Common reactions and complications of pathology collection procedures relevant to work role
- Direction of flow of oxygenated and deoxygenated blood through the heart and lungs
- Elementary anatomy and physiology of the heart relevant to pathology collection
- 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
- Emergency procedures for client reactions and complications
- Relevant medical terminology and common clinical laboratory abbreviations

## REQUIRED SKILLS AND KNOWLEDGE

### *Essential skills:*

It is critical that the candidate demonstrate the ability to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

This includes the ability to:

- Apply first aid
- Assess potential clinical risks to individual clients of a range of collection procedures
- Demonstrate client observation skills for detection of reactions and complications
- Demonstrate client positioning skills for various collection procedures
- Follow emergency response procedures for client reactions and complications
- Follow response procedures to median nerve injury during venepuncture
- Identify and locate the blood vessels and nerves relevant to the range of collection sites
- Identify elementary functions, common disorders and common diagnostic tests for each of the skeletal, respiratory, digestive, urinary, reproductive, endocrine and lymphatic systems relevant to work role
- Identify major veins in limbs
- Identify significant structures of the heart
- Identify the greater blood vessels which enter and exit the heart
- Use numeracy skills ranging from the ability to complete basic arithmetic calculations such as addition, subtraction, multiplication, and division to recording data
- Use oral communication skills and language competence required to fulfil job roles in a safe manner and as specified by the organisation, including skills in:
  - asking questions
  - providing clear information
  - listening to and understanding workplace instructions
  - clarifying workplace instructions when necessary
  - literacy in English or community language, depending on client group and organisation requirements
- Use problem solving skills required including the ability to use available resources, assemble equipment and prioritise workload

## Evidence Guide

### EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the

## EVIDENCE GUIDE

Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment Guidelines for this Training Package.

*Critical aspects for assessment and evidence required to demonstrate this competency unit:*

- The individual being assessed must provide evidence of specified essential knowledge as well as skills
- Observation of workplace performance is preferred for assessment of this unit
- Consistency of performance should be demonstrated over the required range of situations relevant to the workplace
- Where, for reasons of safety, space, or access to equipment and resources, assessment takes place away from the workplace, the assessment environment should represent workplace conditions as closely as possible

*Context of and specific resources for assessment:*

- 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 organisation policies and procedures
- Duties statements and/or job descriptions

*Method of assessment*

- Observation in the work place
- Written assignments/projects or questioning should be used to assess knowledge
- Case study and scenario as a basis for discussion of issues and strategies to contribute to best practice
- Clinical skills involving direct client care are to be assessed initially in a simulated clinical setting (laboratory). If successful, a second assessment may be conducted during workplace application under direct supervision
- Interviewing and questioning
- Computer-aided assessment
- Formal appraisal systems

## EVIDENCE GUIDE

- Staff/client feedback

- Access and equity considerations:*
- All workers in the health industry should be aware of access and equity issues in relation to their own area of work
  - All workers should develop their ability to work in a culturally diverse environment
  - In recognition of particular health issues facing Aboriginal and Torres Strait Islander communities, workers should be aware of cultural, historical and current issues impacting on health of Aboriginal and Torres Strait Islander people
  - Assessors and trainers must take into account relevant access and equity issues, in particular relating to factors impacting on health of Aboriginal and/or Torres Strait Islander clients and communities

*Related units:*

This unit should be assessed in conjunction with the following related units:

- HLTPAT304D Collect pathology specimens
- HLTPAT306D Perform blood collection

## Range Statement

### RANGE STATEMENT

The Range Statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Add any essential operating conditions that may be present with training and assessment depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts.

*Clinical and personal information may include:*

- Clinical history
- Allergies

## RANGE STATEMENT

|                                                 |                                                                                                                                                                                                                                                                                                                                                                                                                         |
|-------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                                                 | <ul style="list-style-type: none"><li>• Current and recent medications</li><li>• Recent illnesses</li><li>• Reactions/complications to previous collection procedures</li></ul>                                                                                                                                                                                                                                         |
| <i>Clinical risks may relate to or include:</i> | <ul style="list-style-type: none"><li>• Reactions and complications to procedure</li><li>• Infection</li><li>• Hemoconcentration</li><li>• Haemolysis</li><li>• Blood components</li><li>• Needle stick injury</li><li>• Excessive bleeding</li><li>• Damage to nervous system</li><li>• Vascular damage</li><li>• Location of venous access</li><li>• Concurrent treatments and therapy</li><li>• IV therapy</li></ul> |
| <i>Collection procedure may include:</i>        | <ul style="list-style-type: none"><li>• Blood collection</li><li>• Other specimen collection</li><li>• Pre-test criteria relates to the organisation's clinical screening process and client information collection that is undertaken prior to performance of a collection procedure</li></ul>                                                                                                                         |
| <i>Appropriate person may include:</i>          | <ul style="list-style-type: none"><li>• Supervisor</li><li>• Other Pathology Collection staff</li><li>• Medical Scientist</li><li>• Medical Officer</li><li>• Pathologist</li></ul>                                                                                                                                                                                                                                     |
| <i>Emergency procedures may include:</i>        | <ul style="list-style-type: none"><li>• As determined by organisation policies and procedures</li><li>• First aid procedures</li><li>• Cardiopulmonary resuscitation</li><li>• Immediate notification to appropriate personnel</li><li>• Contact ambulance service</li><li>• Following hospital emergency procedures if the client</li></ul>                                                                            |

## RANGE STATEMENT

is in hospital

- First Aid protocols may relate to:*
- Fainting
  - Nerve damage
  - Haematoma
  - Petechiae
  - Seizures
  - Mastectomy clients
  - Oedema
  - Obesity of client
  - Damaged veins
  - Excessive bleeding

## Unit Sector(s)

Not Applicable

## HLTPAT306D Perform blood collection

### Modification History

| HLT07 Version 4                        | HLT07 Version 5                          | Comments                                                                                                                                                                    |
|----------------------------------------|------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| HLTPAT306C<br>Perform blood collection | HLTPAT306D -<br>Perform blood collection | Unit updated in V5.<br>ISC upgrade changes to remove references to old OHS legislation and replace with references to new WHS legislation. No change to competency outcome. |

### Unit Descriptor

**Descriptor**

This unit of competency describes the skills and knowledge required for routine blood collection from a defined client group, and excludes complex blood collection techniques

### Application of the Unit

**Application**

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 organisation policies and procedures including WHS and infection control guidelines

### Licensing/Regulatory Information

Not Applicable



## Pre-Requisites

Not Applicable

## Employability Skills Information

### Employability Skills

This unit contains Employability Skills

## Elements and Performance Criteria Pre-Content

Elements define the essential outcomes of a unit of competency.

The Performance Criteria specify the level of performance required to demonstrate achievement of the Element. Terms in italics are elaborated in the Range Statement.

## Elements and Performance Criteria

### ELEMENT

### PERFORMANCE CRITERIA

- |                                             |                                                                                                                                                |
|---------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------|
| 1. Greet client and apply pre-test criteria | 1.1 Correctly identify client                                                                                                                  |
|                                             | 1.2 Obtain relevant personal and clinical information in accordance with organisation policies and procedures                                  |
|                                             | 1.3 Record relevant details in accordance with organisation policies and procedures                                                            |
|                                             | 1.4 Obtain consent to collection procedure from client                                                                                         |
| 2. Prepare for blood collection procedure   | 2.1 Identify appropriate method of <i>collection</i> is identified and follow correct procedures                                               |
|                                             | 2.2 Adopt standard and additional precautions as required                                                                                      |
|                                             | 2.3 Select correct <i>equipment</i> and blood collection tubes and place in order of draw to ensure the collection accords with test requested |
|                                             | 2.4 Follow <i>organisation procedures</i>                                                                                                      |

**ELEMENT****PERFORMANCE CRITERIA****3. Perform relevant routine blood collection procedure**

- 3.1 Follow infection control guidelines throughout procedure to minimise infection/cross infection
- 3.2 Adopt standard and additional precautions as required
- 3.3 Ensure client is correctly and comfortably positioned and appropriately prepared for the specific collection procedure
- 3.4 Seek assistance with procedure if required
- 3.5 Select appropriate collection site and blood collected using *correct procedure* and equipment
- 3.6 Observe client during procedure for potential adverse effects
- 3.7 Transfer correct volume of blood to the selected collection tubes in the set order of draw
- 3.8 Invert collection tubes within timeframe required and according to organisation policies and procedures
- 3.9 Apply pressure to collection site for the required time following withdrawal of needle
- 3.10 Observe and dress blood collection site, and monitor client for adverse effects from the collection

**4. Perform post-blood collection procedures**

- 4.1 Dispose of contaminated and general waste in accordance with infection control protocols and organisation policies and procedures and taking into account opportunities to address waste minimisation, environmental responsibility and sustainable practice issues
- 4.2 Label blood collection tubes with time and date of collection, client details and other required information
- 4.3 Complete all necessary documentation and information transfer so samples can be advanced to further processing in accordance with organisation procedures
- 4.4 Prepare collected samples for transit to further processing or are *stored* according to requirements of test(s)

## Required Skills and Knowledge

This describes the essential skills and knowledge and their level required for this unit.

### *Essential knowledge:*

The candidate must be able to demonstrate essential knowledge required to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

This includes knowledge of:

- 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
- Boundaries of responsibilities and ability to refer problems to supervisor
- Clinical risks of blood collection procedures
- Correct techniques for blood collection through venepuncture or skin puncture
- Ethics relevant to blood collection
- Factors which may affect the chemical analysis of blood
- Function of needles and syringes, tourniquets, cleansing solutions and swabs and evacuated systems
- Medical terminology relevant to blood collection
- Obligations with respect to confidentiality of client information
- Specimen storage procedures
- Test requested and any special requirements, e.g. appropriate times to collect, impact of drugs, timing of last dose, required fasting times, protecting the integrity of the specimen
- The use of collection tube additives, including EDTA, sodium citrate, lithium/sodium heparin, fluoride oxalate, separation gel

### *Essential skills:*

It is critical that the candidate demonstrate the ability to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

This includes the ability to:

- Apply assessment skills for determination of appropriate blood collection site and procedure
- Apply knowledge of anatomy and physiology relevant to blood collection
- Apply relevant WHS procedures
- Apply standard and additional precautions
- Apply transferring technique to avoid contamination
- Comply with organisation policies and procedures including WHS and infection control
- Correctly label blood collection tubes

- Demonstrate procedures to be implemented to resolve complications resulting from venepuncture
- Demonstrate the function of needles and syringes, tourniquets, cleansing solutions and swabs, evacuated systems, and other equipment and disposables
- Demonstrate the procedure for client identification
- Demonstrate the use of all blood collection equipment appropriate to a range of collection sites and procedures
- Exhibit an appropriate level of care reflecting courtesy, responsiveness and helpfulness
- Operate applicable laboratory information system
- Select appropriate transit procedure and documentation, or selection of appropriate storage
- 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 disconnections
- Take into account opportunities to address waste minimisation, environmental responsibility and sustainable practice issues
- Undertake first aid management relevant to risks of blood collection
- Work cooperatively in a team environment
- Work without close supervision

## Evidence Guide

### EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment Guidelines for this Training Package.

*Critical aspects for assessment and evidence required to demonstrate this competency unit:*

- The individual being assessed must provide evidence of specified essential knowledge as well as skills
- Observation of workplace performance is essential for assessment of this unit
- Consistency of performance should be demonstrated over the required range of situations relevant to the workplace
- Where, for reasons of safety, space, or access to equipment and resources, assessment takes place away from the workplace, the assessment environment should represent workplace conditions

## EVIDENCE GUIDE

as closely as possible

### *Context of and specific resources for assessment:*

- A real or simulated workplace environment to mimic the relations and communications between client 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
- An approved laboratory procedure manual

### *Method of assessment*

- Observation in the work place
- Written assignments/projects or questioning should be used to assess knowledge
- Case study and scenario as a basis for discussion of issues and strategies to contribute to best practice
- Clinical skills involving direct client care are to be assessed initially in a simulated clinical setting (laboratory). If successful, a second assessment may be conducted during workplace application under direct supervision
- Verbal and/or diagrammatic explanations
- Practical exercises and tasks
- Question and answer (verbal)
- Short written exercises, including multiple choice
- Client feedback
- Recollection rates

### *Access and equity considerations:*

- All workers in the health industry should be aware of access and equity issues in relation to their own area of work
- All workers should develop their ability to work in a culturally diverse environment
- In recognition of particular health issues facing Aboriginal and Torres Strait Islander communities, workers should be aware of cultural, historical and current issues impacting on health of Aboriginal and Torres Strait Islander people
- Assessors and trainers must take into account relevant access and equity issues, in particular relating to factors impacting on health of Aboriginal

## EVIDENCE GUIDE

and/or Torres Strait Islander clients and communities

### *Related units:*

This unit should be assessed in conjunction with the following related unit:

- HLTPAT308C Identify and respond to clinical risks associated with pathology specimen collection

Holistic assessment practice with other pathology units of competency is encouraged

## Range Statement

### RANGE STATEMENT

The Range Statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Add any essential operating conditions that may be present with training and assessment depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts.

*Blood collection is in accordance with organisation policies and procedures and relates to:*

- Venepuncture on adults, adolescents, paediatrics and born-at-term neonates
- Capillary collection from adults, adolescents, paediatrics and born-at-term neonates, but not including premature neonates
- Other blood collections as specified by organisation policy

*Complex blood collection techniques (not covered by this unit) include blood collection:*

- From premature neonates
- Via peripherally inserted central catheter
- Arterial collections via lines or artery
- Other blood collections as specified by organisation policy

## RANGE STATEMENT

- Blood sample requests will come from:*
- Registered medical practitioner,
  - Nominated nursing staff eg nurse practitioner
- Personal protective equipment includes:*
- Gloves
  - Gowns
  - Masks
  - Goggles and safety glasses
- Venues for collection may include:*
- Centres/clinics
  - Home visits - invalid, elderly or disabled clients
  - Hospitals
  - Other facilities including aged care and mental health facilities
- Blood collection procedures may include:*
- Skin puncture
  - Venepuncture
- Equipment and disposables include:*
- Tourniquets
  - Collection tubes
  - Vacuum flasks
  - Range of syringes and needles
  - Multi-sample needle and holder
  - Winged infusion set ("butterfly")
  - 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

## RANGE STATEMENT

### Unit Sector(s)

Not Applicable



## HLTPAT304D Collect pathology specimens other than blood

### Modification History

| HLT07 Version 4                                         | HLT07 Version 5                                           | Comments                                                                                                                                                                    |
|---------------------------------------------------------|-----------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| HLTPAT304C Collect pathology specimens other than blood | HLTPAT304D - Collect pathology specimens other than blood | Unit updated in V5.<br>ISC upgrade changes to remove references to old OHS legislation and replace with references to new WHS legislation. No change to competency outcome. |

### Unit Descriptor

#### Descriptor

This unit of competency describes the skills and knowledge required to follow procedures for collection of pathology specimens other than blood from clients and clients for pathology testing

### Application of the Unit

#### Application

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 organisation policies and procedures including WHS and infection control guidelines

### Licensing/Regulatory Information

Not Applicable

## Pre-Requisites

Not Applicable

## Employability Skills Information

**Employability Skills** This unit contains Employability Skills

## Elements and Performance Criteria Pre-Content

Elements define the essential outcomes of a unit of competency.

The Performance Criteria specify the level of performance required to demonstrate achievement of the Element. Terms in italics are elaborated in the Range Statement.

## Elements and Performance Criteria

### ELEMENT

### PERFORMANCE CRITERIA

- |                                                                |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |
|----------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1. Receive request for collection of <i>pathology specimen</i> | 1.1 Assess request to determine equipment required and other special requirements<br>1.2 Identify precise nature and requirements of the test request<br>1.3 Collect relevant clinical and personal information by interview of client and document correctly<br>1.4 Ensure <i>pre-test</i> criteria are met<br>1.5 Refer pathology requests to supervisor if required<br>1.6 Use of pathology collection manuals correctly<br>1.7 Select and prepare <i>equipment</i> and appropriate collection containers |
| 2. Perform procedure                                           | 2.1 Explain procedure to client and obtain consent in accordance with legal and organisation requirements<br>2.2 Follow infection control guidelines<br>2.3 Use personal <i>protective equipment</i> appropriately                                                                                                                                                                                                                                                                                           |

**ELEMENT****PERFORMANCE CRITERIA**

according to organisation policy

2.4 Use collection and clinical equipment appropriately to avoid contamination of sample

2.5 Follow organisation guidelines for safe handling of pathology specimens/non pathology specimens

2.6 Adopt standard and additional precautions and seek assistance as required

2.7 Follow appropriate procedures for collection of sample

2.8 Follow WHS guidelines relating to disposal of equipment

3. Label and store specimens for transportation

3.1 Label specimens in accordance with ISO 9000 or the National Australian Testing Authority

3.2 Process and *store specimens* correctly

3.3 Contain specimens appropriately for transport

3.4 Report specimens ready for transportation

4. Care for client

4.1 Position client correctly and make comfortable

4.2 Monitor client during and on completion of collection procedure to identify potential adverse outcomes

**Required Skills and Knowledge****REQUIRED SKILLS AND KNOWLEDGE**

This describes the essential skills and knowledge and their level required for this unit.

*Essential knowledge:*

The candidate must be able to demonstrate essential knowledge required to effectively do

## REQUIRED SKILLS AND KNOWLEDGE

the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

This includes knowledge of:

- Abbreviations commonly used in a clinical laboratory
- Basic anatomy and physiology relevant to type of pathology collections
- Basic medical terminology used in a clinical laboratory
- Boundaries of responsibilities
- Client care
- Correct storage methods for specimens and fixatives
- General knowledge of pathology laboratories e.g. various departments and tests performed
- Obligations with respect to confidentiality of client information and legal and ethical issues
- Potential complications of collection procedures
- Tests and appropriate times to collect eg drugs, last dose
- Understanding of test requested and any special requirements - protecting the integrity of the specimen

### *Essential skills:*

It is critical that the candidate demonstrate the ability to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

This includes the ability to:

- Apply basic first aid
- Apply standard and additional precautions
- Comply with policies and procedures including WHS, infection control etc
- Demonstrate appropriate care when handling radioactive isotopes
- Demonstrate correct techniques for collection of pathology specimens other than blood
- Demonstrate knowledge of pre-test criteria
- Exhibit an appropriate level of care reflecting courtesy, responsiveness and helpfulness
- Handle sterile jar so as not to contaminate
- Maintain client confidentiality
- Respond productively to supervision
- Take into account opportunities to address waste minimisation, environmental responsibility and sustainable practice issues
- Use basic computer skills
- Use literacy support available in the workplace that may range from having access to support or assistance from expert/mentor/supervisor, to having no communication supports available

## REQUIRED SKILLS AND KNOWLEDGE

- Use numeracy skills that may range from the ability to complete basic arithmetic calculations, weighing and measuring requirements to recording data
- Use oral communication skills and language competence required to fulfil job roles in a safe manner and as specified by the organisation, including skills in:
  - asking questions
  - providing clear information
  - listening to and understanding workplace instructions
  - clarifying workplace instructions when necessary
  - literacy in English or a community language, depending on client group and organisations requirements
- Use problem solving skills required including ability to use available resources Use reading and writing skills required to fulfil job roles in a safe manner and as specified by the organisation at a level of skill that may range from the ability to understand symbols used in WHS signs, to reading and interpreting requests for pathology specimens and completing appropriate documentation
- Use time management strategies to set priorities
- Work cooperatively in a team environment and unsupervised (some centres only have one staff)

## Evidence Guide

### EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment Guidelines for this Training Package.

*Critical aspects for assessment and evidence required to demonstrate this competency unit:*

- The individual being assessed must provide evidence of specified essential knowledge as well as skills
- Observation of workplace performance is preferred for assessment of this unit
- Consistency of performance should be demonstrated over the required range of situations relevant to the workplace
- Where, for reasons of safety, space, or access to equipment and resources, assessment takes place away from the workplace, the assessment environment should represent workplace conditions

## EVIDENCE GUIDE

as closely as possible

*Method of assessment may include:*

- Observation in the work place
- Written assignments/projects or questioning should be used to assess knowledge
- Case study and scenario as a basis for discussion of issues and strategies to contribute to best practice
- Clinical skills involving direct client care are to be assessed initially in a simulated clinical setting (laboratory). If successful, a second assessment may be conducted during workplace application under direct supervision
- Formal appraisal systems
- Staff/client feedback
- Portfolio/CV
- Supporting statement of supervisor(s)
- Authenticated evidence of relevant work experience and/or formal/informal learning

*Access and equity considerations:*

- All workers in the health industry should be aware of access and equity issues in relation to their own area of work
- All workers should develop their ability to work in a culturally diverse environment
- In recognition of particular health issues facing Aboriginal and Torres Strait Islander communities, workers should be aware of cultural, historical and current issues impacting on health of Aboriginal and Torres Strait Islander people
- Assessors and trainers must take into account relevant access and equity issues, in particular relating to factors impacting on health of Aboriginal and/or Torres Strait Islander clients and communities

*Related units:*

- However holistic assessment practice with other pathology units of competency is encouraged

## Range Statement

### RANGE STATEMENT

The Range Statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Add any essential operating conditions that may be present with training and assessment depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts.

*Pathology specimen requests are made by:*

- Registered medical practitioner or specialist or nominated nursing staff eg nurse practitioner

*Clients may include*

- Adults
- Children and infants

*Pre-test requirements include:*

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

*Pathology specimens other than blood may include:*

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

*Protective clothing includes:*

- Gloves
- Gowns
- Masks
- Goggles

**RANGE STATEMENT**

*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
- Lancets
- Steri-wipes
- Band-Aids
- Paediatric urine bags
- Swabs
- Scalpels
- Sterile jars
- Breath balloons
- Scraping cards for skin and nail scrapings

*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

**Unit Sector(s)**

Not Applicable



## HLTOHC408B Apply fluoride varnish

### Modification History

| HLT07 Version 4                         | HLT07 Version 5                           | Comments                                                                                                                                                                        |
|-----------------------------------------|-------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| HLTOHC408A<br>Apply fluoride<br>varnish | HLTOHC408B -<br>Apply fluoride<br>varnish | Unit updated in V5.<br><br>ISC upgrade changes to remove references to old OHS legislation and replace with references to new WHS legislation. No change to competency outcome. |

### Unit Descriptor

#### Descriptor

This unit describes the skills and knowledge required by practitioners working in specific rural, remote and isolated areas and/or facilities to apply fluoride varnish products as prescribed in individualised oral health care plans and where approved within their designated role

### Application of the Unit

#### Application

This unit is intended to address skills and knowledge appropriate for health workers whose work roles may require the application of fluoride varnish in accordance with relevant jurisdictional, legislative and regulatory requirements

The unit applies to practitioners working in specific contexts, such as Aboriginal and/or Torres Strait Islander health workers as well as nurses working in rural, remote and isolated areas

The work involves implementation of verbal or written individualised oral health care plans that have been prepared by, or under advice from, an appropriate registered oral health practitioner

## Licensing/Regulatory Information

Not Applicable

## Pre-Requisites

### Pre-requisite

This unit must be assessed after achievement of:

- HLTIN301C Comply with infection control policies and procedures

## Employability Skills Information

### Employability Skills

This unit contains Employability Skills

## Elements and Performance Criteria Pre-Content

Elements define the essential outcomes of a unit of competency.

The Performance Criteria specify the level of performance required to demonstrate achievement of the Element. Terms in *italics* are elaborated in the Range Statement.

## Elements and Performance Criteria

### ELEMENT

### PERFORMANCE CRITERIA

1. Prepare for and participate in the application of *fluoride varnish*

1.1 Ensure client's *oral health care plan* developed by an oral health practitioner specifically includes the application of fluoride varnish and that there are no *contraindications* to this procedure

1.2 Check scope of own work role to ensure it includes application of fluoride varnish as advised by an oral health practitioner in an individualised oral health care plan

1.3 Explain fluoride varnish application procedure to client and/or *significant others* and check their

**ELEMENT****PERFORMANCE CRITERIA**

understanding of the *benefits of fluoride varnish* and the *risks associated with fluoride varnish*

1.4 Explain the *advantages of fluoride varnish over other procedures* and the *disadvantages of fluoride varnish over other procedures*

1.5 Confirm informed *consent*

1.6 Ensure client is positioned as comfortably as possible according to their individual needs

1.7 Prepare *fluoride varnish kit* and other equipment as required

2. Apply fluoride varnish to teeth

2.1 Position the client for safety and comfort

2.2 Prepare teeth for application in accordance with product instructions

2.3 Dispense *appropriate amount of fluoride varnish*

2.4 *Apply fluoride varnish in correct manner* with applicator to specific teeth as recommended in the oral health care plan

2.5 Apply fluoride varnish in line with *legislative requirements, organisation policies and procedures and standard precautions*

3. Provide information to client and/or significant others

3.1 Inform client and/or significant others of the importance of following manufacturer instructions and *recommended guidelines for eating, drinking fluids and brushing/cleaning teeth* following application

3.2 Inform client and/or significant others of any expected changes in tooth appearance or sensation, including colour, feel or taste

3.3 Ensure client and/or significant others are aware of oral health practitioner's recommended schedule for ongoing application in line with their individualised oral health care plan

3.4 Provide information to client and/or significant others in both verbal and take home written or picture formats as appropriate to their individual needs or preferences

**ELEMENT****PERFORMANCE CRITERIA**

- |                                                                                         |                                                                                                                              |
|-----------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------|
| 4. Complete reporting and documentation according to organisation policy and procedures | 4.1 Document and report application undertaken and any concerns arising during contact with client and/or significant others |
|                                                                                         | 4.2 Document specific information that is provided to client and/or significant others at each application session           |
|                                                                                         | 4.3 Complete documentation ensuring client confidentiality and file                                                          |

## Required Skills and Knowledge

This describes the essential skills and knowledge and their level required for this unit.

### *Essential knowledge:*

The candidate must be able to demonstrate essential knowledge required to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

These include knowledge of:

- Awareness of relevant jurisdictional legislation and regulation relating to fluoride, including schedule, supply, authorisation and disposal
- Awareness of the National Oral Health Plan and other relevant state, territory and national government policy and programs
- Advantages and disadvantages of fluoride varnish use over other preventive products/procedures
- Basic anatomy and physiology underpinning oral health and hygiene
- Benefits and risks associated with fluoride varnish
- Causes and prevention, of tooth wear, including erosion, abrasion and attrition
- Common equipment and aids utilised in the application of fluoride, such as mouth props
- Effective self-care practices for oral health
- Emergency procedures that may be required during the application of fluoride varnish
- Factors that impact on oral health, including:
  - abuse
  - access to services

- accumulation of plaque and calculus
- alcohol, licit and illicit drugs and substances, and over the counter and herbal treatments
- alcohol misuse
- bacteria in dental plaque
- client education
- correct infant feeding practices
- diet and nutrition, including fluids
- fluoride
- general health and wellbeing
- immunosuppressant conditions
- oral piercings
- medical history
- psychological issues, such as fear of being seen without dentures or persisting with ill fitting dentures for satisfaction of others
- salivary function
- smoking
- social and cultural determinants of health
- susceptible tooth surfaces
- transmission of bacteria particularly from parent to child
- trauma, such as from seizures
- Healthy eating recommendations as identified in the National Health and Medical Research Council's (NHMRC) Australian Dietary Guidelines
- Work health and safety (WHS) issues and procedures, including those related to manual handling and infection control

*continued....*

*Essential knowledge (cont'd):*

- Oral disease and broad treatment options available
- Own work role and responsibilities in the application of fluoride varnish Personal safety and security risks associated with provision of fluoride varnish application
- Principles and practices in undertaking technical skills associated with the application of fluoride
- Principles and practices of confidentiality, privacy and consent
- Processes and strategies to support people with oral hygiene care needs
- Relevant evaluation criteria for monitoring effectiveness of fluoride varnish application program
- Role of significant others in supporting clients oral health care needs
- Safe application of fluoride varnish
- Safe storage of products
- Symptoms and signs that suggest need for further assessment and/or treatment
- The relationship between oral health and general health

- Tooth development, including understanding of the:
  - life cycle of a tooth
  - tooth eruption
  - tooth structure
  - tooth types

*Essential skills:*

It is critical that the candidate demonstrate the ability to:

- Adhere to own work role and responsibilities in line with organisation policies and procedures
- Apply fluoride varnish safely and effectively in line with product guidelines and oral health care benefits
- Carry out effective oral health self-care practices
- Communicate effectively with people requiring application of fluoride varnish and their families and/or carers and/or significant others
- Identify and respond to risks associated with applying fluoride varnish
- Liaise and report appropriately to supervisor and/or oral or other health practitioners
- Make informed observations and report appropriately, including the identification of variations to oral health care support requirements
- Obtain and follow relevant information from an individualised care support plan
- Reflect on and improve own level and application of skills and knowledge to achieve desirable outcomes and maintain own capabilities
- Use processes, aids and equipment appropriately in the application of fluoride varnish
- Use relevant technology, including information technology safely and effectively

In addition, the candidate must be able to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

These include the ability to:

- Apply basic problem-solving skills to resolve problems of limited difficulty within organisation protocols
- Apply literacy and numeracy skills required to fulfill work role in a safe manner and as specified by the organisation
- Consistently demonstrate interpersonal skills, including empathy when relating to people from a range of backgrounds and abilities
- Work effectively with clients, colleagues and supervisors

# Evidence Guide

## EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment Guidelines for this Training Package.

*Critical aspects for assessment and evidence required to demonstrate this unit of competency:*

- The individual being assessed must provide evidence of specified essential knowledge as well as skills
- This unit is best assessed in the workplace or in a simulated workplace under the normal range of conditions
- Consistency in performance should consider the particular workplace context

*Access and equity considerations:*

- All workers in health and community services environments should be aware of access, equity and human rights issues in relation to their own area of work
- All workers should develop their ability to work in a culturally diverse environment
- In recognition of particular issues facing Aboriginal and/or Torres Strait Islander communities, workers should be aware of cultural, historical and current issues impacting on Aboriginal and/or Torres Strait Islander people
- Assessors and trainers must take into account relevant access and equity issues relating to factors impacting on Aboriginal and/or Torres Strait Islander clients and communities

*Context of and specific resources for assessment:*

- This unit can be delivered and assessed independently, however holistic assessment practice with other community services units of competency is encouraged
- Resources required for assessment include:
  - access to appropriate workplace where assessment can take place
  - simulation of realistic workplace setting

## EVIDENCE GUIDE

### *Method of assessment:*

- In cases where the learner does not have the opportunity to cover all relevant aspects in the work environment, the remainder should be assessed through realistic simulations, projects, previous relevant experience or oral questioning on 'What if?' scenarios
- Assessment of this unit of competency will include observation of processes and procedures, oral and/or written questioning on essential knowledge and skills and consideration of required attitudes
- Consistency of performance should be demonstrated over a range of relevant workplace conditions

### *Related units:*

- This unit may be assessed independently or in conjunction with other units with associated workplace application

## Range Statement

### RANGE STATEMENT

The Range Statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Add any essential operating conditions that may be present with training and assessment depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts.

### *Fluoride varnish refers to:*

- A highly concentrated form of fluoride which is applied to tooth's surface as a type of topical fluoride therapy
- may be applied to enamel, dentine or cementum of tooth and can be used to help prevent decay, remineralise tooth surface and treat dentine hypersensitivity



**RANGE STATEMENT**

- not permanent varnish but due to adherent nature will stay in contact with tooth surface for several hours

*Clients may include:*

- Clients with prescribed application of fluoride varnish in an individualised oral health care plans, such as those in:
  - aged care facilities
  - correctional facilities
  - mental health facilities
  - rural, remote or isolated communities

*Oral health care plan may include:*

- A stand-alone individualised oral health care support plan
- Care plan written by an appropriate health practitioner
- Oral hygiene care plan
- Personal care tasks embedded in a wider individualised plan

*Contraindications may include but not be limited to:*

- A known allergy to one of the constituents of the varnish
- Being pregnant or lactating
- Last application less than three months earlier
- Not having eaten prior to treatment

*Significant others may include but are not limited to:*

- Any person with the appointed right to speak for the client, such as:
  - carers
  - guardians
  - members of family
  - other professionals

*Benefits of fluoride varnish include but may not be limited to:*

- Prevention and reduction of dental caries
- Reduced tooth sensitivity

**RANGE STATEMENT**

*Risks associated with fluoride varnish include but may not be limited to:*

- Incorrect dose which may be toxic
- Over-application i.e. less than three months apart
- Swallowing fluoride varnish which can be toxic and corrective action i.e. drinking milk must be taken

*Advantages of fluoride varnish over other procedures includes but may not be limited to:*

- Can be used in some cases where there is tooth sensitivity resulting from erosion or abrasion
- Dries rapidly and will set even in presence of saliva
- Has sticky consistency which helps it adhere to tooth's surface
- Quickly applied

*Disadvantages of fluoride varnish over other procedures includes but may not be limited to:*

- Is technique sensitive and poor technique, such as not covering entire specified surface negates outcomes
- May cause a temporary change in the surface colour of teeth as well as some filling materials
- May cause gagging and/or vomiting
- May require a dry field during application
- Requires client cooperation

*Consent may be:*

- Verbal
- Written

*Fluoride varnish kit may consist of:*

- Applicator/micro-brush
- Cotton rolls
- Fluoride varnish
- Gauze for cleaning tooth in preparation for varnish

*Appropriate amount of fluoride varnish refers to:*

- Amount as stated in the product application guidelines or oral health care plan and depending upon the specific product

*Apply fluoride varnish in correct manner refers to:*

- Keeping client mouth open and tongue away from teeth
- Maintaining moisture control
- Retracting lip, wiping and applying a thin layer of varnish to the teeth as prescribed in the oral health

## RANGE STATEMENT

care plan

- Ensuring varnish is applied only directly to the area prescribed in the oral health care plan without contact with other tissues
- Wiping tongue to remove excess varnish using wipe
- Never dispensing product in addition to that stated in the oral health care plan

*Legislative requirements refer to:*

- Federal, state or territory legislation that may impact on workers' practices and responsibilities, noting that implementation of the unit of competency must reflect the legislative framework in which a worker operates

*Organisation policies and procedures may include but not be limited to:*

- Clinical protocols
- Position descriptions
- Workplace policies and procedures, including:
  - infection control
  - WHS

*Standard precautions refer to infection control and include:*

- Washing hands before and after oral care
- Appropriate use of personal protective equipment (PPE), including:
  - gloves
  - mask
  - eye/facial protection e.g. glasses/face shield
  - gown
- Use, where appropriate, environmental barriers, such as plastic coverings on chair headrests
- Disposal of PPE
- Appropriate handling of contaminated waste
- Effective environmental cleaning

*Recommended guidelines for eating, drinking fluids and brushing/cleaning teeth include:*

- Client should not eat or drink for specified time as per product instructions to prevent removal of fluoride varnish unless necessary e.g. if diabetic
- Client should avoid hot foods and should eat a soft, non-abrasive diet for the rest of the day

**RANGE STATEMENT**

- Drinking cool fluids, preferably water, is acceptable
- Resume regular and effective oral health procedures as per practitioners recommendations in the oral health care plan

**Unit Sector(s)**

Not Applicable

# CHCYTH011 Work effectively with young people and their families

## Modification History

| Release   | Comments                                                                                                                                                                                                                                                                         |
|-----------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Release 1 | <p>This version was released in <i>CHC Community Services Training Package release 1.0</i> and meets the requirements of the New Standards for Training Packages.</p> <p>Significant changes to elements and performance criteria. New evidence requirements for assessment.</p> |

## Application

This unit describes the skills and knowledge required to cooperate in mutual agreement on the activities, outcomes and processes of young people's family members/nominated carers, for the purpose of achieving goals identified in consultation with the young person to address their concerns and/or risks.

This unit applies to community services work in a range of contexts where the young person is considered the primary client.

*No licensing, legislative or certification requirements apply to this unit at the time of publication.*

## Elements and Performance Criteria

### ELEMENT

### PERFORMANCE CRITERIA

*Elements define the essential outcomes.*

*Performance criteria specify the level of performance needed to demonstrate achievement of the element.*

1. Establish relationship with the young person's nominated carer/family members

1.1 Gather necessary information about the background and circumstances of young person and their family/carers with respect for privacy and confidentiality

1.2 Provide information to young person and their family/carers in a factual, clear and ethical manner to promote positive responses

**ELEMENT****PERFORMANCE CRITERIA**

*Elements define the essential outcomes.*

*Performance criteria specify the level of performance needed to demonstrate achievement of the element.*

1.3 Identify issues and changes needed to behaviour and relationships of young people and their families/carers

1.4 Maintain clear, ethical and honest relationships with young person as the primary client, and their family/carers as secondary clients

1.5 Encourage family members to reflect on their relationships, expectations and personal responsibilities

1.6 Identify obstacles to professional relationships with families/carers

1.7 Record concerns according to the code of conduct and ethics

2. Exchange information with family/carers about young person's needs and/or risks

2.1 Use effective communication and model positive behaviour techniques to encourage active participation and appropriate responses

2.2 Monitor and anticipate behaviour and mood of clients and respond appropriately

2.3 Provide clients with clear and relevant information at a suitable language and comprehension level within the parameters of confidentiality and privacy

2.4 Analyse own values for impact on attitudes and interactions and to detect and avoid personalising issues, discrimination or stereotyping

3. Determine a mutual approach to addressing the young person's needs

3.1 Check that objectives, outcomes and processes of young person's responses are consistent with organisation's policies and objectives and service outcomes

3.2 Negotiate with the young person their goals and indicators of achievement and include other persons where nominated by the young person

3.3 Plan a structured sequence of activities and timetable to achieve client objective within available resources

3.4 Consult team members for feedback on the planned program

3.5 Identify resources needed for continuing work with

**ELEMENT****PERFORMANCE CRITERIA**

*Elements define the essential outcomes.*

*Performance criteria specify the level of performance needed to demonstrate achievement of the element.*

clients and allocate according to priorities and availability

4. Respond to families'/nominated carers concerns about young person

4.1 Develop trust and address family members'/carers' concerns, including limitations on confidentiality and power differentials between individuals

4.2 Identify and prioritise short- and long-term implications of family/ carer concerns

4.3 Validate family/ carer concerns using a range of checking sources including consultation with the young person as primary client

4.4 Provide information to family members/ carers on a need-to-know basis with respect for young person's privacy

4.5 Negotiate conditions and confirm agreement with families/ carers to encourage commitment, cooperation and mutual action

4.6 Identify indicators of concerns, patterns of behaviour, strengths and barriers to family involvement and consider this information in the approach taken

4.7 Encourage family members/ carers to take responsibility for agreement on objectives, targets and outcomes

4.8 Ensure location of client meetings promotes neutrality, individual empowerment, comfort, trust, privacy, energy and focus for all clients

4.9 Guide clients to maintain positive direction, cooperation, achievements and respect

## Foundation Skills

The foundation skills described those required skills (language, literacy and numeracy) that are essential to performance.

- Oral communication – in order to engage in collaborative discussions with young people and their families.

The remaining foundation skills essential to performance are explicit in the performance criteria of this unit.

## Unit Mapping Information

No equivalent unit.

## Links

Companion Volume implementation guides are found in VETNet -

<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=5e0c25cc-3d9d-4b43-80d3-bd22cc4f1e53>



# Assessment Requirements for CHCYTH011 Work effectively with young people and their families

## Modification History

| Release   | Comments                                                                                                                                                                                                                                                                         |
|-----------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Release 1 | <p>This version was released in <i>CHC Community Services Training Package release 1.0</i> and meets the requirements of the New Standards for Training Packages.</p> <p>Significant changes to elements and performance criteria. New evidence requirements for assessment.</p> |

## Performance Evidence

The candidate must show evidence of the ability to complete tasks outlined in elements and performance criteria of this unit, manage tasks and manage contingencies in the context of the job role. There must be demonstrated evidence that the candidate has completed the following tasks:

- used a range of strategies to empower at least two young people and their families/carers to maintain motivation and purpose and achieve agreed outcomes, including:
  - facilitating the young person's individual expression of needs to families/carers and others
  - using varied communication strategies with young people and families/carers to ensure that opportunities for exploring issues are fair, confidential, and appropriate to the needs of individuals
  - advocating for the needs of young people
- assessed at least two clients' background and behaviour to determine family intervention and youth support processes
- planned family intervention-based support strategically to achieve service outcomes and priorities for at least one young person.

## Knowledge Evidence

The candidate must be able to demonstrate essential knowledge required to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role.

These include knowledge of:

- principles of communication for specified outcomes, including:
  - empathetic listening
  - meaning and impact of body language
  - eye contact
  - interpreting hidden and complex messages
  - feedback
  - use of reflection, review and debriefing
  - facilitation of interaction and participation
- principles of group dynamics and interaction including:
  - differentials in power
  - empathy/identification
  - trust-building
  - challenging
- rights of children and young people
- ethics and codes of conduct where the young person is the primary client
- privacy legislation applied to situations of information exchange between a range of individuals and organisations about a young person as primary client of the service
- understanding of own values and attitudes and their impact on work and relationships.

## Assessment Conditions

Skills must be demonstrated in the workplace.

In addition, simulations and scenarios must be used where the full range of contexts and situations cannot be provided in the workplace or may occur only rarely. These are situations relating to emergency or unplanned procedures where assessment in these circumstances would be unsafe or is impractical.

Simulated assessment environments must simulate the real-life working environment where these skills and knowledge would be performed, with all the relevant equipment and resources of that working environment.

Assessors must satisfy the NVR/AQTF mandatory competency requirements for assessors.

## Links

Companion Volume implementation guides are found in VETNet -  
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=5e0c25cc-3d9d-4b43-80d3-bd22cc4f1e53>

## CHCYTH004 Respond to critical situations

### Modification History

| Release   | Comments                                                                                                                                                                                                                                                                         |
|-----------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Release 1 | <p>This version was released in <i>CHC Community Services Training Package release 1.0</i> and meets the requirements of the New Standards for Training Packages.</p> <p>Significant changes to elements and performance criteria. New evidence requirements for assessment.</p> |

### Application

This unit describes the skills and knowledge required to maintain safety through effective response to potential or actual critical situations.

This unit applies to staff working in specialist services and in residential work sites or in the community.

*No licensing, legislative or certification requirements apply to this unit at the time of publication.*

### Elements and Performance Criteria

#### ELEMENT

#### PERFORMANCE CRITERIA

*Elements define the essential outcomes.*

*Performance criteria specify the level of performance needed to demonstrate achievement of the element.*

1. Implement risk-minimisation strategies

1.1 Establish framework for dealing with potential crisis situations

1.2 Undertake timely risk assessment of potential crisis situation, with due consideration for the safety of young people and others

1.3 Identify, assess and implement a variety of possible strategies to minimise risk in accordance with organisational procedures

1.4 Recognise the possible causes of incidents and assess

**ELEMENT****PERFORMANCE CRITERIA**

*Elements define the essential outcomes.*

*Performance criteria specify the level of performance needed to demonstrate achievement of the element.*

these for relevance to the safety and welfare of young people and the service environment

1.5 Seek and provide information on potential responses to the appropriate team members for action and support

1.6 Request assistance clearly and promptly

2. Maintain a safe environment for young people

2.1 Identify and routinely implement organisation's policies, procedures and practices designed to maximise physical and emotional safety of young person

2.2 Maintain healthy and safe environment to minimise potential for harm

2.3 Ensure all legislative and ethical requirements are met by self and those who supervise

3. Prevent escalation of violent behaviour

3.1 Routinely monitor person's behaviour pattern to ensure aggressive or abusive behaviour is minimised

3.2 Develop plan of care outlining ways to prevent, and respond to clients' expressions of violence against self or others, communicate it to relevant personnel and implement the plan

3.3 Anticipate potential causes of conflict and harmful behaviour and respond in a manner that promotes calm and reassurance, to prevent escalation

3.4 Use procedure to protect clients from endangering themselves or others that are consistent with legal, ethical and organisation requirements, and safety considerations

3.5 Make appropriate judgements relating to physical restraint, based on balance of risk and safety of all

3.6 Provide assistance as necessary and appropriate to the situation

3.7 Complete relevant documentation, as required

4. Secure the safety of

4.1 Use calm, confident and assertive communication to establish positive personal interaction and exchange

**ELEMENT**

*Elements define the essential outcomes.*

clients

**PERFORMANCE CRITERIA**

*Performance criteria specify the level of performance needed to demonstrate achievement of the element.*

information

4.2 Provide information designed to promote positive decision-making based on the relationship between actions and consequences

4.3 Present information to all relevant individuals in a clear, accurate and comprehensive manner

4.4 Select response and action designed to minimise risk, prevent escalation and to preserve the safety and security of all involved

4.5 In responses and emergency action, give priority to the protection of individuals from severe harm

4.6 Ensure use of force for maintenance of safety complies with procedures and is applied with minimum force to establish control

4.7 Complete all necessary documentation in an accurate and timely manner

**Foundation Skills**

*The foundation skills described those required skills (language, literacy and numeracy) that are essential to performance.*

- Oral communication – in order to provide calm, confident and assertive communication during high stress or crisis situations.

The remaining foundation skills essential to performance are explicit in the performance criteria of this unit.

**Unit Mapping Information**

No equivalent unit.

## Links

Companion Volume implementation guides are found in VETNet -

<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=5e0c25cc-3d9d-4b43-80d3-bd22cc4f1e53>

# Assessment Requirements for CHCYTH004 Respond to critical situations

## Modification History

| Release   | Comments                                                                                                                                                                                                                                                                         |
|-----------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Release 1 | <p>This version was released in <i>CHC Community Services Training Package release 1.0</i> and meets the requirements of the New Standards for Training Packages.</p> <p>Significant changes to elements and performance criteria. New evidence requirements for assessment.</p> |

## Performance Evidence

The candidate must show evidence of the ability to complete tasks outlined in elements and performance criteria of this unit, manage tasks and manage contingencies in the context of the job role. There must be demonstrated evidence that the candidate has completed the following tasks at least once:

- established a framework for dealing with potential crisis situations which covers:
  - identifying and assessing risks to client safety and welfare
  - understanding and anticipating possible causes of conflicts
  - identifying and implementing risk-minimisation strategies
  - providing information on possible responses to team members
  - stating when to request assistance of others
  - detailing types of assistance appropriate to various situations
  - identifying equipment available to support response to potential crisis situations
- maintained a safe and healthy environment to minimise the risk of crisis situations
- used effective communication skills and techniques in all communications with client, appropriate to the situation
- documented actions taken according to organisational procedures and policies, clearly and accurately.

## Knowledge Evidence

The candidate must be able to demonstrate essential knowledge required to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role.



These include knowledge of:

- team roles and responsibilities and reporting requirements
- responsibilities of child protection reporting and duty of care
- understanding how critical incidents and risks arise both generally and in particular situations
- common mental health issues in young people
- principles of effective communication for counselling, risk-assessment, negotiation, mediation and information management
- code of conduct
- organisation's policies, guidelines and procedures and emergency protocols.

## Assessment Conditions

Skills must be demonstrated in the workplace.

In addition, simulations and scenarios must be used where the full range of contexts and situations cannot be provided in the workplace or may occur only rarely. These are situations relating to emergency or unplanned procedures where assessment in these circumstances would be unsafe or is impractical.

Simulated assessment environments must simulate the real-life working environment where these skills and knowledge would be performed, with all the relevant equipment and resources of that working environment.

Assessors must satisfy the NVR/AQTF mandatory competency requirements for assessors.

## Links

Companion Volume implementation guides are found in VETNet -  
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=5e0c25cc-3d9d-4b43-80d3-bd22cc4f1e53>

## CHCYTH003 Support young people to create opportunities in their lives

### Modification History

| Release   | Comments                                                                                                                                                                                                                                                                         |
|-----------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Release 1 | <p>This version was released in <i>CHC Community Services Training Package release 1.0</i> and meets the requirements of the New Standards for Training Packages.</p> <p>Significant changes to elements and performance criteria. New evidence requirements for assessment.</p> |

### Application

This unit describes the skills and knowledge required to assist young people to identify the challenges and opportunities in their lives and to work towards their goals on an individual or group level.

This unit applies to work undertaken in all youth work roles where the young person is the primary client.

*No licensing, legislative or certification requirements apply to this unit at the time of publication.*

### Elements and Performance Criteria

#### ELEMENT

#### PERFORMANCE CRITERIA

*Elements define the essential outcomes.*

*Performance criteria specify the level of performance needed to demonstrate achievement of the element.*

1. Create a relationship of trust and respect

1.1 Apply principles of youth work practice to facilitate safe individual or group processes for interaction

1.2 Identify the conditions necessary for young people to change and grow

1.3 Listen to and observe the young person's stories experiences, and behaviour to clarify concerns and needs

1.4 Encourage and support young people to identify

**ELEMENT****PERFORMANCE CRITERIA**

*Elements define the essential outcomes.*

*Performance criteria specify the level of performance needed to demonstrate achievement of the element.*

relationships between their issues and social structures

1.5 Respect the young person's culture/s and way of interacting

2. Work with young people to identify their needs, rights, strengths, hopes and opportunities

2.1 Use a range of communication skills to identify and explore the young person's challenges, strengths and resources

2.2 Encourage the client to reframe their current circumstances to support their own understanding

2.3 Identify and acknowledge circumstances outside the young person's control

2.4 Support the young person to communicate their issues or problems in a way appropriate to their individual needs, background and culture

2.5 Take appropriate action to address immediate issues or concerns

2.6 Confirm own understanding of issues and opportunities with the young person

3. Identify goals with the young person

3.1 Use creative methods, processes and questions to consider and create possibilities

3.2 Establish with the young person their desired outcomes

3.3 Assist young people to explore future possibilities and ways of being

3.4 Identify barriers that hinder the way young people would like changes to take place

4. Develop and implement action plans

4.1 Use a range of youth work interventions to create future opportunities

4.2 Explore additional resources needed to achieve goals

4.3 Develop proposals and strategies for action plans

4.4 Measure and ensure change is noticed

4.5 Document intervention work as required

## Foundation Skills

*The foundation skills described those required skills (language, literacy and numeracy) that are essential to performance.*

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency.

## Range of Conditions

*Specifies different work environments and conditions that may affect performance. Essential operating conditions that may be present (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) are included.*

*Range is restricted to essential operating conditions and any other variables essential to the work environment.*

Context for youth work must include one or more of the following:

- centre-based work
- drop-in centres, recreational facilities
- housing and residential services
- outreach and home visits, street, parks
- schools
- online youth work, web-based, emails, discussion rooms
- telephone contact

## Unit Mapping Information

No equivalent unit.

## Links

Companion Volume implementation guides are found in VETNet - <https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=5e0c25cc-3d9d-4b43-80d3-bd22cc4f1e53>

# Assessment Requirements for CHCYTH003 Support young people to create opportunities in their lives

## Modification History

| Release   | Comments                                                                                                                                                                                                                                                                         |
|-----------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Release 1 | <p>This version was released in <i>CHC Community Services Training Package release 1.0</i> and meets the requirements of the New Standards for Training Packages.</p> <p>Significant changes to elements and performance criteria. New evidence requirements for assessment.</p> |

## Performance Evidence

The candidate must show evidence of the ability to complete tasks outlined in elements and performance criteria of this unit, manage tasks and manage contingencies in the context of the job role. There must be demonstrated evidence that the candidate has completed the following tasks:

- interacted, encouraged and supported at least two young people in both an individual and a group setting, including:
  - supporting the young people according to their circumstances and the objectives of each individual's desired goals, individual needs, risks and circumstances, including education and employment
  - supporting vulnerable young people and those with special needs and risks to participate in the decision-making and planning of actions and opportunities
  - creating future opportunities for the individuals using a range of youth work interventions and documented measures of change.

## Knowledge Evidence

The candidate must be able to demonstrate essential knowledge required to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role.

These include knowledge of:

- aspects of human behaviour and development related to young people, their personal and social development and relationships
- statutory requirements and application of the concept of duty of care and child protection

- organisation reporting procedures and practice
- case planning practices and principles
- principles of effective communication and cultural practices, and customs of the community and the young people in the service
- relevant organisation procedures and policies related to program, service and personal support for young people, referral, reporting of young people's issues and experiences
- support services and specialists and their guidelines for access and service provision.

## Assessment Conditions

Skills must be demonstrated in the workplace.

In addition, simulations and scenarios must be used where the full range of contexts and situations cannot be provided in the workplace or may occur only rarely. These are situations relating to emergency or unplanned procedures where assessment in these circumstances would be unsafe or is impractical.

Simulated assessment environments must simulate the real-life working environment where these skills and knowledge would be performed, with all the relevant equipment and resources of that working environment.

Assessors must satisfy the NVR/AQTF mandatory competency requirements for assessors.

## Links

Companion Volume implementation guides are found in VETNet -  
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=5e0c25cc-3d9d-4b43-80d3-bd22cc4f1e53>

## CHCYTH002 Work effectively with young people in the youth work context

### Modification History

| Release   | Comments                                                                                                                                                                                                                                                             |
|-----------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Release 1 | <p>This version was released in <i>CHC Community Services Training Package release 1.0</i> and meets the requirements of the New Standards for Training Packages.</p> <p>Changes to elements and performance criteria. New evidence requirements for assessment.</p> |

### Application

This unit describes the skills and knowledge required to work in the youth work context.

The unit focuses on historical and contemporary youth sector practice and understanding of the current status of young people.

This unit applies to work undertaken in all youth work roles where the young person is the primary client.

*No licensing, legislative or certification requirements apply to this unit at the time of publication.*

### Elements and Performance Criteria

#### ELEMENT

*Elements define the essential outcomes.*

1. Apply understanding of the social, historical, economic, legal and political contexts of young people

#### PERFORMANCE CRITERIA

*Performance criteria specify the level of performance needed to demonstrate achievement of the element.*

- 1.1 Assess and respond to the needs of young people within the context of their experiences
- 1.2 Research, analyse and maintain up-to-date knowledge and awareness of the social, political, economic and legal contexts of young people
- 1.3 Research, analyse and apply understanding of

**ELEMENT****PERFORMANCE CRITERIA**

*Elements define the essential outcomes.*

*Performance criteria specify the level of performance needed to demonstrate achievement of the element.*

youth policy in practices of youth work

1.4 Apply understanding of the historical and cultural constructs of youth and the changing context of young people

2. Apply understanding of the context of youth work

2.1 Apply knowledge of youth contexts to youth work practice

2.2 Identify legal frameworks which impact on context of youth work

2.3 Research, maintain and apply models and frameworks of youth work in a variety of youth work contexts

2.4 Develop a comprehensive understanding of the youth sector

3. Work within the core values and practice frameworks of youth work

3.1 Assess core youth work practice values to ensure supports and interventions are young person-centred

3.2 Apply practice frameworks to maximise support for the young person as a unique individual

3.3 Demonstrate support for the young person's rights and safety including access and equity of services

4. Work with understanding of the impact of values in determining the approach to working with young people

4.1 Identify and reflect on own values and experiences which may impact on approaches to youth work

4.2 Work with awareness of organisation's values

4.3 Make sure interventions and supports are appropriate to the young person's own values

**Foundation Skills**

*The foundation skills described those required skills (language, literacy and numeracy) that*



*are essential to performance.*

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency.

## Range of Conditions

*Specifies different work environments and conditions that may affect performance. Essential operating conditions that may be present (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) are included.*

*Range is restricted to essential operating conditions and any other variables essential to the work environment.*

- Context for youth work must include one or more of the following:
- centre-based work
  - drop-in centres, recreational facilities
  - housing and residential services
  - outreach and home visits, street, parks
  - schools
  - online youth work, web-based, emails, discussion rooms
  - telephone contact

## Unit Mapping Information

No equivalent unit.

## Links

Companion Volume implementation guides are found in VETNet - <https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=5e0c25cc-3d9d-4b43-80d3-bd22cc4f1e53>

# Assessment Requirements for CHCYTH002 Work effectively with young people in the youth work context

## Modification History

| Release   | Comments                                                                                                                                                                                                                                                             |
|-----------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Release 1 | <p>This version was released in <i>CHC Community Services Training Package release 1.0</i> and meets the requirements of the New Standards for Training Packages.</p> <p>Changes to elements and performance criteria. New evidence requirements for assessment.</p> |

## Performance Evidence

The candidate must show evidence of the ability to complete tasks outlined in elements and performance criteria of this unit, manage tasks and manage contingencies in the context of the job role. There must be demonstrated evidence that the candidate has completed the following tasks:

- followed effective processes for work with at least three young people by:
  - checking and analysing information for assessment of risks, special needs, significant changes, and personal and social developmental levels for young people
  - making decisions based on knowledge of the impact of cultural and personal values on behaviour and expectations
  - providing appropriate support and/or services
- provided supervision and care based on assessed risk and justifiable degree of care and concern
- responded to risks and incidents of varying degrees of severity
- used clear and reassuring communication relevant to the culture of young people.

## Knowledge Evidence

The candidate must be able to demonstrate essential knowledge required to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role.

These include knowledge of:

- cultural practices which will have an impact on decisions made about what allowances are made and what rights are given and responsibilities expected

- current status of young people in the context of:
  - social and cultural context of youth
  - historical, economic, political and social contexts of young people
  - rights, needs and responsibilities of young people
  - risk-taking and social behaviour in young people
  - young people as primary client
  - changing contexts of young people
- processes for getting advice and assistance when there are ethical or professional issues
- relevance of the work role and functions to maintaining sustainability of the workplace, including environmental, economic, workforce and social sustainability
- impact of popular beliefs on values, attitudes and behaviour
- the organisation's codes of conduct or code of ethics/duty of care
- range of specialist support services and programs available to young people
- social, political, historical and economic contexts of the service response to the needs and interests of young people.

## Assessment Conditions

Skills must be demonstrated in the workplace.

In addition, simulations and scenarios must be used where the full range of contexts and situations cannot be provided in the workplace or may occur only rarely. These are situations relating to emergency or unplanned procedures where assessment in these circumstances would be unsafe or is impractical.

Simulated assessment environments must simulate the real-life working environment where these skills and knowledge would be performed, with all the relevant equipment and resources of that working environment.

Assessors must satisfy the NVR/AQTF mandatory competency requirements for assessors.

## Links

Companion Volume implementation guides are found in VETNet -  
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=5e0c25cc-3d9d-4b43-80d3-bd22cc4f1e53>

## CHCPRT003 Work collaboratively to maintain an environment safe for children and young people

### Modification History

| Release     | Comments                                                                                                                                                                                                                                                                                                                                      |
|-------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Release 1.1 | Changes to metadata and links. Equivalent outcome.                                                                                                                                                                                                                                                                                            |
| Release 1.0 | <p>This version was released in <i>CHC Community Services Training Package release 1.0</i> and meets the requirements of the New Standards for Training Packages.</p> <p>Combination of content from units CHCPROT429A and CHCRF301E. Significant changes to elements and performance criteria. New evidence requirements for assessment.</p> |

### Application

This unit describes the skills and knowledge required to work within an established child protection framework. It also covers standard protocols to maintain a safe environment for children and young people.

This unit applies to a range of child protection work occurring in an interagency framework of practice.

*No licensing, legislative or certification requirements apply to this unit at the time of publication.*

### Elements and Performance Criteria

#### ELEMENT

#### PERFORMANCE CRITERIA

*Elements define the essential outcomes.*

*Performance criteria specify the level of performance needed to demonstrate achievement of the element.*

1. Implement principles of child protection

1.1 Perform work requirements according to legal, political and community expectations of child protection work

1.2 Demonstrate understanding of the child protection system, roles and responsibilities of key agencies

## ELEMENT

## PERFORMANCE CRITERIA

*Elements define the essential outcomes.*

*Performance criteria specify the level of performance needed to demonstrate achievement of the element.*

|                                                                             |                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |
|-----------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                                                                             | 1.3 Recognise the impacts of child abuse and neglect in the processes of investigation and assessment                                                                                                                                                                                                                                                                                                                                                             |
| 2. Apply agreed protocols and guidelines for collaborative practice         | <p>2.1 Conduct all work within agreed guidelines of collaborative practice</p> <p>2.2 Prioritise experiences of child when supporting needs, rights and interests of the child</p> <p>2.3 Acknowledge and manage challenges of child protection work in a collaborative practice framework</p> <p>2.4 Apply effective safe work and self-management strategies in child protection duties</p>                                                                     |
| 3. Work collaboratively with children and families from diverse backgrounds | <p>3.1 Identify risk factors for families and support them to address these risks</p> <p>3.2 Respond appropriately to children and families with culturally and linguistically diverse backgrounds</p> <p>3.3 Develop effective working relationships with agencies supporting children and families from diverse backgrounds</p> <p>3.4 Liaise and consult with other agencies and personnel as appropriate</p> <p>3.5 Provide referrals to support families</p> |

## Foundation Skills

*The foundation skills described those required skills (language, literacy and numeracy) that are essential to performance.*

- Oral communication – in order to facilitate collaborative discussions with children and their families.

The remaining foundation skills essential to performance are explicit in the performance criteria of this unit.

## Unit Mapping Information

No equivalent unit.

## Links

Companion Volume implementation guides are found in VETNet -  
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=5e0c25cc-3d9d-4b43-80d3-bd22cc4f1e53>

# Assessment Requirements for CHCPRT003 Work collaboratively to maintain an environment safe for children and young people

## Modification History

| Release     | Comments                                                                                                                                                                                                                                                                                                                                |
|-------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Release 1.1 | Changes to metadata and links. Equivalent outcome.                                                                                                                                                                                                                                                                                      |
| Release 1.0 | <p>This version was released in <i>CHC Community Services Training Package release 1.0</i> and meets the requirements of the New Standards for Training Packages.</p> <p>Combination of content from CHCPROT429A and CHCRF301E. Significant changes to elements and performance criteria. New evidence requirements for assessment.</p> |

## Performance Evidence

The candidate must show evidence of the ability to complete tasks outlined in elements and performance criteria of this unit, manage tasks and manage contingencies in the context of the job role. There must be demonstrated evidence that the candidate has completed the following tasks:

- worked collaboratively with at least two families, including:
  - applying a range of collaborative work practices when working with families, children, young people, colleagues and other agencies
  - adhering to child protection principles and work practices while performing work role
  - applying self-management strategies and safe work principles
  - communicating and responding appropriately to children and families
  - supporting families to ensure that the child or young person is safe
- performed the activities outlined in the performance criteria of this unit during a period of at least 120 hours of work in at child protection service.

## Knowledge Evidence

The candidate must be able to demonstrate essential knowledge required to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role.

These include knowledge of:

- legal, social and political context of child protection work
- interagency framework and agreed protocols
- roles and responsibilities of key agencies and personnel
- effects of child abuse and neglect and its impact on the process of investigation and assessment
- agreed guidelines of collaboration
- worker safety and self-management principles
- cultural and linguistic differences
- organisation standards, policies and procedures.

## Assessment Conditions

Skills must be demonstrated in the workplace

In addition, simulations and scenarios must be used where the full range of contexts and situations cannot be provided in the workplace or may occur only rarely. These are situations relating to emergency or unplanned procedures where assessment in these circumstances would be unsafe or is impractical.

Simulated assessment environments must simulate the real-life working environment where these skills and knowledge would be performed, with all the relevant equipment and resources of that working environment.

Assessors must satisfy the NVR/AQTF mandatory competency requirements for assessors.

## Links

Companion Volume implementation guides are found in VETNet -  
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=5e0c25cc-3d9d-4b43-80d3-bd22cc4f1e53>



## TAEDEL402A Plan, organise and facilitate learning in the workplace

### Modification History

Not applicable.

### Unit Descriptor

|                        |                                                                                                                                                       |
|------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Unit descriptor</b> | This unit describes the performance outcomes, skills and knowledge required to plan, organise and facilitate learning for individuals in a workplace. |
|------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------|

### Application of the Unit

|                                |                                                                                                                                                                                                        |
|--------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Application of the unit</b> | This unit typically applies to a person working as an entry level trainer, teacher or facilitator, team leader or workplace supervisor, or any employee responsible for guiding learning through work. |
|--------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

### Licensing/Regulatory Information

Not applicable.

### Pre-Requisites

|                           |  |  |
|---------------------------|--|--|
| <b>Prerequisite units</b> |  |  |
|                           |  |  |
|                           |  |  |

## Employability Skills Information

|                             |                                          |
|-----------------------------|------------------------------------------|
| <b>Employability skills</b> | This unit contains employability skills. |
|-----------------------------|------------------------------------------|

## Elements and Performance Criteria Pre-Content

|                                                                   |                                                                                                                                                                                                                                                                                                                  |
|-------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Elements describe the essential outcomes of a unit of competency. | Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide. |
|-------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

## Elements and Performance Criteria

| ELEMENT                                              | PERFORMANCE CRITERIA                                                                                                                                                                                                                                                                                                                                                                                        |
|------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1. Establish effective work environment for learning | 1.1. Establish and agree upon objectives and scope of the work-based learning<br>1.2. Analyse work practices and routines to determine their effectiveness in meeting established learning objectives<br>1.3. Identify and address <b><i>OHS implications</i></b> of using work as the basis for learning                                                                                                   |
| 2. Develop a work-based learning pathway             | 2.1. Address <b><i>contractual requirements</i></b> and responsibilities for learning at work<br>2.2. Arrange for integration and monitoring of external learning activities with the <b><i>work-based learning pathway</i></b><br>2.3. Obtain agreement from relevant personnel to implement the work-based learning pathway                                                                               |
| 3. Establish the learning-facilitation relationship  | 3.1. Identify context for learning and individual's learning style<br>3.2. Select appropriate technique or process to facilitate learning and explain the basis of the technique to learner<br>3.3. Develop, document and discuss <b><i>individualised learning plan</i></b> with learner<br>3.4. Access, read and interpret documentation outlining the OHS responsibilities of the various parties in the |

| ELEMENT                                                                    | PERFORMANCE CRITERIA                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
|----------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                                                                            | <p>learning environment</p> <p>3.5. Monitor supervisory arrangements appropriate to learner's levels of knowledge, skill and experience to provide support and encouragement and ensure learner's health and safety</p>                                                                                                                                                                                                                                              |
| 4. Implement work-based learning pathway                                   | <p>4.1. Sequence introduction of workplace tasks, activities and processes to reflect the agreed work-based learning pathway</p> <p>4.2. Explain objectives of work-based learning and the processes involved to learner</p> <p>4.3. Encourage learner to take responsibility for learning and to self-reflect</p> <p>4.4. Develop techniques that facilitate learner's transfer of skills and knowledge</p>                                                         |
| 5. Maintain and develop the learning/facilitation relationship             | <p>5.1. Prepare for each session</p> <p>5.2. Structure learning activities to support and reinforce new learning, build on strengths, and identify areas for further development</p> <p>5.3. Observe learner cues and change approaches where necessary to maintain momentum</p> <p>5.4. Practise <b>ethical behaviour</b> at all times</p> <p>5.5. Monitor effectiveness of the learning/facilitation relationship through regular meetings between the parties</p> |
| 6. Close and evaluate the learning/facilitation relationship               | <p>6.1. Carry out the closure smoothly, using appropriate interpersonal and communication skills</p> <p>6.2. Seek feedback from learner on the outcomes achieved and value of the relationship</p> <p>6.3. Evaluate and document process, including <b>impact, self evaluation and reflection</b>, and file according to legal and organisational requirements</p>                                                                                                   |
| 7. Monitor and review the effectiveness of the work-based learning pathway | <p>7.1. Document work performance and learning achievement and keep records according to organisational requirements</p> <p>7.2. Evaluate effectiveness of the work-based pathway against the objectives, processes and techniques used</p> <p>7.3. Recommend improvements to work-based practice in light of the review process</p>                                                                                                                                 |

## Required Skills and Knowledge

### REQUIRED SKILLS AND KNOWLEDGE

This section describes the skills and knowledge required for this unit.

#### Required skills

- oral communication and language skills to:
  - motivate the learner
  - transfer skills and knowledge
- interpersonal skills to maintain appropriate relationships
- observation skills to monitor individual progress
- literacy skills to:
  - read and interpret organisational documents, legal documents and contracts
  - complete and maintain documentation
- organisational skills to provide guidance and feedback to individuals
- communication skills, including:
  - using effective verbal and non-verbal language
  - using critical listening and questioning techniques
  - giving constructive and supportive feedback
  - assisting learners to paraphrase advice or instructions back to the trainer/facilitator
  - providing clear and concrete options and advice
  - using appropriate industry/profession terminology and language
  - ensuring language, literacy and numeracy used is appropriate to learners

#### Required knowledge

- systems, processes and practices within the organisation where work-based learning is taking place
- operational demands of the work and impact of changes on work roles
- organisational work culture, including industrial relations environment
- systems for identifying skill needs
- introductory knowledge of different learning styles and how to encourage learning in each, for example:
  - visual learners
  - audio learners
  - kinaesthetic learners
  - theoretical learners
- relevant policy, legislation, codes of practice and national standards that may affect training and assessment in the vocational education and training sector
- OHS relating to the work role, including:
  - hazards relating to the industry and specific workplace

**REQUIRED SKILLS AND KNOWLEDGE**

- reporting requirements for hazards and incidents
- specific procedures for work tasks
- safe use and maintenance of relevant equipment
- emergency procedures
- sources of OHS information

**Evidence Guide****EVIDENCE GUIDE**

The Evidence Guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

**Overview of assessment**

Assessment must address the scope of this unit and reflect all components of the unit. Arrange of appropriate assessment methods and evidence-gathering techniques must be used to determine competency. A judgement of competency should only be made when the assessor is confident that the required outcomes of the unit have been achieved and that consistent performance has been demonstrated.

**Critical aspects for assessment and evidence required to demonstrate competency in this unit**

Evidence of the ability to:

- prepare and facilitate work-based learning
- provide evidence of a minimum of two examples of developing work-based learning pathways, that include:
  - identifying needs for learning
  - analysing work practices, work environment and work activities
  - organising and allocating work in a way that reflects learning needs and provides effective learning opportunities through work processes
- provide a minimum of two examples of a learning facilitation relationship being conducted:
  - with different individuals
  - demonstrating communication skills and flexibility
  - demonstrating one or more of the processes or techniques identified.

**Context of and specific resources for assessment**

Evidence must be gathered in the workplace wherever possible. Where no workplace is available, a simulated workplace must be

| EVIDENCE GUIDE                             |                                                                                                                                                                                                         |
|--------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                                            | provided.<br>Assessment must ensure access to information about work activities.                                                                                                                        |
| <b>Method of assessment</b>                |                                                                                                                                                                                                         |
| <b>Guidance information for assessment</b> | For further information about assessment of this and other TAE units, refer to relevant implementation guidance published on the IBSA website ( <a href="http://www.ibsa.org.au">www.ibsa.org.au</a> ). |

## Range Statement

| RANGE STATEMENT                                                                                                                                                                                                                                                                                                                                                                                                                                                               |                                                                                                                                                                                                                                                                                                                                                                                                                       |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included. |                                                                                                                                                                                                                                                                                                                                                                                                                       |
| <b><i>OHS implications</i></b> may include:                                                                                                                                                                                                                                                                                                                                                                                                                                   | <ul style="list-style-type: none"> <li>• OHS obligations</li> <li>• workplace OHS policies and procedures</li> <li>• ensuring work practices, routines and proposed changes do not pose a risk to learners and others.</li> </ul>                                                                                                                                                                                     |
| <b><i>Contractual requirements</i></b> may include:                                                                                                                                                                                                                                                                                                                                                                                                                           | <ul style="list-style-type: none"> <li>• training plans under apprenticeships/traineeships</li> <li>• requirements of government-funded training programs, such as Workplace English Language and Literacy (WELL).</li> </ul>                                                                                                                                                                                         |
| <b><i>Work-based learning pathway</i></b> may include:                                                                                                                                                                                                                                                                                                                                                                                                                        | <ul style="list-style-type: none"> <li>• identifying specific goals for work-based learning</li> <li>• identifying job tasks or activities to be included in learning process</li> <li>• appropriate sequencing of job tasks/activities to reflect learner incremental development</li> <li>• direct guidance and modelling from experienced co-workers and experts</li> <li>• opportunities for practice.</li> </ul> |
| <b><i>Individualised learning plan</i></b> may include:                                                                                                                                                                                                                                                                                                                                                                                                                       | <ul style="list-style-type: none"> <li>• information about individual's learning style, learner characteristics, and the context for learning</li> <li>• clear boundaries and expectations of the learning/facilitation relationship</li> <li>• documented equity or additional support needs for the</li> </ul>                                                                                                      |

| RANGE STATEMENT                                           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
|-----------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                                                           | learner <ul style="list-style-type: none"> <li>• performance benchmarks to be achieved</li> <li>• activities and processes which together will achieve the benchmarks.</li> </ul>                                                                                                                                                                                                                                                                                                   |
| <b><i>Ethical behaviour</i></b> includes:                 | <ul style="list-style-type: none"> <li>• trust</li> <li>• integrity</li> <li>• privacy and confidentiality of the session</li> <li>• following organisational policies</li> <li>• knowing own limitations</li> <li>• having a range of other intervention referrals ready when needed</li> <li>• honesty</li> <li>• fairness to others.</li> </ul>                                                                                                                                  |
| <b><i>Impact</i></b> may be:                              | <ul style="list-style-type: none"> <li>• successful achievement, rate of achievement, or lack of achievement of identified goals</li> <li>• achievement of other outcomes as a result of the relationship</li> <li>• development of new goals</li> <li>• new or increased motivation to learn</li> <li>• greater capacity to learn</li> <li>• increase in learner's self-confidence.</li> </ul>                                                                                     |
| <b><i>Self-evaluation and reflection</i></b> may include: | <ul style="list-style-type: none"> <li>• asking critical questions about:               <ul style="list-style-type: none"> <li>• own ability</li> <li>• what worked or didn't work</li> <li>• how the relationship building process could be improved</li> </ul> </li> <li>• reviewing records and journals on sessions and critically evaluating own performance</li> <li>• reviewing feedback from learner and identifying critical aspects and areas for improvement.</li> </ul> |

## Unit Sector(s)

|                    |                           |
|--------------------|---------------------------|
| <b>Unit sector</b> | Delivery and facilitation |
|--------------------|---------------------------|

## Competency field

|                  |  |
|------------------|--|
| Competency field |  |
|------------------|--|

## Co-requisite units

|                    |  |  |
|--------------------|--|--|
| Co-requisite units |  |  |
|                    |  |  |
|                    |  |  |



## TAEDEL401A Plan, organise and deliver group-based learning

### Modification History

Not applicable.

### Unit Descriptor

|                        |                                                                                                                                                    |
|------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Unit descriptor</b> | This unit describes the performance outcomes, skills and knowledge required to plan, organise and deliver training for individuals within a group. |
|------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------|

### Application of the Unit

|                                |                                                                                                                                                                                                                                                                                      |
|--------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Application of the unit</b> | This unit typically applies to a person working as an entry-level trainer, teacher or facilitator in or with a training and assessment organisation. The person will be working from a learning program developed by someone else, and structuring the learning around that program. |
|--------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

### Licensing/Regulatory Information

Not applicable.

### Pre-Requisites

|                           |  |  |
|---------------------------|--|--|
| <b>Prerequisite units</b> |  |  |
|                           |  |  |
|                           |  |  |

### Employability Skills Information

|                             |                                          |
|-----------------------------|------------------------------------------|
| <b>Employability skills</b> | This unit contains employability skills. |
|-----------------------------|------------------------------------------|

## Elements and Performance Criteria Pre-Content

|                                                                   |                                                                                                                                                                                                                                                                                                                  |
|-------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Elements describe the essential outcomes of a unit of competency. | Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide. |
|-------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

## Elements and Performance Criteria

| ELEMENT                                                     | PERFORMANCE CRITERIA                                                                                                                                                                                                                                                                                                                                                                                                        |
|-------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1. Interpret learning environment and delivery requirements | 1.1. Access, read and interpret <b><i>learning program documentation</i></b> to determine delivery requirements<br>1.2. Use available information and documentation to identify group and individual learner needs and learner characteristics<br>1.3. Identify and assess constraints and risks to delivery<br>1.4. Confirm personal role and responsibilities in planning and delivering training with relevant personnel |
| 2. Prepare session plans                                    | 2.1. Refine existing learning objectives according to program requirements and specific needs of individual learners<br>2.2. Develop <b><i>session plans</i></b> and document these for each segment of the learning program<br>2.3. Use knowledge of learning principles and theories to generate ideas for managing session delivery                                                                                      |
| 3. Prepare resources for delivery                           | 3.1. Contextualise existing learning materials to meet the needs of the specific learner group<br>3.2. Finalise learning materials and organise facility, technology and equipment needs in time for delivery of learning sessions<br>3.3. Confirm overall delivery arrangements with relevant personnel                                                                                                                    |
| 4. Deliver and facilitate training sessions                 | 4.1. Conduct each session according to session plan, modified where appropriate to meet learner needs<br>4.2. Use the diversity of the group as another resource to                                                                                                                                                                                                                                                         |

| ELEMENT                         | PERFORMANCE CRITERIA                                                                                                                                                                                                                                                                                                                                                                          |
|---------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                                 | support learning<br>4.3. Employ a range of delivery methods as training aids to optimise learner experiences<br>4.4. Demonstrate effective facilitation skills to ensure effective participation and group management                                                                                                                                                                         |
| 5. Support and monitor learning | 5.1. Monitor and document learner progress to ensure outcomes are being achieved and individual learner needs are being met<br>5.2. Make adjustments to the delivery sessions to reflect specific needs and circumstances<br>5.3. Manage <i>inappropriate behaviour</i> to ensure learning can take place<br>5.4. Maintain and store learner records according to organisational requirements |

## Required Skills and Knowledge

### REQUIRED SKILLS AND KNOWLEDGE

This section describes the skills and knowledge required for this unit.

#### Required skills

- presentation skills to ensure delivery is engaging and relevant, including:
  - synthesising information and ideas
  - preparing equipment, such as data projectors and computer presentation applications
  - speaking with appropriate tone and pitch
  - using language appropriate to audience
  - encouraging and dealing appropriately with questions
- group facilitation skills to ensure that:
  - every individual has an opportunity for participation and input
  - group cohesion is maintained
  - behaviour that puts others at risk is observed, interpreted and addressed
  - discussion and group interaction are enhanced
- conflict resolution and negotiation skills to:
  - identify critical points, issues, concerns and problems
  - identify options for changing behaviours
- oral communication and language skills to:

**REQUIRED SKILLS AND KNOWLEDGE**

- motivate learners to transfer skills and knowledge
- engage with the learner
- interpersonal skills to maintain appropriate relationships and ensure inclusivity
- observation skills to monitor individual and group progress

**Required knowledge**

- introductory knowledge of learning theories
- sound knowledge of learning principles
- sound knowledge of learner styles
- industry area and subject matter of the delivery
- learner group profile, including characteristics and needs of individual learners in the group
- content and requirements of the learning program and/or delivery plan
- different delivery methods and techniques appropriate to face-to-face group delivery
- techniques for the recognition and resolution of inappropriate behaviours
- behaviours in learners that may indicate learner difficulties
- organisational record-management systems and reporting requirements
- evaluation and revision techniques
- specific resources, equipment and support services available for learners with special needs
- relevant policy, legal requirements, codes of practice and national standards, including commonwealth and state or territory legislation that may affect training and assessment in the vocational education and training sector
- OHS relating to the facilitation of group-based learning, including:
  - assessment and risk control measures
  - reporting requirements for hazards
  - safe use and maintenance of relevant equipment
  - emergency procedures
  - sources of OHS information
  - role of key workplace persons
- policies and procedures relevant to the learning environment

**Evidence Guide****EVIDENCE GUIDE**

The Evidence Guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment

| <b>EVIDENCE GUIDE</b>                                                                               |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |
|-----------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Guidelines for the Training Package.                                                                |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |
| <b>Overview of assessment</b>                                                                       | Assessment must address the scope of this unit and reflect all components of the unit. Arrange of appropriate assessment methods and evidence-gathering techniques must be used to determine competency. A judgement of competency should only be made when the assessor is confident that the required outcomes of the unit have been achieved and that consistent performance has been demonstrated.                                                                                                                                                                                                                                                                                                                                       |
| <b>Critical aspects for assessment and evidence required to demonstrate competency in this unit</b> | <p>Evidence of the ability to:</p> <ul style="list-style-type: none"> <li>facilitate group-based learning by preparing and delivering a series of training sessions, including: <ul style="list-style-type: none"> <li>at least two consecutive sessions, of a duration commensurate with a substantive training session (e.g. 40-60 minutes), that follow one of the learning program designs</li> <li>at least one session delivered to a different learner group, with evidence of how the characteristics and needs of this group were addressed</li> </ul> </li> <li>identify and respond to diversity and individual needs</li> <li>access and use documented resources and support personnel to guide inclusive practices.</li> </ul> |
| <b>Context of and specific resources for assessment</b>                                             | <p>Evidence must be gathered in the workplace wherever possible. Where no workplace is available, a simulated workplace must be provided.</p> <p>Assessment must ensure access to:</p> <ul style="list-style-type: none"> <li>training products, such as training packages and accredited course documentation.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                   |
| <b>Method of assessment</b>                                                                         |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |
| <b>Guidance information for assessment</b>                                                          | For further information about assessment of this and other TAE units, refer to relevant implementation guidance published on the IBSA website ( <a href="http://www.ibsa.org.au">www.ibsa.org.au</a> ).                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |

## Range Statement

| <b>RANGE STATEMENT</b>                                                                    |
|-------------------------------------------------------------------------------------------|
| The range statement relates to the unit of competency as a whole. It allows for different |

| <b>RANGE STATEMENT</b>                                                                                                                                                                                                                                                                                                                                                              |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included. |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |
| <b><i>Learning program documentation</i></b> may include:                                                                                                                                                                                                                                                                                                                           | <ul style="list-style-type: none"> <li>• competencies or other benchmarks to be achieved</li> <li>• for each chunk or segment of the learning program: <ul style="list-style-type: none"> <li>• specific learning outcomes derived from the benchmarks</li> <li>• overview of content to be covered</li> <li>• learning resources, learning materials and activities</li> <li>• delivery methods</li> </ul> </li> <li>• number and duration of training sessions or classes required, and overall timelines</li> <li>• OHS issues to be addressed in delivery</li> <li>• identification of assessment points to measure learner progress</li> <li>• assessment methods and tools to be used to collect evidence of competency, where assessment is required.</li> </ul> |
| <b><i>Session plans</i></b> may include:                                                                                                                                                                                                                                                                                                                                            | <ul style="list-style-type: none"> <li>• outline of objectives and content to be addressed</li> <li>• plan of delivery methods and learning activities to be used within the session</li> <li>• timelines and duration for each learning activity</li> <li>• formative assessment points and opportunities</li> <li>• learning materials required.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                           |
| <b><i>Inappropriate behaviour</i></b> may include:                                                                                                                                                                                                                                                                                                                                  | <ul style="list-style-type: none"> <li>• violent or inappropriate language</li> <li>• verbal or physical abuse or bullying</li> <li>• insensitive verbal or physical behaviour towards other learners or the trainer/facilitator, including cultural, racial, disability or gender-based insensitivities</li> <li>• dominant or overbearing behaviour</li> <li>• disruptive behaviour</li> <li>• non-compliance with safety instructions.</li> </ul>                                                                                                                                                                                                                                                                                                                    |

## Unit Sector(s)

|                    |                           |
|--------------------|---------------------------|
| <b>Unit sector</b> | Delivery and facilitation |
|--------------------|---------------------------|

## Competency field

|                  |  |
|------------------|--|
| Competency field |  |
|------------------|--|

## Co-requisite units

|                    |  |  |
|--------------------|--|--|
| Co-requisite units |  |  |
|                    |  |  |
|                    |  |  |

## TAEASS402B Assess competence

### Modification History

| Version | Comments |
|---------|----------|
|---------|----------|

|            |                                                                                |
|------------|--------------------------------------------------------------------------------|
| TAEASS402B | Released with <i>TAE10 Training and Education Training Package version 2.0</i> |
|------------|--------------------------------------------------------------------------------|

### Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to assess the competence of a candidate.

### Application of the Unit

This unit typically applies to assessors.

### Licensing/Regulatory Information

Not applicable.

### Pre-Requisites

Not applicable.

### Employability Skills Information

This unit contains employability skills.

### Elements and Performance Criteria Pre-Content

| ELEMENT | PERFORMANCE CRITERIA |
|---------|----------------------|
|---------|----------------------|

|                                                                          |                                                                                                                                                                                                                                                                                                                         |
|--------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <i>Elements describe the essential outcomes of a unit of competency.</i> | <i>Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.</i> |
|--------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|



## Elements and Performance Criteria

|                                 |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |
|---------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1. Prepare for assessment       | <p>1.1 Interpret <b>assessment plan</b> and confirm organisational, legal and ethical requirements for conducting assessment with relevant people</p> <p>1.2 Access and interpret relevant <b>benchmarks for assessment</b> and nominated <b>assessment tools</b> to confirm the requirements for evidence to be collected</p> <p>1.3 Arrange identified material and physical resource requirements according to assessment system policies and procedures</p> <p>1.4 Organise <b>specialist support</b> required for assessment</p> <p>1.5 Explain, discuss and agree details of the assessment plan with candidate</p> |
| 2. Gather quality evidence      | <p>2.1 Use agreed <b>assessment methods</b> and instruments to gather, organise and document evidence in a format suitable for determining competence</p> <p>2.2 Apply the principles of assessment and rules of evidence in gathering quality evidence</p> <p>2.3 Determine opportunities for evidence gathering in actual or simulated activities through consultation with the candidate and relevant personnel</p> <p>2.4 Determine opportunities for integrated assessment activities and document any changes to assessment instruments where required</p>                                                          |
| 3. Support the candidate        | <p>3.1 Guide candidates in gathering their own evidence to support recognition of prior learning (RPL)</p> <p>3.2 Use appropriate communication and interpersonal skills to develop a professional relationship with the candidate that reflects sensitivity to <b>individual differences</b> and enables two-way <b>feedback</b></p> <p>3.3 Make decisions on reasonable adjustments with the candidate, based on candidate's needs and characteristics</p> <p>3.4 Access required specialist support in accordance with the assessment plan</p> <p>3.5 Address any OHS risk to person or equipment immediately</p>      |
| 4. Make the assessment decision | <p>4.1 Examine collected evidence and evaluate it to ensure that it reflects the evidence required to demonstrate competence</p> <p>4.2 Use judgement to infer whether competence has been demonstrated, based on the available evidence</p> <p>4.3 Make assessment decision in line with agreed assessment procedures and according to agreed assessment plan</p> <p>4.4 Provide clear and constructive feedback to candidate regarding</p>                                                                                                                                                                              |

|                                              |                                                                                                                                                                                                                                                            |
|----------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                                              | the assessment decision and develop any follow-up action plan required                                                                                                                                                                                     |
| 5. Record and report the assessment decision | 5.1 Record assessment outcomes promptly and accurately<br>5.2 Complete and process an assessment report according to agreed assessment procedures<br>5.3 Inform other relevant parties of the assessment decision according to confidentiality conventions |
| 6. Review the assessment process             | 6.1 Review the assessment process in <b>consultation</b> with relevant people to improve own future practice<br>6.2 Document and record the review according to relevant assessment system policies and procedures                                         |

## Required Skills and Knowledge

*This section describes the skills and knowledge required for this unit.*

### Required skills

- analysis and interpretation skills to:
  - break down competency standards
  - interpret assessment tools and other assessment information, including those used in RPL
  - identify candidate needs
  - make judgements based on assessment of available evidence
- observation skills to:
  - recognise candidate's prior learning
  - determine candidate's performance
  - identify when candidate may need assistance during the assessment processes
- research and evaluation skills to:
  - access required human and material resources for assessment
  - access assessment system policies and procedures
  - access RPL policies and procedures
  - evaluate evidence
  - evaluate assessment process
- cognitive skills to:
  - weigh up the evidence and make a judgement
  - consider and recommend reasonable adjustments
- decision-making skills to:
  - recognise a candidate's prior learning

- make a decision on a candidate's competence
- literacy skills to:
  - read and interpret relevant information to conduct assessment
  - prepare required documentation and records or reports of assessment outcomes in required format
- communication and interpersonal skills to:
  - explain the assessment, including RPL process
  - give clear and precise instructions
  - ask effective questions
  - provide clarification
  - discuss process with other relevant people
  - give appropriate feedback
  - discuss assessment outcome
  - use language appropriate to candidate and assessment environment
  - establish a working relationship with candidate.

### **Required knowledge**

- competency-based assessment, including:
  - vocational education and training as a competency-based system
  - criterion-referenced assessment as distinct from norm-referenced assessment
  - competency standards as the basis of qualifications
  - structure and application of competency standards
  - principles of assessment and how they are applied
  - rules of evidence and how they are applied
  - range of assessment purposes and assessment contexts, including RPL
  - different assessment methods, including suitability for gathering various types of evidence, suitability for content of units, and resource requirements and associated costs
  - reasonable adjustments and when they are applicable
  - types and forms of evidence, including assessment instruments that are relevant to gathering different types of evidence used in competency-based assessment, including RPL
  - potential barriers and processes relating to assessment tools and methods
  - assessment system, including policies and procedures established by the industry, organisation or training authority
- RPL policies and procedures established by the organisation
- cultural sensitivity and equity considerations
- relevant policy, legislation, codes of practice and national standards, including commonwealth and state or territory legislation that may affect training and assessment in the vocational education and training sector, such as:
  - copyright and privacy laws in terms of electronic technology
  - security of information

- plagiarism
- training packages and competency standards
- licensing requirements
- industry and workplace requirements
- duty of care under common law
- recording information and confidentiality requirements
- anti-discrimination, including equal employment opportunity, racial vilification and disability discrimination
- workplace relations
- industrial awards and enterprise agreements
- OHS responsibilities associated with assessing competence, such as:
  - requirements for reporting hazards and incidents
  - emergency procedures
  - procedures for use of relevant personal protective equipment
  - safe use and maintenance of relevant equipment
  - sources of OHS information.
- 

## Evidence Guide

*The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.*

| Overview of assessment                                                                              |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |
|-----------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Critical aspects for assessment and evidence required to demonstrate competency in this unit</b> | Evidence of the ability to: <ul style="list-style-type: none"> <li>• assess competence of a number of candidates within the vocational education and training context against different units of competency or accredited curricula, following the relevant assessment plan</li> <li>• assess at least one candidate for RPL</li> <li>• consider reasonable adjustment and the reasons for decisions in at least one assessment</li> <li>• cover an entire unit of competency and show:               <ul style="list-style-type: none"> <li>• the application of different assessment methods and instruments involving a range of assessment activities and events</li> <li>• two-way communication and feedback</li> <li>• how judgement was exercised in making the assessment decision</li> <li>• how and when assessment outcomes were recorded and reported</li> </ul> </li> </ul> |

|                                                         |                                                                                                                                                                                                                                      |
|---------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                                                         | <ul style="list-style-type: none"> <li>assessment records and reports completed in accordance with assessment system and organisational, legal and ethical requirements</li> <li>how the assessment process was reviewed.</li> </ul> |
| <b>Context of and specific resources for assessment</b> | Evidence must be gathered in the workplace whenever possible. Where no workplace is available, a simulated workplace must be provided.                                                                                               |
| <b>Method of assessment</b>                             |                                                                                                                                                                                                                                      |
| <b>Guidance information for assessment</b>              |                                                                                                                                                                                                                                      |

## Range Statement

*The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.*

|                                            |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |
|--------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b><i>Assessment plan</i></b> may include: | <ul style="list-style-type: none"> <li>overall planning, describing: <ul style="list-style-type: none"> <li>what is to be assessed</li> <li>when assessment is to take place</li> <li>where assessment is to take place</li> <li>how assessment is to take place.</li> </ul> </li> </ul>                                                                                                                                                                                                                                                                                                                          |
| <b><i>Benchmarks for assessment:</i></b>   | <ul style="list-style-type: none"> <li>refer to a criterion against which the candidate is assessed</li> <li>may be a competency standard/unit of competency, assessment criteria of course curricula, performance specifications, or product specifications.</li> </ul>                                                                                                                                                                                                                                                                                                                                          |
| <b><i>Assessment tools</i></b> include:    | <ul style="list-style-type: none"> <li>the learning or competency unit(s) to be assessed</li> <li>the target group, context and conditions for the assessment</li> <li>the tasks to be administered to the candidate</li> <li>an outline of the evidence to be gathered from the candidate</li> <li>the evidence criteria used to judge the quality of performance (i.e. the assessment decision-making rules)</li> <li>the administration, recording and reporting requirements</li> <li>the evidence of how validity and reliability have been tested and built into the design and use of the tool.</li> </ul> |

|                                                   |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |
|---------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p><b>Specialist support</b> may include:</p>     | <ul style="list-style-type: none"> <li>• assistance by third party, such as carer or interpreter</li> <li>• support from specialist educator</li> <li>• provision of developed online assessment activities</li> <li>• support for remote or isolated candidates and assessors</li> <li>• support from subject matter or safety experts</li> <li>• advice from regulatory authorities</li> <li>• assessment teams and panels</li> <li>• support from lead assessors</li> <li>• advice from policy development experts.</li> </ul> |
| <p><b>Assessment methods</b> include:</p>         | <ul style="list-style-type: none"> <li>• particular techniques used to gather different types of evidence, such as: <ul style="list-style-type: none"> <li>• direct observation</li> <li>• structured activities</li> <li>• oral or written questioning</li> <li>• portfolios of evidence</li> <li>• review of products</li> <li>• third-party feedback.</li> </ul> </li> </ul>                                                                                                                                                   |
| <p><b>Individual differences</b> may include:</p> | <ul style="list-style-type: none"> <li>• English language, literacy and numeracy barriers</li> <li>• physical impairment or disability</li> <li>• intellectual impairment or disability</li> <li>• medical condition that may impact on assessment, such as arthritis, epilepsy, diabetes and asthma</li> <li>• learning difficulties</li> <li>• mental or psychological disability</li> <li>• religious and spiritual observances</li> <li>• cultural images and perceptions</li> <li>• age</li> <li>• gender.</li> </ul>        |
| <p><b>Feedback</b> may include:</p>               | <ul style="list-style-type: none"> <li>• ensuring assessment/RPL process is understood</li> <li>• ensuring candidate concerns are addressed</li> <li>• enabling questions and answers</li> <li>• confirming outcomes</li> <li>• identifying further evidence to be provided</li> <li>• discussing action plans</li> <li>• confirming gap training needed</li> <li>• providing information regarding available appeal processes</li> <li>• suggesting improvements in evidence gathering and</li> </ul>                            |

|                                  |                                                                                                                                                                                                                                                                                                                                             |
|----------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                                  | presentation.                                                                                                                                                                                                                                                                                                                               |
| <b>Consultation</b> may involve: | <ul style="list-style-type: none"><li>• moderation with other assessors, or training and assessment coordinators</li><li>• discussions with client, team leaders, managers, RPL coordinators, supervisors, coaches and mentors</li><li>• technical and subject experts</li><li>• English language, literacy and numeracy experts.</li></ul> |

## Unit Sector(s)

Assessment

## Custom Content Section

Not applicable.

## TAEASS401B Plan assessment activities and processes

### Modification History

| Version | Comments |
|---------|----------|
|---------|----------|

|            |                                                                                |
|------------|--------------------------------------------------------------------------------|
| TAEASS301B | Released with <i>TAE10 Training and Education Training Package version 2.0</i> |
|------------|--------------------------------------------------------------------------------|

### Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to plan and organise the assessment process, including recognition of prior learning (RPL), in a competency-based assessment system. It also includes the development of simple assessment instruments.

### Application of the Unit

This unit typically applies to assessors and workplace supervisors with assessment planning responsibilities; and trainers or other assessors responsible for planning assessment, including RPL.

The unit is suitable for those with an existing assessment strategy which documents the overall framework for assessment.

### Licensing/Regulatory Information

Not applicable.

### Pre-Requisites

Not applicable.

### Employability Skills Information

This unit contains employability skills.

### Elements and Performance Criteria Pre-Content

| ELEMENT | PERFORMANCE CRITERIA |
|---------|----------------------|
|---------|----------------------|

|                                                      |                                                                                                                                   |
|------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------|
| <i>Elements describe the essential outcomes of a</i> | <i>Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text</i> |
|------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------|



**ELEMENT**

*unit of competency.*

**PERFORMANCE CRITERIA**

*is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.*

## Elements and Performance Criteria

|                                   |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |
|-----------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1. Determine assessment approach  | <p>1.1 Identify candidate and confirm <b><i>purposes and context of assessment/RPL</i></b> with relevant people according to <b><i>legal, organisational and ethical requirements</i></b></p> <p>1.2 Identify and access <b><i>benchmarks for assessment/RPL</i></b> and any specific assessment guidelines</p>                                                                                                                                                                                      |
| 2. Prepare the assessment plan    | <p>2.1 Determine evidence and <b><i>types of evidence</i></b> needed to demonstrate competence, according to the <b><i>rules of evidence</i></b></p> <p>2.2 Select <b><i>assessment methods</i></b> which will support the collection of defined evidence, taking into account the context in which the assessment will take place</p> <p>2.3 Document all aspects of the <b><i>assessment plan</i></b> and confirm with relevant personnel</p>                                                      |
| 3. Develop assessment instruments | <p>3.1 Develop <b><i>simple assessment instruments</i></b> to meet target group needs</p> <p>3.2 Analyse <b><i>available assessment instruments</i></b> for their suitability for use and modify as required</p> <p>3.3 <b><i>Map assessment</i></b> instruments against unit or course requirements</p> <p>3.4 Write clear instructions for candidate about the use of the instruments</p> <p>3.5 Trial draft assessment instruments to validate content and applicability, and record outcomes</p> |

## Required Skills and Knowledge

*This section describes the skills and knowledge required for this unit.*

### Required skills

- cognitive interpretation skills to:
  - interpret competency standards and other assessment documentation, including material

- relating to reasonable adjustment
- identify opportunities for integrated competency assessment
- contextualise competency standards to the operating assessment environment, including RPL
- consider access and equity needs of diverse candidates
- technology skills to use appropriate equipment and software to communicate effectively with others
- research and evaluation skills to:
  - obtain competency standards, assessment tools and other relevant assessment resources
  - research candidate characteristics and any reasonable adjustment needs
  - evaluate feedback, and determine and implement improvements to processes
- literacy skills to read and interpret relevant information to design and facilitate assessment and recognition processes
- communication skills to discuss assessment, including RPL processes with clients and other assessors
- interpersonal skills to:
  - demonstrate sensitivity to access and equity considerations and candidate diversity
  - promote and implement equity, fairness, validity, reliability and flexibility in planning an assessment processes.
- **Required knowledge**
- ethical and legal requirements of an assessor
- competency-based assessment, including:
  - work focused
  - criterion referenced
  - standards based
  - evidence based
- different purposes of assessment and different assessment contexts, including RPL
- how to read and interpret the identified competency standards as the benchmarks for assessment
- how to contextualise competency standards within relevant guidelines
- four principles of assessment and how they guide the assessment process
- purpose and features of evidence, and different types of evidence used in competency-based assessments, including RPL
- rules of evidence and how they guide evidence collection
- different types of assessment methods, including suitability for collecting various types of evidence
- assessment instruments and their purpose; different types of instruments; relevance of different instruments for specific evidence-gathering opportunities.

## Evidence Guide

*The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.*

|                                                                                                     |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
|-----------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Overview of assessment</b>                                                                       |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
| <b>Critical aspects for assessment and evidence required to demonstrate competency in this unit</b> | <ul style="list-style-type: none"> <li>• Evidence of the ability to:</li> <li>• plan and organise the assessment process on a minimum of two occasions</li> <li>• collect evidence that demonstrates:               <ul style="list-style-type: none"> <li>• documented assessment plans</li> <li>• having covered a range of assessment events</li> <li>• catering for a number of candidates</li> <li>• different competency standards or accredited curricula</li> <li>• an RPL assessment</li> <li>• contextualisation of competency standards and the selected assessment tools, where required</li> <li>• incorporation of reasonable adjustment strategies</li> <li>• development of simple assessment instruments for use in the process</li> <li>• organisational arrangements.</li> </ul> </li> </ul> |
| <b>Context of and specific resources for assessment</b>                                             | <p>Evidence must be gathered in the workplace wherever possible. Where no workplace is available, a simulated workplace must be provided.</p> <p>Assessment must ensure access to training products, such as training packages and accredited course documentation.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |
| <b>Method of assessment</b>                                                                         |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
| <b>Guidance information for assessment</b>                                                          |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |

## Range Statement

*The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.*

|                                                                           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |
|---------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p><b>Purposes of assessment/ RPL</b> may include:</p>                    | <ul style="list-style-type: none"> <li>• recognising current existing competence of candidates</li> <li>• determining if competence has been achieved following learning</li> <li>• establishing candidate progress towards achievement of competence</li> <li>• determining language, literacy and numeracy needs of candidates</li> <li>• certifying competence through a qualification or Statement of Attainment</li> <li>• licensing or regulatory requirements.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |
| <p><b>Context of assessment/ RPL</b> may include:</p>                     | <ul style="list-style-type: none"> <li>• environment in which the assessment/RPL will be carried out, including real or simulated workplace</li> <li>• opportunities for collecting evidence in a number of situations</li> <li>• relationships between competency standards and: <ul style="list-style-type: none"> <li>• evidence to support RPL</li> <li>• work activities in the candidate's workplace</li> <li>• learning activities</li> </ul> </li> <li>• who carries out the assessment/RPL.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |
| <p><b>Organisational, legal and ethical requirements</b> may include:</p> | <ul style="list-style-type: none"> <li>• assessment system policies and procedures</li> <li>• assessment strategy requirements</li> <li>• reporting, recording and retrieval systems for assessment, including RPL</li> <li>• quality assurance systems</li> <li>• business and performance plans</li> <li>• access and equity policies and procedures</li> <li>• collaborative and partnership arrangements</li> <li>• defined resource parameters</li> <li>• mutual recognition arrangements</li> <li>• industrial relations systems and processes, awards, and enterprise agreements</li> <li>• Australian Quality Training Framework</li> <li>• registration scope</li> <li>• human resources policies and procedures</li> <li>• legal requirements, including: <ul style="list-style-type: none"> <li>• anti-discrimination</li> <li>• equal employment opportunity</li> <li>• job role, responsibilities and conditions</li> </ul> </li> <li>• relevant industry codes of practice</li> <li>• confidentiality and privacy requirements</li> <li>• OHS considerations, including: <ul style="list-style-type: none"> <li>• ensuring OHS requirements are adhered to during the</li> </ul> </li> </ul> |

|                                                                                                  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |
|--------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                                                                                                  | <p>assessment process</p> <ul style="list-style-type: none"> <li>identifying and reporting OHS hazards and concerns to relevant personnel.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
| <b>Benchmarks for assessment/RPL</b> may include:                                                | <ul style="list-style-type: none"> <li>criterion against which the candidate is assessed or prior learning recognised, which may be: <ul style="list-style-type: none"> <li>competency standard/unit of competency</li> <li>assessment criteria of course curricula</li> <li>performance specifications of an enterprise or industry</li> <li>product specifications.</li> </ul> </li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |
| <b>Types of evidence</b> may include:                                                            | <ul style="list-style-type: none"> <li>direct</li> <li>indirect</li> <li>supplementary.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |
| <b>Rules of evidence</b> ensure that evidence collected is:                                      | <ul style="list-style-type: none"> <li>valid</li> <li>sufficient</li> <li>authentic</li> <li>current.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |
| <b>Assessment methods</b> are the particular techniques used to gather evidence and may include: | <ul style="list-style-type: none"> <li>direct observation, for example: <ul style="list-style-type: none"> <li>real work/real time activities at the workplace</li> <li>work activities in a simulated workplace environment</li> </ul> </li> <li>structured activities, for example: <ul style="list-style-type: none"> <li>simulation exercises and role-plays</li> <li>projects</li> <li>presentations</li> <li>activity sheets</li> </ul> </li> <li>questioning, for example: <ul style="list-style-type: none"> <li>written questions, e.g. on a computer</li> <li>interviews</li> <li>self-assessment</li> <li>verbal questioning</li> <li>questionnaires</li> <li>oral or written examinations (applicable at higher AQF levels)</li> </ul> </li> <li>portfolios of evidence, for example: <ul style="list-style-type: none"> <li>collection of work samples compiled by candidate</li> <li>product with supporting documentation</li> <li>historical evidence</li> <li>journal or log book</li> <li>information about life experience</li> </ul> </li> <li>review of products, for example: <ul style="list-style-type: none"> <li>testimonials and reports from employers and supervisors</li> </ul> </li> </ul> |

|                                                      |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |
|------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                                                      | <ul style="list-style-type: none"> <li>evidence of training</li> <li>authenticated prior achievements</li> <li>interview with employer, supervisor, or peer.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |
| <b>Assessment plan</b> may include:                  | <ul style="list-style-type: none"> <li>overall planning document describing: <ul style="list-style-type: none"> <li>what is to be assessed</li> <li>when assessment is to take place</li> <li>where assessment is to take place</li> <li>how assessment is to take place.</li> </ul> </li> </ul>                                                                                                                                                                                                                                                                                                                                               |
| <b>Simple assessment instruments</b> may include:    | <ul style="list-style-type: none"> <li>instruments developed by an assessor as part of formative or summative assessment activities, including: <ul style="list-style-type: none"> <li>profiles of acceptable performance measures</li> <li>templates and proformas</li> <li>specific questions or activities</li> <li>evidence and observation checklists</li> <li>checklists for the evaluation of work samples</li> <li>recognition portfolios</li> <li>candidate self-assessment materials</li> </ul> </li> <li>instruments developed elsewhere that have been modified by the assessor for use with a particular client group.</li> </ul> |
| <b>Available assessment instruments</b> may include: | <ul style="list-style-type: none"> <li>commercially available instruments</li> <li>those created by others inside the registered training organisation.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |
| <b>Map assessment</b> means:                         | <ul style="list-style-type: none"> <li>showing a clear relationship between the evidence and the requirements of the unit.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |

## Unit Sector(s)

Assessment

## Custom Content Section

Not applicable.

## TAEASS301B Contribute to assessment

### Modification History

| Version | Comments |
|---------|----------|
|---------|----------|

|            |                                                                                |
|------------|--------------------------------------------------------------------------------|
| TAEASS301B | Released with <i>TAE10 Training and Education Training Package version 2.0</i> |
|------------|--------------------------------------------------------------------------------|

### Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to contribute to the assessment process.

### Application of the Unit

This unit typically applies to a person with technical or vocational expertise who is in a supervisory or mentoring/coaching work role and for whom collecting evidence for assessment is an adjunct to principal work responsibilities.

This unit is performed under the following conditions:

- the necessary assessment tools and assessment resources to guide the evidence collection process have been provided
- any adjustments to tools are determined by the qualified assessor (as defined by the Australian Quality Training Framework and the assessor requirements of the relevant training package), who provides guidance and supervision.

### Licensing/Regulatory Information

Not applicable.

### Pre-Requisites

Not applicable.

### Employability Skills Information

This unit contains employability skills.

### Elements and Performance Criteria Pre-Content

| ELEMENT | PERFORMANCE CRITERIA |
|---------|----------------------|
|---------|----------------------|

**ELEMENT**

*Elements describe the essential outcomes of a unit of competency .*

**PERFORMANCE CRITERIA**

*Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.*

**Elements and Performance Criteria**

|                                                                |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |
|----------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1. Clarify role and responsibilities in the assessment process | <p>1.1 Discuss and confirm <b><i>purpose of assessment</i></b> with <b><i>relevant people</i></b></p> <p>1.2 Discuss and confirm <b><i>benchmarks for assessment</i></b> with qualified assessor</p> <p>1.3 Access, read and clarify <b><i>assessment plan</i></b> with qualified assessor</p> <p>1.4 Discuss and agree with qualified assessor the specific responsibilities in gathering evidence and types of evidence to be gathered</p>                                                                                                                                                                                                                                             |
| 2. Confirm organisational arrangements for evidence gathering  | <p>2.1 Access and confirm relevant <b><i>assessment system policies and procedures</i></b>; organisational, legal and ethical requirements; and other relevant advice on assessment</p> <p>2.2 Clarify nominated <b><i>assessment tools</i></b> and methods for collecting evidence with qualified assessor, to ensure that procedures to be followed and instruments to be used are clear</p> <p>2.3 Discuss and confirm with relevant people <b><i>assessment context</i></b>, including candidate's characteristics and any need for <b><i>reasonable adjustments</i></b></p> <p>2.4 Confirm and arrange <b><i>resource requirements</i></b> in consultation with relevant people</p> |
| 3. Collect evidence in accordance with the assessment plan     | <p>3.1 Explain assessment process to candidate, including the different responsibilities of the parties involved, and refer any candidate issues or concerns to qualified assessor prior to undertaking assessment activities</p> <p>3.2 Use <b><i>assessment instruments</i></b> to gather quality evidence within available time and resources, according to organisational, legal and ethical requirements</p>                                                                                                                                                                                                                                                                        |
| 4. Record and report findings                                  | <p>4.1 Organise and provide evidence to the qualified assessor in a format suitable for analysis according to assessment system policies and procedures</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |



|  |                                                                                                                                                                                                                                                                                                        |
|--|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|  | <p>4.2 Actively seek feedback from the qualified assessor on whether evidence-gathering activities meet the principles of assessment and whether evidence collected meets the rules of evidence</p> <p>4.3 Document areas for improvement in collecting evidence, for future assessment activities</p> |
|--|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

## Required Skills and Knowledge

*This section describes the skills and knowledge required for this unit.*

### Required skills

- observation skills to observe candidate performance
- cognitive and interpretation skills to ensure collection of valid and reliable evidence
- organisational skills to collect evidence
- time-management skills to schedule assessment events and activities
- literacy skills to:
  - read and interpret relevant information
  - prepare required documentation and collate evidence in required format
- communication skills to:
  - discuss evidence-gathering processes with practitioners and candidates
  - provide constructive and supportive feedback
  - ask appropriate questions to clarify and confirm instructions for evidence gathering
  - provide clear and concrete options and advice.

### Required knowledge

- competency-based assessment, including:
  - criterion referenced
  - competency standards as the benchmarks for assessment
  - competency-based reporting
- principles of assessment
- rules of quality evidence
- different purposes of assessment
- diversity of assessment contexts
- evidence, including different types of evidence
- evidence-gathering methods – what are assessment methods and different types of methods
- purpose and features of assessment tools and assessment plans
- potential barriers and processes relating to evidence-gathering procedures and assessment processes
- organisational assessment system policies and procedures relevant to this unit of competency

- technical or subject area being assessed
- cultural sensitivity and equity considerations
- relevant policy, legislation, codes of practice and national standards, including commonwealth and state or territory legislation, that may affect training and assessment in the vocational education and training sector
- OHS relating to the work role, and OHS considerations to be included in collecting evidence, including:
  - hazard identification and risk control measures
  - requirements for reporting hazards and incidents
  - emergency procedures
  - procedures for use of relevant personal protective equipment
  - safe use of relevant equipment
  - sources of OHS information
  - role of key workplace personnel
  - responsibilities of learners.

## Evidence Guide

*The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.*

|                                                                                                     |                                                                                                                                                                                                                                                                                                                                                       |
|-----------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Overview of assessment</b>                                                                       |                                                                                                                                                                                                                                                                                                                                                       |
| <b>Critical aspects for assessment and evidence required to demonstrate competency in this unit</b> | Evidence of the ability to: <ul style="list-style-type: none"> <li>• carry out a minimum of three evidence-gathering activities, with different candidates for each activity</li> <li>• present documentation of the evidence in a clear and concise manner</li> <li>• present documented feedback from others involved in the assessment.</li> </ul> |
| <b>Context of and specific resources for assessment</b>                                             | Evidence must be gathered in the workplace wherever possible. Where no workplace is available, a simulated workplace must be provided.                                                                                                                                                                                                                |
| <b>Method of assessment</b>                                                                         |                                                                                                                                                                                                                                                                                                                                                       |
| <b>Guidance information for assessment</b>                                                          |                                                                                                                                                                                                                                                                                                                                                       |

## Range Statement

*The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.*

|                                                               |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |
|---------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Purpose of assessment</b> may be:                          | <ul style="list-style-type: none"> <li>• recognise current existing competency of candidates</li> <li>• determine if competency has been achieved following learning</li> <li>• establish candidate progress towards achievement of competence</li> <li>• determine language, literacy and numeracy needs of candidate</li> <li>• certify competence through a Statement of Attainment</li> <li>• establish progress towards a qualification</li> <li>• determine training gaps of candidate</li> <li>• measure work performance</li> <li>• classify employee and support career progression</li> <li>• meet organisational requirements for work, such as operating equipment or developing new skills</li> <li>• satisfy licensing or regulatory requirements.</li> </ul> |
| <b>Relevant people</b> must include:                          | <ul style="list-style-type: none"> <li>• qualified assessors</li> <li>• candidates.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |
| <b>Benchmarks for assessment:</b>                             | <ul style="list-style-type: none"> <li>• refer to criteria against which candidate is assessed</li> <li>• may be a competency standard/unit of competency, assessment criteria of course curricula, performance specifications, or product specifications.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
| <b>Assessment plan</b> must include:                          | <ul style="list-style-type: none"> <li>• purpose and aims of assessment</li> <li>• context of assessment</li> <li>• relevant benchmarks for assessment</li> <li>• other assessment information and documentation identified as relevant.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |
| <b>Assessment system policies and procedures</b> may include: | <ul style="list-style-type: none"> <li>• candidate selection</li> <li>• rationale and purpose of competency-based assessment</li> <li>• assessment records, data management and information management</li> <li>• recognition of current competency, recognition of prior learning and credit arrangements.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                      |
| <b>Assessment tools</b> include:                              | <ul style="list-style-type: none"> <li>• the learning or competency unit(s) to be assessed</li> <li>• the target group, context and conditions for the assessment</li> <li>• the tasks to be administered to the candidate</li> <li>• an outline of the evidence to be gathered from the candidate</li> <li>• the evidence criteria used to judge the quality of performance</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                     |

|                                            |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |
|--------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                                            | <p>(i.e. the assessment decision-making rules)</p> <ul style="list-style-type: none"> <li>the administration, recording and reporting requirements</li> <li>the evidence of how validity and reliability have been tested and built into the design and use of the tool.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |
| <b>Assessment context</b> may include:     | <ul style="list-style-type: none"> <li>environment in which assessment will be carried out</li> <li>relationship between units of competency and candidate's workplace</li> <li>time period over which assessment takes place.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |
| <b>Reasonable adjustments</b> may include: | <ul style="list-style-type: none"> <li>taking into account candidate's language, literacy and numeracy requirements</li> <li>providing personal support services, such as arranging for: <ul style="list-style-type: none"> <li>member of the community to accompany the candidate</li> <li>reader</li> <li>interpreter</li> <li>attendant carer</li> <li>scribe</li> </ul> </li> <li>using adaptive technology or special equipment</li> <li>providing flexible assessment sessions to allow for such things as fatigue or administering of medication</li> <li>format of assessment materials, such as: <ul style="list-style-type: none"> <li>in Braille</li> <li>in first language</li> <li>use of audiotape or videotape</li> </ul> </li> <li>making adjustments to the physical environment</li> <li>revising proposed assessment methods and instruments</li> <li>considering age and gender</li> <li>considering cultural beliefs, traditional practices and religious observances.</li> </ul> |
| <b>Resource requirements</b> may include:  | <ul style="list-style-type: none"> <li>resources specific to evidence-gathering activities</li> <li>access to assessors</li> <li>access to policy and procedures</li> <li>access to subject and technical experts</li> <li>OHS requirements</li> <li>plant, equipment and technology.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
| <b>Assessment instruments</b> may include: | <ul style="list-style-type: none"> <li>instruments developed by an assessor as part of formative or summative assessment activities, including: <ul style="list-style-type: none"> <li>profiles of acceptable performance measures</li> <li>templates and proformas</li> <li>specific questions or activities</li> <li>evidence and observation checklists</li> <li>checklists for the evaluation of work samples</li> </ul> </li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |

|  |                                                                                                                                                                                                                                                  |
|--|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|  | <ul style="list-style-type: none"><li>• recognition portfolios</li><li>• candidate self-assessment materials</li><li>• instruments developed elsewhere that have been modified by the assessor for use with a particular client group.</li></ul> |
|--|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

## Unit Sector(s)

Assessment

## Custom Content Section

Not applicable.

## CHCCS427B Facilitate adult learning and development

### Modification History

| CHC08 Version 3                                        | CHC08 Version 4                                        | Comments                                                                                                                                             |
|--------------------------------------------------------|--------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------|
| CHCCS427A<br>Facilitate adult learning and development | CHCCS427B<br>Facilitate adult learning and development | ISC upgrade changes to remove references to old OHS legislation and replace with references to new WHS legislation. No change to competency outcome. |

### Unit Descriptor

#### Descriptor

This unit describes the skills and knowledge required to facilitate individual learning by adults through a collaborative learning relationship

Identifying which learners and learning contexts may benefit from individual learning forms part of this unit

Interpersonal and communication skills to create the conditions necessary for effective individual learning and to advise, guide, support and respond to the needs of the individual learner, and so establish an appropriate relationship, are critical

The unit provides the skills and knowledge to do this, and to work with a supervisor in facilitating adult learning and development

### Application of the Unit

#### Application

This unit typically applies to adult language, literacy and numeracy tutors working with the support of a program supervisor as needed, with one learner or with individual learners in a small group context

The learning relationship may be face-to-face, online, via telecommunication, or using a combination of media

It may take a number of forms, including structured or semi-structured activities and formal or informal

agreements and may be independent of, or part of, a broad learning and delivery strategy

Individual learning relationships may be used to help an individual or individuals meet personal or job goals, learn new skills and knowledge, or develop new learning and work behaviour

## Licensing/Regulatory Information

Not Applicable

## Pre-Requisites

Not Applicable

## Employability Skills Information

**Employability Skills** This unit contains Employability Skills

## Elements and Performance Criteria Pre-Content

Elements define the essential outcomes of a unit of competency.

The Performance Criteria specify the level of performance required to demonstrate achievement of the Element. Terms in *italics* are elaborated in the Range Statement.

## Elements and Performance Criteria

### ELEMENT

### PERFORMANCE CRITERIA

1. Identify individual learning requirements

1.1 In consultation with learner, identify needs and goals for individual learning in the *learning area* and discuss with *relevant persons*

1.2 Consult with supervisor to identify appropriate *individual learning techniques and processes* and document them to support individual learning needs and goals

1.3 Obtain *organisational support* for

**ELEMENT****PERFORMANCE CRITERIA**

implementation, where relevant

2. Establish the learning relationship

- 2.1 Identify **individual's learning style, learner characteristics** and abilities, and **context for learning** and discuss with supervisor
- 2.2 Select or organise appropriate technique or process to facilitate individual learning and explain and discuss the basis of the technique or process with the individual learner
- 2.3 Clarify and agree upon boundaries and expectations of the learning relationship
- 2.4 Clarify **additional support** required in consultation with supervisor
- 2.5 Develop and document **individualised learning plan**, and discuss with learner

3. Maintain and develop the learning relationship

- 3.1 Prepare for each meeting or session
- 3.2 Grow the relationship and sustain active participation using effective communication and interpersonal skills
- 3.3 As planned with supervisor, develop **structured learning activities** to support and reinforce new learning, build on strengths and identify areas for further development
- 3.4 Demonstrate leadership and motivational skills to enable the learner to take responsibility for learning, practising ethical behaviour at all times
- 3.5 Observe **learner cues** and change approach where necessary to maintain momentum
- 3.6 Acknowledge, respect and value individual differences and clients with particular needs
- 3.7 Schedule regular meetings in consultation with both parties to monitor the effectiveness of the learning relationship

4. Close and evaluate the learning relationship

- 4.1 Use **tools and signals** developed with supervisor to determine readiness for closure of individual learning



**ELEMENT****PERFORMANCE CRITERIA**

relationship

4.2 Carry out closure using appropriate interpersonal and communication skills

4.3 Seek **feedback** from the learner on the outcomes achieved and the value of the relationship

4.4 **Evaluate** whether the learning relationship met learning needs and goals

4.5 **Reflect** on own performance in managing the relationship, identify areas for improvement and discuss with supervisor

4.6 Document outcomes as required by the learning relationship

## Required Skills and Knowledge

### REQUIRED SKILLS AND KNOWLEDGE

This describes the essential skills and knowledge and their level required for this unit.

#### *Essential knowledge:*

The candidate must be able to demonstrate essential knowledge required to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

These include knowledge and understanding of:

- Change processes, for example:
  - how people work through change
  - behaviour associated with change
- Codes of practice, standards and legal requirements relating to role, such as:
  - duty of care under common law
  - recording information and confidentiality requirements
  - anti-discrimination, including equal opportunity, racial vilification and disability discrimination
- Different learning styles and how to encourage different learners
- Effects of verbal and non-verbal communication, such as:
  - how to interpret behaviour

## REQUIRED SKILLS AND KNOWLEDGE

- how to model behaviour and values
- How to create or adapt new learning activities as well as other learning options, learning activities and referrals
- Learning cycle, including:
  - concrete experience
  - observation and reflection
  - concept formation
  - testing new learning
- Adult learning principles
- Learner cues that may reflect difficulties with individual learning relationships
- Needs and characteristics of individual learners and current techniques to facilitate individual learning
- Requirements of the support program, including administrative and WHS
- Roles and responsibilities of those providing language, literacy and numeracy support and their specialist supervisors
- Sources of external support
- Tools to evaluate learning outcomes, such as the ACSF

### *Essential skills:*

It is critical that the candidate demonstrate the ability to:

- Negotiate and manage a learning relationship, while working with supervisors and learners
- Demonstrate communication skills and flexibility, using a range of processes and techniques
- Use a range of methods to evaluate the learning relationship

In addition, the candidate must be able to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

These include:

- Communication skills to:
  - clarify and agree upon boundaries and expectations of the learning relationship
  - confirm, clarify or repair understanding
  - provide constructive feedback
  - use verbal and non-verbal language and concepts appropriate to individual and cultural differences
- Initiative and enterprise skills to:
  - inform supervisor of learner progress and issues as required

## REQUIRED SKILLS AND KNOWLEDGE

- identify suitable learning techniques and activities for the individual learner
- model facilitation and learning behaviour
- manage complex situations, including conflict
- Interpersonal skills to:
  - interact with clients from a range of social, cultural, religious and linguistic backgrounds and with varying physical and mental abilities, while:
    - recognising and responding to verbal and non-verbal messages
    - recognising and responding to individual difference and diversity
    - acting without bias or discrimination
    - responding sensitively to diverse backgrounds and particular needs
  - facilitate individual learning through a collaborative and respectful relationship, keeping sessions learner-centred and drawing on the expertise and background of the learner
  - establish a supportive environment that builds rapport
  - use appropriate humour to lighten atmosphere
- Leadership and motivational skills to empower and inspire the learner
- Literacy skills to:
  - develop the learning plan
  - maintain records and other documentation
  - read and interpret relevant documentation
- Planning and organising skills to
  - organise appropriate techniques and processes to facilitate individual learning
  - prepare for learning sessions
- Teamwork skills to collaborate with supervisor to:
  - analyse learner needs
  - apply appropriate model of learning to develop learners' required skills
  - implement support strategies appropriate to learner needs
- Technical skills to:
  - determine and alter a learning plan in consultation with supervisor
  - negotiate with learners to ensure suitable learning
  - interpret information gathered and adapt own style accordingly
  - lead and motivate learners to take responsibility for their own learning
  - maintain momentum during the learning process
- Technology skills to:
  - use a range of technology to support numeracy learning
  - use software packages as part of the learning program
- Time-management skills to
  - structure sessions
  - drive the process to achieve goals

## Evidence Guide

### EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment Guidelines for this Training Package.

*Critical aspects for assessment and evidence required to demonstrate this unit of competency:*

- The individual being assessed must provide evidence of specified essential knowledge as well as skills
- Assessment should ensure the candidate addresses the elements and performance criteria on at least three occasions, over a period of time

*Access and equity considerations:*

- All workers in community services should be aware of access, equity and human rights issues in relation to their own area of work
- All workers should develop their ability to work in a culturally diverse environment
- In recognition of particular issues facing Aboriginal and Torres Strait Islander communities, workers should be aware of cultural, historical and current issues impacting on Aboriginal and Torres Strait Islander people
- Assessors and trainers must take into account relevant access and equity issues, in particular relating to factors impacting on Aboriginal and/or Torres Strait Islander clients and communities

*Context of and specific resources for assessment:*

- Competency must be demonstrated in a realistic simulated or real work environment
- Assessment requires access to a range of opportunities defined in the range statement, including access to:
  - individual learning plan
  - facilitation activities
  - evaluations from participants or organisation
  - evidence of self-evaluation and improvement of

## EVIDENCE GUIDE

skills, for example, a learning journal

- audio or video of a facilitation session

### *Method of assessment:*

- Assessment methods suitable for valid and reliable assessment of this competency may include a combination of:
  - case studies
  - demonstration
  - observation
  - oral and written questioning
  - scenarios, simulation or role plays
  - workplace projects
  - authenticated evidence
- Assessment methods should reflect work demands, such as literacy, and the needs of particular individuals, such as:
  - people in rural and remote locations
  - people with disabilities
  - people from culturally and linguistically diverse backgrounds
  - Aboriginal and Torres Strait Islander people
  - women
  - young people
  - older people

### *Guidance information*

- This unit may be assessed independently, however holistic assessment with other units relevant to the industry sector, workplace and job role is recommended

## Range Statement

### RANGE STATEMENT

The Range Statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Add any essential operating

## RANGE STATEMENT

conditions that may be present with training and assessment depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts.

*Learning area may be:*

- Generic skills
- Life skills
- Management skills
- Organisational or individual
- Program-specific
- Skills for new or changed job role, work procedures or work skills
- Technical skills

*Relevant persons may include:*

- Learner
- Language, literacy or numeracy specialist
- Experienced trainer, teacher or tutor
- Mentor
- Supervisor or coordinator

*Individual learning techniques and processes may include:*

- Coaching or tutoring techniques
- Formal or informal process
- Mentoring techniques
- Ongoing or one-off process
- Peer relationships
- Single or double loop learning approaches
- Specific circumstance or an integrated feature of the overall learning process

*Organisational support may include:*

- Additional time with learner
- Agreement by organisation to provide additional assistance to individuals through identified techniques
- Venue and equipment support

*Individual's learning style may include:*

- Activist
- Auditory
- Global and analytical

## RANGE STATEMENT

- Kinaesthetic
- Pragmatic
- Reflective
- Tactile
- Theoretical
- Visual

*Learner characteristics may include:*

- Cultural background and needs
- Employment status
- Language, literacy and numeracy requirements
- Length of time resident in Australia
- Level of formal schooling in Australia or overseas
- Level of maturity
- Past learning experiences
- Preferred learning styles
- Specific physical or psychological needs

*Context for learning may be:*

- Defined by time requirements and built into learning activities
- Defined by the learning activities
- Determined by the area of learning
- Determined by the trainer and the learner
- Impacted by the health, safety or welfare of the learner
- In a classroom, tutorial room, meeting room, office, any agreed meeting place
- In a home, training and/or assessment organisation, college, community, university or school

*Additional support may include:*

- Aboriginal and Torres Strait Islander support
- Community support
- Counselling services
- Disability support
- English language, literacy and numeracy support
- Ethnic support services
- Interpreting services
- Support for learners affected by displacement and other trauma

## RANGE STATEMENT

- Individualised learning plan may include:*
- Contingency plans
  - Goals to be achieved that reflect learner interests, needs and abilities
  - Logistics of the learning relationship, for example:
    - period of relationship
    - frequency of meetings and length of sessions
    - location of meetings or contact
  - Structure of the learning relationship, for example:
    - activities to be undertaken
    - monitoring processes
    - tools and equipment needed
    - shadowing
  - WHS considerations

- Structured learning activities may include:*
- Demonstrations and role plays
  - Direction, guidance and mutual discussion
  - Learning journal
  - Practice opportunities
  - Projects
  - Readings and research
  - Role modelling
  - Video and audio analysis
  - Written exercises

- Learner cues may include:*
- Evidence of frustration, distraction, stress
  - Evidence of problems or issues which may be personal or related to the individualised learning
  - Level of communication and interaction
  - Level of dependence or independence
  - Level of ease or difficulty in undertaking learning activities
  - Level of engagement or disengagement
  - Regular or irregular attendance
  - Stagnation in learning

- Tools and signals may include:*
- Agreed time period over



**RANGE STATEMENT**

- Level of independence in learning
- Measure of improvement in a particular area
- Readiness to maintain learning through other means or modes
- Self-assessment by the learner
- Severe or fixed blockages in the relationship

*Feedback may be:*

- Formal and informal discussion with learner and others
- Interview
- Written questionnaire

*Evaluation may look at:*

- Achievement of other outcomes as a result of the relationship
- Development of new goals or skills
- Development of or increase in the self-confidence and capacity to learn of the learner
- Increased or new motivation to learn
- Level of attendance by learner
- Successful achievement, rate of achievement, or lack of achievement of identified goals

*Reflection may include:*

- Asking critical questions about own ability, what worked, what did not work and how the relationship building process could be improved
- Reviewing feedback from learner and identifying critical aspects and areas for improvement
- Reviewing records and journals on sessions and critically evaluating own performance

**Unit Sector(s)**

Not Applicable

## CHCPOL402C Contribute to policy development

### Modification History

| CHC08<br>Version 3                                | CHC08 Version 4                                   | Description                                                                                                                                                                 |
|---------------------------------------------------|---------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| CHCPOL402B<br>Contribute to policy<br>development | CHCPOL402C<br>Contribute to policy<br>development | Unit updated in V4.<br>ISC upgrade changes to remove references to old OHS legislation and replace with references to new WHS legislation. No change to competency outcome. |

### Unit Descriptor

**Descriptor**

This unit describes the knowledge and skills required to develop and analyse policies which impact on the client group and the work of the organisation

### Application of the Unit

**Application**

This unit may apply in a range of community service contexts

### Licensing/Regulatory Information

Not Applicable

### Pre-Requisites

Not Applicable

## Employability Skills Information

### Employability Skills

This unit contains Employability Skills

## Elements and Performance Criteria Pre-Content

Elements define the essential outcomes of a unit of competency.

The Performance Criteria specify the level of performance required to demonstrate achievement of the Element. Terms in *italics* are elaborated in the Range Statement.

## Elements and Performance Criteria

### ELEMENT

### PERFORMANCE CRITERIA

#### 1. Review existing policies

1.1 Identify relevant organisation and other policies and assess them for relevance to the organisations objectives and effectiveness

1.2 Consult clients and other stakeholders about their views on policies

1.3 Document and present reviews of policies in a format appropriate to the purpose of the review, the context, and the receiver

#### 2. Contribute to *research* for policy advice

2.1 Identify, plan and implement research and consultation strategies appropriate to the worker's role in the research process within timeframes, resource constraints and agreed processes

2.2 Collate, report and present research and consultation outcomes in a format appropriate to the research process, the purpose of the research, the context and the receiver

2.3 Identify factors impacting on quality or outcomes of research or consultation and incorporate in reports

#### 3. Provide briefing materials on policy issues

3.1 Prepare briefing materials as required in a format

**ELEMENT****PERFORMANCE CRITERIA**

appropriate to audience, purpose and context

3.2 Draw on expertise and role of worker and organisation for briefing materials

3.3 Incorporate reasoned argument and evidence into briefing materials

4. Promote informed policy debate

4.1 Identify *strategies to stimulate informed debate* appropriate to the worker's role in policy development, community education or client service delivery in consultation with other workers and management

4.2 Implement strategies to stimulate informed debate within timeframes, resource allocations and agreed processes

4.3 Where necessary, implement strategies to translate policy materials into language/s easily understood by clients and other stakeholders

4.4 Develop strategies that enable exchange of views and information between policy initiators, clients and other stakeholders

**Required Skills and Knowledge**

This describes the essential skills and knowledge and their level required for this unit.

*Essential knowledge:*

The candidate must be able to demonstrate essential knowledge required to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

These include knowledge of:

- Organisation policies impacting on the worker, the organisation and its target groups
- Government and other policies impacting on the issue under consideration, and the organisation and its target groups
- The contexts for policies, people and the organisation
- Research and consultation techniques
- The limits of the worker's own role and competence and the organisation's role

*Essential skills:*

It is critical that the candidate demonstrate the ability to:

- Demonstrate application of skills to:
  - policies within own organisation
  - policies within networks or associations
  - policies directly related to own work role and areas of expertise
  - policies for target groups relevant to the organisation
- Demonstrate involvement with stakeholders relevant to the organisation and the policy issue under consideration

In addition, the candidate must be able to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

These include the ability to:

- Analyse evidence and arguments
- Demonstrate reasoning, including identification of implications and consequences of particular courses of action
- Apply consultation and research methodologies
- Demonstrate application of skills in:
  - report writing, including translation of complex concepts into simple language or images
  - public speaking addressing a group
  - group participation
  - effective use of relevant information technology in line with work health and safety (WHS) guidelines

## Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment Guidelines for this Training Package.

*Critical aspects for assessment and evidence required to demonstrate this unit of competency:*

- The individual being assessed must provide evidence of specified essential knowledge as well as skills
- This unit is most appropriately assessed in the workplace or in a simulated workplace and under the normal range of workplace conditions

This may include the use of languages other than English and alternative communication systems

- It is recommended that assessment take place on one or more than occasions to enable assessment of all aspects of policy development to take place

- Access and equity considerations:*
- All workers in community services should be aware of access, equity and human rights issues in relation to their own area of work
  - All workers should develop their ability to work in a culturally diverse environment
  - In recognition of particular issues facing Aboriginal and Torres Strait Islander communities, workers should be aware of cultural, historical and current issues impacting on Aboriginal and Torres Strait Islander people
  - Assessors and trainers must take into account relevant access and equity issues, in particular relating to factors impacting on Aboriginal and/or Torres Strait Islander clients and communities

- Context of and specific resources for assessment:*
- This unit can be assessed independently, however holistic assessment practice with other community services units of competency is encouraged
  - Resource requirements for assessment of this unit include access to:
    - an appropriate workplace where assessment can take place, or simulation of realistic workplace setting for assessment

- Method of assessment:*
- Assessment may include observations, questioning and evidence gathered from the workplace

## Range Statement

The Range Statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Add any essential operating conditions that may be present with training and assessment depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts.

*Research may be:*

- Survey
- Qualitative
- Quantitative

*Information gathering and consultation techniques may include:*

- Interview structured, semi-structured and unstructured, group and individual
- Conversation by phone or face-to-face
- Observation and listening
- Collection of materials e.g. Printed material and videos
- Attendance at workshops, meetings and forums
- Questionnaires and other basic survey instruments

*Strategies to stimulate informed debate will involve:*

- Employing a range of communication styles, modes and media
- Employing any of the consultation techniques identified in the Range Statement
- Employing networking strategies

## **Unit Sector(s)**

Not Applicable

## CHCORG627B Provide mentoring support to colleagues

### Modification History

Not Applicable

### Unit Descriptor

#### Descriptor

This unit describes the knowledge and skills required to act as a mentor to other individuals in the industry or workplace

### Application of the Unit

#### Application

The skills described in this unit may be applied across a range of community services workplace contexts

### Licensing/Regulatory Information

Not Applicable

### Pre-Requisites

Not Applicable

### Employability Skills Information

#### Employability Skills

This unit contains Employability Skills

### Elements and Performance Criteria Pre-Content

Elements define the essential outcomes of a unit of

The Performance Criteria specify the level of performance required to demonstrate achievement of the



competency.

Element. Terms in italics are elaborated in the Range Statement.

## Elements and Performance Criteria

### ELEMENT

### PERFORMANCE CRITERIA

1. Establish a relationship with *mentoree*

1.1 Use effective communication styles to develop trust, confidence and rapport

1.2 Make agreements on how the mentoring relationship will be conducted including:

- the amount of time involved for both parties
- confidentiality of information
- scope of issues to be covered

1.3 Discuss and clarify expectations and goals with mentoree

2. Offer mentoring support

2.1 Assist the mentoree to identify and evaluate options to achieve agreed goals

2.2 Share personal experiences and knowledge with the mentoree to assist in progress towards agreed goals

2.3 Encourage the mentoree to make decisions and take responsibility for courses of action or solutions under consideration

2.4 Provide supportive advice and assistance in a manner that allows mentoree to retain responsibility for achievement of their own goals

2.5 Recognise and openly discuss *changes in the mentoring relationship*

2.6 Make adjustments to the relationship to take account of the needs of both mentor and mentoree

## Required Skills and Knowledge

### REQUIRED SKILLS AND KNOWLEDGE

This describes the essential skills and knowledge and their level required for this unit.

#### *Essential knowledge:*

The candidate must be able to demonstrate essential knowledge required to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

These include:

- Communication skills in relation to listening supportively, questioning, providing feedback constructively, challenging limitations and non-verbal communication
- Significant knowledge and experience of the area of practice in which the mentoree operates

#### *Essential skills:*

It is critical that the candidate demonstrate the ability to:

- Apply understanding of the role and benefits of mentoring
- Use significant workplace knowledge and experience to assist another individual to achieve his or her agreed goals
- Demonstrate application of effective communication styles

In addition, the candidate must be able to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

These include the ability to:

- Demonstrate application of understanding of mentoring, its role and potential benefits
- Demonstrate application of communication skills including:
  - listening supportively
  - questioning
  - providing feedback constructively
  - challenging limitations
  - non-verbal communication

# Evidence Guide

## EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment Guidelines for this Training Package.

*Critical aspects for assessment and evidence required to demonstrate this unit of competency:*

- The individual being assessed must provide evidence of specified essential knowledge as well as skills
- Assessment must ensure activities are conducted over a period of time in which the candidate provides mentoring support for a less experienced colleague

*Access and equity considerations:*

- All workers in community services should be aware of access, equity and human rights issues in relation to their own area of work
- All workers should develop their ability to work in a culturally diverse environment
- In recognition of particular issues facing Aboriginal and Torres Strait Islander communities, workers should be aware of cultural, historical and current issues impacting on Aboriginal and Torres Strait Islander people
- Assessors and trainers must take into account relevant access and equity issues, in particular relating to factors impacting on Aboriginal and/or Torres Strait Islander clients and communities

*Context of and specific resources for assessment:*

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

*Method of assessment:*

- Assessment methods must be chosen to ensure that mentoring skills can be practically demonstrated
- Methods must include assessment of knowledge as well as practical skills and may include, for example:
  - evaluation of reports detailing mentoring

## EVIDENCE GUIDE

activities undertaken by the candidate (taking account of confidentiality issues)

- interview with the mentoree to evaluate the mentor's skills
- oral or written questions to assess knowledge of the key concepts of mentoring
- review of portfolio's of evidence and third party workplace reports of on-the-job performance by the candidate

## Range Statement

### RANGE STATEMENT

The Range Statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Add any essential operating conditions that may be present with training and assessment depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts.

*Mentoree may work within the same or different organisations as the mentor and:*

- The mentoring process may apply to any area of organisation or professional endeavour
- Expectation and goals for mentoring may include:
  - acquisition of specific skills
  - progress with overall development
  - individual professional and personal development

*Changes in the mentoring relationship may include:*

- Inability of one party to continue participation
- Identification of a need for assistance from others with different skills
- Achievement of goals and decision to conclude the relationship
- Changes in the dynamic of the relationship

## Unit Sector(s)

Not Applicable

## CHCORG428A Reflect on and improve own professional practice

### Modification History

Not Applicable

### Unit Descriptor

#### Descriptor

This unit describes the knowledge and skills required to evaluate own work, continuing self-development and effective supervision within an ethical code of practice

### Application of the Unit

#### Application

The skills described in this unit may be applied across a range of community services workplace contexts

### Licensing/Regulatory Information

Not Applicable

### Pre-Requisites

Not Applicable

### Employability Skills Information

#### Employability Skills

This unit contains Employability Skills

### Elements and Performance Criteria Pre-Content

Elements define the essential

The Performance Criteria specify the level of

outcomes of a unit of competency.

performance required to demonstrate achievement of the Element. Terms in *italics* are elaborated in the Range Statement.

## Elements and Performance Criteria

### ELEMENT

### PERFORMANCE CRITERIA

1. Reflect on own practice

- 1.1 Undertake *self-evaluation* in conjunction with supervisors and/or peers
- 1.2 Demonstrate understanding of own limitations in self awareness, self management, social awareness, relationship management
- 1.3 Provide and receive open and evaluative feedback to and from co-workers
- 1.4 Actively seek feedback and accept it non-defensively

2. Ensure continuing self-support and supervision

- 2.1 Identify a range of support networks both within and outside the organisation
- 2.2 Seek *specialist advice/further training* where need is identified
- 2.3 Observe agency guidelines in relation to professional development
- 2.4 Undertake an appraisal of current industry developments and apply these to improve practice
- 2.5 Regularly participate in a review mechanism as a commitment to upgrading skills and knowledge
- 2.6 Evaluate current and likely future needs and take action to keep abreast of evolving trends

3. Operate within an agreed code of ethics or practice

- 3.1 Assess own practice against identified agency objectives or code of ethics, using a range of valid evidence
- 3.2 Recognise the effect of values, beliefs and behaviour in work with clients
- 3.3 Establish realistic goals and targets for self

**ELEMENT****PERFORMANCE CRITERIA**

development

3.4 Adhere to legal parameters relevant to practitioner's profession where this is a requirement of employment

## **Required Skills and Knowledge**

### **REQUIRED SKILLS AND KNOWLEDGE**

This describes the essential skills and knowledge and their level required for this unit.

#### *Essential knowledge:*

The candidate must be able to demonstrate essential knowledge required to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

These include knowledge of:

- Relevant legislation and agency guidelines and codes of ethics or practice standards
- Principles and techniques of:
  - personal goal setting
  - measuring performance
  - time management
  - identifying personal behaviour, self awareness, personality traits
  - establishing a personal development plan
- Agency's policies, plans and procedures
- Types of work methods and practices which can improve personal performance
- Types of learning style/s and how they relate to the individual
- Personal development opportunities and options
- Functions of supervision - educative, administrative and supportive

#### *Essential skills:*

It is critical that the candidate demonstrate the ability to:



## REQUIRED SKILLS AND KNOWLEDGE

- Apply knowledge, skills and ethics relevant to current industry and professional standards and codes of ethics and practice
- Work with an awareness and sensitivity to conflict, culture and context
- Apply skills in negotiation, communication and decision-making
- Demonstrate understanding and implementation of relevant procedures
- Demonstrate ongoing reflection on and development of personal capability to meet professional standards, in particular to:
  - actively seek professional development opportunities
  - seek and reflect upon feedback
  - seek opportunities for supervision / mentoring
  - identify and participate in personal development
  - integrate learning into improved practice

In addition, the candidate must be able to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

These include the ability to:

- Work to increase social justice and to identify and respond to inequality and discrimination
- Research information to develop personal development and work plans
- Elicit, analyse and interpret feedback
- Analyse culturally different viewpoints and taking them into account in personal development and professional practice
- Monitor research trends related to roles and responsibilities
- Use information systems to assist establish work plans
- Assess the effectiveness of own skills development
- Develop and maintain professional networks
- Manage or seek support to manage complex ethical issues, dilemmas
- Relate to people from a range of social, cultural and ethnic backgrounds and physical and mental abilities
- Demonstrate application of:
  - functional literacy skills to interpret written and oral information about workplace requirements
  - communication skills including receiving and analysing feedback and reporting

# Evidence Guide

## EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment Guidelines for this Training Package.

*Critical aspects for assessment and evidence required to demonstrate this unit of competency:*

- The individual being assessed must provide evidence of specified essential knowledge as well as skills
- Evidence of competency in this unit will need to be assessed over a period of time in order to gather evidence of consistent performance
- This will include contexts applicable to the work environment, such as actual or simulated workplace situations involving a combination of direct, indirect and supplementary forms of evidence
- Evidence will be determined by selection from the Range Statement, justified in terms of work requirements, work roles and responsibilities and occupational specialisations

*Access and equity considerations:*

- All workers in community services should be aware of access, equity and human rights issues in relation to their own area of work
- All workers should develop their ability to work in a culturally diverse environment
- In recognition of particular issues facing Aboriginal and Torres Strait Islander communities, workers should be aware of cultural, historical and current issues impacting on Aboriginal and Torres Strait Islander people
- Assessors and trainers must take into account relevant access and equity issues, in particular relating to factors impacting on Aboriginal and/or Torres Strait Islander clients and communities

*Context of and specific resources for assessment:*

- This unit can be assessed independently, however holistic assessment practice with other community services units of competency is encouraged
- Where assessment is conducted within the workplace there are no resource implications above those

## EVIDENCE GUIDE

normally available in the workplace

### *Method of assessment:*

- Demonstration of competency within the working environment to learn from others and reflect on performance
- Where there is not an opportunity to cover all relevant aspects in the work environment, the remainder should be assessed through realistic simulations, projects, previous relevant experience or oral questioning on 'What if?' scenarios
- Observation of processes and procedures, oral and/or written questions on Essential knowledge and skills and consideration of required attitudes
- Where performance is not directly observed and/or is required to be demonstrated over a period of time and/or in a number of locations, any evidence should be authenticated by colleagues, supervisors, clients or other appropriate persons
- Review of any documentation produced by the candidate related to self development

## Range Statement

### RANGE STATEMENT

The Range Statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Add any essential operating conditions that may be present with training and assessment depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts.

### *Knowledge refers to:*

- The understanding of relevant theories, principles, practices their application and other aspects of knowledge, which may be desirable or necessary in order to practise effectively.

**RANGE STATEMENT**

- |                                                          |                                                                                                                                              |
|----------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------|
| <i>Setting:</i>                                          | <ul style="list-style-type: none"><li>• Employees may work independently or within an agency setting.</li></ul>                              |
| <i>Self-evaluation includes:</i>                         | <ul style="list-style-type: none"><li>• Journal documentation and structured discussion and supervision with others.</li></ul>               |
| <i>Specialist advice / further training may include:</i> | <ul style="list-style-type: none"><li>• Accessing on the job mentoring / professional supervision or through peer work or training</li></ul> |

**Unit Sector(s)**

Not Applicable

## CHCMH504E Provide a range of services to people with mental health issues

### Modification History

| CHC08 Version 3                                                           | CHC08 Version 4                                                           | Description                                                                                                                                                                 |
|---------------------------------------------------------------------------|---------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| CHCMH504D Provide a range of services to people with mental health issues | CHCMH504E Provide a range of services to people with mental health issues | Unit updated in V4.<br>ISC upgrade changes to remove references to old OHS legislation and replace with references to new WHS legislation. No change to competency outcome. |

### Unit Descriptor

#### Descriptor

This unit describes the knowledge and skills required to collaboratively assess needs, provide a range of services to meet needs, review progress and evaluate the work undertaken with clients with mental health issues

### Application of the Unit

#### Application

This unit applies to work with mental health consumers in a range of community services work contexts

This work provides a person-centred approach to care, involving a variety of health and community service professionals working collaboratively with the client, their carer/s and family

## Licensing/Regulatory Information

Not Applicable

## Pre-Requisites

Not Applicable

## Employability Skills Information

**Employability Skills** This unit contains Employability Skills

## Elements and Performance Criteria Pre-Content

Elements define the essential outcomes of a unit of competency.

The Performance Criteria specify the level of performance required to demonstrate achievement of the Element. Terms in italics are elaborated in the Range Statement.

## Elements and Performance Criteria

### ELEMENT

### PERFORMANCE CRITERIA

1. Assess the needs and issues of clients

- 1.1 Identify *reasons for seeking help*
- 1.2 Identify and document current *needs*
- 1.3 Identify client's abilities to address their own needs
- 1.4 Explain organisation policy and procedures in relation to records, confidentiality and privacy
- 1.5 Define and maintain boundaries between client and worker, including roles, responsibilities and accountabilities, to ensure compliance with statutory requirements and duty of care responsibilities
- 1.6 Implement strategies to ensure all dealings with clients reflect appropriate expression of value systems and consideration of emotional impact of intervention
- 1.7 Discuss possibilities and options for responding to client needs, determine preferred actions and prioritise

**ELEMENT****PERFORMANCE CRITERIA**

- 1.8 Promptly and supportively respond to clients in distress or crisis, in accordance with organisation policies and procedures
2. Establish goals of service provision with the client
- 2.1 Use *appropriate communication and relationship building processes* to identify service provision goals
- 2.2 Identify and prioritise issues to be addressed through services provision
- 2.3 Discuss possibilities and options for responding to client needs, determine preferred actions and prioritise
- 2.4 Assist client to evaluate and select *strategies* to achieve their goals
- 2.5 Document goals in relation to client needs in accordance with organisation procedures, as appropriate
- 2.6 *Share goals*, with client's consent, where appropriate
3. Provide services to meet client needs
- 3.1 Identify strategies to address impact of mental illness and/or psychiatric disability, incorporating the knowledge, skills and abilities of the person
- 3.2 Facilitate use of other appropriate strategies, services and resources
- 3.3 Negotiate short and long-term strategies as appropriate
- 3.4 *Provide services* in manner that supports and encourages independence
- 3.5 Maintain *records of service provision* related to agreed goals and strategies, in accordance with organisation procedures and policy
- 3.6 Provide referrals as appropriate
4. Review progress with the client
- 4.1 Regularly discuss progress with the client
- 4.2 Negotiate revised goals and strategies
- 4.3 Negotiate exit from the service or program with the client and provide support in accordance with

**ELEMENT****PERFORMANCE CRITERIA**

organisation policies and available resources

4.4 Discuss outcomes with client and appropriate persons inside or outside the organisation and document in accordance with organisation policies and procedures

4.5 Maintain confidentiality in accordance with agency/ organisation guidelines and relevant legislation

5. Use self-protection strategies

5.1 Use conflict resolution and negotiation as appropriate

5.2 Take appropriate action to ensure safety of self and others

5.3 Acknowledge limits of own abilities and make referrals as appropriate in accordance with organisation policies and available resources

5.4 Seek *emergency assistance* as required

## Required Skills and Knowledge

This describes the essential skills and knowledge and their level required for this unit.

### *Essential knowledge:*

The candidate must be able to demonstrate essential knowledge required to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

These include knowledge of:

- Language of the mental health sector
- Signs and symptoms of common mental illness
- Common medications for the treatment of mental illness and/or psychiatric disability and their side effects
- Principles and practice of psychosocial rehabilitation
- Difference between mental illness and psychiatric disability
- Early intervention
- Impact of mental illness and/or psychiatric disability on: self-esteem, motivation, daily living skills and relationships
- A range of clinical treatment and support services available locally



- Client-centredness
- Rights and responsibilities of workers and clients
- Understanding of complex ethical issues
- Principles and practices of duty of care
- Recovery
- Relevant policy, regulatory, legislative and legal requirements relating to mental health service provision
- Knowledge specific to working with people from culturally and linguistically diverse (CALD) backgrounds
- Knowledge specific to working with people at risk of self-harm
- Knowledge specific to the following areas:
  - working with clients with alcohol and/or other drugs (AOD) issues
  - working with women
  - working with men
  - working with children and young people
  - working with aged clients
  - working with corrective services clients
  - working with Aboriginal and/or Torres Strait Islander clients
  - community education

### *Essential skills:*

It is critical that the candidate demonstrate the ability to:

- Identify the needs and provide services to a range of clients with mental health issues
- Effective collaboration with other workers and relevant services

In addition, the candidate must be able to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

These include the ability to:

- Reflect on the dynamics of relationships
- Demonstrate application of following skills where they apply to work role:
  - communication
  - negotiation
  - questioning
  - active listening
  - interpretation of verbal and non-verbal communication
  - liaison
  - referral including identification of circumstances in which referral to a health professional is appropriate
  - supportive counselling

- conflict resolution
- mediation
- crisis situation responses
- protective intervention
- advocacy
- networking and liaison
- identification of support structures
- awareness of self and the impact of self on relationships
- confidentiality
- report writing
- resolving aggression, including:
  - . negotiation
  - . workplace safety
  - . debriefing
- Maintain documentation as required, including effective use of relevant information technology in line with work health and safety (WHS) guidelines

## Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment Guidelines for this Training Package.

*Critical aspects for assessment and evidence required to demonstrate this unit of competency:*

- The individual being assessed must provide evidence of specified essential knowledge as well as skills
- This unit is best assessed on the job or in a simulated workplace under the normal range of conditions
- Consistency in performance should consider the range of services provided to clients in the workplace

*Access and equity considerations:*

- All workers in community services should be aware of access, equity and human rights issues in relation to their own area of work
- All workers should develop their ability to work in CALD environments
- In recognition of particular issues facing Aboriginal and Torres Strait Islander communities, workers should be aware of cultural, historical and current issues impacting on Aboriginal and Torres Strait

**Islander people**

- Assessors and trainers must take into account relevant access and equity issues, in particular relating to factors impacting on Aboriginal and/or Torres Strait Islander clients and communities

***Context of and specific resources for assessment:***

- This unit can be assessed independently, however holistic assessment practice with other community services units of competency is encouraged
- Resources required for assessment of this unit include access to a workplace or simulated workplace where assessment may occur

***Method of assessment:***

- In cases where the learner does not have the opportunity to cover all relevant aspects in the work environment, the remainder should be assessed through realistic simulations, projects, previous relevant experience or oral questioning on 'What if?' scenarios
- Assessment of this unit of competency will usually include observation of processes and procedures, oral and/or written questioning on essential knowledge and skills and consideration of required attitudes
- Where performance is not directly observed and/or is required to be demonstrated over a 'period of time' and/or in a 'number of locations', any evidence should be authenticated by colleagues, supervisors, clients or other appropriate persons

## **Range Statement**

The Range Statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Add any essential operating conditions that may be present with training and assessment depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts.

***Reasons for seeking help may be identified with assistance from:***

- The client
- Carers
- Colleagues
- Information from other services

*Needs may include:*

- Physical disability
- Intellectual disability
- Problematic alcohol and other drugs use
- Psychosocial
- Employment
- Related to grief and loss
- Emotional
- Financial
- Legal
- Spiritual
- Social
- Cultural

*Appropriate communication and relationship building processes may include:*

- Engagement
- Empathy
- Non-judgemental manner
- Listening to the person
- Treating the person as an individual
- Rapport building
- Respect
- Hope

*Share goals applies within the bounds of confidentiality and may include people such as:*

- Case managers
- Other staff
- Carers
- Consumers
- Family members
- Other services

*Provide services must take into account:*

- Available resources
- Contingency plans

*Other services and resources may include:*

- Carer groups
- Consumer groups
- Accommodation
- Legal
- Day support

- Employment
- Skill development service (e.g. life or living skills)
- Spiritual support
- Psychosocial rehabilitation
- Other disability support services
- Consumer consultants
- Pre-vocational
- Leisure
- Creative activities
- Recreation
- Education
- Social activities
- Aboriginal and/or Torres Strait Islander health services
- AOD
- Advocacy
- Respite
- Pharmacies
- Financial
- Supportive counselling in response to crisis situations
- Interpreter
- Family violence and sexual assault services
- Accommodation

*Strategies may include assistance with:*

- Self help groups
- Accommodation
- Employment
- Legal matters
- Recreation
- Daily living skills
- Creative activities
- Social skills
- Relationships

*Records of service provision may include:*

- Individual service plans
- Initial contact forms
- Comprehensive assessment and service plan
- Individual program plans
- Evaluation forms

*Emergency assistance may be sought from:*

- Own organisation staff
- Other community organisation staff
- Clinical mental health services
- Other agencies
- Hospitals
- Ambulance
- Police
- Consumer consultants
- Trans-cultural consultants

## **Unit Sector(s)**

Not Applicable

## CHCMH408C Provide interventions to meet the needs of consumers with mental health and AOD issues

### Modification History

| CHC08 Version<br>3                                                                               | CHC08 Version 4                                                                                  | Description                                                                                                                                                                 |
|--------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| CHCMH408B Provide interventions to meet the needs of consumers with mental health and AOD issues | CHCMH408C Provide interventions to meet the needs of consumers with mental health and AOD issues | Unit updated in V4.<br>ISC upgrade changes to remove references to old OHS legislation and replace with references to new WHS legislation. No change to competency outcome. |

### Unit Descriptor

#### Descriptor

This unit describes the knowledge and skills required by workers who provide immediate and ongoing support and interventions for consumers with co-existing mental health and alcohol and other drugs issues drawing on a range of models and techniques supported by evidence

### Application of the Unit

#### Application

This unit applies to work with mental health consumers in a range of community services work contexts

This work provides a person-centred approach to care, involving a variety of health and community service professionals working collaboratively with the client, their carer/s and family

In this unit 'dual diagnosis clients' means consumers with 'mental health and alcohol and other drugs (AOD)' diagnoses

## Licensing/Regulatory Information

Not Applicable

## Pre-Requisites

Not Applicable

## Employability Skills Information

**Employability Skills** This unit contains Employability Skills

## Elements and Performance Criteria Pre-Content

|                                                                 |                                                                                                                                                                       |
|-----------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Elements define the essential outcomes of a unit of competency. | The Performance Criteria specify the level of performance required to demonstrate achievement of the Element. Terms in italics are elaborated in the Range Statement. |
|-----------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------|

## Elements and Performance Criteria

### ELEMENT

### PERFORMANCE CRITERIA

- |                                                                                                 |                                                                                                                                                                                                                                                                                                |
|-------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1. Support consumers with a <i>dual diagnosis</i>                                               | 1.1 Identify consumers who may have co-existing mental health and AOD issues<br>1.2 Assess the impact and nature of co-existing conditions on individual consumers, including their social and legal status<br>1.3 Implement and support models of rehabilitation for dual diagnosis consumers |
| 2. Identify, liaise with and support available services to address co-existing morbidity issues | 2.1 Identify and apply own service provision and agency interventions that address co-morbidity<br>2.2 Support other available services to address consumer with dual diagnosis                                                                                                                |



## ELEMENT

## PERFORMANCE CRITERIA

2.3 Directly support services commonly accessed by dual diagnosis clients to improve practice

## Required Skills and Knowledge

This describes the essential skills and knowledge and their level required for this unit.

### *Essential knowledge:*

The candidate must be able to demonstrate essential knowledge required to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

These include knowledge of:

- Holistic care - health, social, legal
- Predisposing factors to mental illness and indicators of pathology i.e. Substance use, mental health
- Legal Issues
- support models of rehabilitation
- Interventions appropriate to co-morbidity
- Counselling models/practices including basic knowledge of theories supporting counselling process
- Professional service provision codes of conduct, ethical codes, referral protocols
- Group dynamics models/practices
- Range of services available
- Organisation procedures and program standards
- Cultural protocols, taboos and language systems
- Facilitation model/practices
- Statutory mandate and responsibilities
- Human development and understanding of life stages
- Behaviour change models/practices
- Stress indicators
- Evidence-based practice including National Mental Health Practice Standards

### *Essential skills:*

It is critical that the candidate demonstrate the ability to:

- Work cooperatively with clients/significant others to achieve behavioural life skills changes

- Work with individuals in a range of settings to achieve maximum outcomes

In addition, the candidate must be able to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

These include the ability to:

- Demonstrate application of skills in:
  - crisis intervention
  - demonstration of empathy
  - relationship building
  - communication
  - negotiation
  - managing groups
  - stress management
  - assertion
  - conflict management
  - influencing skills
  - training and education
- Apply counselling skills, including:
  - counselling context, process and goals
  - establishing a trusting relationship
  - information gathering
  - reflective listening, respectful responding, development of empathy and rapport
  - human life stage development
- Maintain documentation as required, including effective use of relevant information technology in line with work health and safety (WHS) guidelines

## Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment Guidelines for this Training Package.

*Critical aspects for assessment and evidence required to demonstrate this unit of competency:*

- The individual being assessed must provide evidence of specified essential knowledge as well as skills
- Competency must be demonstrated in a real work environment
- Competence in this unit must be assessed over a period of time in order to ensure consistency of

performance over contexts applicable to the work environment

- Consistency in performance should consider the work environment, worker's role and responsibilities in the workplace

- Access and equity considerations:*
- All workers in community services should be aware of access, equity and human rights issues in relation to their own area of work
  - All workers should develop their ability to work in a culturally diverse environment
  - In recognition of particular issues facing Aboriginal and Torres Strait Islander communities, workers should be aware of cultural, historical and current issues impacting on Aboriginal and Torres Strait Islander people
  - Assessors and trainers must take into account relevant access and equity issues, in particular relating to factors impacting on Aboriginal and/or Torres Strait Islander clients and communities

- Context of and specific resources for assessment:*
- This unit can be assessed independently, however holistic assessment practice with other community services units of competency is encouraged
  - Assessment of this competency will require human resources consistent with those outlined in the Assessment Guidelines

- Method of assessment:*
- Competency must be demonstrated in a real work environment
  - In cases where the learner does not have the opportunity to cover all relevant aspects in the work environment, the remainder should be assessed through realistic simulations, projects, previous relevant experience or oral questioning on 'What if?' scenarios
  - Assessment of this unit of competence will usually include observation of processes and procedures, oral and/or written questioning on Essential knowledge and skills and consideration of required attitudes
  - Where performance is not directly observed and/or is required to be demonstrated over a 'period of time' and/or in a 'number of locations', any evidence should be authenticated by colleagues, supervisors, clients or

other appropriate persons

## Range Statement

The Range Statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Add any essential operating conditions that may be present with training and assessment depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts.

*Dual diagnosis refers to:*

- Consumers with co-existing mental health and AOD diagnoses

*Working with consumers will be carried out within requirements established by:*

- Relevant legislation and statutory requirements
- International conventions relating to the rights of individuals
- Organisation policy and codes of conduct
- Relevant program standards
- Professional association codes of conduct and ethical and ethical positions

## Unit Sector(s)

Not Applicable

# CHCMH404B Conduct assessment and planning as part of the recovery process

## Modification History

| CHC08 Version 3                                                           | CHC08 Version 4                                                           | Description                                                                                                                                                                                                                                                                |
|---------------------------------------------------------------------------|---------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| CHCMH404A Conduct assessment and planning as part of the recovery process | CHCMH404B Conduct assessment and planning as part of the recovery process | Unit updated in V4.<br>ISC upgrade changes to remove references to old OHS legislation and replace with references to new WHS legislation.<br>Formatting and grammatical corrections.<br>Minor changes to range statement and formatting. No change to competency outcome. |

## Unit Descriptor

### Descriptor

This unit describes the knowledge and skills required by those working with people with mental health issues to conduct necessary assessments and support participation in the assessment process

## Application of the Unit

### Application

The skills and knowledge of this unit of competency will be applied by a worker conducting an assessment to determine service eligibility and identify services required as part of the recovery process

The assessment will be an established process used according to specified guidelines, organisation policies and procedures

This unit applies to work with clients affected by a mental illness in a range of community services work contexts

This work provides a person-centred approach to care, involving a variety of health and community service professionals working collaboratively with the client, their carer/s and family

## Licensing/Regulatory Information

Not Applicable

## Pre-Requisites

Not Applicable

## Employability Skills Information

**Employability Skills**

This unit contains Employability Skills

## Elements and Performance Criteria Pre-Content

Elements define the essential outcomes of a unit of competency.

The Performance Criteria specify the level of performance required to demonstrate achievement of the Element. Terms in *italics* are elaborated in the Range Statement.

## Elements and Performance Criteria

### ELEMENT

### PERFORMANCE CRITERIA

#### 1. Prepare for intake assessment

1.1 Work collaboratively with the person being assessed to determine possible impact that an assessment might have on them

1.2 Organise an appropriate time and a safe, suitable and comfortable environment for the assessment

**ELEMENT****PERFORMANCE CRITERIA**

- 1.3 Inform person of the purpose and process of the assessment and confirm their understanding
  - 1.4 Obtain consent from the person where required by organisation policy and procedure
  - 1.5 Confirm the appropriateness of the *nature of assessment* to the assessment purpose
- 
2. Conduct intake assessment
    - 2.1 Determine *person's needs* and choices based on appropriate assessment tools and/or processes according to organisation policy and procedures
    - 2.2 Identify requirements for assessment of person's mental state outside job scope and refer to an appropriate mental health professional in a timely manner
    - 2.3 Comply with the organisation's guidelines when conducting the assessment
    - 2.4 Work collaboratively with the client to ensure the assessment is fair, ethical and objective, whilst reflecting the client's perspective and preferences
    - 2.5 Observe the person's level of comfort with the assessment process and suspend assessment, if necessary
    - 2.6 If any risk of harm is identified, take steps to ensure safety of client and self and refer to an appropriate authority in a timely manner
    - 2.7 Record assessment results and prepare and file assessment report according to defined guidelines and organisation policy and procedures
- 
3. Facilitate collaborative planning process
    - 3.1 Use assessment results as a basis for identifying available service and/or referral options
    - 3.2 Explain the purpose of the planning process and discuss the importance of planning collaboratively
    - 3.3 Discuss *different planning options* with the person to select the most appropriate planning option
    - 3.4 Work with the person to determine their *readiness for the development of activities to support a recovery plan*
    - 3.5 Work with the person to determine stakeholders to be included in the planning process and the *logistical*

**ELEMENT****PERFORMANCE CRITERIA***requirements of planning*

3.6 Identify and organise necessary *background material* and provide to relevant stakeholders

4. Develop a recovery plan

4.1 Conduct planning session in a manner that respects the person as their own expert, fosters their strengths and promotes their participation, giving them control of their lives

4.2 Work collaboratively with the person to determine their goals for recovery and elements of risk that may be associated with achieving them

4.3 Work collaboratively with the person to identify strategies to achieve identified goals and remove or reduce identified risk

4.4 Clearly record the planning activities and document plan as a basis for evaluation of its effectiveness

4.5 Provide feedback on outcomes of the planning process to relevant stakeholders

5. Facilitate ongoing relevance of service activities to the recovery plan

5.1 Provide information and training to assist the person to monitor their plan

5.2 Respond to reports of variation in the person's circumstances that could affect the support requirements

5.3 Work collaboratively with the person and relevant others to make any required adjustments to the plan

6. Complete documentation

6.1 Comply with the organisation's *reporting* requirements in relation to assessment and planning processes

6.2 Complete documentation according to organisation policy and protocols

6.3 Maintain documentation in a manner consistent with reporting requirements

6.4 File documentation according to organisation policy and protocols



## Required Skills and Knowledge

This describes the essential skills and knowledge and their level required for this unit.

### *Essential knowledge:*

The candidate must be able to demonstrate essential knowledge required to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

These include knowledge of:

- Understanding of own work role and responsibilities
- Recovery theory and philosophy
- Understanding of validity and reliability requirements for assessment
- Understanding of assessment process requirements
- Understanding of person-centred assessment processes with a psychosocial focus, to establish needs, risk, and personal support requirements
- A range of planning processes that support person's strengths, interests, health and emotional well being and self determination
- Duty of care requirements when conducting assessment and facilitating a plan
- Relevance of services provided to the holistic recovery goals
- Organisation policy and procedure associated with individual assessment
- Reporting requirements of individual assessment
- Consent requirements for dissemination of a person's assessment results

### *Essential skills:*

It is critical that the candidate demonstrate the ability to:

- Follow organisation policies and protocols
- Liaise and report to appropriate persons/agencies
- Adhere to own work role and responsibilities
- Conduct an assessment within defined guidelines
- Report on assessment results
- Apply basic problem solving skills to resolve problems within organisation protocols
- Apply planning processes that support person's strengths, interests, health and emotional well being and self determination
- Address duty of care requirements when conducting assessment and facilitating a recovery plan

In addition, the candidate must be able to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of

the identified work role

These include the ability to:

- Apply reading and writing skills required to fulfil work role in a safe manner and as specified by the organisation/service:
  - this requires a level of skill that enables the worker to follow work-related instructions and directions and the ability to seek clarification and comments from supervisors, clients and colleagues
  - industry work roles will require a literacy level that will enable workers to interpret international safety signs, read client service delivery plans, make notations in client records and complete workplace forms and records
- Apply verbal and non-verbal communication skills:
  - industry work roles will require effective verbal and non-verbal communication skills to ask questions, clarify understanding and meaning, recognise and interpret non-verbal cues, adapt communication styles to meet specific needs, provide information and express encouragement and support including active listening and empathy
- Work effectively with clients, social networks, colleagues, supervisors and other services/agencies

## Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment Guidelines for this Training Package.

*Critical aspects for assessment and evidence required to demonstrate this unit of competency:*

- The individual being assessed must provide evidence of specified essential knowledge as well as skills
- This unit will be most appropriately assessed in the workplace or in a simulated workplace and under the normal range of workplace conditions
- 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 and settings
- Where, for reasons of safety, space, or access to equipment and resources, assessment takes place away from the workplace, the assessment environment should represent workplace conditions as closely as possible

- Access and equity considerations:*
- All workers in community services should be aware of access, equity and human rights issues in relation to their own area of work
  - All workers should develop their ability to work in a culturally diverse environment
  - In recognition of particular issues facing Aboriginal and Torres Strait Islander communities, workers should be aware of cultural, historical and current issues impacting on Aboriginal and Torres Strait Islander people
  - Assessors and trainers must take into account relevant access and equity issues, in particular relating to factors impacting on Aboriginal and/or Torres Strait Islander clients and communities
- Context of and specific resources for assessment:*
- This unit can be assessed independently, however holistic assessment practice with other community services units of competency is encouraged
  - Resources required for assessment include:
    - access to appropriate workplace where assessment can take place
    - relevant organisation policy, protocols and procedures
- Method of assessment may include:*
- Observation in the workplace
  - Written assignments/projects
  - Case study and scenario analysis
  - Questioning
  - Role play simulation

## Range Statement

The Range Statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Add any essential operating conditions that may be present with training and assessment depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts.

- Nature of assessment may*
- Competency based assessment

*include:*

- Domain based assessment
- Needs based assessment
- Norm based assessment

*Person's needs may include:*

- Psychological needs:
  - a sense of control
  - acceptance of disability
  - freedom from undue stress
  - life stage acceptance
  - personal identity
  - self-determination
  - self-esteem
  - sense of belonging
  - veteran/war widow related issues
- Spiritual needs:
  - ceremonial observances
  - formal and informal religious observance
  - need for privacy and an appropriate environment to reflect and/or participate in spiritual activities
- Cultural needs:
  - ceremonial and festive observances
  - dress and dietary observance
  - need for continued interaction with cultural community
- Sexuality and identity:
  - access to assistive/protective devices
  - love and affection
  - need for privacy and discretion
  - physical appearance
  - touch

*Different planning options may include:*

- Informal plans
- Organisation planning processes, including:
  - care plan
  - education plan
  - employment plan
  - individual program plan
  - recovery plan
  - recreation and access plan

- Person-centred planning processes, including:
- MAPS
- PATH
- Personal Futures Planning

*Readiness for development of a plan may refer to:*

- Capacity to make decisions
- Capacity to participate
- Capacity to understand the process
- Involvement of an advocate
- Power imbalances

*Logistical requirements of planning may include:*

- Advance notification of stakeholders
- Information gathered from other involved health and community services and from family and friends, where appropriate
- Time, place and venue

*Background material may include:*

- Information on the process
- Requests for information to bring to the meeting

*Reporting may include:*

- Non-verbal (written):
- progress reports
- case notes
- incident reports
- Verbal:
- telephone
- face-to-face

## **Unit Sector(s)**

Not Applicable

## CHCMH401A Work effectively in mental health settings

### Modification History

Not Applicable

### Unit Descriptor

#### Descriptor

This unit describes the knowledge and skills required in the context and across the range of settings where mental health work occurs

### Application of the Unit

#### Application

This unit applies to work with clients affected by a mental illness in a range of community services work contexts

This work provides a person-centred approach to care, involving a variety of health and community service professionals working collaboratively with the client, their carer/s and family

### Licensing/Regulatory Information

Not Applicable

### Pre-Requisites

Not Applicable

### Employability Skills Information

#### Employability Skills

This unit contains Employability Skills

## Elements and Performance Criteria Pre-Content

Elements define the essential outcomes of a unit of competency.

The Performance Criteria specify the level of performance required to demonstrate achievement of the Element. Terms in *italics* are elaborated in the Range Statement.

## Elements and Performance Criteria

### ELEMENT

### PERFORMANCE CRITERIA

- |                                                                                   |                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |
|-----------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1. Work within the context of the mental health sector                            | 1.1 Demonstrate consideration of the historical context of the sector in all work<br>1.2 Demonstrate consideration of the changing social, political and economic context in all work<br>1.3 Clarify and work within individual, team and multi-disciplinary work roles and structures, using collaborative approaches to work in the mental health sector, including contribution of consumer workers                                                                      |
| 2. Apply knowledge of the mental health sector                                    | 2.1 Apply basic knowledge of the current issues and <i>different models of work</i> which impact on the sector<br>2.2 Apply basic knowledge of the historical and social context of the mental health sector<br>2.3 Apply basic knowledge of the political and economic context of the mental health sector<br>2.4 In collecting information about the mental health sector, consider and apply appropriately views of relevant <i>key stakeholders and representatives</i> |
| 3. Demonstrate commitment to the central philosophies of the mental health sector | 3.1 Demonstrate consideration and understanding of the <i>underpinning values and philosophy of the sector</i> in all work undertaken<br>3.2 Demonstrate commitment to <i>access and equity principles</i> in all work in the sector<br>3.3 Ensure clients participate in all aspects of service planning and support activities<br>3.4 Identify and take into account personal values and attitudes regarding mental health and illness when                               |

**ELEMENT****PERFORMANCE CRITERIA**

planning and implementing all work activities

- |                                                                               |                                                                                                                                            |
|-------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------|
| 4. Demonstrate an understanding of the range of mental health service options | 4.1 Identify the range of mental health service options                                                                                    |
|                                                                               | 4.2 Demonstrate consideration and understanding of the contribution of different service options to the recovery process                   |
|                                                                               | 4.3 Identify broad job requirements in different service options                                                                           |
|                                                                               | 4.4 Demonstrate consideration of the role of other health and community service providers in supporting a consumer in the recovery process |

## Required Skills and Knowledge

### REQUIRED SKILLS AND KNOWLEDGE

This describes the essential skills and knowledge and their level required for this unit.

#### *Essential knowledge:*

The candidate must be able to demonstrate essential knowledge required to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

These include knowledge of:

- Impact of stigma
- A range of facts/myths about mental illness and psychiatric disability
- Basic principles of disability
- Participative models of service delivery
- Range of services that exist to assist people to address their mental health needs
- Key concepts such as promotion, prevention and early intervention and how they are related to the social, economic, political and historical contexts of mental health service provision
- Principles of community delivered service provision



## REQUIRED SKILLS AND KNOWLEDGE

- Importance of client input
- Holistic and person-centred care
- Current issuers facing people affected by mental illness
- Client needs and rights including duty of care
- Principles of client empowerment/disempowerment
- Historical and social context of mental health
- Political and economic context of mental health
- Principles of access and equity
- Basic policy, regulatory, legislative and legal requirements include
  - mental health acts
  - Privacy Act
  - equal employment opportunity principles
  - community treatment orders
  - community counselling orders
  - guardianship board
  - freedom of information act
  - individual rights
  - united nations principles for the protection of persons with mental illness and the improvement of health care
  - national mental health policy and plan
  - national mental health service standards
  - disability services/discrimination acts and standards
- Involuntary and voluntary admission to hospital
- National standards for mental health services
- Historical and social context

*continued ...*

### *Essential knowledge (contd):*

- Current issues facing clients and existing services to address their needs and rights
- Understanding of regulations and guidelines governing the handling of medication
- Early intervention
- Legal system
  - courts
  - police powers
  - court reports
  - tribunals
  - parole

## REQUIRED SKILLS AND KNOWLEDGE

- 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

### *Essential skills:*

It is critical that the candidate demonstrate the ability to:

- Demonstrate application of understanding of underpinning values and philosophies in the mental health sector, such as:
  - holistic and person-centred approaches
  - social inclusion focus of working with people with mental health issues
  - collaborative approaches to working with people with mental health issues and their carers where appropriate
  - value, importance and history of the role of consumer workers
- Demonstrate an application of an understanding of impact of stigma
- Demonstrate an application of the issues facing people affected by mental health issues
- Demonstrate broad skills to identify and analyse the range of service options and the role they play in dealing with mental health issues

## Evidence Guide

### EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment Guidelines for this Training Package.

*Critical aspects for assessment and evidence required to demonstrate this unit of competency:*

- The individual being assessed must provide evidence of specified essential knowledge as well as skills
- This unit is best assessed on the job or in a simulated workplace under the normal range of conditions
- Consistency in performance should consider the

## EVIDENCE GUIDE

requirements of the particular workplace context

- Access and equity considerations:*
- All workers in community services should be aware of access, equity and human rights issues in relation to their own area of work
  - All workers should develop their ability to work in a culturally diverse environment
  - In recognition of particular issues facing Aboriginal and Torres Strait Islander communities, workers should be aware of cultural, historical and current issues impacting on Aboriginal and Torres Strait Islander people
  - Assessors and trainers must take into account relevant access and equity issues, in particular relating to factors impacting on Aboriginal and/or Torres Strait Islander clients and communities
- Context of and specific resources for assessment:*
- This unit can be assessed independently, however holistic assessment practice with other community services units of competency is encouraged
  - Resources required for assessment of this unit include access to a workplace or simulated workplace where assessment may occur
- Method of assessment:*
- In cases where the learner does not have the opportunity to cover all relevant aspects in the work environment, the remainder should be assessed through realistic simulations, projects, previous relevant experience or oral questioning on 'What if?' scenarios
  - Assessment of this unit of competence will usually include observation of processes and procedures, oral and/or written questioning on Essential knowledge and skills and consideration of required attitudes
  - Where performance is not directly observed and/or is required to be demonstrated over a 'period of time' and/or in a 'number of locations', any evidence should be authenticated by colleagues, supervisors, clients or other appropriate persons

## EVIDENCE GUIDE

*Related units:*

This unit should be assessed after or in conjunction with:

- CHCMH402A Apply understanding of mental health issues and recovery processes

## Range Statement

### RANGE STATEMENT

The Range Statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Add any essential operating conditions that may be present with training and assessment depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts.

*Identification of reasons for seeking help may be assisted by:*

- The client
- Carers
- Colleagues
- Information from other services

*Context includes:*

- Statutory framework within which work takes place
- Historical context of work e.g.
  - changing attitudes to mental health
  - changing approaches to working with people with mental health issues
- Changing social context of work such as:
  - person-centred and collaborative approach to working with people with mental health issues
  - changing government and societal views of mental health
  - increasing use of consumer workers
  - deinstitutionalisation
- Political context such as:
  - government policies and initiatives affecting

## RANGE STATEMENT

|                                                                 |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
|-----------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                                                                 | <p>mental health work</p> <ul style="list-style-type: none"><li>• mainstreaming</li><li>• Economic context e.g. current economic situation as it relates to and affects mental health and the subsequent impact on client needs</li><li>• Facts/myths about mental illness and psychiatric disability</li></ul>                                                                                                                                                                                                                                                 |
| <i>Different models of work in the sector may include:</i>      | <ul style="list-style-type: none"><li>• Community development and education</li><li>• Mental health promotion</li><li>• Case management</li><li>• Working with families and carer/s</li><li>• Clubhouse</li><li>• Psychosocial rehabilitation</li><li>• Supported employment</li><li>• Peer support/self help</li><li>• Crisis situation responses</li><li>• Early intervention/prevention</li><li>• Consumer run models</li><li>• Clinical mental health services</li><li>• Residential services</li><li>• Respite care</li><li>• Home based support</li></ul> |
| <i>Stakeholders and representatives may include:</i>            | <ul style="list-style-type: none"><li>• People with mental health issues</li><li>• Carers</li><li>• Friends, peers and target group</li><li>• Families and care givers</li><li>• Consumer workers</li><li>• Local community</li><li>• Community organisations</li><li>• Government representatives and service providers</li><li>• Clinical mental health services</li><li>• Peak bodies and networks in the sector</li><li>• Management, colleagues, supervisor, team members</li></ul>                                                                        |
| <i>The underpinning values and philosophy of the sector may</i> | <ul style="list-style-type: none"><li>• A holistic and person-centred approach</li><li>• Family sensitive approaches</li></ul>                                                                                                                                                                                                                                                                                                                                                                                                                                  |

**RANGE STATEMENT**

*include:*

- Community education
- Promotion of mental health and well being
- 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 access and equity principles includes:*

- Creation of a consumer oriented culture
- A non-discriminatory approach to all people using the service, their family, carer/s 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

**Unit Sector(s)**

Not Applicable

## CHCCS504B Provide services to clients with complex needs

### Modification History

| CHC08 Version 3                                             | CHC08 Version 4                                             | Comments                                                                                                                                                                                                                     |
|-------------------------------------------------------------|-------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| CHCCS504A<br>Provide services to clients with complex needs | CHCCS504B<br>Provide services to clients with complex needs | ISC upgrade changes to remove references to old OHS legislation and replace with references to new WHS legislation. Updated terminology 'challenging behaviour' to 'behaviours of concern'. No change to competency outcome. |

### Unit Descriptor

**Descriptor**

This unit describes the skills and knowledge required by community workers to provide services to people with complex needs

### Application of the Unit

**Application**

This unit applies to workers in the community services sector who may be working with people who have complex and multiple needs

Workers may include social housing workers, mental health workers, family violence workers, drug and/or alcohol (AOD) workers, disability workers, forced migrant workers and generalist support.

### Licensing/Regulatory Information

Not Applicable

### Pre-Requisites

Not Applicable

## Employability Skills Information

### Employability Skills

This unit contains Employability Skills

## Elements and Performance Criteria Pre-Content

Elements define the essential outcomes of a unit of competency.

The Performance Criteria specify the level of performance required to demonstrate achievement of the Element. Terms in *italics* are elaborated in the Range Statement.

## Elements and Performance Criteria

### ELEMENT

### PERFORMANCE CRITERIA

1. Work with clients facing a range of issues

- 1.1 Apply a demonstrated understanding of issues that client may face including:

- mental health
- AOD
- imprisonment
- family violence
- homelessness
- child protection
- disability
- trauma/grief
- acquired brain injuries
- cultural issues

- 1.2 Apply a demonstrated understanding of associated and impacting issues:

- access and equity to services in the wider social environment
- trauma/grief
- health
- cognitive/social
- personal safety

- 1.3 Recognise the impacts *complex issues* may have on significant others



**ELEMENT****PERFORMANCE CRITERIA**

- |                                                                           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |
|---------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 2. Develop strategies to engage clients with one or more identified needs | <ul style="list-style-type: none"><li>2.1 Recognise impacts of stigma associated with <i>complex needs</i> on an individual, their family and significant others and on the community</li><li>2.2 Undertake a work health and safety (WHS) assessment of the environment and personal safety</li><li>2.3 Apply appropriate personal boundaries</li><li>2.4 Demonstrate rapport building techniques and trust development with the client</li><li>2.5 Use appropriate strategies and procedures to identify and respond to potential behavioural issues</li><li>2.6 Observe and monitor behaviour to identify behavioural risk</li><li>2.7 Respond to behavioural risk to ensure <i>safety of client and self</i> and report and/or refer appropriately</li></ul> |
| 3. Assess and prioritise need                                             | <ul style="list-style-type: none"><li>3.1 Identify needs in conjunction with the client</li><li>3.2 Assess client safety needs in conjunction with the client</li><li>3.3 Determine priorities in conjunction with the client</li><li>3.3 Coordinate a plan in conjunction with the client to address identified needs</li><li>3.4 Recognise circumstances in which a service and/or worker is no longer able to provide the level of service required</li></ul>                                                                                                                                                                                                                                                                                                 |
| 4. Refer and follow up identified needs                                   | <ul style="list-style-type: none"><li>4.1 Access and/or negotiate resources in order to deliver identified services</li><li>4.2 Communicate with other organisations and share information in accordance with appropriate protocols and relevant legislation</li><li>4.3 Determine all service providers' understanding of the service delivery plan and their roles and responsibilities within that plan</li><li>4.4 Seek feedback from the client and/or their advocate when evaluating effectiveness of the service</li></ul>                                                                                                                                                                                                                                |

**ELEMENT****PERFORMANCE CRITERIA**

delivery plan

4.5 Seek advice and assistance from relevant professionals where appropriate when the client's goals are not being reached

## Required Skills and Knowledge

### REQUIRED SKILLS AND KNOWLEDGE

This describes the essential skills and knowledge and their level required for this unit.

#### *Essential knowledge:*

The candidate must be able to demonstrate essential knowledge required to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

These include knowledge of:

- Legislative requirements:
  - relevant acts
  - privacy
  - duty of care
- Work health and safety (WHS)
- Customer service principles
- Personal values
- Access and equity principles
- Social justice principles
- Psychological first aid principles
- Consumer rights and responsibilities
- Broad understanding of community services sector including:
  - mental health
  - AOD
  - gambling
  - torture/trauma/grief/loss
  - disabilities
  - behavioural disorders
  - family violence

## REQUIRED SKILLS AND KNOWLEDGE

- child protection
- prison system
- social housing/homelessness

### *Essential skills:*

It is critical that the candidate demonstrate the ability to:

- Prioritise and manage the changing service needs of the client with complex and multiple needs
- Recognise own limitations and need for assistance
- Recognise agency's limitations
- Work collaboratively with colleagues, professionals and other services

In addition, the candidate must be able to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

These include the ability to:

- Demonstrate application of skills in:
  - negotiation and persuasion
  - liaising and networking
  - safety assessment
- Demonstrate oral communication skills required to develop rapport with client
  - oral communication skills may include:
    - listening
    - asking questions
    - providing encouragement
    - minimising impact of behaviours of concern
  - language used may be English, sign language or community language depending on client group
- Demonstrate literacy competency required to fulfil the procedures of the organisation/ service
- Safely use and coordinate the use of relevant technology effectively in line with WHS guidelines

## Evidence Guide

### EVIDENCE GUIDE

## EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment Guidelines for this Training Package.

*Critical aspects for assessment and evidence required to demonstrate this unit of competency:*

- The individual being assessed must provide evidence of specified essential knowledge as well as skills
- This unit will be most appropriately assessed in the workplace or in a simulated workplace and under the normal range of workplace conditions
- This unit may be contextualised to reflect its application to:
  - a range of age related areas such as youth work and aged care
  - a range of 'issue' types
- 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 and settings
- Where, for reasons of safety, space, or access to equipment and resources, assessment takes place away from the workplace, the assessment environment should represent workplace conditions as closely as possible

*Access and equity considerations:*

- All workers in community services should be aware of access, equity and human rights issues in relation to their own area of work
- All workers should develop their ability to work in a culturally and linguistically diverse (CALD) environments
- In recognition of particular issues facing Aboriginal and Torres Strait Islander communities, workers should be aware of cultural, historical and current issues impacting on Aboriginal and Torres Strait Islander people
- Assessors and trainers must take into account relevant access and equity issues, in particular relating to factors impacting on Aboriginal and/or Torres Strait Islander clients and communities

## EVIDENCE GUIDE

*Context of and specific resources for assessment:*

- This unit can be assessed independently, however holistic assessment practice with other community services units of competency is encouraged
- In particular, assessment is recommended in conjunction with:
  - CHCCS500B Conduct complex assessment and referral
  - CHCNET501C Work effectively with other services and networks
- Resources required for assessment include:
  - access to appropriate workplace or simulated workplace where assessment can take place
  - relevant organisation policy, protocols and procedures

*Method of assessment may include:*

- Observation in the workplace
- Written assignments/projects
- Case study and scenario analysis
- Questioning
- Role play simulation

## Range Statement

### RANGE STATEMENT

The Range Statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Add any essential operating conditions that may be present with training and assessment depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts.

*Safety of client and self may refer to:*

- Domestic violence
- Unpredictable client behaviour (e.g. aggression, dementia, mental health issues and AOD issues)
- Hazardous environments

**RANGE STATEMENT**

- Specific identified health and safety risks

*Complex issues may include:*

- Mental health
- AOD
- Family violence
- Poverty
- Disability
- Behaviours of concern
- Age
- Aboriginality
- Cultural diversity

*Complex needs with associated stigma may include but are not limited to:*

- Mental illness
- Homelessness
- AOD use
- Family violence

**Unit Sector(s)**

Not Applicable

## CHCCS521B Assess and respond to individuals at risk of suicide

### Modification History

| CHC08 Version 3                                                | CHC08 Version 4                                                | Description                                                                                                                                                                 |
|----------------------------------------------------------------|----------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| CHCCS521A Assess and respond to individuals at risk of suicide | CHCCS521B Assess and respond to individuals at risk of suicide | Unit updated in V4.<br>ISC upgrade changes to remove references to old OHS legislation and replace with references to new WHS legislation. No change to competency outcome. |

### Unit Descriptor

#### Descriptor

This unit describes basic competencies required by community service workers to provide sensitive and effective intervention where risk of self-harm or suicide has been identified

The focus is on identifying and managing immediate suicide risk in the context of a supportive helping relationship that seeks to work collaboratively with the person at risk to achieve safe outcomes

Safe outcomes in this context include a clear safety plan for addressing any immediate danger to the person at risk or others, mobilising access to emergency medical help when needed and facilitating links with further care

The unit relates to managing imminent risk in ways which provide opportunity for more comprehensive assessment and the provision of further help

### Application of the Unit

#### Application

This unit may apply to people in formal helping roles in any community service context or where caregivers encounter persons at risk of suicide

The focus of this unit is to provide a comprehensive response to manage situations where risk of suicide

may be indicated, noting that self-harm may itself result in death - intentional or unintentional

The skills and knowledge included here are to be applied to minimise risk in presenting situations and refer appropriately for *ongoing support* where required

## Licensing/Regulatory Information

Not Applicable

## Pre-Requisites

Not Applicable

## Employability Skills Information

**Employability Skills** This unit contains Employability Skills

## Elements and Performance Criteria Pre-Content

Elements define the essential outcomes of a unit of competency.

The Performance Criteria specify the level of performance required to demonstrate achievement of the Element. Terms in *italics* are elaborated in the Range Statement.

## Elements and Performance Criteria

### ELEMENT

### PERFORMANCE CRITERIA

1. Identify and assess the person's current suicide risk

- 1.1 Recognise and respond to signs, (such as statements, reactions, thoughts, feelings or behaviours) indicating that a person may be considering suicide
- 1.2 Attend to any hunches, while listening as a helper, perhaps from indirect communications, that suggest the client may be considering suicide
- 1.3 Ask directly about thoughts of suicide whenever



**ELEMENT****PERFORMANCE CRITERIA**

there are grounds for concern

If suicide thoughts are present:

1.4 Seek sufficient understanding of why the person is considering suicide, and what links them to life, to inform and facilitate the intervention

1.5 Assess current suicide risk guided by risk assessment considerations outlined in the Range Statement and by whether there is an imminent threat to the person's safety or the safety of others

1.6 Follow steps outlined in elements 2, 3 and 4.

If the person indicates she/he is not thinking of suicide and no suicidal intent, plans, or behaviour are evident:

1.7 Work collaboratively with the person to provide support and facilitate access to further care as needed - guided by elements 3 and 4

1.8 Remain vigilant about any emerging indications of suicidality, prompting careful risk assessment and safe management as outlined in elements 1 and 2

2. Work actively with the person to reduce the immediate risk of suicide and increase safety

2.1 Build a collaborative empathic relationship with person at risk that acknowledges how thoughts of suicide and the pain behind them may affect their safety

2.2 Listen to what lies behind any thoughts of suicide while affirming and strengthening links to safety and living implicit in the helping relationship

2.3 Work with person at risk to develop and follow through on a safety plan that reduces immediate danger of self-harm, risk of suicidal behaviour and/or suicide and mobilises access to emergency medical help when needed

2.4 Manage intervention in ways that address and reduce any risk of harm to caregivers and others potentially at risk in the situation and remain mindful of circumstances where the police may need to be involved to address safety

2.5 Seek and act on advice from workplace supervisor to ensure action taken is lawful, complies with good suicide intervention practice and organisation policies consistent with that practice, ethical processes and duty of care obligations

**ELEMENT****PERFORMANCE CRITERIA**

- 2.6 Address work health and safety (WHS) obligations in relation to managing self and others
- 2.7 Refer to health professionals where appropriate
3. *Facilitate and strengthen the individual's links to further care*
- Having worked with the person to take any steps needed to address immediate safety:
- 3.1 Encourage and enable capacity of person at risk and/or in crisis to make informed choices about further help that deals with their suicidality and associated needs for ongoing care
- 3.2 Acknowledge how the current helping relationship has provided foundations for further care
- 3.3 Explore and seek to understand and address any barriers to seeking or accepting help
- 3.4 Develop, with the individual, a plan and agreed first steps, to access and utilise informal supports and professional help
4. Provide further intervention support to resource the individual beyond immediate crisis
- When or if it is assessed that there is no imminent risk that needs to be immediately addressed:
- 4.1 Maintain open rapport with individual to encourage discussion of on-going concerns related to their situation generally and any suicide risk - focusing on what most needs attention now
- 4.2 Affirm person's decision to seek and accept help to keep safe and address their concerns
- 4.3 Review how and with whom they might seek help in future to keep safe and/or get support
- 4.4 Support individual to develop coping strategies (both internal and external) which prepare them to safely manage any recurrence of suicidal thoughts
- 4.5 Identify mental health concerns or personal circumstances (such as depression, trauma, substance misuse or significant losses) that need addressing and facilitate access to appropriate help
- 4.6 Ensure supports and coping strategies developed are documented and communicated as necessary to other members of work team

**ELEMENT****PERFORMANCE CRITERIA**

4.7 Comply with all laws, relevant ethical guidelines and policy requirements that affect duty of care

**Required Skills and Knowledge****REQUIRED SKILLS AND KNOWLEDGE**

This describes the essential skills and knowledge and their level required for this unit.

*Essential knowledge:*

The candidate must be able to demonstrate essential knowledge required to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

These include knowledge of:

- Common indicators or signs of potential suicide risk, including risk of any type of self-harm
- Principles of crisis intervention, including relevant laws, ethical guidelines and policy requirements that support good care
- Policy around critical incidents and duty of care
- Principles and practices of suicide intervention including risk assessment, development of safety plans and facilitation of on-going support
- Procedures for obtaining assistance and making informed referrals to other agencies
- Procedures for facilitating emergency interventions
- Awareness of personal values, beliefs and attitudes which may facilitate or impede crisis care and suicide intervention
- Examination of common notions about suicide and sound suicide intervention practice in the light of available evidence
- Awareness of how other mental health issues may impact upon intervention
- Commitment to attend to the pain of the person at risk and work towards safe, life sustaining outcomes
- Principles of self care and support-seeking relevant to involvement in crisis and suicide intervention work

## REQUIRED SKILLS AND KNOWLEDGE

### *Essential skills:*

It is critical that the candidate demonstrate the ability to:

- Demonstrate the capacity to work competently and independently according to the principles of effective practice and within general context of supervisory relationship
- Demonstrate accountability for own professional conduct and practice including:
  - carrying out assigned tasks
  - working effectively under the pressure of crisis situations
  - maintaining the quality of services to clients
  - strengthening links to life-sustaining options and supports in suicidal crises.
  - demonstrating a commitment to attend to the pain of persons considering or affected by suicide and to work toward safe, life-affirming outcomes
- Facilitate links with higher levels of care and making referrals, including access to emergency medical help when needed
- Seek, integrate and apply learning from supervision and support

In addition, the candidate must be able to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

These include the ability to:

- Demonstrate application of skills in:
  - competent skills in communication, counselling and crisis intervention
  - competent suicide intervention, (including recognition, assessment and safe management of immediate suicide risk and facilitating links to further emergency help or general care as needed)
  - self-monitoring and self care
- Maintain documentation as required, including effective use of relevant information technology in line with WHS guidelines

## Evidence Guide

### EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment Guidelines for this Training Package.

## EVIDENCE GUIDE

*Critical aspects for assessment and evidence required to demonstrate this unit of competency:*

- The individual being assessed must provide evidence of specified essential knowledge as well as skills

*Access and equity considerations:*

- All workers in community services should be aware of access, equity and human rights issues in relation to their own area of work
- All workers should develop their ability to work in a culturally diverse environment
- In recognition of particular issues facing Aboriginal and Torres Strait Islander communities, workers should be aware of cultural, historical and current issues impacting on Aboriginal and Torres Strait Islander people
- Assessors and trainers must take into account relevant access and equity issues, in particular relating to factors impacting on Aboriginal and/or Torres Strait Islander clients and communities

*Context of and specific resources for assessment:*

- This unit can be delivered and assessed independently, however holistic assessment practice with other community services units of competency is encouraged
- Resource requirements for assessment include access to a workplace or similar environment over a number of occasions

*Method of assessment may include:*

- Simulations
- Case scenarios
- Report writing including developing safety plans

## Range Statement

### RANGE STATEMENT

## RANGE STATEMENT

The Range Statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Add any essential operating conditions that may be present with training and assessment depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts.

**General context of suicide self/harm work:** Mental health or community support worker in a community, respite, residential or hospital setting

*Identifying potential suicide risk involves:*

- Avoiding assumptions about who may be at risk and being alert to potential risk on an individual basis in any situation
- Recognising potential warning signs that invite help and prompt enquiry about suicide
- Asking directly about thoughts of suicide when there are any grounds for concern

*Informed suicide risk assessments involve:*

- Recognising that any suicide thoughts or acts of deliberate self-harm signal significant distress, pose potential risk of injury or death and should be taken seriously
- Assessing factors that indicate suicide risk which include, but are not limited to, the following:
  - concern is aroused by the presence of suicide thoughts and things often associated with these thoughts (such as a desire to escape pain that feels unbearable, a sense of hopelessness, current difficulty seeing alternatives to suicide and feeling alone)
  - immediate risk increases when someone has begun acting on their suicide thoughts or is preparing to do so (for example possible suicide in progress, presence of a suicide plan, available means) and / or has expressed suicidal intent
  - risk can be further exacerbated if the person is under the influence of excessive alcohol or other drug use
  - pertinent background factors, particularly prior

## RANGE STATEMENT

suicidal behaviour and the presence of significant mental health problems, should be carefully assessed

A wide variety of contextual or personal considerations also help inform assessments and may include such things as significant loss, trauma, the impact of another person's suicide or a pattern of extreme agitation, anger / violent behaviour

- Identifying internal sources of safety and support (such as coping skills and beliefs) and those around them (such as family, friends and community services)
- Connections to life and living are usually present alongside thoughts of suicide and can provide foundations to build upon in increasing the safety of a person at risk
- 

*Safer outcomes include:*

Recognising that:

- Vigilance about safety with all suicide related thoughts or behaviours is essential, even though the person may be influenced by a wide range of motives in considering or engaging in deliberate self-harm
- Risks to life and safety can often be greater than individuals recognise or intend, so safe outcomes are a primary focus, regardless of stated intentions

Developing or reactivating suicide safety plans tailored to meet the situation, but typically including the following processes and tasks:

- Affirm and build on the desire for help and safety implicit in the counselling relationship
- Work with the person at risk to identify and act on clear cooperative steps that reduce the immediate risk of self-harm / suicide over an agreed time period
- Focus specifically, in the first instance, on factors, plans and behaviours, including unsafe use of alcohol and other drugs that endanger the person at risk at this particular time and seek to engage them cooperatively in steps that safely manage and reduce these risks
- Explore ways of engaging others in the safety plan, such as in monitoring safe use of prescription medication/s

## RANGE STATEMENT

- Enable prompt, timely action that increases informal and professional support, mobilises access to emergency medical help when needed and reduces likelihood person will act on their suicidal thoughts
  - Seek to create calm environment to promote safety for person at risk, caregiver and others involved in situation
  - Access support and follow advice from organisation's supervisor/ coordinator that reflect lawful, good suicide intervention practice and follow crisis management and emergency procedures
  - Attend to self and others in relation to WHS in the workplace
- Facilitate and strengthen the individual's links to further care includes:*
- Affirming the first steps to further care already implicit the current crisis intervention relationship
  - Encouraging further helping steps while acknowledging and addressing internal conflicts and external barriers to taking those steps
  - Asking the person what assistance they would value most at this time
  - Providing information and referral options to match the person's needs and specifically address their suicidality along with other concerns
  - Exploring achievable steps to help the person strengthen their connections, relationships and formal / informal supports
  - Supporting the person to determine how and when these supports and services can best be used
- Ongoing support provision may include:*
- Ongoing vigilance about identifying and managing suicide risk
  - Use of effective communication skills to maintain rapport and morale
  - Use of strengths-based approach to identify and encourage internal and external coping strategies and supports
  - Debriefing to third parties potentially affected by the crisis
  - Identifying underlying significant life issues and supporting the client to seek assistance around these issues e.g. feelings of remorse, guilt, sadness, anger,



**RANGE STATEMENT**

addiction, abuse, trauma, other mental health issues

- Supporting the client to access another service / agency / information
- Documenting work with person to ensure all plans and safeguards are communicated in work team
- Following policy relating to documentation, duty of care, confidentiality, and support planning

•

**Unit Sector(s)**

Not Applicable

# HLTPOP505C Build capacity to promote health

## Modification History

Not Applicable

## Unit Descriptor

### Descriptor

This unit addresses the process of building capacity to promote health among individuals, groups, communities, organisations and coalitions

It focuses on the ability to develop infrastructure, enhance sustainability and foster problem solving capabilities at an individual, team or organisation level

## Application of the Unit

### Application

This unit applies to work in a public health context

## Licensing/Regulatory Information

Not Applicable

## Pre-Requisites

Not Applicable

## Employability Skills Information

### Employability Skills

This unit contains Employability Skills

## Elements and Performance Criteria Pre-Content

Elements define the essential outcomes of a unit of competency.

The Performance Criteria specify the level of performance required to demonstrate achievement of the Element. Terms in italics are elaborated in the Range Statement.

## Elements and Performance Criteria

### ELEMENT

### PERFORMANCE CRITERIA

- |                                                                |                                                                                                                                                                                                                                                                                                     |
|----------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1. Assess existing capacity for change                         | 1.1 Examine and respond to the <i>context within which a program sits</i><br>1.2 Identify <i>pre-existing capacities</i> to support change<br>1.3 Assess practitioner's sphere of influence and role in achieving change                                                                            |
| 2. Clarify intended outcome                                    | 2.1 Identify the <i>key action areas of capacity building</i> that are to be addressed<br>2.2 Set goals and objectives that are specific, measurable, achievable and based on principles of effective capacity building practice                                                                    |
| 3. Select and implement appropriate capacity building strategy | 3.1 Identify and select appropriate capacity building strategies in consultation with <i>relevant stakeholders</i> and <i>target group</i><br>3.2 Implement capacity building strategies according to relevant legislation, organisational policies or procedures and <i>ethical considerations</i> |
| 4. Evaluate effectiveness of selected strategy                 | 4.1 Monitor and document results of implementation of capacity building strategies<br>4.2 Evaluate success of capacity building strategies against goals, using <i>existing tools for evaluating capacity building efforts</i>                                                                      |

## Required Skills and Knowledge

### REQUIRED SKILLS AND KNOWLEDGE

This describes the essential skills and knowledge and their level required for this unit.

#### *Essential knowledge:*

The candidate must be able to demonstrate essential knowledge required to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

This includes knowledge of:

- Equity issues in population health
- Evidence-based practice
- National, State and local health policies, goals, targets and priorities
- Overview of the stages in population health project planning
- Quality assurance
- Relevant international charters/declarations and documents (e.g. Alma Ata, Ottawa Charter, Jakarta Declaration, The Solid Facts by WHO)
- Social change and advocacy processes
- The various capacity building strategies
- Theory and practice of population health including health promotion, health protection and prevention of communicable and non communicable diseases
- Understanding of capacity building theory and framework

#### *Essential skills:*

It is critical that the candidate demonstrate the ability to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

This includes the ability to:

- Apply analytical thinking, problem solving and critical appraisal
- Apply effective communication and interpersonal skills including:
  - high level written or verbal
  - negotiation and liaison
  - consultation
  - conflict resolution and mediation
- Engage and work collaboratively and/or in partnership
- Facilitate and contribute effectively to meetings, forums and other networks
- Undertake work planning and management

## REQUIRED SKILLS AND KNOWLEDGE

- Work as part of a multi-disciplinary team and/or autonomously

## Evidence Guide

### EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment Guidelines for this Training Package.

*Critical aspects for assessment and evidence required to demonstrate this competency unit:*

- The individual being assessed must provide evidence of specified essential knowledge as well as skills
- Consistent satisfactory performance of all elements of this unit must be demonstrated
- May need to be assessed in conjunction with other units of competency addressing capacity building strategies

*Access and equity considerations:*

- All workers in the health industry should be aware of access and equity issues in relation to their own area of work
- All workers should develop their ability to work in a culturally diverse environment
- In recognition of particular health issues facing Aboriginal and Torres Strait Islander communities, workers should be aware of cultural, historical and current issues impacting on health of Aboriginal and Torres Strait Islander people
- Assessors and trainers must take into account relevant access and equity issues, in particular relating to factors impacting on health of Aboriginal and/or Torres Strait Islander clients and communities

*Context of and specific resources for assessment:*

- This unit may be assessed in the workplace or in a simulated workplace under normal conditions
- The unit may be assessed in the classroom

## EVIDENCE GUIDE

- Access to:
  - a range of government and non-government policy documents and reports and statistics
  - journals, books and external expertise
  - documents and other materials (charters, declarations, discussion papers, etc.) from international conferences on population health
  - a range of government and non government policy documents and reports and statistics
  - organisation policies and procedures

*Method of assessment may include:*

- Observation of performance
- Written tasks
- Interviewing and questioning
- Formal appraisal systems
- Staff client feedback
- Portfolio/CV
- Supporting statement of supervisors
- Evidence of relevant work experience/formal or informal learning
- Case studies and scenarios as a basis for the discussion of issues in population health project planning
- Project, exercise or investigation with relaxed time restraints requiring a significant part of the work to be carried out without close supervision and requiring the completion of a project report

## Range Statement

### RANGE STATEMENT

The Range Statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Add any essential operating conditions that may be present with training and assessment depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional

## RANGE STATEMENT

contexts.

*Context within which a capacity building program sits may include:*

- Physical environment
- Economic environment
- Political environment
- Organisational environment
- Socio-cultural environment

*Pre-existing capacities may include relevant:*

- Skills
- Structures
- Partnerships
- Resources

*Dimensions of capacity building include:*

- Development of infrastructure
- Enhancement of program sustainability
- Fostering problem solving capabilities

*Key action areas of capacity building include*

- Organisational development
- Workforce development
- Resource allocation
- Partnerships
- Leadership

*Principles of effective capacity building practice include:*

- Respecting and valuing pre-existing capacities
- Developing mutual respect
- Being responsive to context within which capacity building program sits
- Avoiding pre-packaged ideas and strategies

*Examples of capacity building strategies include*

- Canvassing opportunities for a program
- Lobbying for support
- Developing skills in others
- Supporting policy development
- Negotiating with management
- Guiding the establishment of partnerships
- Contributing to organisational planning

**RANGE STATEMENT**

|                                                                             |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |
|-----------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                                                                             | <ul style="list-style-type: none"><li>• Establishing relevant infrastructure (eg. community organisations)</li></ul>                                                                                                                                                                                                                                                                                                                                                             |
| <i>Relevant stakeholders may include:</i>                                   | <ul style="list-style-type: none"><li>• Other health and/or non-government organisations</li><li>• Community advocates or change agents</li><li>• Population health professionals/Supervisors</li><li>• Policy and decision makers in the specific community</li><li>• Other individuals, groups or communities most likely to be affected by strategies or action plans</li><li>• Community/Organisation leaders</li><li>• Community elders</li><li>• Council members</li></ul> |
| <i>Different levels of target groups include:</i>                           | <ul style="list-style-type: none"><li>• Individuals</li><li>• Groups</li><li>• Communities</li><li>• Organisations</li><li>• Inter-organisation/coalitions</li></ul>                                                                                                                                                                                                                                                                                                             |
| <i>Ethical considerations may include</i>                                   | <ul style="list-style-type: none"><li>• Respect for individual and cultural differences</li><li>• Privacy and confidentiality issues relating to information collection, storage and dissemination</li></ul>                                                                                                                                                                                                                                                                     |
| <i>Existing tools for evaluating capacity building efforts may include:</i> | <ul style="list-style-type: none"><li>• Indicators to Help with Capacity Building in Health Promotion (NSW Health, 1999, North Sydney)</li><li>• Community Capacity Index (Bush, Robert and Dower Jo, 2003, University of Queensland)</li><li>• Qualitative tools: focus groups, key informant group, surveys/interviews</li><li>• Quantitative tools: case study, surveys, experiments (RCT, cohort, case-control, cross-sectional)</li></ul>                                   |



## Unit Sector(s)

Not Applicable

## HLTPOP503C Plan a population health project

### Modification History

Not Applicable

### Unit Descriptor

**Descriptor**

This unit is concerned with planning the specifics of a population health project

It covers the process of selecting an appropriate health issue, selecting specific intervention strategies, tailoring strategies to appropriate groups, developing goals(s) and objectives, defining ways of measuring these, identifying required and available resources, identifying appropriate stake holders, communicating with them and managing the project

### Application of the Unit

**Application**

This unit applies to work in a public health context

### Licensing/Regulatory Information

Not Applicable

### Pre-Requisites

Not Applicable

### Employability Skills Information

**Employability Skills**

This unit contains Employability Skills

## Elements and Performance Criteria Pre-Content

Elements define the essential outcomes of a unit of competency.

The Performance Criteria specify the level of performance required to demonstrate achievement of the Element. Terms in *italics* are elaborated in the Range Statement.

## Elements and Performance Criteria

### ELEMENT

### PERFORMANCE CRITERIA

- |                                                                              |                                                                                                                                                                                                                                                                                                                                                                                        |
|------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1. Develop a process for overseeing plan development                         | 1.1 Establish an advisory group representing <i>stakeholders</i><br>1.2 Timetable advisory group feedback on each stage of the planning process<br>1.3 Incorporate feedback where appropriate                                                                                                                                                                                          |
| 2. Confirm appropriateness of health issue that is being planned for         | 2.1 Identify burden of illness related to the health issue<br>2.2 Determine appropriateness of health issues being planned for on the basis of the way it fits with relevant policies and guidelines<br>2.3 Identify current related activities in relation to the issue                                                                                                               |
| 3. Select appropriate <i>strategies</i> to achieve <i>goal(s)/objectives</i> | 3.1 Clearly identify program goal(s) and objectives<br>3.2 Identify strategies most likely to fulfil project goal(s) and objectives on the basis of available literature and suitability, effectiveness, reach and acceptability to stakeholders and target group<br>3.3 Ensure strategy activities are logically sequenced and are consistent with time frame and resources available |
| 4. Plan evaluation                                                           | 4.1 Select an evaluation design that is appropriate to the goal and objectives and resources available<br>4.2 Identify measures of project goal and objectives                                                                                                                                                                                                                         |

**ELEMENT****PERFORMANCE CRITERIA**

and develop protocols for their collection

4.3 Identify methods of monitoring and recording aspects of strategy implementation such as reach/exposure, acceptability/satisfaction and quality of materials

4.4 Outline proposed evaluation report purpose, format and content on the basis of consultation with stakeholders

5. Plan project budget

5.1 Identify costs of implementing strategy and evaluation and monitoring

5.2 Investigate and assess sources of project funding

5.3 Identify sources of personnel to meet the human resource requirements, taking into consideration their skills and knowledge base

5.4 Identify sources of non-human resources such as meeting rooms, information resources and training materials

6. Ensure resources required are prepared/ready for use

6.1 Develop or source resources for strategy implementation (e.g. protocols, training packages, written materials) and test to ensure acceptability and suitability to the needs of the target group

6.2 Brief staff or individuals involved in the project on the programme rationale, procedures and the role they will play and ensuring they develop the skills required for the fulfilment of that role

7. Develop a dissemination plan

7.1 Develop a plan for documenting and disseminating results to relevant stakeholders

## Required Skills and Knowledge

### REQUIRED SKILLS AND KNOWLEDGE

## REQUIRED SKILLS AND KNOWLEDGE

This describes the essential skills and knowledge and their level required for this unit.

### *Essential knowledge:*

The candidate must be able to demonstrate essential knowledge required to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

This includes knowledge of:

- Equity issues in population health
- Evidence-based practice
- National, State and local health policies, goals, targets and priorities
- Overview of the stages in population health project planning
- Quality assurance
- Relevant international charters/declarations and documents (e.g. Alma Ata, Ottawa Charter, Jakarta Declaration, The Solid Facts by WHO)
- Social change and advocacy processes
- Theory and practice of population health including health promotion, health protection and prevention of communicable and non communicable diseases

### *Essential skills:*

It is critical that the candidate demonstrate the ability to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

This includes the ability to:

- Analyse, judge and incorporate feedback where required
- Apply analytical thinking, problem solving and critical appraisal
- Apply effective communication and interpersonal skills including:
  - high level written or verbal
  - negotiation and liaison
  - consultation
  - conflict resolution and mediation
- Apply budgeting skills
- Apply evaluation design skills
- Apply monitoring skills
- Demonstrate effective goal and objective writing
- Develop and implement a process that ensures consultation with key stakeholders

## REQUIRED SKILLS AND KNOWLEDGE

throughout the planning process

- Engage and work collaboratively and/or in partnership
- Facilitate and contribute effectively to meetings, forums and other networks
- Pay attention to equity
- Undertake work planning and management
- Work as part of a multi-disciplinary team and/or autonomously

## Evidence Guide

### EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment Guidelines for this Training Package.

*Critical aspects for assessment and evidence required to demonstrate this competency unit:*

- The individual being assessed must provide evidence of specified essential knowledge as well as skills
- Consistent satisfactory performance of all elements of this unit must be demonstrated

*Access and equity considerations:*

- All workers in the health industry should be aware of access and equity issues in relation to their own area of work
- All workers should develop their ability to work in a culturally diverse environment
- In recognition of particular health issues facing Aboriginal and Torres Strait Islander communities, workers should be aware of cultural, historical and current issues impacting on health of Aboriginal and Torres Strait Islander people
- Assessors and trainers must take into account relevant access and equity issues, in particular relating to factors impacting on health of Aboriginal and/or Torres Strait Islander clients and communities

## EVIDENCE GUIDE

### *Context of and specific resources for assessment:*

- This unit may be assessed in the workplace or in a simulated workplace under normal conditions
- The unit may be assessed in the classroom
- Access to:
  - a range of government and non-government policy documents and reports and statistics
  - journals, books and external expertise
  - documents and other materials (charters, declarations, discussion papers, etc.) from international conferences on population health
  - a range of government and non government policy documents and reports and statistics
  - organisation policies and procedures

### *Method of assessment*

- Observation of performance
- Written tasks
- Interviewing and questioning
- Formal appraisal systems
- Staff client feedback
- Portfolio/CV
- Supporting statement of supervisors
- Evidence of relevant work experience/formal or informal learning
- Case studies and scenarios as a basis for the discussion of issues in population health project planning
- Project, exercise or investigation with relaxed time restraints requiring a significant part of the work to be carried out without close supervision and requiring the completion of a project report

### *Related units:*

This unit should be undertaken and assessed in conjunction with the following units:

- HLTPOP502C Work with the community to identify health needs
- HLTPOP504C Evaluate a population health project

It is recommended that this unit is undertaken in conjunction with the following unit to obtain a more holistic view of program planning, management and

## EVIDENCE GUIDE

evaluation processes:

- PSPPM402B Manage simple projects

## Range Statement

### RANGE STATEMENT

The Range Statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Add any essential operating conditions that may be present with training and assessment depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts.

*Population health projects may vary considerably in scope and content:*

- Population health projects may be developed in any population health field including:
  - health promotion
  - environment health
  - communicable diseases
  - health risk management and assessment
- Population health projects may be developed at any level including:
  - local
  - regional
  - state
  - national
- Population health projects may be developed for any population including:
  - general Australian population
  - any subgroups within that population identified based on age, sex, ethnicity, sexual identity, geographical location, physical environment, lifestyle choices, socio economic status, disability, health status etc.
  - any community defined as collective group of people identified by common values and mutual



## RANGE STATEMENT

|                                                                |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
|----------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                                                                | <p>concern for the development and well-being of their group or geographical area</p> <ul style="list-style-type: none"> <li>any setting/organization whose practices influence health behaviour (e.g. clinical services, general practice, schools, workplaces, etc.)</li> <li>Population health projects can target individuals, groups or organizations</li> <li>Population health projects may vary in duration and intensity</li> <li>Population Health projects may relate to different health determinants (e.g. biological, economic, behavioural, social, etc.)</li> </ul>                                                                   |
| <i>Communities or target populations in population health:</i> | <ul style="list-style-type: none"> <li>The community or population may vary considerably in character, size, needs and capacity to access information and services</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |
| <i>Stakeholders may include:</i>                               | <ul style="list-style-type: none"> <li>Representatives of relevant health agencies operating in the local community</li> <li>Community advocates or change agents</li> <li>Representatives/leaders of the target population</li> <li>Population health professionals/Supervisors</li> <li>Federal, state or local health service and population health planners</li> <li>Federal, state or local health service providers</li> <li>Other health and/or non-government organisations</li> </ul>                                                                                                                                                        |
| <i>Sources of information for planning may include:</i>        | <ul style="list-style-type: none"> <li>Literature from population health and related disciplines such as published book, peer-reviewed papers (especially systematic reviews) and reports</li> <li>Literature outlining marketing and behaviour change strategies specific to the target population</li> <li>Demographic data and information</li> <li>Socio-economic data and information</li> <li>Data and information from health research and health studies</li> <li>Expert informants</li> <li>Key representatives of the target population</li> <li>National, State and local health policy documents and implementation guidelines</li> </ul> |

## RANGE STATEMENT

- Planning models include:*
- PRECEDE-PROCEED
  - Model of rational planning (McCarthy)
  - Hawe, Degeling and Hall's Program Planning Model
- Goal(s) refer/s to:*
- What the project aims to ultimately achieve
- Objectives refer to:*
- What the project needs to attain to achieve project goal(s)
- Strategy refers to:*
- A plan of action to achieve a project goal
- Appropriate strategies should take into account:*
- Current Australian trends in health inequalities
  - Current evidence relating to health and its social determinants
  - Socioeconomic variables, and measures of health inequality at an area and individual level
- Relevant personnel for consultation may include:*
- Individuals who have undertaken similar work or worked with a similar target population
  - Individuals who control access to any of the factors that may influence delivery of the project strategies (e.g. stakeholders, target population, etc.)
  - Individuals who may potentially provide resources

## Unit Sector(s)

Not Applicable

## HLTPOP502C Work with the community to identify health needs

### Modification History

Not Applicable

### Unit Descriptor

#### Descriptor

This unit develops the skills necessary to assist particular populations/subgroups of interest/communities to define and assess their health needs

It develops the ability to carefully work with them to examine the problem being targeted and to understand how and why it occurs

The results from the needs assessment guides the design, planning and evaluation of population health projects or interventions

This unit specifically addresses the second stage of health needs assessment as outlined in Application

### Application of the Unit

#### Application

There are two stages in health needs assessment:

- The first relates to the task of identifying and prioritising health problems
- The second relates to translating these national goals into concrete action within local communities

The first stage of needs assessment often lies in the hands of health policy makers and population health professionals

Results of this stage are documented in policy papers or legislation detailing national, state or local health goals and the mobilisation of allocated funds

Recognising that community is the centre of gravity for the promotion of health, the second stage ensures the relevance and appropriateness of programs and offers members of the community a chance to engage in the planning process

## Licensing/Regulatory Information

Not Applicable

## Pre-Requisites

Not Applicable

## Employability Skills Information

**Employability Skills** This unit contains Employability Skills

## Elements and Performance Criteria Pre-Content

Elements define the essential outcomes of a unit of competency.

The Performance Criteria specify the level of performance required to demonstrate achievement of the Element. Terms in italics are elaborated in the Range Statement.

## Elements and Performance Criteria

### ELEMENT

### PERFORMANCE CRITERIA

#### 1. Conduct a literature review

- 1.1 Clearly identify health problem and target group being addressed
- 1.2 Identify and access *relevant sources* of data
- 1.3 Use the literature review to reveal the established causes of the health problem, other intervention programs that have been conducted to address the health problem and general information about the target group
- 1.4 *Critically appraise information accessed through literature review* in terms of reliability and applicability

#### 2. Collect other relevant *data* to

- 2.1 Identify relevant types of data required to further

**ELEMENT****PERFORMANCE CRITERIA**

further define target group

define target group

2.2 Collect required data that cannot be obtained through a literature search, according to organisation procedures and ethical considerations

2.3 Document description of target group in a manner that would provide sufficient information for purposes of evaluation and for examination of those considering duplicating interventions

3. Investigate the health problem as it occurs and is perceived within the community

3.1 Identify appropriate means of consulting the target group regarding the health problem, its causes and appropriate interventions/solutions

3.2 Implement means of consultation with target group and experts using allocated resources and according to organisation procedures and ethical considerations

3.3 Document results of consultation in a manner useful to planning, evaluating and duplicating interventions and according to organisation procedures and ethical considerations

4. Work with the community to identify and define their *health needs*

4.1 Clearly identify factors contributing to the health problem on the basis of findings from the literature review and other data collected and discuss with the community

4.2 Sort out, in a logical manner, factors that identify *causal pathways* defining health needs and discuss with the community

4.3 Recommend activities that would build the capacity of the community to identify their health needs to relevant stakeholders

## Required Skills and Knowledge

### REQUIRED SKILLS AND KNOWLEDGE

This describes the essential skills and knowledge and their level required for this unit.

#### *Essential knowledge:*

The candidate must be able to demonstrate essential knowledge required to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

This includes knowledge of:

- Equity issues in population health
- Evidence-based practice
- National, State and local health policies, goals, targets and priorities
- Overview of the stages in population health project planning
- Quality assurance
- Relevant international charters/declarations and documents (e.g. Alma Ata, Ottawa Charter, Jakarta Declaration, The Solid Facts by WHO)
- Social change and advocacy processes
- Theory and practice of population health including health promotion, health protection and prevention of communicable and non communicable diseases

#### *Essential skills:*

It is critical that the candidate demonstrate the ability to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

This includes the ability to:

- Apply analytical thinking, problem solving and critical appraisal
- Apply effective communication and interpersonal skills including:
  - high level written or verbal
  - negotiation and liaison
  - consultation
  - conflict resolution and mediation
- Engage and work collaboratively and/or in partnership
- Facilitate and contribute effectively to meetings, forums and other networks
- Undertake work planning and management
- Work as part of a multi-disciplinary team and/or autonomously

## Evidence Guide

### EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment Guidelines for this Training Package.

*Critical aspects for assessment and evidence required to demonstrate this competency unit:*

- The individual being assessed must provide evidence of specified essential knowledge as well as skills
- Consistent satisfactory performance of all elements of this unit must be demonstrated

*Access and equity considerations:*

- All workers in the health industry should be aware of access and equity issues in relation to their own area of work
- All workers should develop their ability to work in a culturally diverse environment
- In recognition of particular health issues facing Aboriginal and Torres Strait Islander communities, workers should be aware of cultural, historical and current issues impacting on health of Aboriginal and Torres Strait Islander people
- Assessors and trainers must take into account relevant access and equity issues, in particular relating to factors impacting on health of Aboriginal and/or Torres Strait Islander clients and communities

*Context of and specific resources for assessment:*

- This unit may be assessed in the workplace or in a simulated workplace under normal conditions
- The unit may be assessed in the classroom and may contain a strong theoretical emphasis
- Access to:
  - A range of government and non-government policy documents and reports and statistics
  - Journals, books and external expertise
  - Documents and other materials (charters,

## EVIDENCE GUIDE

declarations, discussion papers, etc.) from International Conferences on Population Health

- A range of Government and non government policy documents and reports and statistics
- Organisation policies and procedures

*Method of assessment may include:*

- Observation of performance
- Written tasks
- Interviewing and questioning
- Formal appraisal systems
- Staff client feedback
- Portfolio/CV
- Supporting statement of supervisors
- Evidence of relevant work experience/formal or informal learning
- Case studies and scenarios as a basis for the discussion of issues in population health project planning
- Project, exercise or investigation with relaxed time restraints requiring a significant part of the work to be carried out without close supervision and requiring the completion of a project report

*Related units:*

This unit should be undertaken and assessed in conjunction with the following units:

- HLTPOP503C Plan a population health project
- HLTPOP504C Evaluate a population health project

Other relevant units include:

- PSPPM402B Manage simple projects
- CHCCOM403A Use targeted communication skills to build relationships
- LGACOM502B Devise and conduct community consultations



## Range Statement

### RANGE STATEMENT

The Range Statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Add any essential operating conditions that may be present with training and assessment depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts.

*Health need is defined as:*

- State, conditions or factors in the community which, if absent, prevent people from achieving the optimum of physical, mental and social well-being

*Types of need*

- Normative need (based on expert opinion)
- Expressed need (based on inferences made from observation of use of health services)
- Comparative need (derived from examining the services provided in a similar population)
- Felt need (based on what members of the community say they need)

*Health problem and group being targeted may be initially identified through one of the following ways:*

- Consultation with supervising Population Health professional
- Position/job description
- Policy documents/legislation detailing national, state or local health goals

*Means of finding relevant literature may include:*

- Using the subject catalogue
- Using abstracts or indexes (e.g. Index Medicus, Psychological Abstracts, Sociological Abstracts, ERIC, Social Sciences Citation Index, Current Contents, FAMILY, APAIS)
- Computer searches

*Critical appraisal of literature refers to:*

- Process of review that enables one to decide how useful pieces of research work are

## RANGE STATEMENT

*Reliability of literature (particularly relating to interventions) refers to:*

- The logical soundness of method, results and conclusions drawn by authors

*Applicability of literature (particularly relating to interventions) refers to:*

- The extent to which the finding could extend to, or be replicated, in other groups - particularly the group being targeted

*Relevant sources of information include:*

- Books
- Journals
- Hospital records
- Notification systems
- Registers
- Sentinel recording systems
- Surveys
- Annual public health reports
- Existing epidemiological/socio-demographic data
- National Population Health and Health Promotion agencies and organisations
- General practitioners/primary care service
- Local health authorities
- Councils
- Voluntary agencies
- Relevant databases such as HEAPS
- Publications of Australia Bureau of Statistics (ABS)
- Experts in the field (practice and academia)
- Target group representatives

*Data may be:*

- Qualitative
- Quantitative

*Types of data required about the target group may include:*

- Demographic characteristics (e.g. age, sex, ethnic composition, residence, education level achieved)
- Patterns of behaviour
- Lifestyle

## RANGE STATEMENT

*Ethical considerations that guide data collection and consultation processes may include:*

- Privacy and Confidentiality
- Responsibility to help a community respond to needs they identify which might not necessarily coincide with stated priority health needs

*Consultation may take the form of one of the following:*

- Interviews (personal, phone, formal or informal, etc.)
- Nominal group process
- Questionnaires
- Delphi method
- Focus groups
- Forums

*The term "causal pathways" refers to:*

- Series of factors and events that seem to lead up to the problem

*Causal pathways may include the following components:*

- Risk markers: identify the target group, outlines the characteristics associated with occurrence of problem but do not necessarily directly contribute to it)
- Risk factors: directly account for why the problem is occurring
- Contributing factors: contribute to or account for the risk factors and could be sorted out into predisposing factors, enabling factors and reinforcing factors

*Stakeholders may include:*

- Representatives of relevant health agencies operating in the local community
- Community advocates or change agents
- Representatives/leaders of the target population
- Population health professionals/Supervisors
- Federal, State or local health service and population health planners
- Federal, State or local health service providers
- Other health and/or non-government organisations

## Unit Sector(s)

Not Applicable

## HLTPOP501C Apply a population health framework

### Modification History

Not Applicable

### Unit Descriptor

#### Descriptor

This unit is intended to support workers to understand and apply the underlying principles and philosophy that must be reflected in all areas of population health work

This includes using appropriately a range of "change action" frameworks underpinning population health work

The unit also assists in locating the population health worker within the larger context of regional, national and international initiatives on promoting health

### Application of the Unit

#### Application

This unit applies to work in a public health context

### Licensing/Regulatory Information

Not Applicable

### Pre-Requisites

Not Applicable

### Employability Skills Information

#### Employability Skills

This unit contains Employability Skills

## Elements and Performance Criteria Pre-Content

Elements define the essential outcomes of a unit of competency.

The Performance Criteria specify the level of performance required to demonstrate achievement of the Element. Terms in *italics* are elaborated in the Range Statement.

## Elements and Performance Criteria

### ELEMENT

### PERFORMANCE CRITERIA

- |                                                                                                                                  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |
|----------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1. Apply the principles of the <i>population</i> health approach to relevant work                                                | 1.1 Identify current and historic <i>concepts of health</i> and its determinants<br>1.2 Identify key principles to a population health approach<br>1.3 Modify work approach so as to apply key principles of population health                                                                                                                                                                                                                                                                 |
| 2. Select from of a range of ' <i>change action</i> ' frameworks that underpin population health work                            | 2.1 Identify relevant population health 'change action' frameworks<br>2.2 Match appropriate 'change action' frameworks to population health tasks on the basis of theory and/or past evidence<br>2.3 Recognise and reflect a multi-disciplinary and multi-strategic approach in population health work<br>2.4 Notice and remedy the consequences of poor selection                                                                                                                             |
| 3. Work effectively within the local, state, national and international context within which a population health worker operates | 3.1 Identify and assess relevant local, state and national organisations, networks, policies and initiatives supporting population health<br>3.2 Explore priority population health issues at the local, state, national level and international levels<br>3.3 Determine limitations on actions resulting from legislation etc. and discuss with superiors, peers and other team members<br>3.4 Clarify own role as part of a multi-sectoral and multi-strategic approach to population health |

**ELEMENT****PERFORMANCE CRITERIA****Required Skills and Knowledge****REQUIRED SKILLS AND KNOWLEDGE**

This describes the essential skills and knowledge and their level required for this unit.

*Essential knowledge:*

The candidate must be able to demonstrate essential knowledge required to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

This includes knowledge of:

- Equity issues in population health
- Evidence-based practice
- National, State and local health policies, goals, targets and priorities and relevant legislative frameworks
- Population health issues in Australia
- Principles and practices of population health
- Range of population health strategies and application of best practice in population health
- Relevant international charters/declarations and documents (e.g. Ottawa Charter, Alma Ata, Jakarta Declaration, The Solid Facts by WHO)
- Social determinants of health
- Theory and practice of population health including health promotion, health protection and prevention of communicable and non communicable diseases
- Types of organisations involved in population health in Australia

*Essential skills:*

It is critical that the candidate demonstrate the ability to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

This includes the ability to:

## REQUIRED SKILLS AND KNOWLEDGE

- Apply analytical thinking, problem solving and critical appraisal
- Apply effective communication and interpersonal skills including:
  - high level written or verbal
  - negotiation and liaison
  - consultation
  - conflict resolution and mediation
- Gather information from documentation, consultation and other sources
- Translate 'big picture' information into value at the local and regional level

## Evidence Guide

### EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment Guidelines for this Training Package.

*Critical aspects for assessment and evidence required to demonstrate this competency unit:*

- The individual being assessed must provide evidence of specified essential knowledge as well as skills

*Access and equity considerations:*

- All workers in the health industry should be aware of access and equity issues in relation to their own area of work
- All workers should develop their ability to work in a culturally diverse environment
- In recognition of particular health issues facing Aboriginal and Torres Strait Islander communities, workers should be aware of cultural, historical and current issues impacting on health of Aboriginal and Torres Strait Islander people
- Assessors and trainers must take into account relevant access and equity issues, in particular relating to factors impacting on health of Aboriginal and/or Torres Strait Islander clients and communities



## EVIDENCE GUIDE

### *Context of and specific resources for assessment:*

- This unit may be assessed in the workplace or in a simulated workplace under normal conditions
- The unit may be assessed in the classroom and may contain a strong theoretical emphasis
- Access to:
  - a range of government and non-government policy documents and reports and statistics
  - journals, books and external expertise
  - documents and other materials (charters, declarations, discussion papers, etc.) from international conferences on population health
  - a range of government and non government policy documents and reports and statistics
  - organisation policies and procedures

### *Method of assessment*

- Observation of performance
- Written tasks
- Interviewing and questioning
- Formal appraisal systems
- Staff client feedback
- Portfolio/CV
- Supporting statement of supervisors
- Evidence of relevant work experience/formal or informal learning
- Case studies and scenarios as a basis for the discussion of issues in population health project planning
- Project, exercise or investigation with relaxed time restraints requiring a significant part of the work to be carried out without close supervision and requiring the completion of a project report

## Range Statement

### RANGE STATEMENT

## RANGE STATEMENT

The Range Statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Add any essential operating conditions that may be present with training and assessment depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts.

*The term population may refer to:*

- General Australian population
- Any sub-group within that population identified by age, sex, ethnicity, sexual identity, geographical location, physical environment, lifestyle choices, socio economic status, disability, health status, etc.
- Any community defined as collective group of people identified by common values and mutual concern for the development and well-being of their group or geographical area

*Relevant work implies:*

- That not all of a particular worker's (paid) role may be classified as 'population health'
- Indeed for most workers, population health work will be a component only (sometimes small) of their total work role.
- This unit applies only to that part of the role that adopts the population health principles and change action frameworks listed below

*Concepts/models of health include:*

- Medical model
- Salutogenic model
- Social view of health
- Academic/professional models of health

*Health determinants may include:*

- Political
- Biological and genetic factors
- Physical environment
- Social factors (e.g. social gradient, stress, early life, social exclusion, work, unemployment, social support, addiction, food, transport, housing, etc.)
- Behavioural

## RANGE STATEMENT

|                                                                   |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |
|-------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                                                                   | <ul style="list-style-type: none"><li>• Cultural</li><li>• Quality of and access to health services</li></ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
| <i>Key principles to a population health approach may include</i> | <ul style="list-style-type: none"><li>• Population focus</li><li>• Preventive focus with stress on building individual/community's capacity to control health determinants for a better quality of life</li><li>• Sensitivity to access and equity issues/health inequalities</li><li>• Sensitivity to cultural differences</li><li>• Health as a resource for everyday living and not as end in itself</li><li>• Health as a result of complex interaction among determinants</li><li>• Health as a context for power relations with society</li><li>• Shared responsibility of health</li><li>• Educational-Ecological approach</li><li>• Evidence-based approach</li><li>• Principles of equity and non-discriminatory practice</li></ul>                                                                                      |
| <i>Change action frameworks of population health may include:</i> | <ul style="list-style-type: none"><li>• Upstream investment (investment directed at root causes to maximise potential benefits)</li><li>• Increased accountability for health outcomes</li><li>• Re-orienting health sector</li><li>• Capacity building</li><li>• Working in partnerships (e.g. joint ventures, collaboration, alliances, coalitions, partnerships)</li><li>• Employment of mechanisms to promote community participation</li><li>• Public policy development (legislation and regulation, resource allocation and incentives)</li><li>• Creation of supportive natural and built environments</li><li>• Addressing health inequalities/health inequalities approach</li><li>• Personal and social development through provision of information and education for health and enhancement of life skills</li></ul> |
| <i>Different settings for population</i>                          | <ul style="list-style-type: none"><li>• Home</li><li>• School</li></ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |

**RANGE STATEMENT**

*health action may include*

- Hospital
- Health services
- Community
- Work
- Transport
- Sports, arts and recreation facilities

*Examples of local, national and international organisations, networks and initiatives supporting Population Health work include:*

- Establishments that provide primary health care
- Community clinics
- Local public health units
- State and national Health departments
- Professional and industry associations
- Non-government organisations
- International health organisations

*Relevant international charters/declarations include:*

- Lalonde Report
- The Solid Facts by WHO
- Health for All by the Year 2000
- Declaration of Alma Ata
- Healthy Toronto 2000
- 38 Targets for Health in the European region
- Ottawa Charter for Health Promotion
- Jakarta Declaration on Health Promotion into the 21st Century
- Health Promotion: Bridging the Equity Gap

**Unit Sector(s)**

Not Applicable

# HLTPOP407C Develop population health competencies in other people

## Modification History

Not Applicable

## Unit Descriptor

### Descriptor

This unit addresses the need to develop population health competencies in workers in fields directly or indirectly allied to population health

## Application of the Unit

### Application

This may apply to individuals in community or welfare work who may be required to engage in population health program planning, delivery or evaluation in their own settings or those who are involved in an entirely different line of work in the community (Council, teaching in a school setting or librarians) but may play a critical role in promoting health

## Licensing/Regulatory Information

Not Applicable

## Pre-Requisites

Not Applicable

## Employability Skills Information

### Employability Skills

This unit contains Employability Skills

## Elements and Performance Criteria Pre-Content

Elements define the essential outcomes of a unit of competency.

The Performance Criteria specify the level of performance required to demonstrate achievement of the Element. Terms in *italics* are elaborated in the Range Statement.

## Elements and Performance Criteria

### ELEMENT

### PERFORMANCE CRITERIA

- |                                                                                                                                  |                                                                                                                                                                                                                                                                                                                                                                                                                   |
|----------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1. Identify <i>individuals</i> in various work settings within the community who can help in addressing population health issues | 1.1 Identify population health issues affecting the given community in consultation with key stakeholders<br>1.2 Identify, in consultation with key <i>stakeholders</i> , different organisations that can help address these population health issues<br>1.3 Identify, in consultation with key stakeholders, individuals within these organisations who can assist in addressing these population health issues |
| 2. Invite participation in developing population health competencies                                                             | 2.1 Contact key individuals from the different organisations and develop a good working relationship with them<br>2.2 Illustrate to them the importance of the roles of these individuals in addressing health issues in the community<br>2.3 Reach <i>agreement for a joint effort</i> to address these issues                                                                                                   |
| 3. Identify specific health competencies that need to be developed                                                               | 3.1 Identify, in consultation with key stakeholders, competencies that need to be developed in relation to specific health issues<br>3.2 Determine means to assess the identified competencies in consultation with key stakeholders and individual/s involved<br>3.3 Assess skill/competency level of the individual/s                                                                                           |

**ELEMENT****PERFORMANCE CRITERIA**

- |                                                                                                                    |                                                                                                                                                                                                                              |
|--------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 4. Determine the most appropriate method to develop identified <i>population health competencies</i> and implement | 4.1 Determine the most practical and appropriate method of developing competencies, taking into consideration work demands and other matters of consequence, in consultation with the stakeholders and individual/s involved |
|                                                                                                                    | 4.2 Plan and implement chosen method of developing the competencies in consultation with stakeholders and individual/s involved                                                                                              |
|                                                                                                                    | 4.3 Monitor and review chosen method of developing the competencies                                                                                                                                                          |

## Required Skills and Knowledge

### REQUIRED SKILLS AND KNOWLEDGE

This describes the essential skills and knowledge and their level required for this unit.

#### *Essential knowledge:*

The candidate must be able to demonstrate essential knowledge required to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

This includes knowledge of:

- Adult learning theories
- Capacity building theory and framework and various capacity building strategies
- Equity issues in population health
- Evidence-based practice
- National, State and local health policies, goals, targets and priorities
- Overview of the stages in population health project planning
- Quality assurance
- Relevant international charters/declarations and documents (eg. Alma Ata, Ottawa Charter, Jakarta Declaration, The Solid Facts by WHO)
- Social change and advocacy processes
- Theory and practice of population health including health promotion, health protection

## REQUIRED SKILLS AND KNOWLEDGE

and prevention of communicable and non communicable diseases

### *Essential skills:*

It is critical that the candidate demonstrate the ability to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

This includes the ability to:

- Apply training planning, delivery and evaluation methods and strategies
- Use a high level of oral and written presentation skills in a training context

## Evidence Guide

### EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment Guidelines for this Training Package.

#### *Critical aspects for assessment and evidence required to demonstrate this competency unit:*

- The individual being assessed must provide evidence of specified essential knowledge as well as skills
- Successful performance of all elements of the unit should be demonstrated
- Competency in this unit needs to be assessed over a period of time, in a range of contexts and on multiple occasions involving a combination of direct, indirect and supplementary forms of evidence

#### *Access and equity considerations:*

- All workers in the health industry should be aware of access and equity issues in relation to their own area of work
- All workers should develop their ability to work in a culturally diverse environment
- In recognition of particular health issues facing Aboriginal and Torres Strait Islander communities, workers should be aware of cultural, historical and



## EVIDENCE GUIDE

current issues impacting on health of Aboriginal and Torres Strait Islander people

- Assessors and trainers must take into account relevant access and equity issues, in particular relating to factors impacting on health of Aboriginal and/or Torres Strait Islander clients and communities

*Context of and specific resources for assessment:*

- Assessment should occur on the job or in a simulated workplace
- Access to:
  - training program
  - training session plans
  - requisite training locations, materials and target groups for training

*Method of assessment:*

- Observation of performance
- Written tasks
- Interviewing and questioning
- Formal appraisal systems
- Staff client feedback
- Portfolio/CV
- Supporting statement of supervisors
- Evidence of relevant work experience/formal or informal learning
- Case studies and scenarios as a basis for the discussion of issues in population health project planning
- Project, exercise or investigation with relaxed time restraints requiring a significant part of the work to be carried out without close supervision and requiring the completion of a project report

*Related units*

- This unit should ideally be assessed in conjunction with related training units if appropriate to the worker and may need to be assessed in conjunction with other units of competency addressing capacity building strategies

## Range Statement

### RANGE STATEMENT

The Range Statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Add any essential operating conditions that may be present with training and assessment depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts.

*Practical and appropriate methods of developing competencies might include:*

- Identifying training needs/competencies that need to be developed
- Training delivery methods and opportunities for practice
- Materials that may be used
- Monitoring and reviewing the effectiveness of training
- Characteristics of participants that may impact on training

*Individuals in the community who can assist in health promotion may include:*

- Health and community workers
- Teachers
- Medical Receptionists
- General Practitioners
- Lab Technicians
- Librarians
- Community health nurse
- Members of community organisations
- Community educators
- Local government industry managers
- Council workers

*Stakeholders may include:*

- Representatives of relevant health agencies operating in the local community
- Community advocates or change agents
- Representatives/leaders of the target population
- Population health professionals/Supervisors
- Federal, state or local health service and population

**RANGE STATEMENT**

|                                                                              |                                                                                                                                                                                                                                                                                                                       |
|------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                                                                              | health planners                                                                                                                                                                                                                                                                                                       |
|                                                                              | <ul style="list-style-type: none"><li>• Federal, state or local health service providers</li><li>• Other health and/or non-government organisations</li></ul>                                                                                                                                                         |
| <i>Agreement to work jointly on population health issues may be</i>          | <ul style="list-style-type: none"><li>• Verbal</li><li>• Written</li><li>• Formal Partnerships</li></ul>                                                                                                                                                                                                              |
| <i>Population health competencies that need to be developed may include:</i> | <ul style="list-style-type: none"><li>• Providing or disseminating information on health issues</li><li>• Preventing the spread of infectious diseases in the community</li><li>• Reporting notifiable diseases to appropriate authorities</li><li>• Identifying and reporting environmental health threats</li></ul> |

**Unit Sector(s)**

Not Applicable

## HLTPOP405C Use media to disseminate information

### Modification History

Not Applicable

### Unit Descriptor

#### Descriptor

This unit covers the use of media to assist in the provision of information to the public about health promotion initiatives

### Application of the Unit

#### Application

This unit applies to work in a public health context

### Licensing/Regulatory Information

Not Applicable

### Pre-Requisites

Not Applicable

### Employability Skills Information

#### Employability Skills

This unit contains Employability Skills

### Elements and Performance Criteria Pre-Content

Elements define the essential outcomes of a unit of competency.

The Performance Criteria specify the level of performance required to demonstrate achievement of the Element. Terms in italics are elaborated in the Range Statement.

## Elements and Performance Criteria

### ELEMENT

### PERFORMANCE CRITERIA

- |                                         |                                                                                                                                                                                                                                                                                                                                                                                                                                 |
|-----------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1. Determine <i>appropriate media</i>   | <ul style="list-style-type: none"><li>1.1 Select an appropriate medium that is readily accessible by the target group in response to the requirements of a specific health campaign or issue</li><li>1.2 Assess potential interest of selected medium and make arrangements to provide appropriate information</li><li>1.3 Follow <i>organisation protocols</i> when liaising with the media</li></ul>                          |
| 2. Provide information to the media     | <ul style="list-style-type: none"><li>2.1 Provide relevant and succinct information to the media with regard to new and specific health promotion initiatives</li><li>2.2 Provide <i>relevant and succinct information</i> on health promotion initiatives to media on an ongoing basis</li><li>2.3 Provide information relevant to target group</li><li>2.4 Follow organisation protocols when providing information</li></ul> |
| 3. Publicise a <i>campaign or issue</i> | <ul style="list-style-type: none"><li>3.1 Establish relationship with media contacts</li><li>3.2 Gather campaign or issue details and support materials</li><li>3.3 Present campaign or issue details and support materials in a logical, relevant and concise manner to the selected media</li><li>3.4 Record information provided to media and maintain</li></ul>                                                             |

## Required Skills and Knowledge

### REQUIRED SKILLS AND KNOWLEDGE

## REQUIRED SKILLS AND KNOWLEDGE

This describes the essential skills and knowledge and their level required for this unit.

### *Essential knowledge:*

The candidate must be able to demonstrate essential knowledge required to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

This includes knowledge of:

- Equity issues in population health
- Evidence-based practice
- Media practices and procedures
- Methods of establishing beneficial media relationships
- National, State and local health policies, goals, targets and priorities
- Overview of the stages in population health project planning
- Quality assurance
- Relevant international charters/declarations and documents (e.g. Alm Ata, Ottawa Charter, Jakarta Declaration, The Solid Facts by WHO)
- Requirements of different medium types
- Social change and advocacy processes
- The need to provide information which is accurate, particularly with regard to libel and discrimination issues
- The role of media in disseminating information
- The role of the media to present information in a newsworthy/ informative manner
- The significance of organisation confidentiality in relation to the public release of information
- Theory and practice of population health including health promotion, health protection and prevention of communicable and non communicable diseases
- Working knowledge, consistent with the elements of competence, of the organisation's applicable media policy and procedures and relevant industry codes of practice

### *Essential skills:*

It is critical that the candidate demonstrate the ability to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

This includes the ability to:

- Accurately communicate organisation policy
- Apply procedures for liaising with media
- Apply effective communication and interpersonal skills including:

## REQUIRED SKILLS AND KNOWLEDGE

- language competence
- literacy and reading competence
- writing competence
- Apply analytical thinking, problem solving and critical appraisal
- Communicate information in a fluent, clear and interesting manner
- Demonstrate public speaking and media presentation skills
- Engage and work collaboratively and/or in partnership
- Facilitate and contribute effectively to meetings, forums and other networks
- Liaise with media and other organisation personnel
- Undertake work planning and management
- Work as part of a multi-disciplinary team and/or autonomously

## Evidence Guide

### EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment Guidelines for this Training Package.

*Critical aspects for assessment and evidence required to demonstrate this competency unit:*

- The individual being assessed must provide evidence of specified essential knowledge as well as skills

*Access and equity considerations:*

- All workers in the health industry should be aware of access and equity issues in relation to their own area of work
- All workers should develop their ability to work in a culturally diverse environment
- In recognition of particular health issues facing Aboriginal and Torres Strait Islander communities, workers should be aware of cultural, historical and current issues impacting on health of Aboriginal and Torres Strait Islander people
- Assessors and trainers must take into account

## EVIDENCE GUIDE

relevant access and equity issues, in particular relating to factors impacting on health of Aboriginal and/or Torres Strait Islander clients and communities

*Context of and specific resources for 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
- Access is required to:
  - equipment such as overhead projector and other presentation aids, appropriate computer software
  - mock audience, if simulated case study

*Method of assessment:*

Assessment may include:

- Observation of performance
- Written tasks
- Interviewing and questioning
- Formal appraisal systems
- Staff/client feedback
- Portfolio
- 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

*Related units:*

- This unit can be assessed independently
- However, holistic assessment practice with other appropriate units of competency is encouraged



## Range Statement

### RANGE STATEMENT

The Range Statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Add any essential operating conditions that may be present with training and assessment depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts.

*Organisations liaising with the media may include:*

- Health services
- Government services and departments
- Schools
- Local community organisations
- Clubs
- Churches and associations
- Industry

*Organisational protocols may include:*

- Following organisational policies and procedures
- Maintaining personal presentation standards and expectations
- Ensuring media liaison person is fully briefed and prepared
- Acknowledging support of other organisations
- Seeking advice from superiors where appropriate
- Observing relevant Federal and State legislation and regulations

*Appropriate media may include:*

- Print (local and daily newspapers, business newspapers, generalist magazines, specialist magazines, articles or reviews)
- Television (news interviews, commercials, programs or documentaries)
- Radio (interviews, talk-back or commercials)
- Internet (organisation web-sites, other government department and private web-sites, online forums)

*Campaigns or issues may include:*

- Statewide initiatives
- Locality wide interventions

**RANGE STATEMENT**

- Single setting interventions
- Single location interventions
- Long-term interventions

*Requirements of the media may include:*

- Deadlines
- Written reports
- Verbal presentations
- Photos
- Amenities
- Briefing area
- Access to media liaison person
- Bilingual personnel or bilingual information

*Relevant and succinct information may include:*

- Information that according to protocol is available for public release
- Information that is factual and avoids speculation
- Language that can be readily understood by a majority of the audience, in order to avoid misinterpretation

**Unit Sector(s)**

Not Applicable

## HLTPOP401C Maintain a population health database

### Modification History

Not Applicable

### Unit Descriptor

#### Descriptor

This unit addresses the development of skills required to maintain a health database system

### Application of the Unit

#### Application

Working in compliance with relevant legislation and regulations within which the worker's organisation operates is essential

### Licensing/Regulatory Information

Not Applicable

### Pre-Requisites

Not Applicable

### Employability Skills Information

#### Employability Skills

This unit contains Employability Skills

### Elements and Performance Criteria Pre-Content

Elements define the essential outcomes of a unit of competency.

The Performance Criteria specify the level of performance required to demonstrate achievement of the Element. Terms in *italics* are elaborated in the Range

Statement.

## Elements and Performance Criteria

| ELEMENT                                                         | PERFORMANCE CRITERIA                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |
|-----------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1. Prepare information that needs to be entered into the system | <ul style="list-style-type: none"><li>1.1 Classify/sort out information received on the basis of a clear understanding of the purpose for maintaining the database</li><li>1.2 Take steps to maintain confidentiality according to prescribed procedures</li><li>1.3 Identify necessary dataset</li></ul>                                                                                                                                                                                                                                                                                                                                                                                                                           |
| 2. Enter <i>data</i> and interrogate the <i>system</i>          | <ul style="list-style-type: none"><li>2.1 Enter, check and amend data in accordance with prescribed procedures</li><li>2.2 Extract required information by querying the system</li><li>2.3 Import/export data between compatible databases and adjust host documents in accordance with software and system procedures</li><li>2.4 Use manuals, user documentation and on-line help to overcome problems</li><li>2.5 Name and store databases, in accordance with organisation requirements and exit the application without data loss/damage</li><li>2.6 Take steps to ensure that integrity and accuracy of data are maintained at all times, including contributing to the development of quality assurance procedures</li></ul> |
| 3. Disseminate/transmit information                             | <ul style="list-style-type: none"><li>3.1 Preview, adjust and print database reports in accordance with organisational and task requirements</li><li>3.2 Transmit electronic updates according to prescribed procedures and guidelines</li></ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |

## Required Skills and Knowledge

### REQUIRED SKILLS AND KNOWLEDGE

This describes the essential skills and knowledge and their level required for this unit.

#### *Essential knowledge:*

The candidate must be able to demonstrate essential knowledge required to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

This includes knowledge of:

- Equity issues in population health
- Evidence-based practice
- National, State and local health policies, goals, targets and priorities
- Organisation policy and procedures
- Overview of the stages in population health project planning
- Quality assurance
- Relevant international charters/declarations and documents (e.g. Ottawa Charter, Alma Ata, The Solid Facts by WHO)
- Social change and advocacy processes
- Theory and practice of population health including health promotion, health protection and prevention of communicable and non communicable diseases

#### *Essential skills:*

It is critical that the candidate demonstrate the ability to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

This includes the ability to:

- Apply numeracy skills in relating to creating simple queries and using simple formulae
- Demonstrate efficient input of data with minimal duplication of datasets
- Ensure databases are appropriate to task requirements
- Relate to people from a range of social, cultural, ethnic and professional backgrounds and physical and mental abilities

# Evidence Guide

## EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment Guidelines for this Training Package.

*Critical aspects for assessment and evidence required to demonstrate this competency unit:*

- The individual being assessed must provide evidence of specified essential knowledge as well as skills
- Integrated demonstration of all elements of this unit required
- Competency is demonstrated by performance of all stated criteria within the scope as defined by the Range Statement
- In order to achieve consistency of performance, evidence should be collected over a set period of time which is sufficient to include dealings with an appropriate range and variety of situations

*Access and equity considerations:*

- All workers in the health industry should be aware of access and equity issues in relation to their own area of work
- All workers should develop their ability to work in a culturally diverse environment
- In recognition of particular health issues facing Aboriginal and Torres Strait Islander communities, workers should be aware of cultural, historical and current issues impacting on health of Aboriginal and Torres Strait Islander people
- Assessors and trainers must take into account relevant access and equity issues, in particular relating to factors impacting on health of Aboriginal and/or Torres Strait Islander clients and communities

*Context of and specific resources for assessment:*

- Assessment of performance requirements in this unit should be undertaken in an actual workplace or simulated environment
- The learner and trainer should have access to appropriate documentation and resources normally used in the workplace, such as:

## EVIDENCE GUIDE

- workplace reference materials such as style guides
- computer equipment with database software
- english dictionary

## Range Statement

### RANGE STATEMENT

The Range Statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Add any essential operating conditions that may be present with training and assessment depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts.

*Database systems may include:*

- State disease surveillance system
- Health registries created for different health issues (cancer, pap smear, hepatitis, etc.)

*Prescribed procedures and guidelines may be outlined in:*

- Organisational procedures manual
- Procedures manual provided by relevant health authorities

*Prescribed policy and procedures may include:*

- Log-on procedures
- Password protection
- Storage/location of data
- Standard formats
- Author's instructions
- Use of templates

*Software functions may include:*

- Field definitions/attributes
- Inserting/deleting blank lines and spaces

## RANGE STATEMENT

- Altering field widths
- Adding, deleting, moving, re-labelling fields
- Repeating (if available)
- Calculate/formula
- Formatting fields
- Formatting text
- Data protection
- Headers/footers
- Table, form and report wizards
- Exporting/merging data from different databases/software

*Data may include:*

- Numbers
- Text

*Checking may include:*

- Proofreading
- Accuracy of data
- Spelling, electronically and manually
- Accuracy of formulae with calculator
- Outcome of sorting/filtering
- Ensuring instructions with regard to content and format have been followed
- Timeliness of data entry

*Printing may include:*

- Records
- Tables
- Forms
- Queries
- Reports
- Charts

*Storage of data may include:*

- Storage in electronic folders/sub-folders
- Storage on hard/floppy disk drives, CD ROM, tape backup
- Organisation policy for backing up files
- Organisation policy for filing hard copies of databases
- Filing locations



## **RANGE STATEMENT**

- Security
- Authorised access

## **Unit Sector(s)**

Not Applicable

## **CHCCD619B Establish and maintain community, government and business partnerships**

### **Modification History**

Not Applicable

### **Unit Descriptor**

#### **Descriptor**

This unit describes the knowledge and skills required by members of a community group to define, establish and maintain partnerships across sectors to develop community capacity

### **Application of the Unit**

#### **Application**

This unit is intended for application within a community work or community development work context

### **Licensing/Regulatory Information**

Not Applicable

### **Pre-Requisites**

Not Applicable

### **Employability Skills Information**

#### **Employability Skills**

This unit contains Employability Skills

## Elements and Performance Criteria Pre-Content

Elements define the essential outcomes of a unit of competency.

The Performance Criteria specify the level of performance required to demonstrate achievement of the Element. Terms in *italics* are elaborated in the Range Statement.

## Elements and Performance Criteria

### ELEMENT

### PERFORMANCE CRITERIA

- |                                                   |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
|---------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1. Define opportunities for specific partnerships | 1.1 Establish opportunities for contribution to service delivery<br>1.2 Carry out consultation on the <i>types of partnerships</i> to meet service delivery opportunities within the organisation<br>1.3 Identify possible benefits to potential partners<br>1.4 Invite key stakeholders to comment and contribute to both opportunities and partnership type                                                                                                                                                                                                                                                                                                                                                                                         |
| 2. Develop a <i>framework</i> for the partnership | 2.1 Promote desired partnership types and <i>partnership opportunities</i><br>2.2 Develop a policy on the types of organisations acceptable to partner with<br>2.3 Identify specific organisations as suitable to approach<br>2.4 Develop a targeted partnership proposal for each organisation to be approached<br>2.5 Consult potential partners to develop frameworks that will meet the needs of all partners<br>2.6 Ensure selected partners establish the characteristics of the partnership<br>2.7 Ensure confirmed partners agree to the partnership characteristics including structure, scale, roles, goals and timeframes<br>2.8 Develop <i>measures for success</i> and communicate to stakeholders<br>2.9 Define an agreed exit strategy |

## ELEMENT

## PERFORMANCE CRITERIA

- |                                                  |                                                                                                    |
|--------------------------------------------------|----------------------------------------------------------------------------------------------------|
| 3. Maintain the partnership                      | 3.1 Promote the partnership in the agreed manner                                                   |
|                                                  | 3.2 Undertake regular communication and review with all partners                                   |
|                                                  | 3.3 Identify, monitor and review challenges facing the partnership                                 |
|                                                  | 3.4 Seek, communicate, document and review <i>opportunities for learning</i> from the partnership  |
|                                                  | 3.5 Maintain transparency of agendas                                                               |
|                                                  | 3.6 Maintain <i>agreed measurement systems</i>                                                     |
| 4. Evaluate the effectiveness of the partnership | 4.1 Evaluate the flexibility and appropriateness of responses to challenges facing the partnership |
|                                                  | 4.2 Evaluate and communicate performance against agreed measures                                   |
|                                                  | 4.3 Monitor, review and communicate to stakeholders capability to implement the exit strategy      |

## Required Skills and Knowledge

### REQUIRED SKILLS AND KNOWLEDGE

This describes the essential skills and knowledge and their level required for this unit.

#### *Essential knowledge:*

The candidate must be able to demonstrate essential knowledge required to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

These include knowledge of:

- Mission, values and culture of the organisations targeted for and within the partnership

## REQUIRED SKILLS AND KNOWLEDGE

- Needs of the organisation
- Clarity of 'chain of command' - who will drive the partnership and how it relates to decision-making in the organisations

### *Essential skills:*

It is critical that the candidate demonstrate the ability to:

- Demonstrate strategic communication skills
- Undertake conflict resolution
- Apply skills in strategic planning, including developing objectives, strategies and relevant budgets
- Undertake partnership proposal development
- Identify benefits to potential partners

In addition, the candidate must be able to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

These include the ability to:

- Demonstrate application of skills in:
  - general research
  - interview techniques
  - report writing

## Evidence Guide

### EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment Guidelines for this Training Package.

### *Critical aspects for assessment and evidence required to*

- The individual being assessed must provide evidence of specified essential knowledge as well as skills

## EVIDENCE GUIDE

*demonstrate this unit of competency:*

- Competency must be demonstrated in a real work environment
- Competence in this unit must be assessed over a period of time in order to ensure consistency of performance over contexts applicable to the work environment
- Consistency in performance should consider the work environment, worker's role and responsibilities in the workplace

*Access and equity considerations:*

- All workers in community services should be aware of access, equity and human rights issues in relation to their own area of work
- All workers should develop their ability to work in a culturally diverse environment
- In recognition of particular issues facing Aboriginal and Torres Strait Islander communities, workers should be aware of cultural, historical and current issues impacting on Aboriginal and Torres Strait Islander people
- Assessors and trainers must take into account relevant access and equity issues, in particular relating to factors impacting on Aboriginal and/or Torres Strait Islander clients and communities

*Context of and specific resources for assessment:*

- This unit can be assessed independently, however holistic assessment practice with other community services units of competency is encouraged
- Resources required for assessment include access to:
  - appropriate workplace where assessment can be conducted or
  - simulation of realistic workplace setting for assessment
  - equipment and resources normally used in the workplace
  - time (e.g. to establish good relationships)

*Method of assessment may include:*

- Observations
- Questioning
- Evidence gathered from the workplace environment and presented as a portfolio

## EVIDENCE GUIDE

- Demonstration over a period of time to ensure consistency of performance
- Assessment of a partnership proposal written for a specific partner
- In cases where the learner does not have the opportunity to cover all relevant aspects in the work environment, the remainder should be assessed through realistic simulations, projects, previous relevant experience or oral questioning on 'What if?' scenarios
- Assessment of this unit of competence will usually include observation of processes and procedures, oral and/or written questioning on Essential knowledge and skills and consideration of required attitudes
- Where performance is not directly observed and/or is required to be demonstrated over a 'period of time' and/or in a 'number of locations', any evidence should be authenticated by colleagues, supervisors, clients or other appropriate persons

## Range Statement

### RANGE STATEMENT

The Range Statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Add any essential operating conditions that may be present with training and assessment depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts.

#### *Types of partnerships:*

- Partnerships may be between organisations across sectors and may be based on philanthropy, or a combination of resources to achieve common goals in developing community capacity

## RANGE STATEMENT

*Partnership opportunities:*

- Partnership opportunities are developed by the partners to meet both their needs and the various needs of the communities that they are part of

*Framework refers to:*

- The framework describes the structure policy and processes of the partnership to best meet stakeholder needs

*Measures for success refers to:*

- The quantifiable and qualitative goals that the partnership has developed to indicate that its purposes are being achieved

*Opportunities for learning refers to:*

- Practices of reflection throughout the workings of the partnership to seek opportunities for improvement

*Agreed measurement systems refers to:*

- The process of measuring the identified success criteria

## Unit Sector(s)

Not Applicable



## CHCCD402B Develop and provide community education projects

### Modification History

| CHC08 Version 3                                            | CHC08 Version 4                                            | Comments                                                                                                            |
|------------------------------------------------------------|------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------|
| CHCCD402A Develop and provide community education projects | CHCCD402B Develop and provide community education projects | ISC upgrade changes to remove references to old OHS legislation and replace with references to new WHS legislation. |

### Unit Descriptor

**Descriptor**

This unit describes the knowledge and skills required to work with the community to develop and provide education projects on relevant issues

### Application of the Unit

**Application**

This unit is intended for application within a community work or community development work context

### Licensing/Regulatory Information

Not Applicable

### Pre-Requisites

Not Applicable

### Employability Skills Information

**Employability Skills**

This unit contains Employability Skills

## Elements and Performance Criteria Pre-Content

Elements define the essential outcomes of a unit of competency.

The Performance Criteria specify the level of performance required to demonstrate achievement of the Element. Terms in *italics* are elaborated in the Range Statement.

## Elements and Performance Criteria

### ELEMENT

### PERFORMANCE CRITERIA

- |                                        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |
|----------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1. Develop an <i>education project</i> | <p>1.1 Develop project plan in consultation with <i>key people and organisations</i> that identifies priorities and desired outcomes to address issues of concerns of target group/s</p> <p>1.2 Identify and secure appropriate human, financial and physical <i>resources</i></p> <p>1.3 Develop strategies and education/resource materials appropriate to the context, issue and audience</p> <p>1.4 Prepare promotional materials and disseminate to target audience and others as appropriate</p> |
| 2. Deliver the education project       | <p>2.1 Implement strategies and distribute education/resource materials to ensure maximum effectiveness for delivery of the project</p> <p>2.2 Implement strategies to encourage full participation in the project and the expression of views and feelings about its process or content</p> <p>2.3 Make project adjustments as required to meet the needs of specific groups</p> <p>2.4 Seek feedback on the education project or activity from participants</p>                                      |
| 3. Review the education project        | <p>3.1 Assess the education project against the planned goals and objectives in accordance with organisation policies and procedures</p> <p>3.2 Discuss outcomes of project evaluations with key people and organisations to determine future directions</p> <p>3.3 Document education project outcomes, and where</p>                                                                                                                                                                                 |

**ELEMENT****PERFORMANCE CRITERIA**

necessary act on them in accordance with organisation procedures

## Required Skills and Knowledge

### REQUIRED SKILLS AND KNOWLEDGE

This describes the essential skills and knowledge and their level required for this unit.

#### *Essential knowledge:*

It is critical that the candidate demonstrate knowledge of:

- Needs assessment and analysis
- Goals and objectives for project selected
- Resource availability for particular projects
- Strategies and actions needed to achieve goals
- Accountability requirements
- Resources and support within the community
- Organisation policies and procedures

The candidate must also be able to demonstrate essential knowledge required to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role, such as knowledge of:

- Organisation policies and procedures for dealing with the media

#### *Essential skills:*

It is critical that the candidate demonstrate the ability to:

- Match education activities with community needs and priorities
- Demonstrate collaboration and consultation with key people and organisations
- Deliver high quality innovative educational projects

In addition, the candidate must be able to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

## REQUIRED SKILLS AND KNOWLEDGE

These include the ability to:

- Demonstrate application of skills in:
  - liaison and networking
  - communication
  - research skills
  - time management
  - budgeting
  - report writing
  - evaluation
  - presentation
  - promotion
  - negotiation
  - effective use of relevant information technology in line with work health and safety (WHS) guidelines

## Evidence Guide

### EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment Guidelines for this Training Package.

*Critical aspects for assessment and evidence required to demonstrate this unit of competency:*

- The individual being assessed must provide evidence of specified essential knowledge as well as skills
- This unit may be assessed on the job using appropriate relevant materials and examples or through an appropriately simulated environment
- Consistency in performance should consider the organisation and individual context within which work takes place

*Access and equity considerations:*

- All workers in community services should be aware of access, equity and human rights issues in relation to their own area of work
- All workers should develop their ability to work in a

## EVIDENCE GUIDE

culturally diverse environment

- In recognition of particular issues facing Aboriginal and Torres Strait Islander communities, workers should be aware of cultural, historical and current issues impacting on Aboriginal and Torres Strait Islander people
- Assessors and trainers must take into account relevant access and equity issues, in particular relating to factors impacting on Aboriginal and/or Torres Strait Islander clients and communities

*Context of and specific resources for assessment:*

- This unit can be assessed independently, however holistic assessment practice with other community services units of competency is encouraged
- Resources required for assessment include access to appropriate resources for developing, delivering and evaluating community education projects (or access to an appropriately simulated environment)

*Method of assessment:*

- In cases where the learner does not have the opportunity to cover all relevant aspects in the work environment, the remainder should be assessed through realistic simulations, projects, previous relevant experience or oral questioning on 'What if?' scenarios
- Assessment of this unit of competence will usually include observation of processes and procedures, oral and/or written questioning on Essential knowledge and skills and consideration of required attitudes
- Where performance is not directly observed and/or is required to be demonstrated over a 'period of time' and/or in a 'number of locations', any evidence should be authenticated by colleagues, supervisors, clients or other appropriate persons

## Range Statement

### RANGE STATEMENT

## RANGE STATEMENT

The Range Statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Add any essential operating conditions that may be present with training and assessment depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts.

- Education project may include:*
- Projects of varying scope and scale ranging from state wide initiatives, to specific activities
    - a single event, such as an information stall in a shopping centre
    - a multi session education and skill development project
    - a complex, large scale series of activities that incorporates diverse but coordinated elements, such as a state-wide education campaign involving mass media information

- Key people and organisations may include:*
- Target group
  - Other relevant organisations
  - Funding bodies
  - Community support groups
  - The media

- Resources may include:*
- Equipment
  - Staff skills
  - Time
  - Space
  - Venue
  - Educational materials
  - Funding

- Marketing materials must be:*
- Culturally appropriate

- Assessment and evaluation of the education project may include:*
- Use of feedback material
  - Discussions with stakeholders, organisations and other participants
  - Discussion with colleagues

## Unit Sector(s)

Not Applicable

## CHCDFV509D Work with users of violence to effect change

### Modification History

| CHC08 Version 3                                         | CHC08 Version 4                                         | Description                                                                                                                                                                |
|---------------------------------------------------------|---------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| CHCDFV509C Work with users of violence to effect change | CHCDFV509D Work with users of violence to effect change | Unit updated in V4.<br>ISC upgrade changes to remove references to old OHS legislation and replace with references to new WHS legislation. No change to competency outcome |

### Unit Descriptor

**Descriptor**

This unit describes the knowledge and skills required to work with and engage users of violence in assisting them to take responsibility for their violence and to work towards changing their behaviour and enhancing the safety of their family

### Application of the Unit

**Application**

This unit may apply in a range of community service contexts with clients who may experience domestic and family violence

### Licensing/Regulatory Information

Not Applicable

### Pre-Requisites

Not Applicable



## Employability Skills Information

### Employability Skills

This unit contains Employability Skills

## Elements and Performance Criteria Pre-Content

Elements define the essential outcomes of a unit of competency.

The Performance Criteria specify the level of performance required to demonstrate achievement of the Element. Terms in *italics* are elaborated in the Range Statement.

## Elements and Performance Criteria

### ELEMENT

### PERFORMANCE CRITERIA

1. Establish and maintain professional relationship

- 1.1 Use appropriate *interpersonal skills* to develop an open, trusting and professional relationship and to allow accurate and relevant exchange of information
- 1.2 Establish and maintain contact with partner and/or family of *users of violence* to identify and analyse their needs
- 1.3 Explain and promote client and worker *rights and responsibilities* throughout client contact
- 1.4 Mutually agree and adhere to appropriate structures, timeframes and protocols
- 1.5 In all dealings with users of violence and their family, comply with *organisation standards and procedures* and with *legislative and statutory requirements*

2. Assess capacity for change

- 2.1 Assess motivation and commitment of users of violence to change *attitudes, beliefs and behaviour* and encourage positive elements and aspects
- 2.2 Respectfully challenge and constructively address violent behaviour and attitudes condoning violence in an environment that promotes positive client participation
- 2.3 Identify and assess related issues and factors that impact directly on the user of violence, their partner and

**ELEMENT****PERFORMANCE CRITERIA**

family members

2.4 Identify own limitations and strengths in addressing and assessing needs, and respond to them within a supervision framework

3. Encourage personal responsibility

3.1 Challenge users of violence and encourage them to identify their violence and its known and potential affect upon partner and family members

3.2 Encourage users of violence to take responsibility for their actions, to recognise their choices to develop *skills and/or knowledge* and to develop non-violent and respectful relationships

3.3 Assist users of violence to use personal exploration to identify and address opportunities and obstacles to change their *attitudes, beliefs and behaviour*

3.4 Assist users of violence to establish realistic *goals* and strategies to enhance the safety of their partner and family members

3.5 Identify and negotiate the need for specialised services or referral with users of violence and *relevant people*

3.6 Ensure all dealings with users of domestic violence are respectful and sensitive to cultural and family issues and to any *individual differences*

4. Monitor and review progress

4.1 Monitor progress of the user of violence through self reflection, partner and family member feedback and critical assessment by the worker and if appropriate, the criminal justice system

4.2 Identify and challenge lack of progress in taking responsibility and any re-use of violence, and develop modified strategies to enhance the safety of the partner and family members of users of violence

4.3 Encourage users of violence to establish and maintain networks of support to assist in the development of responsible *behaviour*

4.4 Identify and allocate additional *services and/or support needed* for further progress according to

**ELEMENT****PERFORMANCE CRITERIA**

availability and organisation standards and procedures

4.5 Complete and maintain all appropriate documentation in accordance with organisation standards and procedures and in compliance with legislative and statutory requirements

**Required Skills and Knowledge****REQUIRED SKILLS AND KNOWLEDGE**

This describes the essential skills and knowledge and their level required for this unit.

*Essential knowledge:*

The candidate must be able to demonstrate essential knowledge required to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

These include:

- Knowledge of the social context of domestic violence, including power and control, motivation for change, gender, child abuse and criminal issues
- Knowledge of behaviour and socialisation theories including those which emphasise that thinking patterns can be changed to give people acceptable and constructive alternatives to harmful behaviour
- Knowledge of the cultural, age and language groups represented within the local community, and an understanding of cultural issues that arise when working with those groups
- Understanding of the prevalence of beliefs in the broader society which condone violence, and individuals' rights to safety and autonomy
- Knowledge of internally and externally provided services particularly in the domestic violence field
- Knowledge of respectful strategies that will assist clients in changing their attitudes, beliefs and behaviours
- Knowledge of legislative requirements and provisions relevant to area of service delivery and delegated responsibility
- Knowledge which incorporates theories and concepts of planning and control procedures, resource management and risk management
- A knowledge of techniques for dealing with potentially volatile clients and group situations

## REQUIRED SKILLS AND KNOWLEDGE

- Awareness of own values and attitudes and their potential impact on clients
- Knowledge of potential obstacles and opportunities for clients that may impact on changes in attitudes, beliefs and behaviours

### *Essential skills:*

It is critical that the candidate demonstrate the ability to:

- Use interpersonal skills and knowledge to work effectively with users of violence to effect change and to provide appropriate support to family members, in particular, to:
  - accurately identify the safety needs of partners and family members of users of domestic violence
  - establish clear agreements with users of violence about goals, strategies and outcomes to effect change
  - comply with the organisations security and work health and safety (WHS) policies and operating procedures relating to contact with users of violence
  - demonstrate challenging and supportive feedback techniques to maintain a focus on personal responsibility with users of violence
  - refer to relevant programs which meet the needs of the users of violence, their partner and family
  - accurately interpret and comply with legal and procedural requirements
  - understand own work role and responsibilities in relation to service delivery
  - manage own practice within a supervisory framework

In addition, the candidate must be able to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

These include the ability to:

- Demonstrate application of skills in:
  - facilitation in relation to providing guidance for behavioural change and the achievement of specified goals
  - response, which include maintaining separate confidentiality strategies when working with users of violence, their partner and family members
  - questioning and active listening (paraphrasing, clarifying, summarising, relationship building and engaging) techniques to develop a trusting relationship and facilitate accurate and relevant exchange of information
  - goal setting and strategy development for ensuring safety
  - self management within a supervision framework
  - assessment to identify needs and related issues which impact on user of violence, partner and family members
  - counselling which challenge violence and support the change process
  - problem solving for a broad range of unpredictable problems involving analysis,

## REQUIRED SKILLS AND KNOWLEDGE

assessment, evaluation and the ability to adjust plans and acquire additional resources to assist users of violence, their partner, and/or family

- collaboration between worker and use of violence, partner and family, and between worker and services and workers across occupational groups
- dealing with volatile and potentially volatile clients and group situations
- literacy and communication in relation to analysis, evaluation and presentation of information including preparing documents and reports related to client needs and service delivery issues

## Evidence Guide

### EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment Guidelines for this Training Package.

*Critical aspects for assessment and evidence required to demonstrate this unit of competency:*

- The individual being assessed must provide evidence of specified essential knowledge as well as skills
- This unit will be most appropriately assessed in the workplace or in a simulated workplace and under the normal range of workplace conditions
- Assessment of performance should be over a period of time covering all categories within the Range Statement statements that are applicable in the learning environment  
This will include contexts applicable to the work environment, such as actual or simulated workplace situations involving a combination of direct, indirect and supplementary forms of evidence

*Access and equity considerations:*

- All workers in community services should be aware of access, equity and human rights issues in relation to their own area of work
- All workers should develop their ability to work in a culturally diverse environment
- In recognition of particular issues facing Aboriginal and Torres Strait Islander communities, workers

## EVIDENCE GUIDE

should be aware of cultural, historical and current issues impacting on Aboriginal and Torres Strait Islander people

- Assessors and trainers must take into account relevant access and equity issues, in particular relating to factors impacting on Aboriginal and/or Torres Strait Islander clients and communities

### *Context of and specific resources for assessment:*

- This unit can be delivered and assessed independently, however holistic assessment practice with other community services units of competency is encouraged
- Resources required for assessment of this unit include access to:
  - an appropriate workplace where assessment can take place or simulation of realistic workplace setting for assessment
- Where assessment is conducted within the workplace there are no resource implications above those normally available in the workplace
- Where assessment is conducted in a simulated or non-workplace environment then access to the necessary equipment and research resources should be provided
- Access to simulated exercises, case studies related to service delivery issues will also be required if non-workplace assessment paths are utilised

### *Method of assessment:*

- Evidence will be determined by organisation from the Range Statement, justified in terms of work requirements, work roles and responsibilities and occupational specialisations
- Evidence for assessment of competence may be gathered by appropriate combination of the following:
  - demonstration of competency within the working environment in delivering services to users of violence to effect change
  - assessment must be in the workplace, however, where there is not an opportunity to cover all relevant aspects in the work environment, the remainder should be assessed through realistic

## EVIDENCE GUIDE

simulations, projects, previous relevant experience or oral questioning on 'What if?' scenarios

- observation of processes and procedures, oral and/or written questions on Essential knowledge and skills and consideration of required attitudes
- where performance is not directly observed and/or is required to be demonstrated over a period of time and/or in a number of locations, any evidence should be authenticated by colleagues, supervisors, clients or other appropriate persons
- review of any documentation produced by the candidate related to work done with users of violence to effect change

### *Related units:*

This unit should be assessed after or in conjunction with related unit:

- CHCDFV402C Manage own professional development in responding to domestic and family violence

For the purpose of integrated assessment, this unit may be assessed in conjunction with the following units:

- CHCCM402E Establish and monitor a case plan
- CHCCS607E Coordinate the assessment and delivery of services to clients with particular needs

## Range Statement

### RANGE STATEMENT

The Range Statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Add any essential operating conditions that may be present with training and assessment depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts.

## RANGE STATEMENT

*Interpersonal skills may include:*

- Means for communicating with people with disabilities or where English is not the first language
- Methods of communicating with different age, religious, gender and sexual identity groups
- Non-judgemental communication techniques
- Using strategies that empower client to ensure safety of client and family
- Assessment for motivation and capacity to change violent and abusive behaviour
- Techniques to challenge client's behaviour and attitudes where appropriate
- Cultural, sub-cultural awareness/sensitivity
- Using appropriate body language
- Reflecting, summarising and paraphrasing
- Asking open-ended questions
- The ability to ask direct questions about violence in a sensitive and appropriate way
- Using conflict management skills if appropriate
- Recognition of client/worker power differences
- Maintaining confidentiality
- Active listening
- If needed, use of a qualified interpreter whose involvement will not jeopardise the safety of the client or client's family

*Users of violence may be:*

- Individuals who have committed domestic violence
- Referred or self-referred
- People with specific needs
- Voluntary or involuntary clients

*Rights and responsibilities may include:*

- Rights of safety
- Rights under common law
- Rights outlined under relevant standards/principles and charters (e.g. UN declaration on rights of the child)
- Rights under the constitution
- Rights and responsibilities under legislation (e.g. freedom of information and child protection legislation)
- Guidelines relating to parameters of



## RANGE STATEMENT

|                                                                                                                                                         |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
|---------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                                                                                                                                                         | <ul style="list-style-type: none"> <li>confidentiality/client consent</li> <li>Worker's code of ethics</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
| <i>User/s of violence demonstrate a range of attitudes, beliefs and behaviours which may include:</i>                                                   | <ul style="list-style-type: none"> <li>Verbal and/or physical, or sexual abuse</li> <li>Threats or intimidation</li> <li>Economic abuse</li> <li>Social abuse</li> <li>Emotional, psychological and spiritual abuse</li> <li>Discrimination</li> <li>Gender privilege</li> <li>Committing offences</li> <li>Drug/alcohol usage or abuse</li> <li>Antisocial behaviour</li> <li>Breach of an order or condition</li> <li>Not complying with reasonable directions</li> </ul>                                                                                                                                                                                                           |
| <i>Services and/or support needed for users of violence, their partner and family members which enhance safety may include, but are not limited to:</i> | <ul style="list-style-type: none"> <li>Crisis intervention services</li> <li>Legal or medical information and support</li> <li>Access to services/information</li> <li>Ongoing assessment</li> <li>Educational materials and assistance with literacy</li> <li>Living skills and problem solving programs</li> <li>Individual and group programs for users of violence, their partner and family</li> <li>Referrals to specialist services</li> <li>Referrals to community support and/or education groups</li> <li>Counselling (one-to-one, family or group orientated)</li> <li>Provision of assistance to address issues, gather information and locate other resources</li> </ul> |
| <i>Goals should aim for the cessation of violence and/or abuse and be:</i>                                                                              | <ul style="list-style-type: none"> <li>Realistic and attainable</li> <li>Open to review</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |
| <i>These goals may be:</i>                                                                                                                              | <ul style="list-style-type: none"> <li>Those set out in a case plan</li> <li>Those set out by the individual, partner and/or family</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |

## RANGE STATEMENT

- Compliance with directions/orders
- Immediate
- Short term
- Long term
- Or a combination of the above

*Relevant people may refer to:*

- Organisation management, colleagues, supervisor, team members
- Acknowledged domestic violence issue experts (including, specialised practitioners from human/community service sectors etc)
- Various community groups representing cultural, religious, social, ethnic, gender, and age groups within the community
- Government representatives and service providers
- Family members, friends, care-givers
- Behaviour change groups, such as users of violence groups, drug and alcohol groups
- Support groups such as users of violence support groups, community houses, church groups, professional associations
- Authorities responsible for provision of community and justice administration services, for example, local councils, state and commonwealth agencies
- Probation and parole officers

*Skills and/or knowledge and behaviours to be developed may include but are not limited to:*

- Communication skills
- Life-skills
- Self management skills
- Stress-management skills
- Personal development/self-esteem skills
- Development of constructive alternatives to current abusive behaviour
- The development of an awareness of the effects of violence and abuse
- Development of a sense of responsibility for their actions
- Insight/personal assessment

*Individual differences may, but*

- Who have a disability

**RANGE STATEMENT**

*are not limited to those:*

- Who come from diverse cultural and sub-cultural backgrounds
- Whose preferred or first language is not english
- Who are aged or young
- Who live in a remote or rural location
- Who are in same-sex relationships
- Whose religious beliefs or practices need to be considered
- Who are of a particular gender
- With a dual diagnosis
- Who have addiction or dependency issues
- Who come from an aboriginal background
- Who come from a Torres Strait Islander background
- Who have mental health issues

*Organisation standards and procedures may include those relating to:*

- Client and worker safety
- Collection and storage of information
- Client interview protocols and procedures
- Code of conduct/code of ethics
- Principles and implementation of duty of care
- Departmental, inter-departmental regulations, protocols and procedures relevant to work role and responsibilities
- Inter-agency practice and protocols
- Use of interpreter and interpreter services
- Organisation mission statement and/or philosophy
- Eligibility criteria for accessing particular services
- Completion of forms and applications
- Guidelines relating to confidentiality/client consent
- WHS
- Debriefing and supervision
- Industry standards

*Legislative and statutory requirements may include:*

- Relevant State/territory/Commonwealth legislation (e.g. domestic violence, family violence, guardianship, disability services, immigration, anti-discrimination, child protection, legal practice legislation)
- International conventions relating to the rights of women, children and young people

## **RANGE STATEMENT**

- Relevant international conventions on civil and human rights
- Freedom of information legislation

## **Unit Sector(s)**

Not Applicable

## **CHCDFV408C Provide support to children affected by domestic and family violence**

### **Modification History**

Not Applicable

### **Unit Descriptor**

#### **Descriptor**

This unit describes the knowledge and skills required to provide support and information to children and young people living in a home where domestic and family violence occurs

It requires an awareness of the potential effects of domestic and family violence on behaviour and development and an ability to engender confidence

### **Application of the Unit**

#### **Application**

This unit may apply in a range of community service contexts with clients who may experience domestic and family violence

### **Licensing/Regulatory Information**

Not Applicable

### **Pre-Requisites**

Not Applicable

### **Employability Skills Information**

#### **Employability Skills**

This unit contains Employability Skills

## Elements and Performance Criteria Pre-Content

Elements define the essential outcomes of a unit of competency.

The Performance Criteria specify the level of performance required to demonstrate achievement of the Element. Terms in *italics* are elaborated in the Range Statement.

## Elements and Performance Criteria

### ELEMENT

### PERFORMANCE CRITERIA

1. Establish confidence and rapport with children

- 1.1 Use appropriate *interpersonal skills* to establish rapport and develop a trusting relationship with the child/young person and to encourage children and young people to communicate their feelings, experiences and fear
- 1.2 In all dealings with children, demonstrate sensitivity to cultural, family, individual differences and any *specific needs*
- 1.3 Conduct interactions with children/young people in a *welcoming environment and atmosphere* that could be considered safe by children/young people
- 1.4 Make children and/or young people aware of their *rights* including service and support options (as appropriate to their age and developmental level)
- 1.5 In all dealings with children/young people, apply *organisation standards and procedures* and comply with *legislative and statutory requirements*

2. Explore issues and develop plans

- 2.1 Employ appropriate interpersonal skills to ensure the *needs of children/young people* are accurately identified
- 2.2 Analyse and immediately respond to any indications of *risk* or threats to safety according to organisation standards and procedures and legislative and statutory requirements
- 2.3 Identify own limitations in assessing and addressing the child/young person's needs and, where appropriate, seek assistance from *appropriate persons*
- 2.4 Ensure all relevant information is collected and assessed for complexity, urgency and safety, to identify

## ELEMENT

## PERFORMANCE CRITERIA

priorities for service delivery

2.5 Carry out appropriate assessments to ensure the child/young person is provided with the best range of age-appropriate services and/or referrals

2.6 Provide care-givers with culturally and linguistically appropriate information on domestic violence and parenting

3. Provide support, advocacy and information

3.1 Ensure strategies for addressing the child/young person's needs account for their age and developmental level and their physical and emotional safety

3.2 Provide services and referrals to support key relationships for the child/young person and put in place mechanisms to ensure that appropriate parenting is supported

3.3 Provide support services and information to the family to address issues of domestic violence and the effect it has on children/young people where appropriate

3.4 Develop support plans with each child/young person which take into account their needs or wishes, and, where appropriate, the wishes of their care-giver

3.5 Provide short term *follow up* to the child/young person to help maintain their safety and to address any further needs

3.6 Where appropriate, advocate for the child/young person's needs and rights to safety in interactions with the care-giver

3.7 Undertake record-keeping and reporting in accordance with organisation standards and procedures and legislative and statutory requirements

## Required Skills and Knowledge

### REQUIRED SKILLS AND KNOWLEDGE

## REQUIRED SKILLS AND KNOWLEDGE

This describes the essential skills and knowledge and their level required for this unit.

### *Essential knowledge:*

The candidate must be able to demonstrate essential knowledge required to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

These include:

- Knowledge of the effects of witnessing/experiencing domestic violence on children and young people including the effects on their overall development
- Understanding of recognising the links between domestic violence and other forms of child abuse such as sexual abuse, physical abuse, psychological abuse and neglect
- Understanding of legal obligations, and legislative requirements particularly in relation to child protection
- Understanding of current organisation procedures, practices and standards for client assessment, allocation of services, case management, interviewing, code of conduct, confidentiality, use of resources, programmed intervention and duty of care requirements
- Knowledge of services available for children/young people and their families that they can access within the community
- Understanding of the factors related to domestic violence victimisation which impact upon the care-giver's ability to parent effectively
- Knowledge of the various groups represented within the local community (e.g. cultural, religious, language, sexual identity, age and disability) and an understanding of the issues that arise when working with those groups
- Knowledge of the appropriate range of referral sources and associated protocols
- Knowledge of provisions relevant to area of service delivery and delegated responsibility
- Understanding of specific limitations of work role, responsibility and professional abilities
- Awareness of own values and attitudes and their potential impact on children/young people
- Knowledge of age and developmentally appropriate resources and strategies
- Knowledge of age, development and language levels of children

### *Essential skills:*

It is critical that the candidate demonstrate the ability to:

- Use appropriate interpersonal skills and knowledge to provide support to children affected by domestic violence to obtain relevant client information and respond appropriately, in particular, to:



## REQUIRED SKILLS AND KNOWLEDGE

- establish trust and confidence with children/young people through age and developmentally appropriate interpersonal styles and methods
- provide a welcoming and safe environment for children/young people using age and developmentally appropriate resources
- assist children/young people and their care-givers to make informed choices by providing them with age and developmentally appropriate information
- identify and assess children/young people's needs and develop strategies to address them considering their physical and emotional safety and the wishes of their care-giver/parent, if appropriate
- access and utilise age and developmentally appropriate communication resources (e.g. toys, puppets, drawings)
- ensure that any further needs of children/young people are met by providing appropriate follow up actions
- accurately interpret and comply with legal and procedural requirements
- understand own work role and responsibilities in relation to service delivery

In addition, the candidate must be able to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

These include the ability to:

- Demonstrate application of skills in:
  - responding sensitively to disclosures/ability to maintain confidentiality within parameters of legislation and organisation's procedures when working with children/young people affected by domestic violence
  - assessment for a broad range of unpredictable problems involving analysis, assessment and evaluation - for example, identifying varying levels of risk to a child/young person's safety
  - problem solving for a defined range of predictable problems, for example when child/young person's needs are identified as lying outside a worker's particular professional role the worker should be able to provide current information about appropriate services
  - collaboration between worker and child/young person, and between services and workers across occupational groups
  - basic age and developmentally appropriate facilitation, such as questioning and active listening (paraphrasing, clarifying, summarising, story telling) techniques, including non-judgemental and empathic approaches
  - age and developmentally appropriate literacy and communication for presentation of information to children/young people

## Evidence Guide

### EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment Guidelines for this Training Package.

*Critical aspects for assessment and evidence required to demonstrate this unit of competency:*

- The individual being assessed must provide evidence of specified essential knowledge as well as skills
- This unit will be most appropriately assessed in the workplace or in a simulated workplace and under the normal range of workplace conditions
- Assessment of performance should be over a period of time covering all categories within the Range Statement statements that are applicable in the learning environment  
This will include contexts applicable to the work environment, such as actual or simulated workplace situations involving a combination of direct, indirect and supplementary forms of evidence

*Access and equity considerations:*

- All workers in community services should be aware of access, equity and human rights issues in relation to their own area of work
- All workers should develop their ability to work in a culturally diverse environment
- In recognition of particular issues facing Aboriginal and Torres Strait Islander communities, workers should be aware of cultural, historical and current issues impacting on Aboriginal and Torres Strait Islander people
- Assessors and trainers must take into account relevant access and equity issues, in particular relating to factors impacting on Aboriginal and/or Torres Strait Islander clients and communities

*Context of and specific resources for assessment:*

- This unit can be delivered and assessed independently, however holistic assessment practice with other community services units of competency

## EVIDENCE GUIDE

is encouraged

- Resources required for assessment of this unit include access to:
  - an appropriate workplace where assessment can take place or simulation of realistic workplace setting for assessment
- Where assessment is conducted within the workplace there are no resource implications above those normally available in the workplace, unless child specific resources are not available
- Where assessment is conducted in a simulated or non-workplace environment then access to the necessary equipment and research resources should be provided
- Access to simulated exercises, case studies related to service delivery issues will also be required if non-workplace assessment paths are utilised

### *Method of assessment:*

- Evidence will be determined by organisation from the Range Statement, justified in terms of work requirements, work roles and responsibilities and occupational specialisations
- Evidence for assessment of competence may be gathered by appropriate combination of the following:
  - demonstration of competency within the working environment in supporting children and young people affected by domestic violence
  - assessment must be in the workplace, however, where there is not an opportunity to cover all relevant aspects in the work environment, the remainder should be assessed through realistic simulations, projects, previous relevant experience or oral questioning on 'What if?' scenarios
  - observation of processes and procedures, oral and/or written questions on Essential knowledge and skills and consideration of required attitudes
  - where performance is not directly observed and/or is required to be demonstrated over a period of time and/or in a number of locations, any evidence should be authenticated by colleagues, supervisors, clients or other appropriate persons

## EVIDENCE GUIDE

- review of any documentation produced by the candidate related to supporting children and young people affected by domestic violence

### *Related units:*

This unit should be assessed after or in conjunction with related unit:

- CHCDFV402C Manage own professional development in responding to domestic and family violence

For the purpose of integrated assessment, this unit may be assessed in conjunction with the following units:

- CHCCHILD404A Support the rights and safety of children and young people
- CHCAD401D Advocate for clients
- CHCCS412D Deliver and develop client service
- CHCCM402D Establish and monitor a case plan

## Range Statement

### RANGE STATEMENT

The Range Statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Add any essential operating conditions that may be present with training and assessment depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts.

### *Interpersonal skills may include:*

- Age and developmentally appropriate communication techniques
- Storytelling
- Means by which an emotionally safe and empathic environment is created
- Means for communicating with people with disabilities or where English is not the first language

## RANGE STATEMENT

- Methods of communicating with different age, religious, gender and sexual identity groups
- Non-judgemental communication techniques
- Using strategies that empower the client/young person
- Cultural, sub-cultural awareness/sensitivity
- Demonstrating empathy
- Validating child or young persons emotions
- Using appropriate body language
- Reflecting, summarising and paraphrasing
- Asking open-ended questions
- Maintaining confidentiality
- The ability to ask direct questions about violence in a sensitive and appropriate way
- Active listening

*Specific needs relating to children/young people, may include, but are not limited to those:*

- Who have a disability
- Who come from diverse cultural and sub-cultural backgrounds
- Where English is not their preferred or main language
- Who live in a remote or rural location
- Whose parents are in same-sex relationships
- Whose religious beliefs or practices need to be considered
- Who are in substitute care, including alternative care and residential care
- Children with special needs (e.g. who have been abused, who have learning difficulties etc.)

*A welcoming environment and atmosphere would include:*

- Appropriate space - child friendly
- Toys, puppets, books and resources appropriate to various ages and which are culturally appropriate
- Resources for care-giver and other family members where relevant
- Where worker is able to 'control' the environment - a separate child specific and friendly space

*Rights of a child or young person may include:*

- Rights as described in the United Nations Declaration on the Rights of the Child

## RANGE STATEMENT

- Rights under common law
- Rights under the Constitution
- Rights under legislation (e.g. freedom of information legislation)
- Guidelines relating to parameters of confidentiality/client consent

*Organisation standards and procedures may include those relating to:*

- Child protection protocols and procedures
- Child/young person and worker safety
- Collection and storage of information
- Interview protocols and procedures
- Code of conduct/code of ethics
- Principles and implementation of duty of care and rights of child/young person to self determination
- Departmental, inter-departmental regulations, protocols and procedures relevant to work role and responsibilities
- Inter-agency practice and protocols
- Use of interpreter and interpreter services
- Organisation mission statement and/or philosophy
- Eligibility criteria for accessing particular services
- Completion of forms and applications
- Guidelines relating to confidentiality/client consent
- Occupational health and safety
- Debriefing and supervision

*Legislative and statutory requirements may include:*

- Relevant State/territory/Commonwealth legislation (e.g. domestic violence, guardianship, disability services, immigration, anti-discrimination, child protection, legal practice legislation, other legislation specific to children and young people)
- International conventions relating to the rights of children and young people
- Relevant international conventions on civil and human rights
- Freedom of information legislation

*Needs of children/young people should be distinguishable to those of other family members and may*

- Safety and physical and emotional security
- Accommodation

## RANGE STATEMENT

*include:*

- Access to services/information
- Counselling
- Ongoing assessment
- Referrals to specialist services
- Referrals to community support and/or education groups
- Information provided to care-givers, such as parenting information
- Safety plans including protective behaviour techniques

*Risk may refer to client, client's family and/or worker and be indicated by the following:*

- Self identification of risk
- Evidence of physical injuries
- Threat to safety
- Current or previous criminal charges for assault of client by partner/ex-partner
- Current or previous police involvement
- Objective assessment of care-givers current ability to protect child/young person from further assault or harm
- Threat or attempts to self-harm
- Feelings of depression, anger, low self-esteem, suicidal thoughts, emotional distress or sleep disturbances
- Medical problems such as overuse of tranquillisers, or alcohol, drug or substance abuse
- Intimidation and harassment
- Child/young person being denied access to required medications
- Existing or previous orders relating to domestic violence (e.g. apprehended violence order), or breach of orders
- Avoidance of discussion regarding possible abuse
- Being denied access to resources or required medications
- Implausible explanation for injuries
- Repeated requests for financial assistance
- Other factors that may indicate a history of violence
- Children's behaviour and developmental level
- Current behaviours of user of violence
- Frequent hospital visits/admissions

## RANGE STATEMENT

- Current or previous separation
  - Family court and/or relationship history
  - Implied or actual threats to harm the worker by user of violence
- Appropriate persons include:*
- Organisation management, colleagues, supervisor, team members
  - Acknowledged domestic violence specialists
  - Various community groups representing cultural, sub-cultural, religious, social, ethnic, gender, sexual identity, and age groupings within the community
  - Government representatives and service providers
  - Specialist support services
  - Family members, friends, care-givers
  - Support groups such as survivors/victims of violence groups, drug and alcohol groups, community houses, women's networks and refuges, professional associations
  - Authorities responsible for provision of community and justice administration services, for example, local councils, legal services, such as legal aid, and state and commonwealth agencies
  - Child protection workers, children's service workers or any worker specialising in working with children
- Methods to collect information may include for instance:*
- Interviews with child/young person, their family, significant others and carers
  - Applications and other forms such as questionnaires
  - Case documentation
  - Using specialist communicators
  - Classification tools
  - Information from professionals including medical reports and psychological and developmental assessment
  - Information from service providers including child protection authorities
  - Use of specific child appropriate tools, e.g. puppets, sand-play, toys, drawing, and storytelling
- Follow up of children and/or*
- Checks with referred agencies to ensure that they



## RANGE STATEMENT

*young people should be conducted in their environment and may include a range of the following:*

- appropriately met child/young person's needs
- Contacts the child/young person via telephone, face-to-face interview
- With a qualified and appropriate interpreter if needed, or other specialist assistance

*Legislative and statutory requirements may include:*

- Relevant State/territory/Commonwealth legislation (e.g. domestic violence, guardianship, disability services, immigration, anti-discrimination, racial discrimination act, and anti-vilification legislation, child protection, legal practice legislation)
- International conventions relating to the rights of children and young people
- Relevant international conventions on civil and human rights
- Freedom of Information legislation

## Unit Sector(s)

Not Applicable

# CHCDFV403C Provide crisis intervention and support to those experiencing domestic and family violence

## Modification History

Not Applicable

## Unit Descriptor

### Descriptor

This unit describes the knowledge and skills required to provide domestic violence crisis intervention and support

This standard distinguishes between responses to clients in crisis and responses to clients and their families requiring long to medium term support

## Application of the Unit

### Application

This unit may apply in a range of community service contexts with clients who may experience domestic and family violence

## Licensing/Regulatory Information

Not Applicable

## Pre-Requisites

Not Applicable

## Employability Skills Information

### Employability Skills

This unit contains Employability Skills

## Elements and Performance Criteria Pre-Content

Elements define the essential outcomes of a unit of competency.

The Performance Criteria specify the level of performance required to demonstrate achievement of the Element. Terms in *italics* are elaborated in the Range Statement.

## Elements and Performance Criteria

### ELEMENT

### PERFORMANCE CRITERIA

#### 1. Identify immediate *risks* and needs

- 1.1 Use appropriate *interpersonal skills* to promote confidence and rapport, allowing accurate and relevant exchange of information
- 1.2 Use *methods* to ensure that all relevant *client* information is collected with client consent
- 1.3 Assess information for complexity, urgency and eligibility so *immediate needs* can be accurately identified
- 1.4 Analyse and respond to any indications of risk or threats to safety according to the degree and nature of the risk for client and/or worker
- 1.5 Identify own limitations in addressing and assessing *client needs* and where appropriate, seek assistance from *appropriate persons*
- 1.6 Ensure all dealings with clients reflect organisation standards and procedures and comply with *legislative and statutory requirements*

#### 2. Explore interventions

- 2.1 Explain and promote *rights and responsibilities* of client and worker in accordance with *organisation standards and procedures*
- 2.2 Immediately respond to incidents affecting safety according to organisation standards and procedures and in a manner designed to protect the safety and welfare of the client and the worker
- 2.3 Employ relevant *interpersonal skills* to assist clients to explore issues and identify realistic intervention options
- 2.4 Use relevant *strategies* to help empower and

## ELEMENT

## PERFORMANCE CRITERIA

enable the client to maintain their own safety and welfare

2.5 Provide client with information about available *services* that may meet their needs and assist client to identify their preferred option

2.6 In all *work*, prioritise the physical and emotional safety of clients and workers

2.7 In all work demonstrate sensitivity to client's *specific needs* and any cultural, family and individual differences

3. Develop and implement support plans

3.1 Negotiate and agree *strategies* for intervention with the client before commencing work

3.2 Identify and discuss alternative *strategies* which may deal with contingencies that may arise

3.3 Identify, negotiate and implement *strategies* which address client's *immediate* and other *needs* and provide appropriate support and referrals

3.4 Undertake record-keeping and reporting in accordance with *organisation standards and procedures*

## Required Skills and Knowledge

### REQUIRED SKILLS AND KNOWLEDGE

This describes the essential skills and knowledge and their level required for this unit.

#### *Essential knowledge:*

The candidate must be able to demonstrate essential knowledge required to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

These include:

- Knowledge of the social, political, historical, and economic context of domestic

## REQUIRED SKILLS AND KNOWLEDGE

violence, including types and nature of domestic violence, power and gender issues, child abuse and associated criminal issues

- Understanding of the prevalence of myths, unhelpful beliefs, attitudes and practices in the broader society in regard to domestic violence, and their affects on individual's rights to safety and autonomy
- Understanding of domestic violence indicators and procedures for undertaking assessment of client needs
- Understanding the differences between responding to clients in a crisis situation and those requiring long term support
- Knowledge of the various groups represented within the local community (e.g. cultural, religious, language, sexual identity, age and disability) and an understanding of the issues that arise when working with those groups
- Understanding of current organisation procedures, practices and standards for client assessment, allocation of services, case management, interviewing, code of conduct, confidentiality, use of resources, programmed intervention and duty of care requirements
- Knowledge of the appropriate range of referral sources and associated protocols
- Knowledge of legislative requirements and provisions relevant to area of service delivery and delegated responsibility
- Knowledge of applying community development principles and strategies
- Knowledge of effective crisis intervention strategies and their applicability to various scenarios
- Awareness of own values and attitudes and their potential impact on clients
- Understanding of specific limitations of work role, responsibility and professional abilities

### *Essential skills:*

It is critical that the candidate demonstrate the ability to:

- Use appropriate interpersonal skills and general knowledge to recognise and respond to domestic violence in an appropriate manner, in particular, to:
  - respond to incidents in a manner which promotes the client's physical and emotional safety
  - establish confidence with clients through using appropriate interpersonal styles and methods
  - identify accurately the immediate needs of clients whilst considering the degree of complexity and urgency
  - select and negotiate appropriate intervention strategies and resources which match client needs
  - interpret accurately and comply with legal and procedural requirements
  - depending on the work program or services provided apply specific knowledge of particular groups or issues (e.g. alcohol and other drugs (AOD), same-sex relationships, religious, survivors/victims, users of violence, Aboriginal and/or Torres

## REQUIRED SKILLS AND KNOWLEDGE

Strait Islander people, mental health)

- understand own work roles and responsibilities in relation to service delivery

In addition, the candidate must be able to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

These include the ability to:

- Maintain confidentiality and to deal effectively with breaches of confidentiality especially when client safety is threatened
- Demonstrate application of skills in:
  - response, for example, from responding sensitively to disclosures through to maintaining confidentiality in relation to people affected by domestic violence
  - assessment for a broad range of unpredictable problems involving analysis, assessment, and evaluation - for example, identifying domestic violence during professional contact with clients
  - questioning and active listening that establishes client confidence and facilitates disclosure
  - problem solving for a defined range of problems, for example when client needs are identified as lying outside a worker's particular professional role the worker should offer the client accurate and current information about appropriate services and workers in other occupational groups
  - collaboration between worker and client, and between services and other providers
  - literacy and communication in relation to analysis, evaluation and presentation of information including preparing documents and reports related to client needs and service delivery issues

## Evidence Guide

### EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment Guidelines for this Training Package.

## EVIDENCE GUIDE

*Critical aspects for assessment and evidence required to demonstrate this unit of competency:*

- The individual being assessed must provide evidence of specified essential knowledge as well as skills
- This unit will be most appropriately assessed in the workplace or in a simulated workplace and under the normal range of workplace conditions
- Assessment of performance should be over a period of time covering all categories within the Range Statement statements that are applicable in the learning environment  
This will include contexts applicable to the work environment, such as actual or simulated workplace situations involving a combination of direct, indirect and supplementary forms of evidence

*Access and equity considerations:*

- All workers in community services should be aware of access, equity and human rights issues in relation to their own area of work
- All workers should develop their ability to work in a culturally diverse environment
- In recognition of particular issues facing Aboriginal and Torres Strait Islander communities, workers should be aware of cultural, historical and current issues impacting on Aboriginal and Torres Strait Islander people
- Assessors and trainers must take into account relevant access and equity issues, in particular relating to factors impacting on Aboriginal and/or Torres Strait Islander clients and communities

*Context of and specific resources for assessment:*

- This unit can be delivered and assessed independently, however holistic assessment practice with other community services units of competency is encouraged
- Resources required for assessment of this unit include access to:
  - an appropriate workplace where assessment can take place or simulation of realistic workplace setting for assessment
- Where assessment is conducted within the workplace there are no resource implications above those normally available in the workplace
- Where assessment is conducted in a simulated or

## EVIDENCE GUIDE

non-workplace environment then access to the necessary equipment and research resources should be provided

- Access to simulated exercises, case studies related to service delivery issues will also be required if non-workplace assessment paths are utilised

### *Method of assessment:*

- Evidence will be determined by selection from the Range Statement, justified in terms of work requirements, work roles and responsibilities and occupational specialisations
- Evidence for assessment of competence may be gathered by appropriate combination of the following:
  - demonstration of competency within the working environment in identifying and responding to domestic violence
  - assessment must be in the workplace, however, where there is not an opportunity to cover all relevant aspects in the work environment, the remainder should be assessed through realistic simulations, projects, previous relevant experience or oral questioning on 'What if?' scenarios
  - observation of processes and procedures, oral and/or written questions on Essential knowledge and skills and consideration of required attitudes
  - where performance is not directly observed and/or is required to be demonstrated over a period of time and/or in a number of locations, any evidence should be authenticated by colleagues, supervisors, clients or other appropriate persons
  - review of any documentation produced by the candidate related to identifying and responding to domestic violence

### *Related units:*

This unit should be assessed after or in conjunction with related unit:

- CHCDFV402C Manage own professional development in responding to domestic and family violence



## EVIDENCE GUIDE

### Range Statement

#### RANGE STATEMENT

The Range Statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Add any essential operating conditions that may be present with training and assessment depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts.

- Interpersonal skills may include:*
- Means by which an emotionally safe and empathic environment is created
  - Means for communicating with people with disabilities or where english is not the first language
  - Methods of communicating with different age, religious, gender and sexual identity groups
  - Non-judgemental communication techniques
  - Using strategies that empower client to ensure safety of client and family
  - Cultural, sub-cultural awareness/sensitivity
  - Demonstrating empathy
  - Using appropriate body language
  - Reflecting, summarising and paraphrasing
  - Asking open-ended questions
  - The ability to ask direct questions about violence in a sensitive and appropriate way
  - Using conflict management skills if appropriate
  - If needed, use of a qualified interpreter whose involvement will not jeopardise the safety of the client or client's family
  - Recognition of client/worker power differences
  - Maintaining confidentiality
  - Active listening

## RANGE STATEMENT

*Methods to collect information may for instance include:*

- Interviews with clients, family, significant others and carers
- Questionnaires
- Applications and other forms
- Case documentation
- Using specialist communicators
- Classification tools
- Information from professionals including medical reports
- Information from service providers
- Previous file records
- Client consent (verbal and written)

*Client may include:*

- Individuals (inclusive of children, youth, adults and the aged)
- Referred or self-referred clients
- Voluntary and involuntary clients
- People with specific needs seeking access to services
- Survivors/victims of domestic violence, their families and friends

*Immediate needs to be assessed include:*

- Safety and physical and emotional security
- Safety plans
- Legal or medical information and support
- Accommodation/transportation
- Safety and welfare of any children whether with client or not

*Other client needs/services and/or strategies could include, but are not limited to:*

- Economic support
- Protection from financial exploitation
- Access to services/information
- Ongoing assessment
- Referrals to specialist services
- Referrals to community support and/or education groups
- Establishment of community networks
- Counselling (individual, family or group focused)
- Domestic violence awareness raising programs
- Legal or medical information and support

## RANGE STATEMENT

|                                                                             |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |
|-----------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                                                                             | <ul style="list-style-type: none"><li>• Provision of assistance to address issues, gather information, locate other resources</li><li>• Advocacy</li></ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |
| <i>Rights and responsibilities may include:</i>                             | <ul style="list-style-type: none"><li>• Rights of safety</li><li>• Rights under common law</li><li>• Rights outlined under relevant standards/principles and charters (e.g. UN declaration on rights of the child)</li><li>• Rights under the constitution</li><li>• Rights and responsibilities under legislation (e.g. Freedom of information legislation, child protection act)</li><li>• Guidelines relating to parameters of confidentiality/client consent</li><li>• Worker's code of ethics</li><li>• Rights of victim to access crime compensation</li></ul>                                                                                                                                                                                                                                                                                                         |
| <i>Organisation standards and procedures may include those relating to:</i> | <ul style="list-style-type: none"><li>• Client and worker safety</li><li>• Collection and storage of information</li><li>• Client interview protocols and procedures</li><li>• Code of conduct/code of ethics</li><li>• Principles and implementation of duty of care and</li><li>• Rights of client to self determination</li><li>• Departmental, inter-departmental regulations, protocols and procedures relevant to work role and responsibilities</li><li>• Inter-agency practice and protocols</li><li>• Organisation mission statement and/or philosophy</li><li>• Eligibility criteria for accessing particular services</li><li>• Completion of forms and applications</li><li>• Grievance procedures</li><li>• Industry standards</li><li>• Guidelines relating to parameters of confidentiality/client consent</li><li>• Occupational health and safety</li></ul> |
| <i>Risk may refer to client, client's family and/or worker and be</i>       | <ul style="list-style-type: none"><li>• Self identification of risk</li><li>• Evidence of physical injuries</li></ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |

## RANGE STATEMENT

*indicated by the following:*

- Threat to safety
- Current or previous criminal charges for assault of client by partner/ex-partner
- Current or previous police involvement
- Objective assessment of client's current ability to protect self and children from further assault or harm
- Threat or attempts to self-harm
- Feelings of depression, anger, low self-esteem, suicidal thoughts, emotional distress or sleep disturbances
- Medical problems such as overuse of tranquillisers, or alcohol, drug or substance abuse
- Intimidation and harassment
- Existing or previous orders relating to domestic violence (e.g. Apprehended violence order), or breach of orders
- Avoidance of discussion regarding possible abuse
- Being denied access to funds, resources or required medications
- Implausible explanation for injuries
- Repeated requests for financial assistance
- Other factors that may indicate a history of violence
- Children's behaviour and developmental level
- Current behaviours of user of violence
- Frequent hospital visits/admissions
- Current or previous separation
- Family court and/or relationship history
- Implied or actual threats to harm the worker by user of violence

*Appropriate persons include:*

- Organisation management, colleagues, supervisor, team members
- Acknowledged domestic violence specialists
- Various community groups representing cultural, sub-cultural, religious, social, ethnic, gender, sexual identity, and age groups within the community
- Government representatives and service providers
- Family members, friends, care-givers
- Specialist support services for people with specific needs
- Support groups such as survivors/victims of violence groups, drug and alcohol groups, community houses,

## RANGE STATEMENT

women's networks and refuges, church groups, professional associations

- Authorities responsible for provision of community and justice administration services, for example, local councils, legal services, such as legal aid, and state and commonwealth agencies

*Specific needs relating to clients, may include, but are not limited to those:*

- Who have a disability
- Who come from diverse cultural and sub-cultural backgrounds
- Whose preferred or main language is not english
- Who are aged or young
- Who live in a remote or rural location
- Who have mental health issues
- Who are in same-sex relationships
- With a dual diagnosis
- Who are of a particular gender
- Whose religious beliefs or practices need to be considered
- Who have addiction or dependency issues
- Who come from an aboriginal background
- Who come from a Torres Strait Islander background

*Legislative and statutory requirements include:*

- Relevant State/territory/Commonwealth legislation (e.g. Domestic Violence, Guardianship, Disability Services, Immigration, Anti-Discrimination, Child Protection, Legal Practice legislation)
- International conventions relating to the rights of children and young people
- Relevant international conventions on civil and human rights
- Freedom of Information legislation

## Unit Sector(s)

Not Applicable

## HLTAU501D Conduct screening hearing tests for children

### Modification History

| HLT07 Version 4                                        | HLT07 Version 5                                          | Comments                                                                                                                                                                    |
|--------------------------------------------------------|----------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| HLTAU501C Conduct screening hearing tests for children | HLTAU501D - Conduct screening hearing tests for children | Unit updated in V5.<br>ISC upgrade changes to remove references to old OHS legislation and replace with references to new WHS legislation. No change to competency outcome. |

### Unit Descriptor

#### Descriptor

This unit of competency describes the skills and knowledge required to conduct screening hearing tests for individuals who are employed in industry or other employment that might give rise to hearing loss

### Application of the Unit

#### Application

Work performed requires specific knowledge in relation to conducting screening hearing tests and the ability to communicate well. The skills required are limited to performance of screening tests within mass hearing loss identification programs

All tasks are conducted in accordance with industry standards, organisation policies and procedures, and infection control guidelines

### Licensing/Regulatory Information

Not Applicable

## Pre-Requisites

Not Applicable

## Employability Skills Information

### Employability Skills

This unit contains Employability Skills

## Elements and Performance Criteria Pre-Content

Elements define the essential outcomes of a unit of competency.

The Performance Criteria specify the level of performance required to demonstrate achievement of the Element. Terms in *italics* are elaborated in the Range Statement.

## Elements and Performance Criteria

### ELEMENT

### PERFORMANCE CRITERIA

#### 1. Prepare for *screening tests*

1.1 Ensure *information*, including required forms are accessible and ready for use

1.2 Assess the environment for screening test suitability

1.3 Check *equipment and attachments* for assessments and ensure they are calibrated ready for use

1.4 Ensure *personal protective equipment* is available and used if required

#### 2. Establish a positive relationship with the client

2.1 Explain the test procedure clearly and simply to the client

2.2 Gain *informed consent* from client where applicable

2.3 Give client the opportunity to ask questions and discuss concerns

2.4 Identify and meet special needs of client

2.5 Maintain *confidentiality of client* information

**ELEMENT****PERFORMANCE CRITERIA**

- |                                                    |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |
|----------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 3. Conduct otoscopy                                | <ul style="list-style-type: none"><li>3.1 Follow <i>personal hygiene and infection control</i> procedures</li><li>3.2 Conduct otoscopy to produce valid, reliable and accurate results and in accordance with <i>relevant policy and procedures</i></li><li>3.3 Identify <i>contra-indications for proceeding</i> with further screening tests</li><li>3.4 Make <i>referral</i> to appropriate agency for further assessment and treatment if required</li></ul>                                 |
| 4. Conduct further screening hearing tests         | <ul style="list-style-type: none"><li>4.1 Follow <i>personal hygiene and infection control</i> procedures</li><li>4.2 Conduct screening hearing tests to produce valid, reliable and accurate results and in accordance with relevant policy and procedures</li><li>4.3 <i>Take steps</i> maximise test accuracy, validity and reliability</li><li>4.4 Conduct a re-test if test results are unreliable</li><li>4.5 Record results in accordance with relevant policies and procedures</li></ul> |
| 5. Review test results with client and their carer | <ul style="list-style-type: none"><li>5.1 Examine results to determine <i>outcome of screening test</i></li><li>5.2 Communicate outcome of tests clearly and simply to the client and their carer</li><li>5.3 Discuss options for further tests with client</li><li>5.4 Give the client/carers the opportunity to ask questions and discuss areas of concern</li><li>5.5 Record, document and file in accordance with relevant policies and procedures</li></ul>                                 |
| 6. Refer client to appropriate facility            | <ul style="list-style-type: none"><li>6.1 Make referral to appropriate agency for detailed assessment if client fails screening test</li><li>6.2 Establish contact with referral facility and key</li></ul>                                                                                                                                                                                                                                                                                      |



**ELEMENT****PERFORMANCE CRITERIA**

client information provided

6.3 Discuss relevant issues and concerns with relevant personnel at facility

6.4 Follow up referral with facility to ensure continuity of case management

7. Clean and store equipment

7.1 Clean and/or dispose of equipment in accordance with manufacturers' requirements and infection control procedures

7.2 Store equipment and attachments in accordance with organisation policy and procedures

**Required Skills and Knowledge****REQUIRED SKILLS AND KNOWLEDGE**

This describes the essential skills and knowledge and their level required for this unit.

*Essential knowledge:*

The candidate must be able to demonstrate essential knowledge required to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

This includes knowledge of:

- Current relevant Australian Standards
- Knowledge and understanding of relevant abbreviations and symbols
- Relevant anatomy and physiology to enable test performance to be accurate and of minimum risk to clients
- Relevant aspects of hearing loss, its types and its effects
- Relevant aspects of the auditory process
- Requirements for accurate conduction of hearing tests

*Essential skills:*

## REQUIRED SKILLS AND KNOWLEDGE

It is critical that the candidate demonstrate the ability to:

- Accurately perform screening hearing tests on children
- Accurately perform simple otoscopic examination on children
- Communicate effectively with client regarding the procedures and the outcomes of the tests
- Conduct accurate screening hearing tests on children
- Operate audiometry equipment correctly and in accordance with manufacturers' specifications
- Recognise conditions when test results may be unreliable
- Recognise when a client is not giving true thresholds

In addition, the candidate must be able to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

This includes the ability to:

- Deal with conflict
- Use interpersonal skills to relate to people from a range of social, cultural and religious backgrounds and physical and mental abilities
- Use numeracy skills ranging from the ability to interpret data and record client results
- Use 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. Effective verbal and nonverbal communication skills with a range of internal and external persons are essential, together with competence in English or a community language, depending on client group
- Use problem solving skills including an ability to use available resources and plan daily work routine
- Use 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 required involves reading and documenting clinical information and understanding procedure manuals
- Work with others and display empathy with client and carers

## Evidence Guide

### EVIDENCE GUIDE

## EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment Guidelines for this Training Package.

*Critical aspects for assessment and evidence required to demonstrate this competency unit:*

- The individual being assessed must provide evidence of specified essential knowledge as well as skills
- Observation of workplace performance is essential for assessment of this unit
- Consistency of performance should be demonstrated over the required range of situations relevant to the workplace
- Where, for reasons of safety, space, or access to equipment and resources, assessment takes place away from the workplace, the assessment environment should represent workplace conditions as closely as possible

*Access and equity considerations:*

- All workers in the health industry should be aware of access and equity issues in relation to their own area of work
- All workers should develop their ability to work in a culturally diverse environment
- In recognition of particular health issues facing Aboriginal and Torres Strait Islander communities, workers should be aware of cultural, historical and current issues impacting on health of Aboriginal and Torres Strait Islander people
- Assessors and trainers must take into account relevant access and equity issues, in particular relating to factors impacting on health of Aboriginal and/or Torres Strait Islander clients and communities

*Context of and specific resources for assessment:*

- Access to appropriate workplace and equipment where screening hearing tests can take place or the simulation of realistic workplace setting, including access to equipment for assessments
- Relevant organisation policy, guidelines, procedures and protocols
- Relevant professional bodies policies and guidelines on the conduct of screening hearing tests
- Relevant legislative and regulatory documents

## EVIDENCE GUIDE

|                             |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |
|-----------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                             | <ul style="list-style-type: none"><li>• Relevant publications of the National Acoustic Laboratories</li><li>• Manufacturers' specifications for the use and storage of equipment</li></ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                |
| <i>Method of assessment</i> | <ul style="list-style-type: none"><li>• Observation in the work place</li><li>• Written assignments/projects or questioning should be used to assess knowledge</li><li>• Case study and scenario as a basis for discussion of issues and strategies to contribute to best practice.</li><li>• Clinical skills involving direct client care are to be assessed initially in a simulated clinical setting (laboratory)<br/>If successful, a second assessment is to be conducted during workplace application under direct supervision</li><li>• Case studies and scenarios</li><li>• Interviews/Questioning</li><li>• Role plays</li></ul> |
| <i>Related units:</i>       | <ul style="list-style-type: none"><li>• This unit can be assessed independently, however holistic assessment practice with other audiometry units of competency is encouraged</li></ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                   |

## Range Statement

### RANGE STATEMENT

The Range Statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Add any essential operating conditions that may be present with training and assessment depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts.

**RANGE STATEMENT**

- Screening tests restricted to:*
- Pure tone audiometry tests ie air conduction screening test, air conduction threshold test
- Information may include:*
- Client medical history
  - Referral letter
  - Consent form
  - Correspondence
  - Previous test results
  - Current Standards
- Equipment and attachments may include:*
- Otoscope
  - Screening audiometer
- Personal protective equipment may include:*
- Gloves
- Clients may include:*
- Children (of school age) and their carers
- Informed consent may include:*
- Written
  - Verbal
  - Implied
- Client confidentiality may include:*
- Legal and ethical requirements
  - Secure location for written records
  - Consulting rooms with privacy
  - Information disclosed to an appropriate person consistent with the responsibility of this position
  - Adherence to Privacy Act
- Personal hygiene/infection control procedures may include:*
- Washing hands
  - Current National Health and Medical Research Council (NHMRC) guidelines for infection control in health care settings
  - Standard Precautions and Additional Precautions as

**RANGE STATEMENT**

|                                                                               |                                                                                                                                                                                                                                                                                                                                                                                   |
|-------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                                                                               | defined by the NHMRC                                                                                                                                                                                                                                                                                                                                                              |
|                                                                               | <ul style="list-style-type: none"><li>• Current Australian Standards</li><li>• Local Government ordinances</li><li>• Other legislative requirements</li></ul>                                                                                                                                                                                                                     |
| <i>Relevant policies and procedures may include:</i>                          | <ul style="list-style-type: none"><li>• Organisation</li><li>• Industry standards (state and national)</li><li>• Office of Hearing Services</li><li>• Privacy Act</li><li>• Research organisations e.g. National Acoustic Laboratory (NAL)</li><li>• Relevant state/territory WHS bodies</li><li>• Industry professional bodies</li><li>• Relevant Australian standards</li></ul> |
| <i>Contraindications for proceeding with further screening tests include:</i> | <ul style="list-style-type: none"><li>• Excessive cerumen</li><li>• Foreign body</li><li>• Discharge from the ear</li><li>• Atresia</li></ul>                                                                                                                                                                                                                                     |
| <i>Referral agencies may include:</i>                                         | <ul style="list-style-type: none"><li>• Audiologist</li><li>• Medical practitioner</li><li>• Medical facilities</li></ul>                                                                                                                                                                                                                                                         |
| <i>Steps taken to maximise test accuracy may include:</i>                     | <ul style="list-style-type: none"><li>• Sound proof facility</li><li>• Client comfort</li></ul>                                                                                                                                                                                                                                                                                   |
| <i>Outcome of tests may include:</i>                                          | <ul style="list-style-type: none"><li>• Pass or fail test</li></ul>                                                                                                                                                                                                                                                                                                               |

**Unit Sector(s)**

Not Applicable



# HLTAU402D Conduct screening hearing tests for industrial hearing loss

## Modification History

| HLT07 Version 4                                                       | HLT07 Version 5                                                         | Comments                                                                                                                                                                    |
|-----------------------------------------------------------------------|-------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| HLTAU402C Conduct screening hearing tests for industrial hearing loss | HLTAU402D - Conduct screening hearing tests for industrial hearing loss | Unit updated in V5.<br>ISC upgrade changes to remove references to old OHS legislation and replace with references to new WHS legislation. No change to competency outcome. |

## Unit Descriptor

### Descriptor

This unit of competency describes the skills and knowledge required to conduct screening hearing tests for individuals who are employed in industry or other employment that might give rise to hearing loss

## Application of the Unit

### Application

Work performed requires specific knowledge in relation to conducting screening hearing tests and the ability to communicate well. The skills required are limited to performance of screening tests within mass hearing loss identification programs

All tasks are conducted in accordance with industry standards, organisation policies and procedures, and infection control guidelines



## Licensing/Regulatory Information

Not Applicable

## Pre-Requisites

Not Applicable

## Employability Skills Information

**Employability Skills** This unit contains Employability Skills

## Elements and Performance Criteria Pre-Content

Elements define the essential outcomes of a unit of competency.

The Performance Criteria specify the level of performance required to demonstrate achievement of the Element. Terms in italics are elaborated in the Range Statement.

## Elements and Performance Criteria

### ELEMENT

### PERFORMANCE CRITERIA

#### 1. Prepare for screening tests

- 1.1 Ensure *information*, including required forms are accessible and ready for use
- 1.2 Assess the environment for screening test suitability
- 1.3 Check *equipment and attachments* for assessments ensure they are calibrated ready for use
- 1.4 Ensure *personal protective equipment* is available and used if required

#### 2. Establish a positive relationship with the client

- 2.1 Explain the test procedure clearly and simply to the client
- 2.2 Gain *informed consent* from client where applicable
- 2.3 Give client the opportunity to ask questions and

**ELEMENT****PERFORMANCE CRITERIA**

discuss concerns

2.4 Identify and meet special needs of client

2.5 Maintain *confidentiality of client information*

3. Conduct otoscopy

3.1 Follow *personal hygiene and infection control* procedures

3.2 Conduct otoscopy to produce valid, reliable and accurate results and in accordance with *relevant policy and procedures*

3.3 Identify *contra-indications for proceeding* with further screening tests

3.4 Make *referral* to appropriate agency for further assessment and treatment if required

4. Conduct further screening hearing tests

4.1 Follow *personal hygiene and infection control* procedures

4.2 Conduct screening hearing tests to produce valid, reliable and accurate results and in accordance with *relevant policy and procedures*

4.3 *Take steps* to maximise test accuracy, validity and reliability

4.4 Conduct a re-test if test results unreliable

4.5 Record results in accordance with relevant policies and procedures

5. Review test results with client and their carer

5.1 Examine results to determine *outcome of screening test*

5.2 Communicate outcome of tests clearly and simply to the client and their carer

5.3 Discuss options for further tests with client

5.4 Give client/carers the opportunity to ask questions and discuss areas of concern

5.5 Record, document and file in accordance with relevant policies and procedures

**ELEMENT****PERFORMANCE CRITERIA**

- |                                         |                                                                                                                                       |
|-----------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------|
| 6. Refer client to appropriate facility | 6.1 Make referral to appropriate agency for detailed assessment if client fails screening test                                        |
|                                         | 6.2 Establish contact with referral facility and key client information provided                                                      |
|                                         | 6.3 Discuss relevant issues and concerns with relevant personnel at facility                                                          |
|                                         | 6.4 Follow up referral with facility to ensure continuity of case management                                                          |
| <br>                                    |                                                                                                                                       |
| 7. Clean and store equipment            | 7.1 Clean and/or dispose of equipment and attachments in accordance with manufacturers' requirements and infection control procedures |
|                                         | 7.2 Store equipment and attachments in accordance with organisation policy and procedures                                             |

## Required Skills and Knowledge

### REQUIRED SKILLS AND KNOWLEDGE

This describes the essential skills and knowledge and their level required for this unit.

#### *Essential knowledge:*

The candidate must be able to demonstrate essential knowledge required to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

This includes knowledge of:

- Appropriate practices to ensure efficient use of power and other resources
- Current relevant Australian Standards
- Knowledge and understanding of relevant abbreviations and symbols
- Relevant anatomy and physiology to enable test performance to be accurate and of minimum risk to clients

## REQUIRED SKILLS AND KNOWLEDGE

- Relevant aspects of hearing loss, its types and its effects
- Relevant aspects of the auditory process
- Requirements for accurate conduction of hearing tests

### *Essential skills:*

It is critical that the candidate demonstrate the ability to:

- Accurately perform screening hearing tests on adults
- Accurately perform simple otoscopic examination on adults
- Communicate effectively with client regarding the procedures and the outcomes of the tests
- Conduct accurate screening hearing tests on adults
- Operate audiometry equipment correctly and in accordance with manufacturers' specifications
- Recognise conditions when test results may be unreliable
- Recognise when a client is not giving true thresholds

In addition, the candidate must be able to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

This includes the ability to:

- Deal with conflict
- Use interpersonal skills to relate to people from a range of social, cultural and religious backgrounds and physical and mental abilities
- Use numeracy skills that may range from the ability to interpret data and record client results
- Use 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. Effective verbal and nonverbal communication skills with a range of internal and external persons are essential, together with competence in English or a community language, depending on client group
- Use problem solving skills required including an ability to use available resources and plan daily work routine
- Use 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 required involves reading and documenting clinical information and understanding procedure manuals
- Work with others and display empathy with client and carers

## Evidence Guide

### EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment Guidelines for this Training Package.

*Critical aspects for assessment and evidence required to demonstrate this competency unit:*

- The individual being assessed must provide evidence of specified essential knowledge as well as skills
- Observation of workplace performance is essential for assessment of this unit
- Consistency of performance should be demonstrated over the required range of situations relevant to the workplace
- Where, for reasons of safety, space, or access to equipment and resources, assessment takes place away from the workplace, the assessment environment should represent workplace conditions as closely as possible

*Access and equity considerations:*

- All workers in the health industry should be aware of access and equity issues in relation to their own area of work
- All workers should develop their ability to work in a culturally diverse environment
- In recognition of particular health issues facing Aboriginal and Torres Strait Islander communities, workers should be aware of cultural, historical and current issues impacting on health of Aboriginal and Torres Strait Islander people
- Assessors and trainers must take into account relevant access and equity issues, in particular relating to factors impacting on health of Aboriginal and/or Torres Strait Islander clients and communities

*Context of and specific resources for assessment:*

- Access to appropriate workplace and equipment where screening hearing tests can take place or the simulation of realistic workplace setting, including

## EVIDENCE GUIDE

|                             |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |
|-----------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                             | <ul style="list-style-type: none"><li>access to equipment for assessments</li><li>• Relevant organisation policy, guidelines, procedures and protocols</li><li>• Relevant professional bodies policies and guidelines on the conduct of screening hearing tests</li><li>• Relevant legislative and regulatory documents</li><li>• Relevant publications of the National Acoustic Laboratories</li><li>• Manufacturers' specifications for the use and storage of equipment</li></ul>                                                                                                                                                                 |
| <i>Method of assessment</i> | <ul style="list-style-type: none"><li>• Observation in the workplace (if possible)</li><li>• Written assignments/projects or questioning should be used to assess knowledge</li><li>• Case study and scenario as a basis for discussion of issues and strategies to contribute to best practice.</li><li>• Clinical skills involving direct client care are to be assessed initially in a simulated clinical setting (laboratory). If successful, a second assessment is to be conducted during workplace application under direct supervision.</li><li>• Case studies and scenarios</li><li>• Interviews/questioning</li><li>• Role plays</li></ul> |
| <i>Related units:</i>       | <ul style="list-style-type: none"><li>• This unit can be assessed independently, however holistic assessment practice with other audiometry units of competency is encouraged</li></ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                              |

## Range Statement

### RANGE STATEMENT

The Range Statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Add any essential operating

**RANGE STATEMENT**

conditions that may be present with training and assessment depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts.

- |                                                   |                                                                                                                                                                                                                                                                                                                        |
|---------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <i>Screening tests restricted to:</i>             | <ul style="list-style-type: none"><li>• Pure tone audiometry tests ie air conduction screening test, air conduction threshold test</li></ul>                                                                                                                                                                           |
| <i>Information may include:</i>                   | <ul style="list-style-type: none"><li>• Client medical history</li><li>• Referral letter</li><li>• Consent form</li><li>• Correspondence</li><li>• Previous test results</li><li>• Current Standards</li></ul>                                                                                                         |
| <i>Equipment and attachments may include:</i>     | <ul style="list-style-type: none"><li>• Otoscope</li><li>• Screening audiometer</li></ul>                                                                                                                                                                                                                              |
| <i>Personal protective equipment may include:</i> | <ul style="list-style-type: none"><li>• Gloves</li></ul>                                                                                                                                                                                                                                                               |
| <i>Clients may include:</i>                       | <ul style="list-style-type: none"><li>• Adults</li></ul>                                                                                                                                                                                                                                                               |
| <i>Informed consent may include:</i>              | <ul style="list-style-type: none"><li>• Written</li><li>• Verbal</li><li>• Implied</li></ul>                                                                                                                                                                                                                           |
| <i>Client confidentiality may include:</i>        | <ul style="list-style-type: none"><li>• Legal and ethical requirements</li><li>• Secure location for written records</li><li>• Consulting rooms with privacy</li><li>• Information disclosed to an appropriate person consistent with the responsibility of this position</li><li>• Adherence to Privacy Act</li></ul> |

## RANGE STATEMENT

*Personal hygiene/infection control procedures may include:*

- Washing hands
- Current National Health and Medical Research Council (NHMRC) guidelines for infection control in health care settings
- Standard Precautions and Additional Precautions as defined by the NHMRC
- Current Australian Standards
- Local Government ordinances
- Other legislative requirements

*Relevant policies and procedures may include:*

- Organisation
- Industry standards (state and national)
- Office of Hearing Services
- Privacy Act
- Research organisations e.g. National Acoustic Laboratory (NAL)
- Relevant state/territory WHS bodies
- Industry professional bodies
- Relevant Australian standards

*Contraindications for proceeding with further screening tests include:*

- Excessive cerumen
- Foreign body
- Discharge from the ear
- Atresia

*Referral agencies may include:*

- Audiologist
- Medical practitioner
- Medical facilities

*Steps taken to maximise test accuracy may include:*

- Sound proof facility
- Client comfort

*Outcome of tests may include:*

- Pass or fail test



## Unit Sector(s)

Not Applicable

## HLTPOP322C Implement a disaster plan

### Modification History

Not Applicable

### Unit Descriptor

**Descriptor**

This unit describes the competencies required to fulfil the workers' roles and responsibilities in responding to a disaster, as set out in a prepared disaster plan

### Application of the Unit

**Application**

Working in compliance with relevant legislation and regulations within which the worker's organisation operates is essential

### Licensing/Regulatory Information

Not Applicable

### Pre-Requisites

Not Applicable

### Employability Skills Information

**Employability Skills**

This unit contains Employability Skills

### Elements and Performance Criteria Pre-Content

Elements define the essential

The Performance Criteria specify the level of

outcomes of a unit of competency.

performance required to demonstrate achievement of the Element. Terms in *italics* are elaborated in the Range Statement.

## Elements and Performance Criteria

| ELEMENT                                                                                             | PERFORMANCE CRITERIA                                                                                                                                                                                                                                                                                                                                           |
|-----------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1. Identify existing local disaster planning strategies                                             | <p>1.1 Identify local <i>community organisations</i> providing emergency services through discussions</p> <p>1.2 Clarify disaster plan and/or strategies and disaster planning exercises for the community</p>                                                                                                                                                 |
| 2. Identify own role in the delivery of the <i>disaster plan</i>                                    | <p>2.1 Identify local disaster planning processes</p> <p>2.2 Identify roles and responsibilities of the <i>disaster planning coordinator</i> and other persons and determine worker's own role</p> <p>2.3 Identify relevant state/territory lead agency local representative and contact as appropriate</p> <p>2.4 Put in place appropriate joint planning</p> |
| 3. Ensure role of <i>community organisations</i> in the delivery of the disaster plan is understood | <p>3.1 Identify and explain roles and responsibilities of community organisation</p> <p>3.2 Undertake assessment of skills and possible training of community organisation representatives</p> <p>3.3 Undertake disaster planning exercises in line with community and organisation requirements</p>                                                           |
| 4. Provide feedback on disaster plan                                                                | <p>4.1 Assess the effectiveness of the disaster plan</p> <p>4.2 Identify and document ways to improve the disaster plan</p> <p>4.3 Provide supervisor/manager and disaster planning coordinator with information on the effectiveness of the disaster plan and suggested ways to improve</p>                                                                   |

## Required Skills and Knowledge

### REQUIRED SKILLS AND KNOWLEDGE

This describes the essential skills and knowledge and their level required for this unit.

#### *Essential knowledge:*

The candidate must be able to demonstrate essential knowledge required to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

This includes knowledge of:

- Local resources, suppliers and trades people
- Project development
- Relevant equipment and technology (types, sources, operation and maintenance)
- Relevant policies, protocols and procedures of the organisation
- Small group facilitation
- The content of the disaster plan

#### *Essential skills:*

It is critical that the candidate demonstrate the ability to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

This includes the ability to:

- Communicate effectively
- Demonstrate implementation skills related to the worker's role and responsibilities in implementing the disaster plan
- Network, negotiate

## Evidence Guide

### EVIDENCE GUIDE

## EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment Guidelines for this Training Package.

*Critical aspects for assessment and evidence required to demonstrate this competency unit:*

- The individual being assessed must provide evidence of specified essential knowledge as well as skills

*Access and equity considerations:*

- All workers in the health industry should be aware of access and equity issues in relation to their own area of work
- All workers should develop their ability to work in a culturally diverse environment
- In recognition of particular health issues facing Aboriginal and Torres Strait Islander communities, workers should be aware of cultural, historical and current issues impacting on health of Aboriginal and Torres Strait Islander people
- Assessors and trainers must take into account relevant access and equity issues, in particular relating to factors impacting on health of Aboriginal and/or Torres Strait Islander clients and communities

*Context of and specific resources for assessment:*

- The workplace is recommended including assessment by supervision and peers
- Information may be gathered from supervisors and peers, by observation and inquiries and from written and other sources.
- Off-the-job role plays and exercises may also be used

## Range Statement

### RANGE STATEMENT

The Range Statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Add any essential operating conditions that may be present with training and assessment depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts.

*Disasters may include:*

- Floods
- Cyclones
- Nuclear
- Fires
- Riots/raids
- Earthquakes

*A disaster plan (and planning strategies or processes) means:*

- Guidelines and/or plans for responding to various types of disaster, detailing worker roles and responsibilities, resource needs and sources and situation management strategies

*The disaster plan coordinator refers to:*

- The person in the community/service/organisation (or another organisation) who is assigned the responsibility of co-ordinating the full implementation of the Disaster Plan

*Community organisations may include:*

- State/territory health department
- Police
- Social security
- Local government
- Emergency services
- Non-government organisations
- Service providers of various types
- Community groups who provide care to the community

*Lead agency means:*

- The organisation with primary co-ordination responsibility for managing the response to the

**RANGE STATEMENT**

disaster

*Cultural context:*

- The competency standards are based upon acknowledgment and support of the diverse cultural and traditional values of communities that the health worker works in
- Health workers are upholders of traditional and cultural values
- Their behaviour and practice must be culturally sensitive and supportive of traditional healing and health, knowledge and practices

*Community control:*

- Community participation and control in decision-making is essential to all aspects of health work, and the role of the health worker is to support the community in this process

*Supervision:*

- In this document, references to supervision describe supervision of work by more experienced workers, supervisors, managers or other health professionals, either directly or indirectly

**Unit Sector(s)**

Not Applicable

## CHCPOL403C Undertake research activities

### Modification History

| CHC08<br>Version 3                             | CHC08 Version 4                                | Description                                                                                                                                                                 |
|------------------------------------------------|------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| CHCPOL403B<br>Undertake research<br>activities | CHCPOL403C<br>Undertake research<br>activities | Unit updated in V4.<br>ISC upgrade changes to remove references to old OHS legislation and replace with references to new WHS legislation. No change to competency outcome. |

### Unit Descriptor

**Descriptor**

This unit describes the knowledge and skills required to implement research relevant to operations of the organisation and/or the community

### Application of the Unit

**Application**

This unit may apply in a range of community service contexts

### Licensing/Regulatory Information

Not Applicable

### Pre-Requisites

Not Applicable

### Employability Skills Information

**Employability Skills**

This unit contains Employability Skills



## Elements and Performance Criteria Pre-Content

Elements define the essential outcomes of a unit of competency.

The Performance Criteria specify the level of performance required to demonstrate achievement of the Element. Terms in italics are elaborated in the Range Statement.

## Elements and Performance Criteria

### ELEMENT

### PERFORMANCE CRITERIA

#### 1. Prepare a research plan

- 1.1 Ensure views and interests of *stakeholders* are reflected in the research methodology and it and is compatible with ethical considerations
- 1.2 Select research methodology suitable to needs, purposes and resources and to maximise credibility of outcomes
- 1.3 Select and use research strategies appropriate to client group, subject matter being researched, the outcomes sought and the resources available
- 1.4 Ensure research plan incorporates strategies for validating research outcomes

#### 2. Implement appropriate research strategies

- 2.1 Select and use research strategies appropriate to subject matter being researched, the outcomes sought and the resources available
- 2.2 Determine and allocate resources needed to conduct research
- 2.3 Ensure collection, recording and storage of all relevant information is timely and will ensure validity, confidentiality and security
- 2.4 Identify a representative range of people and groups with an interest in the issues and consult them in appropriate ways to ensure validity of outcomes
- 2.5 Undertake consultation according to agreed practices and protocol of own and other agencies
- 2.6 Consider cultural sensitivities and ethical issues in

**ELEMENT****PERFORMANCE CRITERIA**

all consultation

3. Organise and analyse information

3.1 Organise information in a form that allows analysis and suits the research purposes

3.2 Develop patterns in the data and derive explanations, maintaining validity and reliability

4. Report the findings of the research

4.1 Report complete and accurate details of the research methodology, information and analysis in an accessible and useable style and format

4.2 Provide opportunities for validation of research findings

4.3 Report research results and make them available to all relevant stakeholders

## Required Skills and Knowledge

This describes the essential skills and knowledge and their level required for this unit.

### *Essential knowledge:*

The candidate must be able to demonstrate essential knowledge required to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

These include knowledge of:

- Current and suitable research methodologies, including community based research and participatory research
- Research interview techniques, including consultation methods, protocols and practice
- Information systems, manual and electronic
- Report presentation
- Cultural implications of research methods
- Cultural analysis of information
- Cultural knowledge and ownership issues

- Research ethics

### *Essential skills:*

It is critical that the candidate demonstrate the ability to:

- Carry out research activities that are directly relevant to the organisation and/or the community

In addition, the candidate must be able to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

These include the ability to:

- Demonstrate application of skills in:
  - consultation methods
  - complex communication
  - negotiation with a wide range of known and unknown stakeholders
  - interpretation and analysis of data
  - networking
  - written/oral presentation
- Utilise relevant information technology effectively in line with work health and safety (WHS) guidelines

## **Evidence Guide**

The evidence guide provides advice on assessment and must be read in conjunction with the Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment Guidelines for this Training Package.

*Critical aspects for assessment and evidence required to demonstrate this unit of competency:*

- The individual being assessed must provide evidence of specified essential knowledge as well as skills
- This unit is most appropriately assessed in the workplace or in a simulated workplace and under the normal range of workplace conditions  
This may include the use of languages other than English and alternative communication systems
- It is recommended that assessment take place on one or more occasions but must include all aspects of research activities - preparing, implementing, analysing, and reporting on research

- Access and equity considerations:*
- All workers in community services should be aware of access, equity and human rights issues in relation to their own area of work
  - All workers should develop their ability to work in a culturally diverse environment
  - In recognition of particular issues facing Aboriginal and Torres Strait Islander communities, workers should be aware of cultural, historical and current issues impacting on Aboriginal and Torres Strait Islander people
  - Assessors and trainers must take into account relevant access and equity issues, in particular relating to factors impacting on Aboriginal and/or Torres Strait Islander clients and communities

- Context of and specific resources for assessment:*
- This unit can be assessed independently, however holistic assessment practice with other community services units of competency is encouraged
  - Resource requirements for assessment of this unit include access to:
    - an appropriate workplace where assessment can take place, or simulation of realistic workplace setting for assessment

- Method of assessment:*
- Assessment may include observations, questioning and evidence gathered from the workplace

## Range Statement

The Range Statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Add any essential operating conditions that may be present with training and assessment depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts.

- The contexts for undertaking research may include:*
- Preparation of a range of organisation information for policy development, strategic planning, marketing and promotion services, planning new services, reviewing existing services, providing advice to

management

- Responsibility for research specific to a service, its stakeholders, interests and relationship with the wider community
- Specific community or client interests and issues

*Stakeholders may be:*

- Within the organisation
- Within the community
- In other areas of delivery and other services, agencies
- In the education/training field
- Other specialists
- Management
- Community leaders
- Recipients of the service delivery

## **Unit Sector(s)**

Not Applicable

## CHCCS503B Develop, implement and review services and programs to meet client needs

### Modification History

| CHC08 Version 3                                                                    | CHC08 Version 4                                                                    | Comments                                                                                                                                             |
|------------------------------------------------------------------------------------|------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------|
| CHCCS503A Develop, implement and review services and programs to meet client needs | CHCCS503B Develop, implement and review services and programs to meet client needs | ISC upgrade changes to remove references to old OHS legislation and replace with references to new WHS legislation. No change to competency outcome. |

### Unit Descriptor

#### Descriptor

This unit describes the knowledge and skills required to identify, develop, implement, monitor and review programs to meet the needs of clients

### Application of the Unit

#### Application

This unit may apply in a range of community service contexts and may focus on services and programs to address specific client issues, in areas of work such as: aged care, disability, mental health and alcohol and/or other drugs

### Licensing/Regulatory Information

Not Applicable

### Pre-Requisites

Not Applicable

## Employability Skills Information

### Employability Skills

This unit contains Employability Skills

## Elements and Performance Criteria Pre-Content

Elements define the essential outcomes of a unit of competency.

The Performance Criteria specify the level of performance required to demonstrate achievement of the Element. Terms in *italics* are elaborated in the Range Statement.

## Elements and Performance Criteria

### ELEMENT

### PERFORMANCE CRITERIA

- |                                                                    |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |
|--------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1. Identify programs and service requirements to meet client needs | <p>1.1 Use client information to target service provision for <i>clients</i> and to enable quality service to be provided</p> <p>1.2 Investigate the needs of clients according to organisation procedures</p> <p>1.3 Establish and apply procedures to monitor, assess and report client satisfaction with service delivery</p> <p>1.4 Interact and consult with clients as required to monitor changing needs so they can be addressed</p> <p>1.5 Seek advice or services from other workers or agencies or primary health practitioners as required</p>              |
| 2. Develop and implement programs for meeting client needs         | <p>2.1 Undertake appropriate planning to ensure client needs are met</p> <p>2.2 Put in place mechanisms to ensure client service information is recorded, maintained and applied to future client dealings so service developments are well informed and appropriate</p> <p>2.3 Develop programs as required</p> <p>2.4 Review <i>client services</i> in consultation with clients and other <i>relevant people</i> including primary health practitioners</p> <p>2.5 Monitor client service delivery to ensure it upholds the organisation's reputation, addresses</p> |

## ELEMENT

## PERFORMANCE CRITERIA

individual client differences and meets duty of care responsibility

2.6 Identify and address problems in addressing client needs in accordance with organisation procedures

2.7 Maintain all relevant documentation relating to clients and service delivery and communicate in accordance with organisation procedures

2.8 Maintain high standards of client service delivery in line with procedural and legislative requirements

2.9 Seek provision of services from other workers, agencies or primary health practitioners as required

2.10 Facilitate strategies and opportunities to meet the needs of people and develop according to organisation policies and procedures

2.11 Facilitate individual differences, rights, needs and preferences within programs

2.12 Incorporate *special needs* in the development of programs and services

2.13 Communicate the needs of clients to carers and other workers as required

2.14 Make available *appropriate program resources*

### 3. Monitor and review programs

3.1 Ensure changes to client service are within policy and budgetary frameworks

3.2 Ensure the provision of *training as required for implementation* to meet changing client needs and community expectations

3.3 Modify specified aspects of the service or service delivery as needed to meet changing client and service requirements

3.4 Ensure changes to client service are within procedural and legislative requirements and maintain high standards of delivery

3.5 Undertake appropriate planning to ensure client needs are met

3.6 Develop required programs

3.7 Make referrals to external services as appropriate



## Required Skills and Knowledge

### REQUIRED SKILLS AND KNOWLEDGE

This describes the essential skills and knowledge and their level required for this unit.

#### *Essential knowledge:*

The candidate must be able to demonstrate essential knowledge required to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

These include knowledge of:

- Design and development of client services and principles of effective service delivery
- Specific client services provided by the organisation and associated policies and procedures
- Strategic planning and organisation development
- Evaluation principles and practices
- Local, Commonwealth or State services and associated Commonwealth or State regulations, acts or guidelines re service provision
- Community resources
- Cultural differences and practices
- Common health problems encountered in clients
- Depending on the work role or services provided, specific knowledge of particular groups or issues may be required, such as:
  - alcohol and other drugs (AOD)
  - cultural and linguistic diversity
  - risk of self-harm
  - gender issues and specific needs of women and/or men
  - community education
  - Aboriginal and Torres Strait Islander people
  - mental health
  - homelessness
- Where clients are aged the following specific knowledge is required:
  - maximising independence
  - health promotion
  - emotional, psychological and spiritual needs
  - cultural, religious and ceremonial needs

## REQUIRED SKILLS AND KNOWLEDGE

- maintenance of an adequate diet
- dementia
- personal hygiene
- dressing and grooming
- mobility and exercise
- Where clients may have disabilities the following specific knowledge is required:
  - relevant legislation relating to disability issues
  - relevant specific culture and language used by people with disabilities
  - knowledge specific to working with families and family systems
  - understanding different client requirements according to different disabilities
  - networks in the disability sector
- Where clients may have disabilities the following specific knowledge is required (contd):
  - consumer needs and rights including duty of care
  - principles of empowerment/disempowerment in relation to people with disabilities
  - principles of access and equity
  - current issues facing clients and existing services for addressing needs and rights
  - principles and practices of confidentiality
  - knowledge specific to working with people from culturally and linguistically diverse backgrounds
  - knowledge specific to working with people at risk of self-harm
  - organisation policies, practices and programs relating to the work role
  - organisation work health and safety (WHS) policies and procedures
  - organisation philosophy and guidelines
  - rights and responsibilities of people with disabilities
  - understanding of stereotypes of people with disabilities
  - available client services
  - awareness of own attitudes to people with disabilities
  - awareness of discriminatory actions
  - common risks to safety
- Where clients experience mental health issues the following specific knowledge is required:
  - structural, political and other social factors which operate to maintain discrimination against people affected by mental health problems
  - structural, political and other social factors which can be addressed to improve mental health promotion, such as:
    - gender
    - language
    - culture
    - ethnicity

## REQUIRED SKILLS AND KNOWLEDGE

- age
- socioeconomic status
- broad knowledge of mental illness and disability issues
- internal structure of the mental health system and its relationship within the broader context of health services, welfare services and government
- policies relevant to mental health at national, state and local level
- relevant agencies and services which may assist in promoting and advocating for mental illness and/or psychiatric disability issues
- political lobbying processes
- use of media for advocacy purposes
- key stakeholders and how to access them
- understanding of the balance between the rights of the general community and the rights of people with a mental illness and/or psychiatric disability
- relevant regulatory, legislative and legal requirements relating to mental health issues
- Where clients experience mental health issues the following specific knowledge is required (contd):
  - knowledge specific to working with people from culturally and linguistically diverse backgrounds
  - knowledge specific to working with people at risk of self-harm
  - knowledge specific to the following areas:
    - working with clients with alcohol and other drugs issues
    - working with women
    - working with men
    - working with children and young people
    - working with aged clients
    - working with corrective services clients
    - working with Aboriginal and Torres Strait Islander clients
    - community education
- Where clients experience AOD issues the following specific knowledge is required:
  - legal and organisation knowledge:
  - legal and organisation requirements for client registration, allocation and referral
  - organisation policies on reporting and confidentiality
  - organisation policies and procedures for documenting work with clients
  - understanding agency role, agency target group and the impacts on the local community
  - range of AOD specific treatment intervention options including detoxification, in-patient treatment programs, outpatient treatment services, and brief interventions
  - effects of AOD use:
  - signs and symptoms of medical risk associated with AOD use

## REQUIRED SKILLS AND KNOWLEDGE

- stages and symptoms of AOD withdrawal
- basic health issues relating to alcohol and/or other drugs use e.g. malnutrition, blood borne diseases, skin infestations, effects of drug use on health, cognitive, social, emotional development and impact on others
- basic pharmacology - types of drugs; dose levels; effects of specific drugs; tolerance; treatment approaches broadly
- the effects of alcohol related brain injury
- consequences and effects of drug substitution/replacement
- effects of prescribed drugs on the use of other drugs
- patterns of drug use in Australia and the local community
- range of use and use scenarios e.g. lifestyle context of illegal drug use
- legal issues:
  - legal status of drugs
  - legal issues surrounding AOD use
- policy:
  - public health model - interaction of impact of drugs, individual and the environment
  - harm minimisation including a range of approaches: prevention, early intervention, abstinence, specialist treatment, supply control and safer drug use
- Where clients experience alcohol and other drugs issues the following specific knowledge is required (contd):
  - working with clients:
    - common relapse precipitants
    - a range of strategies for working with clients
    - strategies to promote participation in programs
    - range of cultural contexts - lifestyle, set of beliefs, customs
    - client empowerment/disempowerment
    - rights of workers and clients
    - different lifestyles
  - self-esteem, abuse issues, self-awareness, own biases, ethical obligations re: helping relationships
  - types of counselling e.g. motivational interviewing, brief and intensive intervention, relapse prevention
  - protocols around use of interpreters
  - client-centredness
  - case management principles
  - working with clients at risk of self-harm:
    - suicidal or self-harming behaviour, ideation or intention
    - no-suicide contracts and other protective strategies
  - links between predisposing factors for self-harm, drug use and mental health

## REQUIRED SKILLS AND KNOWLEDGE

problems

- legal and ethical obligations regarding clients at risk of self-harm or with mental illnesses

### *Essential skills:*

It is critical that the candidate demonstrate the ability to:

- Consult effectively with the client/s
- Respond to specific client needs
- Establish and maintain a network of service providers, including health practitioners

In addition, the candidate must be able to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

These include the ability to:

- Analyse client needs
- Demonstrate oral communication skills required to fulfil the job role in the organisation/service:
  - oral communication skills may include:
    - listening, asking questions, providing encouragement, clarifying meaning, clarifying a situation, explaining the needs of aged people to other workers
    - language used may be English, sign language or community language depending on client group
- Demonstrate literacy competence required to fulfil the procedures of the organisation/service:
  - language used may be English or community language depending on the service/organisation
- Demonstrate written communication skills required to fulfil the job role as specified by the service/organisation:
  - Written skills may include:
    - completion of reports or documentation, selecting appropriate language and detail depending on the purpose of the report and the intended audience (e.g. documentation for funding, accreditation documents, client notes etc)
    - language used may be English or a community language depending on client group and organisation
    - communication support is incorporated as required (e.g. using dictionaries, medical books, other reports)
- Demonstrate reading skills required to fulfil the job role as specified by the service/organisation:
  - skills may include reading written material such as policies, procedure manuals and

## REQUIRED SKILLS AND KNOWLEDGE

program materials, understanding and interpreting their content

- Demonstrate application of skills in:
  - Consultation
  - Strategic planning
  - Organisation development
  - Review and evaluation
  - Safe and effective use and coordination of relevant technology in line with work health and safety (WHS) guidelines

## Evidence Guide

### EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment Guidelines for this Training Package.

*Critical aspects for assessment and evidence required to demonstrate this unit of competency:*

- The individual being assessed must provide evidence of specified essential knowledge as well as skills
- This unit is most appropriately assessed in the workplace or in a simulated workplace setting under the normal range of workplace conditions
- Assessment should include all aspects of service provision i.e. analyse, review, plan and develop service etc

*Access and equity considerations:*

- All workers in community services should be aware of access, equity and human rights issues in relation to their own area of work
- All workers should develop their ability to work in a culturally diverse environment
- In recognition of particular issues facing Aboriginal and Torres Strait Islander communities, workers should be aware of cultural, historical and current issues impacting on Aboriginal and Torres Strait Islander people
- Assessors and trainers must take into account

## EVIDENCE GUIDE

relevant access and equity issues, in particular relating to factors impacting on Aboriginal and/or Torres Strait Islander clients and communities

*Context of and specific resources for assessment:*

- This unit can be assessed independently, however holistic assessment practice with other community services units of competency is encouraged
- Resources required for assessment include access to relevant workplace or simulated realistic workplace setting where assessment may take place

*Method of assessment:*

- Assessment may include observations, questioning or evidence gathered from the workplace e.g. testimonials from clients

## Range Statement

### RANGE STATEMENT

The Range Statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Add any essential operating conditions that may be present with training and assessment depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts.

*Client services are:*

- Specific to the organisation

*Clients may include:*

- Individual members of the public
- Other organisations, community groups, individuals and health providers
- Other work areas of the organisation
- Senior management
- Service users

## RANGE STATEMENT

*Relevant people may include:*

- Clients
- Family and personal network of clients
- Other workers including health providers

*Special needs may relate to:*

- Disabilities
- Language
- Gender
- Culture
- Age
- Remote location

*Training as required for implementation may be identified by:*

- Relevant program manager
- Supervisor

*Appropriate program resources may include:*

- Aids and equipment
- Qualified and/or specially trained staff

## Unit Sector(s)

Not Applicable



## CHCCS422B Respond holistically to client issues and refer appropriately

### Modification History

| CHC08 Version 3                                                            | CHC08 Version 4                                                            | Comments                                                                                                                                                                                                                     |
|----------------------------------------------------------------------------|----------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| CHCCS422A<br>Respond holistically to client issues and refer appropriately | CHCCS422B<br>Respond holistically to client issues and refer appropriately | ISC upgrade changes to remove references to old OHS legislation and replace with references to new WHS legislation. Updated terminology 'challenging behaviour' to 'behaviours of concern'. No change to competency outcome. |

### Unit Descriptor

#### Descriptor

This unit describes the knowledge and skills required to assess a range of client issues and refer appropriately

### Application of the Unit

#### Application

On completion of this unit, the worker will be able to respond appropriately to clients that have a range of issues outside and in addition to the area of immediate focus, expertise or interests of the worker and their organisation

For instance, a child protection worker may need to identify when alcohol and other drug issues are important in the life of a presenting client

Completion of the unit will also provide the worker with competence to make decisions as to whether to refer or retain the client

### Licensing/Regulatory Information

Not Applicable

## Pre-Requisites

Not Applicable

## Employability Skills Information

### Employability Skills

This unit contains Employability Skills

## Elements and Performance Criteria Pre-Content

Elements define the essential outcomes of a unit of competency.

The Performance Criteria specify the level of performance required to demonstrate achievement of the Element. Terms in *italics* are elaborated in the Range Statement.

## Elements and Performance Criteria

### ELEMENT

### PERFORMANCE CRITERIA

1. Establish interpersonal relationship with client

- 1.1 Define boundaries and use communication skills that will establish a trusting and respectful relationship
- 1.2 Utilise facilitative communication skills to assist the client to identify areas of concern, to prioritise areas for immediate and longer term action and to determine options for action and workable strategies to address their priority areas
- 1.3 Share relevant information with client about options and services available to enable them to make informed decisions

2. Identify the range of issues impacting on the client and assess client needs

- 2.1 Identify *indicators of harm, neglect, abuse or risk of harm*
- 2.2 Use observations, assessment tools and questioning to identify possible *presenting issues*
- 2.3 Seek information from a range of *appropriate sources* to determine the range of issues that may be affecting the client within *organisation policies and procedures* regarding autonomy, privacy and

**ELEMENT****PERFORMANCE CRITERIA**

confidentiality

2.4 Apply *organisation procedures for collecting and analysing client information*

2.5 Examine *all client information* to determine the degree to which other issues may impact on the possible services that can be provided by the organisation

3. Analyse and assess information to determine appropriate course of action to be followed

3.1 Assess the level of risk to the client and others directly involved using tools approved or adopted by the organisation

3.2 Follow organisation procedures and address *legal requirements and duty of care obligations in responding to indicators of risk of abuse, neglect or harm*

3.3 Identify and prioritise client's current needs and available sources of assistance

3.4 Identify organisation's capacity to meet range of client needs to be addressed

3.5 Apply accepted procedures to assess the option of bringing in *specialist support* and continuing to work with the client

3.6 Share relevant information with client about options and services available to enable them to make informed decisions

3.7 Provide the client with resources as appropriate

3.8 Follow relevant State/territory legislation, organisation policies and procedures and duty of care obligations and legislative requirements in responding to indicators of actual or potential risk of abuse, neglect or harm

4. Refer client to other services to provide coordinated support

4.1 Identify a client's need for support *internal and external* to the agency

4.2 Implement *appropriate procedures to address potential emergency or crisis situation*

4.3 Comply with cultural obligations when working with clients

4.4 Work with the client and *significant others* where

**ELEMENT****PERFORMANCE CRITERIA**

relevant to motivate, support and encourage the client

4.5 Identify current needs and sources of assistance, and give support as appropriate

5. Review effectiveness of services provided to meet client needs

5.1 Review outcomes in accordance with organisation procedures and in consultation with clients, carers and significant others, case managers and other service providers

5.2 Complete *document/s* as required and in line with organisation procedures

## Required Skills and Knowledge

### REQUIRED SKILLS AND KNOWLEDGE

This describes the essential skills and knowledge and their level required for this unit.

#### *Essential knowledge:*

The candidate must be able to demonstrate essential knowledge required to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

These include knowledge of:

- Identification of the impact of issues relating to:
  - mental health
  - child protection - this must include essential underpinning knowledge of dynamics of child abuse, indicators of risk and risk factors
  - domestic violence
  - disability
  - homelessness
  - unemployment
  - alcohol and other drugs (AOD)
- Knowledge of accepted practices and available referral agencies for working with people experiencing issues related to:
  - mental health

## REQUIRED SKILLS AND KNOWLEDGE

- child protection
- domestic violence
- disability
- homelessness
- unemployment
- AOD
- any form of crisis

### *Essential skills:*

It is critical that the candidate demonstrate the ability to:

- Apply client management skills to deal with complex needs and difficult or behaviours of concern
- Identify the range of relevant issues that may impact on service delivery
- Develop an implement a plan in conjunction with the client to address their issues
- Provide referral to appropriate services
- Evaluate effectiveness of services
- Operate within duty of care and organisation requirements to address client needs
- Apply interpersonal skills to facilitate client to identify options for change and for addressing their issues
- Demonstrate case work skills to ensure effective assessment, intervention and referral
- Manage information to ensure all records are maintained, stored and accessible

In addition, the candidate must be able to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

These include the ability to:

- Apply research skills to ensure a current and correct list of relevant services are readily available to the client
- Provide a brief intervention to raise awareness, share knowledge and help client to think about making changes to improve well being
- Apply crisis intervention and networking skills
- Utilise relevant information technology effectively in line with work health and safety (WHS) guidelines

# Evidence Guide

## EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment Guidelines for this Training Package.

*Critical aspects for assessment and evidence required to demonstrate this unit of competency:*

- The individual being assessed must provide evidence of specified essential knowledge as well as skills
- This unit must be assessed after, or in conjunction, with the attainment of competency in the compulsory communication unit within the qualification
- Competency must be demonstrated in a real work environment
- Competence in this unit must be assessed over a period of time in order to ensure consistency of performance across contexts applicable to the work environment
- Consistency in performance should consider the work environment, worker's role and responsibilities in the workplace

*Access and equity considerations:*

- All workers in community services should be aware of access, equity and human rights issues in relation to their own area of work
- All workers should develop their ability to work in a culturally diverse environment
- In recognition of particular issues facing Aboriginal and Torres Strait Islander communities, workers should be aware of cultural, historical and current issues impacting on Aboriginal and Torres Strait Islander people
- Assessors and trainers must take into account relevant access and equity issues, in particular relating to factors impacting on Aboriginal and/or Torres Strait Islander clients and communities

*Context of and specific resources for assessment:*

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

## EVIDENCE GUIDE

### *Method of assessment:*

- In cases where the learner does not have the opportunity to cover all relevant aspects in the work environment, the remainder should be assessed through realistic simulations, projects, previous relevant experience or oral questioning on 'What if?' scenarios
- Assessment of this unit of competence will usually include observation of processes and procedures, oral and/or written questioning on Essential knowledge and skills and consideration of required attitudes
- Where performance is not directly observed and/or is required to be demonstrated over a 'period of time' and/or in a 'number of locations', any evidence should be authenticated by colleagues, supervisors, clients or other appropriate persons

### *Related units:*

Although this unit requires no pre-requisite, there are a number of related units of competence both of a generic and sector specific nature that would be ideally mastered prior to undertaking this unit of competence

## Range Statement

### RANGE STATEMENT

The Range Statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Add any essential operating conditions that may be present with training and assessment depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts.

### *Presenting issues include:*

- A client with secondary or multiple issues who is most likely to present 'first' to the following types of services (for an issue relevant to those services):
  - child protection
  - juvenile justice / youth service

**RANGE STATEMENT**

- social housing
- employment service

*Indicators of harm, neglect, abuse or risk of harm*

- Physical symptoms such as injuries or loss of weight
- Verbal and non- verbal cues
- Impairment to cognitive functioning caused by acquired brain injury such as loss of memory, inability to concentrate, plan, organise
- Reports from the individual, carers or other workers
- Psychological/emotional indicators

*Harm, neglect, abuse or risk of harm includes:*

- Physical
- Emotional
- Cognitive
- Psychological
- Sexual
- Financial

*Appropriate sources (of information) include:*

- Case notes
- File
- Other workers

*Harm, neglect, abuse or risk of harm may be from:*

- Carers
- Workers/service providers
- Self
- Family or significant others
- Community members

*Responding to indicators of risk of abuse, neglect or harm includes:*

- Intervention to remove the risk
- Reporting to appropriate personnel
- Investigating
- Seeking specialist support/services
- Referral
- Following State/territory legislative requirements

*Responding to indicators of risk*

- Legislation



**RANGE STATEMENT**

*of abuse, neglect or harm will be determined by:*

- The specific job role
- Organisation procedures
- Family and cultural mores

*People who are vulnerable and at significant risk may be:*

- People with a disability
- People with an acquired brain injury
- Elderly people
- People with mental health issues
- Children and young people
- Babies under one year of age
- Toddlers (children under three years of age)
- People who are homeless
- People in unequal power relationships

*Non presenting problems or issues are likely to be:*

- Alcohol and other drugs
- Mental illness
- Developmental disability
- Acquired Brain Injury
- Abuse and risk of abuse
- Domestic violence
- Homelessness / inadequate housing
- Unemployment
- Juvenile justice issues
- Communicable disease
- Financial difficulties
- New arrival in the country

*Legal requirements and duty of care obligations include:*

- Ethical referral
- Comply with state and territory legislation

*Significant other may include*

- Partners
- Family members
- Carers
- Advocates

*Approaches to addressing*

- AOD may include knowledge of harm minimisation

## RANGE STATEMENT

*specific issues include applying accepted methodologies, underpinning values and philosophies of the specific areas*  
*The following notes offer a guide:*

practices, of the effects of AOD on body system and social relationships, and of the signs and symptoms of intoxication:

- knowledge of groups and agencies in the community who can respond to individuals with AOD problems by providing treatment and detoxification programs is central
- also important is an awareness of personal bias, and models or perspectives on drug use i.e. disease perspective, moral perspective of both the client and of referral agencies
- Mental health may include recognising basic signs and symptoms of anxiety, depression, suicidal impulses, and indicators of mental illness such as hallucinations or delusion:
  - knowledge of appropriate referral and intervention services in the community is critical
- Domestic violence may include an understanding of such violence as an abuse of power perpetrated both in a relationship and after separation and that such violence takes a number of forms:
  - these include physical and sexual violence, emotional and psychological abuse and economic deprivation
  - domestic violence occurs across all groups, cultures and creeds
  - the safety and well being of individuals subjected to domestic violence should be of primary concern
  - knowledge of groups and agencies in the community who can respond to individuals with domestic violence issues is required
- Child protection requires knowledge of relevant state mandatory reporting legislation and its application
  - Child protection also requires knowledge of child development, dynamics of child abuse, risk factors, behavioural/physical indicators of abuse and agencies that respond to child protection matters
- It is vital to recognise that children (particularly infants) in families where abuse of alcohol and other drugs exist are more likely to be at risk of harm
  - where there other risk factors such as domestic

## RANGE STATEMENT

violence and mental health co exist with AOD issues the potential risk of harm to those children increases significantly

- When working with adult clients who have children, the safety, welfare and well being of the children must be included in all case management practices
- Developmental disability may describe individuals who have a multiplicity of disabilities including difficulty learning, thinking and reasoning, retaining information and forming social relationships
  - it is vital to recognise the individuality of developmental disabled persons, their right to age appropriate consultation and to self determination
  - needs arising from social isolation and the critical importance of primary care-givers in the lives of developmental disabled persons should also be recognised
  - knowledge is required of groups and agencies in the community that can provide advocacy services
- Juvenile justice may include knowledge of adolescent clients and their special need as individuals, within families and as part of a group, including stages of development and social issues affecting youth
  - recognition of the vulnerability of young people in their dealings with authority and of the protection that should operate during an investigation or proceeding in relation to an offence is required
  - knowledge of groups and agencies in the community that can provide services such as advocacy and legal advice to young people in their dealings with the justice system is essential
- Acquired Brain Injury may include:
  - awareness of the causes and effects of ABI
  - understanding of the impact of cognitive impairment on the individual and families, including associated grief and loss issues; knowledge of the ABI service system; skills in working with people with behaviours of concern

*Organisation procedures for*

- Questionnaires

**RANGE STATEMENT**

*collecting and analysing client information may include written and oral input to:*

- Assessment tools
- Client profile forms etc

*Procedures to prevent escalation of a potential emergency or crisis situation may include:*

- Using calming communication skills
- Managing and containing emotional responses and escalating behaviour
- Identify and address source of the issue
- Discussing the situation with the client
- Negotiation and mediation
- Seeking assistance from other workers or client carers
- Providing physical and visual barriers
- Evaluating the potential risk of the emergency
- Implementing specific communication skills including questioning, reflective listening and body language

*Appropriate procedures to address potential emergency or crisis situation may include:*

- Negotiating to prevent escalation
- Seeking assistance from other people or agencies
- Immediate referral
- Intervention to ensure physical safety

*Other information could include information from:*

- The client's carers and or family
- Other agencies or workers with knowledge of the client
- Client files

*Specialist support may include:*

- Health professionals
- Careers and employment advice
- Financial counselling
- Family and relationship counselling
- Child Protection officers
- Mental health professional
- AOD detox, withdrawal and support
- Child care
- Centrelink officers

## RANGE STATEMENT

*All client information would include:*

- Behaviour
- Responses to questions and other information provided by client
- Physical appearance and acuity
- File information
- Information on the client provided by family, carers, other workers, other agencies

*Accepted procedures to evaluate the benefit to the client of referral include:*

- Discussing options with the client, carers and family
- Checking the availability of services within the organisation
- Checking the availability and accessibility of other services

*Brief intervention will be focused on providing de-escalation and emotional support:*

- One-to-one approach, private
- Takes short period of time
- Can be done by anyone in the team
- A client led process
- Opportunistic
- Used for harm reduction and facilitating behaviour change
- Carer respite (e.g. for clients with ABI)

*Organisation policies and procedures may include:*

- Incident reporting and documentation
- Operational guidelines for handling cases involving difficult and behaviours of concern
- Record-keeping
- Legal responses

*Decisions to provide a brief intervention will be based on:*

- The issues of concern to the client and the stage of decision to change is determined
- Availability of resources to support the brief intervention
- Agency and worker mandate and focus

**RANGE STATEMENT**

*Document/s may include:*

- Data
- Case notes
- Case files
- Client reports
- Referral notes

**Unit Sector(s)**

Not Applicable

## CHCCS419C Provide support services to clients

### Modification History

| CHC08 Version 3                                  | CHC08 Version 4                                  | Comments                                                                                                                                                                            |
|--------------------------------------------------|--------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| CHCCS419B<br>Provide support services to clients | CHCCS419C<br>Provide support services to clients | ISC upgrade changes to remove references to old OHS legislation and replace with references to new WHS legislation. Amended related unit HLTF311A. No change to competency outcome. |

### Unit Descriptor

**Descriptor**

This unit describes the knowledge and skills required to apply the basic elements of implementing services for people accessing community services organisations issues in a range of settings

It may be within an established plan of care

### Application of the Unit

**Application**

This unit may apply in a range of community service contexts

### Licensing/Regulatory Information

Not Applicable

### Pre-Requisites

Not Applicable

### Employability Skills Information

**Employability Skills**

This unit contains Employability Skills

## Elements and Performance Criteria Pre-Content

Elements define the essential outcomes of a unit of competency.

The Performance Criteria specify the level of performance required to demonstrate achievement of the Element. Terms in *italics* are elaborated in the Range Statement.

## Elements and Performance Criteria

### ELEMENT

### PERFORMANCE CRITERIA

1. *Establish a working relationship with clients to assist them to identify their needs*

- 1.1 Routinely use effective strategies to ensure:
  - clients identify their needs and goals
  - individual and cultural differences are addressed
  - areas of resistance/conflict are identified and appropriately resolved
  - appropriate levels of consultation are implemented
  - the experience and life skills of the client are appropriately addressed
  - relevant information is collected
- 1.2 Implement processes to reach agreement on meeting procedures, consequences of actions and cooperative relationship
- 1.3 Clarify negotiable and non negotiable aspects of intervention
- 1.4 Define and maintain boundaries between client and worker, including roles, responsibilities and accountabilities, to ensure compliance with statutory requirements and duty of care responsibilities
- 1.5 Implement strategies to ensure all dealings with clients reflect appropriate expression of value systems and consideration of emotional impact of intervention
- 1.6 Use *appropriate communication and relationship building processes*
- 1.7 Discuss *possibilities and options for responding to client needs*, determine preferred actions and prioritise
- 1.8 Assist client to evaluate and select strategies to achieve their goals



**ELEMENT****PERFORMANCE CRITERIA**

- 1.9 Promptly and supportively *respond to clients in distress or crisis*, in accordance with *organisation policies and procedures*
2. Support clients to meet their needs
- 2.1 Identify information and skills required by the client to meet their needs
- 2.2 Provide or develop opportunities to obtain information and develop skills
- 2.3 Provide individual and group support in accordance with resources and procedures
- 2.4 Explain the client's rights and responsibilities
- 2.5 Maintain confidentiality in accordance with organisation policies and procedures
3. Promote preventative strategies
- 3.1 Provide a full range of opportunities for clients to engaged in identification of problems and solutions
- 3.2 Employ a range of strategies to assist clients to meet specific targets and to gain control over their lives
- 3.3 Identify, develop and initiate an appropriate range of opportunities in accordance with organisation policies and procedures and client needs
- 3.4 Encourage and monitor client progress and involvement in activities and appropriate action taken to maximise individual skill development
4. Review *work with clients*
- 4.1 Review work with client within organisation policies and procedures and adapt strategies as appropriate
- 4.2 Review outcomes of client work with *supervisor and/or colleagues* in accordance with organisation policies and procedures
5. Use self-protection strategies as required
- 5.1 Use conflict resolution and negotiation as appropriate
- 5.2 Take appropriate action to ensure the safety of

**ELEMENT****PERFORMANCE CRITERIA**

self and others

5.3 Acknowledge limits of own abilities and make referrals as appropriate

5.4 Seek emergency *assistance* as required

6. Refer clients

6.1 Check services the client is already accessing with the client and the service/s

6.2 Discuss suitability of *other services* with the client

6.3 Support client to make contact with other services

6.4 Provide follow up to determine the effectiveness of the referral

7. Provide specialist services to clients

7.1 Complete all appropriate documentation and maintain in accordance with organisation and statutory standards and requirements

7.2 Implement procedures to ensure information sharing between key stakeholders is facilitated

7.3 Ensure all dealings with the client/s reflect:

- accepted organisation standards of behaviour
- mutual respect
- commitment to information sharing and dissemination
- adherence to agreed plan
- sensitivity to cultural, family and individual differences
- ability to work with the client in the context of the family and broader community
- application of the organisation's philosophy
- compliance with statutory requirements and duty of care responsibilities

## Required Skills and Knowledge

### REQUIRED SKILLS AND KNOWLEDGE

## REQUIRED SKILLS AND KNOWLEDGE

This describes the essential skills and knowledge and their level required for this unit.

### *Essential knowledge:*

The candidate must be able to demonstrate essential knowledge required to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

These include knowledge of:

- Understanding of role and responsibilities of self and other workers within the organisation
- Organisation policies and procedures as listed in the Range Statement
- Agency role, agency target group
- Issues affecting the client group
- Understanding relevant terminology related to the sector
- Awareness and understanding of issues relating to work in the sector
- Stigma, prejudice and common stereotypes relating to client issues
- Culture of service provision in the sector
- Relevant policy, regulatory, legislative and legal requirements relating to service provision
- Appropriate protocols and cultural systems relevant to work area
- Theories and methodologies related to work in the sector
- Child protection, mental health and AOD issues as they relate to work in the sector
- Working with individuals and groups
- Motivational interviewing techniques
- Service role and target groups
- Related agencies and referral procedures used by the organisation
- Awareness of own biases and beliefs
- Ethical obligations re: helping relations, confidentiality
- Rights of workers and clients
- Principles and practices of duty of care
- Knowledge specific to working with people from culturally and linguistically diverse backgrounds
- Knowledge specific to working with people at risk of self-harm
- Relationships between service providers
- Relevant systems/networks in the local area
- Statutory requirements
- Where clients have mental health issues the following specific knowledge is required:
  - community correctional orders and mental health issues

## REQUIRED SKILLS AND KNOWLEDGE

- mental health promotion
- signs and symptoms of major mental illness
- Where clients have mental health issues the following specific knowledge is required (contd):
  - impact of mental illness and/or psychiatric disability on self-esteem, motivation, daily living skills
  - common medications for mental illness and their side effects
  - psychosocial treatment approaches
  - psychiatric disability
  - basic understanding of psychosocial rehabilitation processes
  - basic understanding of the range of clinical treatment and support services
- Where clients have housing issues the following knowledge is required:
  - understanding of language used in the community housing sector
  - awareness of housing issues
  - relationships between service providers
  - community housing systems/networks in the local area
  - culture of community housing provision
  - policy, regulatory, legislative and legal requirements including:
    - residential tenancy acts or equivalent
    - Privacy Act
    - legislation underpinning the principles of equal opportunity
    - Freedom of Information Act
    - Individual rights
    - National Housing Policy
    - National Housing Service Standards
    - Disability Services Acts and standards
- Where clients have AOD issues the following knowledge is required:
  - first aid certification or equivalent skills (as per unit HLTF311A Apply first aid) including cardio pulmonary resuscitation (CPR), bandaging, managing toxic substances, managing bleeding, managing broken bones, managing consciousness, managing choking and knowledge of coma positions
  - working with a range of different clients with AOD issues
  - conducting work role within established plans, procedures or programs
  - range of AOD specific services delivered by the organisation
  - AOD use, general effects on body systems and their functions and general social and psychological effects
  - drugs/substances most commonly used in local area
  - relationship between suicide and AOD use

## REQUIRED SKILLS AND KNOWLEDGE

### *Essential skills:*

It is critical that the candidate demonstrate the ability to:

- Effectively provide support to clients within organisation procedures
- Facilitate exploration of issues
- Establish role definitions
- Identify and work constructively with conflict and resistance
- Monitor own positions and reactions
- Clarify differences in perception
- Demonstrate problem exploration within a pro-active framework

In addition, the candidate must be able to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

These include the ability to:

- Apply strategies for self-protection and self care
- Apply strategies for dealing with aggressive or distressed people
- Demonstrate a non-judgemental approach to working with people
- Devise and develop tasks to help clients understanding and problem solving efforts
- Demonstrate constructive use of personal and professional authority and influence to support or confront
- Demonstrate application of skills in:
  - establishing rapport
  - effective active listening including questioning
  - interpretation of verbal and non-verbal communication
  - conflict resolution
  - problem solving
  - interpersonal relationship
  - networking and liaison with other services
  - crisis situation responses
  - report writing
  - supportive counselling
  - goal clarification
  - working with conflict, resistance and levels of risk
  - empathy, engagement and rapport building
  - communicating interest, respect and concern
  - articulating clearly boundaries of own role

## REQUIRED SKILLS AND KNOWLEDGE

- recognising signs and triggers for dependency
- Maintain documentation as required, including effective use of relevant information technology in line with work health and safety (WHS) guidelines

## Evidence Guide

### EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment Guidelines for this Training Package.

*Critical aspects for assessment and evidence required to demonstrate this unit of competency:*

- The individual being assessed must provide evidence of specified essential knowledge as well as skills
- This unit is most appropriately assessed in the workplace or in a simulated workplace setting under the normal range of workplace conditions
- Consistency in performance should consider particular requirements of support provision delivered in the workplace

*Access and equity considerations:*

- All workers in community services should be aware of access, equity and human rights issues in relation to their own area of work
- All workers should develop their ability to work in a culturally diverse environment
- In recognition of particular issues facing Aboriginal and Torres Strait Islander communities, workers should be aware of cultural, historical and current issues impacting on Aboriginal and Torres Strait Islander people
- Assessors and trainers must take into account relevant access and equity issues, in particular relating to factors impacting on Aboriginal and/or Torres Strait Islander clients and communities

*Context of and specific resources*

- This unit can be assessed independently, however

## EVIDENCE GUIDE

*for assessment:*

holistic assessment practice with other community services units of competency is encouraged

- Resources required for assessment include access to relevant workplace or simulated realistic workplace setting where assessment may take place

*Method of assessment:*

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

## Range Statement

### RANGE STATEMENT

The Range Statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Add any essential operating conditions that may be present with training and assessment depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts.

*Clients include:*

- Individual clients and families and support network of the client
- Members of the public seeking information

*The contexts of working with clients include:*

- Contact with a service on a voluntary or involuntary basis
- Contact with a statutory activity e.g. Notification, first juvenile offence
- Within an intervention
- Within a support activity or service

*Organisation policies and procedures may include:*

- Emergencies
- Work health and safety (WHS)
- Referrals
- Reporting
- Goals, objectives and targets
- Accountability

**RANGE STATEMENT**

- Code of conduct
  - Confidentiality
  - Grievance procedures
- Establish a working relationship will be carried out within requirements established by:*
- Commonwealth and State legislation
  - International conventions relating to the rights of children and young persons
  - Organisation policy and procedures
  - Relevant program standards
  - Organisation codes of conduct, ethics
- Work with clients may:*
- Occur at established premises or at other locations used by outreach, street, remote or off-site services
  - Other locations may include the client's home, public places, workplaces or mobile service centres
- Needs may include:*
- Emotional support
  - Social support
  - Financial advice
  - Cognitive/behavioural support
  - Food and clothing
  - Transport
  - Emergency relief
  - Legal advice
  - Accommodation support
  - Referral to other agencies
  - Harm minimisation
  - Financial device
  - Consumables
  - Legal advice
- Appropriate communication and relationship building processes may include:*
- Engagement
  - Empathy
  - Non-judgemental manner
  - Active listening
  - Listening to the person
  - Acknowledging the person in a pleasant and accepting manner



**RANGE STATEMENT**

- Treating the person as an individual with their own life history, skills and interests
  - Rapport building
  - Warmth
  - Genuineness
  - Respect
- Possibilities and options for responding to client needs may include:*
- Referral of the client to a colleague within the organisation
  - Referral of the client to other agencies in accordance with organisation policies and procedures
- Respond to clients in distress and crisis will include:*
- Enlisting support and/or assistance from colleagues or emergency support as appropriate
  - Using calm and calming behaviour
  - Reporting incidents promptly and accurately
- Services should promote the client's independence and abilities and take into account their:*
- Preferences
  - Ability to communicate
  - Level of stress or anxiety
  - Behavioural disturbance e.g. tears, agitation, despair, elation, mood swings, disinhibition caused by acquired brain injury
  - Verbal or physical aggression
  - Inappropriate responses
  - Family and peer support/self help
  - Need for encouragement
  - Cultural/linguistic background
  - Social circumstances e.g. family and social support
- Client service processes may be informal and/or formal and may include:*
- Problem solving techniques
  - Evaluation
  - Interviewing techniques
  - Information provision
  - Group work
  - Individual support
  - Working with carers and others
  - Relaxation management

**RANGE STATEMENT**

- Stress management
  - Anger management
  - Coping strategies
  - Counselling and support groups
- Work with clients may occur in any environment including:*
- Social settings
  - Home
  - Drop in centres
  - Workplace
  - Vehicles/transport
  - Cafes, shopping centres
  - Structured programs
  - Legal settings
  - Other agencies or services
- Supervisors and/or colleagues may include:*
- People from other services
  - Team members
- Assistance may be sought from:*
- Other staff
  - Clinical mental health services
  - Acquired brain injury services
  - Community based support services
  - Legal services
  - Hospitals
  - Ambulance
  - Police
  - Interpreters
  - Consumer consultants
  - Transcultural consultants
- Other services may include:*
- Carer/consumer groups
  - Psychosocial rehabilitation
  - Accommodation
  - Specialist disability
  - Legal
  - Day support
  - Employment and/or skill development service e.g.

**RANGE STATEMENT**

Life or living skills

- Pre-vocational
- Leisure
- Recreation
- Education
- Social activities
- Neuropsychological assessment
- Behaviour consultancy services
- Clinical treatment
- Drug and alcohol
- Health
- Advocacy
- Respite
- Pharmacies
- Financial
- Torture/trauma
- Spiritual support

**Unit Sector(s)**

Not Applicable

# **CHCCOM403A Use targeted communication skills to build relationships**

## **Modification History**

Not Applicable

## **Unit Descriptor**

### **Descriptor**

This unit describes the knowledge and skills required to apply specific workplace communication techniques to build and maintain relationships with clients and colleagues based on respect and trust

## **Application of the Unit**

### **Application**

The communication skills described in this unit should be applied to target specific communication issues and may be applied across a range of workplace contexts involving application of a range of communication strategies to address specific needs and issues, working with various levels of social and cultural diversity

## **Licensing/Regulatory Information**

Not Applicable

## **Pre-Requisites**

Not Applicable

## **Employability Skills Information**

### **Employability Skills**

This unit contains Employability Skills

## Elements and Performance Criteria Pre-Content

Elements define the essential outcomes of a unit of competency.

The Performance Criteria specify the level of performance required to demonstrate achievement of the Element. Terms in *italics* are elaborated in the Range Statement.

## Elements and Performance Criteria

### ELEMENT

### PERFORMANCE CRITERIA

1. *Communicate effectively* with clients and staff

- 1.1 Identify and use appropriate communication strategies to:

- establish rapport
- exchange information
- facilitate resolution of issues
- defuse potentially difficult situations

- 1.2 Conduct *interviews* according to *established procedures*

- 1.3 Give feedback and advice in a way which reflects current identified good practice

- 1.4 Demonstrate respect for individual, cultural and social differences, needs and rights in communicating with clients and colleagues

- 1.5 If communication break down occurs, respond appropriately and refer to other staff or specialist services if required to ensure duty of care responsibilities are met

- 1.6 Respond to enquiries in a manner that promotes achievement of mutual outcomes

- 1.7 Respect and consider differences in views in a way that values and encourages the contributions of others

- 1.8 Ensure communication represents the organisation effectively where appropriate

2. Contribute to the implementation of effective

- 2.1 Implement strategies to check on the effectiveness of communication with clients and colleagues

**ELEMENT****PERFORMANCE CRITERIA**

|                                                                               |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |
|-------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| communication strategies                                                      | <p>2.2 Facilitate access to interpretive and translation services as required</p> <p>2.3 Regularly review established channels of communication to ensure clients and co workers are informed of relevant information in a timely way</p> <p>2.4 Provide coaching in effective communication to colleagues and clients as required</p> <p>2.5 Maintain relevant work-related networks and relationships as required to ensure client needs and organisation objectives are met</p>                                                                                                                                                                       |
| 3. Use specific communication techniques to maintain constructive interaction | <p>3.1 Put in place strategies to develop a trusting relationship that will enable negotiation of communication barriers</p> <p>3.2 Use communication skills and processes to identify and address barriers to communication and facilitate identification of individual issues</p> <p>3.3 Use effective skills in listening and providing feedback to ensure stories are heard and to support exploration and validation of issues raised</p> <p>3.4 Seek agreement on processes to be followed to address issues within scope of own abilities, skills and work role</p> <p>3.5 Make referral for conflict resolution and mediation as appropriate</p> |
| 4. Facilitate discussions                                                     | <p>4.1 Provide <i>opportunities</i> to fully explore all relevant issues</p> <p>4.2 Routinely use strategies that encourage all group members to participate equally, including seeking and acknowledging contributions from all members</p> <p>4.3 Routinely contribute to and follow objectives and agendas for meetings and discussions</p> <p>4.4 Provide relevant information to groups as appropriate to facilitate outcomes</p> <p>4.5 Evaluate group communication strategies to promote ongoing participation of all parties</p> <p>4.6 Implement strategies to ensure the specific</p>                                                         |

**ELEMENT****PERFORMANCE CRITERIA**

communication needs of individuals within the group are identified and addressed

5. Identify communication strategies to build relationships with clients who are involuntary or present communication challenges

5.1 Identify and address specific communication barriers such as:

- closed or unreceptive attitudes
- mistrust or misunderstanding of people, organisations, systems and/or processes
- emotional states, such as fear, anger and frustration

5.2 Identify areas of mistrust or conflict that may require resolution

5.3 Identify the need to include *additional parties*

## Required Skills and Knowledge

### REQUIRED SKILLS AND KNOWLEDGE

This describes the essential skills and knowledge and their level required for this unit.

#### *Essential knowledge:*

It is critical that the candidate demonstrate knowledge of:

- Effective communication strategies and techniques to address barriers and build and maintain relationships
- Recognition of communication styles of individuals
- Basic group dynamics and facilitation of group discussion

The candidate must also be able to demonstrate relevant knowledge required to effectively perform task skills; task management skills; contingency management skills and job/role environment skills as outlined in elements and performance criteria, such as knowledge of:

- Cross cultural communication protocols

## REQUIRED SKILLS AND KNOWLEDGE

- Non-verbal communication strategies
- Communication techniques to maintain constructive interactions
- Barriers to communication

### *Essential skills:*

It is critical that the candidate demonstrate the ability to:

- Provide evidence that all communication with clients and colleagues is appropriate to individual needs and the situation and promotes achievement of organisation objectives
- Use strategies to meet particular communication needs/difficulties
- Address individual issues in a timely way and in a manner which maintains the integrity of the individual
- Know when to provide referrals to conflict resolution and mediation

In addition, the candidate must be able to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

These include the ability to:

- Apply a full range of communication techniques including:
  - reflective and active listening, respectful responding, empathy, feedback and rapport
  - addressing communication barriers through application of a range of strategies
  - recognition of non-verbal triggers
  - clarification of boundaries of work role
- Apply oral communication skills required to fulfil job roles as specified by the organisation/service:
  - skills in asking questions, providing clear information, listening to and understanding workplace instructions, and clarifying workplace instructions when necessary
  - service/organisation may require competence in English or community language, depending on client group

## Evidence Guide

### EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the Performance Criteria, Required Skills and Knowledge, the Range Statement and the



## EVIDENCE GUIDE

Assessment Guidelines for this Training Package.

*Critical aspects for assessment and evidence required to demonstrate this unit of competency:*

- The individual being assessed must provide evidence of specified essential knowledge as well as skills
- This unit will be most appropriately assessed in a work context or in simulated work environment and under the normal range of work conditions
- Assessment is recommended to be on more than one occasion and must include the range of clients who access the service

*Access and equity considerations:*

- All workers in community services should be aware of access, equity and human rights issues in relation to their own area of work
- All workers should develop their ability to work in a culturally diverse environment
- In recognition of particular issues facing Aboriginal and Torres Strait Islander communities, workers should be aware of cultural, historical and current issues impacting on Aboriginal and Torres Strait Islander people
- Assessors and trainers must take into account relevant access and equity issues, in particular relating to factors impacting on Aboriginal and/or Torres Strait Islander clients and communities

*Context of and specific resources for assessment:*

- This unit can be assessed independently, however holistic assessment practice with other community services units of competency is encouraged
- Resources required for assessment include access to relevant workplace or simulated realistic workplace setting where assessment may take place

*Method of assessment:*

- Assessment may include observation, questioning and evidence gathered from the workplace and/or simulated work environment, including written work

## Range Statement

### RANGE STATEMENT

The Range Statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Add any essential operating conditions that may be present with training and assessment depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts.

*Communicate effectively includes:*

- Effective use of questioning, speaking, and listening and non-verbal communication techniques
- Identifying and evaluating what is occurring within an interaction in a non-judgemental way
- Making decisions about appropriate words, behaviour, posture
- Using clarifying, summarising questions
- Putting together a response that is culturally appropriate
- Expressing an individual perspective
- Expressing own philosophy, ideology and background and exploring the impact of this on the communication
- Exploring and unpacking problems
- Using active and reflective listening appropriately
- Providing sufficient time to enable stories to be told
- Providing summarising and reflective responses in conflict situations
- Confirming that required information is accessed or message communicated

*Non-verbal communication includes:*

- Gestures
- Posture
- Facial expression

*Interviews may include:*

- Discussion of staffing issues
- Routine information collection
- Maintaining confidentiality
- Evidential-based
- Non disclosure

## RANGE STATEMENT

- Disclosure

*Established procedures may refer to:*

- Commonwealth and State legislation
- International conventions relating to the rights of individuals
- Organisation policy and procedures
- Relevant program standards
- Duty of care and ethical practice

*Presentation of information includes:*

- Clarity
- Appropriate sequencing
- Delivery within an appropriate time
- Utilising media to enhance presentation, if appropriate
- Addressing audience needs

*Opportunities will include:*

- Allowing sufficient time to hear individual stories
- Encouraging a full exploration of issues
- Encouraging validation of individual issues

*Additional parties may include:*

- Trusted friends
- Case workers
- Family members
- Nominated adults

## Unit Sector(s)

Not Applicable

## **CHCCD618B Facilitate the development of community capacity to manage place**

### **Modification History**

Not Applicable

### **Unit Descriptor**

#### **Descriptor**

This unit describes the knowledge and skills required to identify, implement and review methods for improving community knowledge and involvement in place management practices using partnership building

### **Application of the Unit**

#### **Application**

This unit is intended for application within a community work or community development work context

### **Licensing/Regulatory Information**

Not Applicable

### **Pre-Requisites**

Not Applicable

### **Employability Skills Information**

#### **Employability Skills**

This unit contains Employability Skills

## Elements and Performance Criteria Pre-Content

Elements define the essential outcomes of a unit of competency.

The Performance Criteria specify the level of performance required to demonstrate achievement of the Element. Terms in *italics* are elaborated in the Range Statement.

## Elements and Performance Criteria

### ELEMENT

### PERFORMANCE CRITERIA

- |                                                                                                                 |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |
|-----------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>1. Research and display the diversity of issues and factors that describe a 'place'</p>                      | <p>1.1 Gather and collate demographic data on community</p> <p>1.2 Identify current and future community support needs</p> <p>1.3 Identify current and future demand on community resources</p> <p>1.4 Analyse data to identify the composition, characteristics and planning issues of the local / regional community</p> <p>1.5 Display information compiled from these activities is and communicate to stakeholders to support future recommendations/actions</p>                                                                                                                                                                                                                                                                                                                                     |
| <p>2. Identify community need for information, skills and opportunities for involvement in place management</p> | <p>2.1 Identify, research and collate relevant information to assist in the assessment of current community knowledge, skills and opportunities to determine scope of community involvement in a project</p> <p>2.2 Establish <i>links with community interest groups</i>, government and non-government organisations and agencies and the broader community to scope the community need and skill level and partnership opportunities</p> <p>2.3 Utilise various mechanisms to engage the community in a working partnership with the agency</p> <p>2.4 Identify gaps between community expectations and current place management practices/activities</p> <p>2.5 Identify necessary modifications or improvements to existing place management practices/activities to meet community expectations</p> |

## ELEMENT

## PERFORMANCE CRITERIA

- |                                                                                                                                               |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |
|-----------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                                                                                                                                               | 2.6 Identify new locations/places which require the implementation of place management practices/activities in the community                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |
| 3. Identify and assess effectiveness of methods to create and increase community awareness of the agency's role and purpose in managing place | <p>3.1 Collate and analyse data on the effectiveness of various consultative methods in the context of known community data and place planning objectives</p> <p>3.2 Develop criteria for determining the range and effectiveness of consultative methods and apply to determine relative opportunities for community consultation</p> <p>3.3 Apply specialist knowledge and skills to determine the most suitable methods for the identified community and place</p>                                                                                                                                                                       |
| 4. Develop a place plan                                                                                                                       | <p>4.1 Develop the plan in consultation with the broad community, businesses, other government and non-government agencies and organisations</p> <p>4.2 Advertise/exhibit the plan and incorporate feedback in accordance with agency policies, protocols and procedures</p> <p>4.3 Present the plan to key decision-makers for endorsement</p> <p>4.4 Incorporate amendments from key stakeholders as required</p> <p>4.5 Disseminate the plan to <i>relevant agency or departmental personnel</i> who will be involved in implementation</p> <p>4.6 Return the plan to the community for celebration and acknowledgment of completion</p> |
| 5. Manage and review implementation of place plan                                                                                             | <p>5.1 Develop qualitative and quantitative performance measuring processes to be confirmed by the community</p> <p>5.2 In consultation with the community, regularly collect, analyse and display qualitative and quantitative data to provide accurate measures of implementation performance and progress</p>                                                                                                                                                                                                                                                                                                                            |

## ELEMENT

## PERFORMANCE CRITERIA

- 5.3 Use information obtained during performance monitoring, both within and outside of the place, to modify and/or further develop the plans implementation program as appropriate
- 5.4 Ensure the community maintains interest and sense of ownership in implementation of plan

## Required Skills and Knowledge

### REQUIRED SKILLS AND KNOWLEDGE

This describes the essential skills and knowledge and their level required for this unit.

#### *Essential knowledge:*

The candidate must be able to demonstrate essential knowledge required to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

These include knowledge of:

- Comprehensive, appropriate demographic and cultural resource information
- Strategies for involving a diverse community in planning and activities
- Community cultural development philosophy and practice across several art forms
- Community networks
- Council policies, procedures and protocols

#### *Essential skills:*

It is critical that the candidate demonstrate the ability to:

- Apply comprehensive, appropriate demographic and cultural resource information
- Develop and implement strategies for involving a diverse community in planning and activities
- Provide evidence of review processes

In addition, the candidate must be able to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of

## REQUIRED SKILLS AND KNOWLEDGE

the identified work role

These include the ability to:

- Demonstrate application of skills in:
  - cross-cultural communication
  - community research
  - qualitative and quantitative data analysis
  - community consultation
  - program planning

## Evidence Guide

### EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment Guidelines for this Training Package.

*Critical aspects for assessment and evidence required to demonstrate this unit of competency:*

- The individual being assessed must provide evidence of specified essential knowledge as well as skills
- Competency must be demonstrated in a real work environment
- Competence in this unit must be assessed over a period of time in order to ensure consistency of performance across contexts applicable to the work environment
- Consistency in performance should consider the work environment, worker's role and responsibilities in the workplace

*Access and equity considerations:*

- All workers in community services should be aware of access, equity and human rights issues in relation to their own area of work
- All workers should develop their ability to work in a culturally diverse environment



## EVIDENCE GUIDE

- In recognition of particular issues facing Aboriginal and Torres Strait Islander communities, workers should be aware of cultural, historical and current issues impacting on Aboriginal and Torres Strait Islander people
  - Assessors and trainers must take into account relevant access and equity issues, in particular relating to factors impacting on Aboriginal and/or Torres Strait Islander clients and communities
- Context of and specific resources for assessment:*
- This unit can be assessed independently, however holistic assessment practice with other community services units of competency is encouraged
  - Resources required for assessment include access to:
    - workplace or simulated case study that encompasses consultation with community groups
    - cultural resources and relevant personnel
- Method of assessment:*
- In cases where the learner does not have the opportunity to cover all relevant aspects in the work environment, the remainder should be assessed through realistic simulations, projects, previous relevant experience or oral questioning on 'What if?' scenarios
  - Assessment of this unit of competence will usually include observation of processes and procedures, oral and/or written questioning on Essential knowledge and skills and consideration of required attitudes
  - Where performance is not directly observed and/or is required to be demonstrated over a 'period of time' and/or in a 'number of locations', any evidence should be authenticated by colleagues, supervisors, clients or other appropriate persons

## Range Statement

### RANGE STATEMENT

## RANGE STATEMENT

The Range Statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Add any essential operating conditions that may be present with training and assessment depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts.

*Culture includes:*

- Group activities/games
- Dress
- Communication practices
- Language
- Types, styles and significance of artefacts
- Music
- Built and natural environment

*Relevant agency or departmental personnel may include:*

- Heritage planner
- Town planner
- Environmental officer
- Community service delivery staff
- Parks, gardens and road staff
- Library staff
- Supervisors
- Managers
- Recreation planners

*Cultural resources include:*

- Community history
- Items in the built and natural environment
- Private and public artistic products
- Cultural practices and facilities
- Ethnic groups
- Age groupings
- Clubs
- Gender groupings

*Methods for raising awareness include:*

- Use of existing systems from other organisations/communities
- Use of expert consultants with relevant skills

## RANGE STATEMENT

- Action learning strategies
- Workshops
- Advertising
- Signage
- Printed materials
- Mass media
- Public education

*Links with community interest groups include:*

- Formal committees of Council
- Working parties
- Workshops
- Meetings

## Unit Sector(s)

Not Applicable

## CHCCD514B Implement community development strategies

### Modification History

| CHC08 Version 3                                         | CHC08 Version 4                                         | Comments                                                                                                                                             |
|---------------------------------------------------------|---------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------|
| CHCCD514A<br>Implement community development strategies | CHCCD514B<br>Implement community development strategies | ISC upgrade changes to remove references to old OHS legislation and replace with references to new WHS legislation. No change to competency outcome. |

### Unit Descriptor

**Descriptor**

This unit describes the knowledge and skills required to work with individuals, groups and the community to identify issues and develop cooperative processes to facilitate change

### Application of the Unit

**Application**

This unit is intended for application within a community work or community development work context within the community services sector

### Licensing/Regulatory Information

Not Applicable

### Pre-Requisites

Not Applicable

### Employability Skills Information

**Employability Skills**

This unit contains Employability Skills

## Elements and Performance Criteria Pre-Content

Elements define the essential outcomes of a unit of competency.

The Performance Criteria specify the level of performance required to demonstrate achievement of the Element. Terms in *italics* are elaborated in the Range Statement.

## Elements and Performance Criteria

### ELEMENT

### PERFORMANCE CRITERIA

- |                                                          |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |
|----------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1. Work with individuals and groups to identify issues   | <p>1.1 Use appropriate interpersonal skills with individuals and groups to ensure that their story is heard and understood and to test that there is common understanding</p> <p>1.2 Respond to individual and group concerns in a manner which shows respect and a commitment to assist in their resolution</p> <p>1.3 Provide appropriate <i>referrals</i> to assist in the resolution of issues</p> <p>1.4 Identify and address barriers to moving private concerns into public action</p>                                                                                  |
| 2. Work with groups to establish cooperative processes   | <p>2.1 Identify relevant models of work that may address group <i>issues and needs</i></p> <p>2.2 Identify and establish mechanisms and actions to address group issues and needs</p> <p>2.3 Organise a range of <i>opportunities to facilitate community participation</i></p> <p>2.4 Establish common goals and coordinate <i>strategies</i> for a cooperative group process</p> <p>2.5 Engage key stakeholders in planning, implementing and evaluating <i>strategies</i> for community empowerment and action</p> <p>2.6 Address organisation's reporting requirements</p> |
| 3. <i>Support</i> group processes and skills development | <p>3.1 Identify and access available <i>resources</i> to facilitate successful group and community work</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |

**ELEMENT****PERFORMANCE CRITERIA**

*strategies* and activities

3.2 Assist in facilitation of effective group meetings and enhance outcomes

3.3 *Support* and maintain group processes to facilitate achievement of identified outcomes by the group

3.4 Monitor effectiveness of group processes and provide information to the group to enable improvement and change as required

4. Reflect on practice

4.1 Reflect on own practice

4.2 Regularly participate in a review mechanism as a commitment to upgrading skills and knowledge

4.3 Work with group to regularly undertake review mechanisms

4.4 Work with group to reflect on group practice and processes

**Required Skills and Knowledge****REQUIRED SKILLS AND KNOWLEDGE**

This describes the essential skills and knowledge and their level required for this unit.

*Essential knowledge:*

The candidate must be able to demonstrate essential knowledge required to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

These include knowledge of:

- Community development theory, principles and practices
- The community profile
- Funding sources and their policies and strategies for encouraging community input and participation
- Relevant local, state and federal strategies/legislation
- Community processes and protocols

## REQUIRED SKILLS AND KNOWLEDGE

- Conflict management
- Media engagement
- Meeting procedures
- Governance issues
- Representation, lobbying and advocacy
- Power and conflict management
- Leadership in community
- Networking
- Data collection and analysis
- Depending on the work role or services provided, specific knowledge of particular groups or issues may be required, including:
  - alcohol and other drugs (AOD)
  - cultural and linguistic diversity
  - risk of self-harm
  - women
  - men
  - community education
  - Aboriginal and Torres Strait Islander people
  - mental health
  - LGBTI
  - young people
  - families and children

### *Essential skills:*

It is critical that the candidate demonstrate the ability to:

- Demonstrate capacity to identify individual concerns and translate them into public issues by facilitating individual awareness of issues which may be common to the group and to assist establishment of access to group processes
- Develop and maintain public processes to address common issues
- Work with key people or stakeholders in the community

In addition, the candidate must be able to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

These include the ability to:

- Motivate, enthuse and activate
- Demonstrate application of skills in:
  - research, including data collection/analysis and recording, and effective use of

## REQUIRED SKILLS AND KNOWLEDGE

relevant information technology in line with work health and safety (WHS) guidelines

- project/program evaluation
- budgeting
- negotiation, liaison, networking
- group facilitation
- applying WHS requirements in the work role

## Evidence Guide

### EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment Guidelines for this Training Package.

*Critical aspects for assessment and evidence required to demonstrate this unit of competency:*

- The individual being assessed must provide evidence of specified essential knowledge as well as skills
- This unit will be assessed in the workplace or in a simulated workplace under the normal range of workplace conditions

*Access and equity considerations:*

- All workers in community services should be aware of access, equity and human rights issues in relation to their own area of work
- All workers should develop their ability to work in a culturally diverse environment
- In recognition of particular issues facing Aboriginal and Torres Strait Islander communities, workers should be aware of cultural, historical and current issues impacting on Aboriginal and Torres Strait Islander people
- Assessors and trainers must take into account relevant access and equity issues, in particular relating to factors impacting on Aboriginal and/or Torres Strait Islander clients and communities



## EVIDENCE GUIDE

*Context of and specific resources for assessment:*

- This unit can be assessed independently, however holistic assessment practice with other community services units of competency is encouraged
- Resources required for assessment include access to appropriate structures, people or organisations for assessment purposes

*Method of assessment:*

- In cases where the learner does not have the opportunity to cover all relevant aspects in the work environment, the remainder should be assessed through realistic simulations, projects, previous relevant experience or oral questioning on 'What if?' scenarios
- Assessment of this unit of competence will usually include observation of processes and procedures, oral and/or written questioning on Essential knowledge and skills and consideration of required attitudes
- Where performance is not directly observed and/or is required to be demonstrated over a 'period of time' and/or in a 'number of locations', any evidence should be authenticated by colleagues, supervisors, clients or other appropriate persons

## Range Statement

### RANGE STATEMENT

The Range Statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Add any essential operating conditions that may be present with training and assessment depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts.

*Referrals may be:*

- Both inside and outside the organisation
- To other workers, service providers or organisations
- To specialist services

## RANGE STATEMENT

*Issues and needs may include:*

- Employment
- Housing
- Financial support
- Access to education and training
- Health
- Child care
- Community issues such as domestic violence, aged care, disability services, etc

*Operational arrangements include:*

- Legal framework for operation
- Funding arrangements
- Models for operation
- Decision-making arrangements
- Baby sitting
- Vouchers
- Location
- Advertising/promotion

*Opportunities to facilitate community participation include:*

- Activities at service delivery, program, operative and management levels
- Formal and informal systems
- Promotion
- Support meeting
- Focus groups on relevant issues
- Community meetings

*Key people may include:*

- Advocacy groups
- Policy and decision-makers in the specific community
- Individuals, groups or communities most likely to be affected by strategies or action plans
- Community leaders
- People with formal and informal representative roles
- Community elders
- Council members
- Elected representatives (politicians)

*Group processes and models*

- Community action

**RANGE STATEMENT**

*include:*

*Community development outcomes may include:*

- New or improved service delivery
- Community projects
- Community planning
- Consultative and planning committees
- Enhanced social capital
- Enhanced community skills
- Enhanced community capacity
- Community facilities
- Policy changes
- Other relevant needs identified by the community or the group

*Support includes:*

- Media
- Meeting procedures
- Representation, lobbying and advocacy
- Power and conflict management
- Motivate, enthuse and activate
- Leadership in community
- Networking
- Data collection and analysis
- Gaining resources

*Strategies may include:*

- Establishment of advocacy groups
- Promotion activities
- Lobbying
- Developing alliances
- Collaboration and cooperation
- Community awareness raising
- Submissions to social planning
- Political action and campaigns
- Participatory/collaborative research and development
- Other strategies as appropriate

*Resources may include:*

- Skills/administrative support
- Physical, transport, venues, material, equipment

**RANGE STATEMENT**

- Provision of training
- Financial
- Equipment
- Staff skills and time
- Provision of facilities
- Educational materials
- Funding
- Personnel

**Unit Sector(s)**

Not Applicable

## CHCCD412B Work within a community development framework

### Modification History

Not Applicable

### Unit Descriptor

#### Descriptor

This unit describes the knowledge and skills required to work within a community development framework

A community development framework may include a range of methods designed to strengthen and develop communities by enhancing individual and group capacity to confidently engage with community structures and to address problems and issues

### Application of the Unit

#### Application

Application of a community development framework may be undertaken within the scope of or in conjunction with a range of work roles/areas in the community services industry including specific areas of service delivery, community education activities and working with groups to address issues

### Licensing/Regulatory Information

Not Applicable

### Pre-Requisites

Not Applicable

## Employability Skills Information

### Employability Skills

This unit contains Employability Skills

## Elements and Performance Criteria Pre-Content

Elements define the essential outcomes of a unit of competency.

The Performance Criteria specify the level of performance required to demonstrate achievement of the Element. Terms in *italics* are elaborated in the Range Statement.

## Elements and Performance Criteria

### ELEMENT

### PERFORMANCE CRITERIA

1. Operate within a community development framework

- 1.1 Reflect a current working knowledge and understanding of community development vision and mission in work undertaken
- 1.2 Reflect through *work*, a commitment to working with communities to resolve their issues through enhancing skills, accessing appropriate support and working with others in the community who share concerns and issues
- 1.3 Underpin work with a commitment to the *principles of community development*
- 1.4 Demonstrate understanding of the interrelationships of the needs and rights of the individual, the family, the community and society
- 1.5 Reflect through work, a demonstrated understanding of the impact of current and changing social, political and economic contexts
- 1.6 Work in a manner which reflects the impact of worker's own value base and values within a community development framework

2. Distinguish between private and public issues arising in community development

- 2.1 Employ appropriate interpersonal skills to hear individual stories and distinguish between private and public issues

**ELEMENT****PERFORMANCE CRITERIA**

|                                                                      |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |
|----------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| work                                                                 | <p>2.2 Identify the individual's willingness to engage in a public process to bring about change and facilitate the move from private concern to public action</p> <p>2.3 Provide <i>appropriate referrals</i> to assist people to deal with personal issues</p> <p>2.4 Ensure all work reflects and meets duty of care responsibilities</p>                                                                                                                                                                                     |
| 3. Work with groups to achieve <i>community development outcomes</i> | <p>3.1 Contribute to analysis of community needs</p> <p>3.2 Identify shared community needs within the public <i>group processes</i></p> <p>3.3 Identify <i>appropriate strategies</i> with the group in order to ensure community issues are addressed</p> <p>3.4 Identify community structures and resources available to groups to maximise outcomes for groups</p> <p>3.5 Provide advice and information to groups and individuals as required to ensure they are fully informed about relevant issues and opportunities</p> |
| 4. Work effectively with diversity in the community                  | <p>4.1 Ensure all work reflects a commitment to the principles of access and equity</p> <p>4.2 Ensure all work reflects respect and understanding of individual differences</p> <p>4.3 Ensure all work reflects recognition of the positive contribution of diversity in the community</p> <p>4.4 Adapt inclusive work processes that enhance people's participation</p>                                                                                                                                                         |

**Required Skills and Knowledge****REQUIRED SKILLS AND KNOWLEDGE**

## REQUIRED SKILLS AND KNOWLEDGE

This describes the essential skills and knowledge and their level required for this unit.

### *Essential knowledge:*

It is critical that the candidate demonstrate knowledge of:

- Own biases related to community development
- Relevance of the work role and functions to maintaining sustainability of the workplace, including environmental, economic, workforce and social sustainability
- Strategies for addressing individual differences
- Principles and practices of community development work, including:
  - structural disadvantage and inequality,
  - social justice and human rights,
  - empowerment
  - recognition of personal and public political process
  - commitment to peoples' participation
- Work models within a community development framework, including:
  - social action
  - advocacy
  - locality development work
  - brokering connections between communities and systems
  - community needs analysis / research

The candidate must also be able to demonstrate relevant knowledge required to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role, such as knowledge of:

- Recognition of the value of process, including as an outcome:
  - respecting and valuing local knowledge and skills
  - mutuality

### *Essential skills:*

It is critical that the candidate demonstrate the ability to:

- Elicit a story from individuals, to test common understandings and to facilitate agreement on actions to be followed based on information and assistance provided by the worker
- Review and modify own work practice within a community development framework



## REQUIRED SKILLS AND KNOWLEDGE

In addition, the candidate must be able to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

These include the ability to:

- Apply appropriate communication and interpersonal skills relevant to work area
- Demonstrate application of skills in:
  - research
  - needs analysis and assessment in a community context
  - relevant literacy standards and skills necessary to meet reporting requirements of work area
  - reflective listening
  - referral
- Recognise and act upon opportunities to enhance sustainability in the workplace

## Evidence Guide

### EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment Guidelines for this Training Package.

*Critical aspects for assessment and evidence required to demonstrate this unit of competency:*

- The individual being assessed must provide evidence of specified essential knowledge as well as skills
- This unit will be most appropriately assessed in the workplace or in a simulated workplace and under the normal range of workplace conditions
- 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

*Access and equity considerations:*

- All workers in community services should be aware of access, equity and human rights issues in relation

## EVIDENCE GUIDE

|                                                          |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |
|----------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                                                          | <p>to their own area of work</p> <ul style="list-style-type: none"> <li>• All workers should develop their ability to work in a culturally diverse environment</li> <li>• In recognition of particular issues facing Aboriginal and Torres Strait Islander communities, workers should be aware of cultural, historical and current issues impacting on Aboriginal and Torres Strait Islander people</li> <li>• Assessors and trainers must take into account relevant access and equity issues, in particular relating to factors impacting on Aboriginal and/or Torres Strait Islander clients and communities</li> </ul> |
| <i>Context of and specific resources for assessment:</i> | <ul style="list-style-type: none"> <li>• This unit can be assessed independently, however holistic assessment practice with other community services units of competency is encouraged</li> <li>• Resources required for assessment include access to a workplace or to an environment that accurately simulates the workplace</li> </ul>                                                                                                                                                                                                                                                                                   |
| <i>Method of assessment may include:</i>                 | <ul style="list-style-type: none"> <li>• Observation of work activities, simulation and/or role play</li> <li>• Written tasks</li> <li>• Relevant formal and informal education/training courses</li> <li>• Case studies and scenarios</li> <li>• Interviews/questioning</li> <li>• Role plays</li> </ul>                                                                                                                                                                                                                                                                                                                   |

## Range Statement

### RANGE STATEMENT

The Range Statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Add any essential operating conditions that may be present with training and assessment depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional

## RANGE STATEMENT

contexts.

*Work in the industry includes:*

- Paid work
- Unpaid work
- Voluntary

*Principles of community development include:*

- 'People-centred' developmental approach to work that may be civil, political, economic, social or cultural
- Commitment to participatory democracy,
- Commitment to peoples' participation,
- Empowerment
- Justice (commutative, distributive and social), and human rights
- Reciprocity and mutuality
- Recognition of personal and public political process,
- Recognition of the value of process, including as an outcome
- Respecting and valuing local knowledge and skills,

*Ethical practices include those relating to:*

- Financial management
- Information collection, storage and dissemination
- Operation of community and other organisations
- Professional relationships

*Group processes and models include:*

- Community action

*Community development outcomes may include:*

- Building capacity to address problems in the community and to strengthen community structures
- Community facilities
- Community planning
- Community projects
- Consultative and planning committees
- Enhanced community capacity
- Enhanced community skills
- Enhanced social capital

**RANGE STATEMENT**

- Increased capacity of groups and individuals to engage with political and community structures
- Increased community self confidence in public activity
- Inter-community collaboration
- Meeting community needs
- New or improved service delivery
- Other outcomes identified by the community or the group
- Policy changes

*Appropriate course of action may include:*

- A public response/meeting
- Conducting a specific project
- Development of a program
- Establishment of organisational arrangements
- Group action

*Appropriate referrals may include*

- Not part of agency mandate
- Private matters
- Public matters that are already being addressed elsewhere

*Areas of difference and diversity include:*

- Culture and cultural practices relating to:
  - religion/spiritual observances
  - family relationships
  - status/protocol
  - ceremonies/celebrations
  - prohibition/taboos
- Language
- Social, economic, physical and health issues

**Unit Sector(s)**

Not Applicable



## BSBRES401A Analyse and present research information

### Modification History

Not applicable.

### Unit Descriptor

|                        |                                                                                                                                                                                                                                                                                             |
|------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Unit descriptor</b> | <p>This unit describes the performance outcomes, skills and knowledge required to gather, organise and present workplace information using available systems.</p> <p>No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.</p> |
|------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

### Application of the Unit

|                                |                                                                                                                                                                                                                                                   |
|--------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Application of the unit</b> | <p>This unit applies to individuals who are required to apply their broad knowledge of the work environment to analysis and research tasks. They may have responsibility to provide guidance or to delegate aspects of these tasks to others.</p> |
|--------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

### Licensing/Regulatory Information

Not applicable.

### Pre-Requisites

|                           |  |  |
|---------------------------|--|--|
| <b>Prerequisite units</b> |  |  |
|                           |  |  |
|                           |  |  |

## Employability Skills Information

|                      |                                          |
|----------------------|------------------------------------------|
| Employability skills | This unit contains employability skills. |
|----------------------|------------------------------------------|

## Elements and Performance Criteria Pre-Content

|                                                                   |                                                                                                                                                                                                                                                                                                                  |
|-------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Elements describe the essential outcomes of a unit of competency. | Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide. |
|-------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

## Elements and Performance Criteria

| ELEMENT                             | PERFORMANCE CRITERIA                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |
|-------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1. Gather and organise information  | <p>1.1. Gather and organise <b>information</b> in a format suitable for analysis, interpretation and dissemination in accordance with <b>organisational requirements</b></p> <p>1.2. Access information held by the organisation ensuring accuracy and relevance in line with established organisational requirements</p> <p>1.3. Ensure that <b>methods of collecting information</b> are reliable and make efficient use of resources in accordance with organisational requirements</p> <p>1.4. Identify research requirements for combining online research with non-electronic sources of information</p> <p>1.5. Use <b>business technology</b> to access, organise and monitor information in accordance with organisational requirements</p> <p>1.6. Update, modify, maintain and store information, in accordance with organisational requirements</p> |
| 2. Research and analyse information | <p>2.1. Clearly define <b>objectives of research</b> ensuring consistency with organisational requirements</p> <p>2.2. Ensure that data and <b>research strategies</b> used are valid and relevant to the requirements of the research and make efficient use of available resources</p> <p>2.3. Identify <b>key words and phrases</b> for use as part of any online search strategy, including the use of <b>Boolean operators</b> and other search tools</p>                                                                                                                                                                                                                                                                                                                                                                                                  |

| ELEMENT                | PERFORMANCE CRITERIA                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
|------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                        | <p>2.4. Use reliable <b>methods of data analysis</b> that are suitable to research purposes</p> <p>2.5. Ensure that assumptions and conclusions used in analyses are clear, justified, supported by evidence and consistent with research and <b>business objectives</b></p>                                                                                                                                                                                                         |
| 3. Present information | <p>3.1. Present recommendations and issues in an appropriate format, style and structure using suitable business technology</p> <p>3.2. Structure and format reports in a clear manner that conforms to organisational requirements</p> <p>3.3. Report and distribute research findings in accordance with organisational requirements</p> <p>3.4. Obtain <b>feedback</b> and comments on suitability and sufficiency of findings in accordance with organisational requirements</p> |

## Required Skills and Knowledge

### REQUIRED SKILLS AND KNOWLEDGE

This section describes the skills and knowledge required for this unit.

#### Required skills

- literacy skills to read, write and understand a variety of texts; and to edit and proofread documents to ensure clarity of meaning, accuracy and consistency of information
- problem-solving skills to deal with information which is contradictory, ambiguous, inconsistent or inadequate
- technology skills to select and use technology appropriate to a task
- research skills to identify and access information.

#### Required knowledge

- key provisions of relevant legislation from all levels of government that may affect aspects of business operations, such as:
  - anti-discrimination legislation
  - ethical principles
  - codes of practice
  - privacy laws
  - occupational health and safety (OHS)
- organisational record keeping/filing systems, security procedures and safe



**REQUIRED SKILLS AND KNOWLEDGE**

- recording practices
- organisational policies and procedures relating to distribution of workplace information, and legal and ethical obligations
- research processes and strategies to identify new sources (online and print) of information and to use them most efficiently and effectively.

**Evidence Guide****EVIDENCE GUIDE**

The Evidence Guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

**Overview of assessment****Critical aspects for assessment and evidence required to demonstrate competency in this unit**

Evidence of the following is essential:

- presenting information and data
- maintaining and handling data and documents systematically
- analysing and interpreting data to support organisational activities
- knowledge of research processes and strategies to identify new sources of information.

**Context of and specific resources for assessment**

Assessment must ensure:

- access to an actual workplace or simulated environment
- access to office equipment and resources
- examples of research tasks and resources.

**Method of assessment**

A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit:

- direct questioning combined with review of portfolios of evidence and third party workplace reports of on-the-job performance by the candidate
- analysis of responses to case studies and scenarios
- demonstration of techniques
- observation of presentations
- review of documentation outlining recommendations and issues

| EVIDENCE GUIDE                             |                                                                                                                                                                                                                                                                       |
|--------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                                            | <ul style="list-style-type: none"> <li>• review of reports outlining research findings.</li> </ul>                                                                                                                                                                    |
| <b>Guidance information for assessment</b> | <p>Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example:</p> <ul style="list-style-type: none"> <li>• general administration units</li> <li>• IT use units</li> <li>• Governance units</li> </ul> |

## Range Statement

| RANGE STATEMENT                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.</p> |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |
| <b><i>Information</i></b> may include:                                                                                                                                                                                                                                                                                                                                                                                                                                               | <ul style="list-style-type: none"> <li>• demographic data</li> <li>• service delivery records</li> <li>• computer databases (library catalogue, customer records, subscription database, internet)</li> <li>• computer files (letters, memos and other documents)</li> <li>• correspondence (faxes, memos, letters, email)</li> <li>• financial figures</li> <li>• forms (insurance forms, membership forms)</li> <li>• information on training needs</li> <li>• invoices (from suppliers, to debtors)</li> <li>• marketing reports/plans/budgets</li> <li>• personnel records (personal details, salary rates)</li> <li>• production targets</li> <li>• sales records (monthly forecasts, targets achieved)</li> </ul> |
| <b><i>Organisational requirements</i></b> may include:                                                                                                                                                                                                                                                                                                                                                                                                                               | <ul style="list-style-type: none"> <li>• anti-discrimination and related policy</li> <li>• business and performance plans</li> <li>• Code of Conduct/Code of Ethics</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |

| <b>RANGE STATEMENT</b>                                |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |
|-------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                                                       | <ul style="list-style-type: none"> <li>• defined resource parameters</li> <li>• ethical standards</li> <li>• goals, objectives, plans, systems and processes</li> <li>• information protocols</li> <li>• legal and organisational policies, guidelines and requirements</li> <li>• management and accountability channels</li> <li>• OHS policies, procedures and programs</li> <li>• procedures for updating records</li> <li>• quality assurance and/or procedures manuals</li> <li>• security and confidentiality requirements</li> </ul> |
| <b>Methods of collecting information</b> may include: | <ul style="list-style-type: none"> <li>• checking research provided by others</li> <li>• checking written material including referrals and client files</li> <li>• individual research</li> <li>• information from other organisations</li> <li>• interviews with community members, colleagues/customers</li> <li>• observation and listening</li> <li>• previous file records</li> <li>• questioning (in person or indirect)</li> <li>• recruitment applications and other forms</li> </ul>                                                |
| <b>Business technology</b> may include:               | <ul style="list-style-type: none"> <li>• answering machine</li> <li>• computer</li> <li>• fax machine</li> <li>• photocopier</li> <li>• telephone</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                 |
| <b>Objectives of research</b> may include:            | <ul style="list-style-type: none"> <li>• comparative analysis</li> <li>• hypothesis testing</li> <li>• identification of trends</li> <li>• industry pricing policies</li> <li>• process mapping</li> <li>• situational diagnosis</li> </ul>                                                                                                                                                                                                                                                                                                  |
| <b>Research strategies</b> may include:               | <ul style="list-style-type: none"> <li>• data analysis</li> <li>• documentation reviews</li> <li>• focus groups</li> <li>• interviewing colleagues and clients</li> <li>• online searching</li> <li>• product sampling</li> <li>• subscription databases</li> </ul>                                                                                                                                                                                                                                                                          |

| <b>RANGE STATEMENT</b>                       |                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |
|----------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Key words and phrases</b> may include:    | <ul style="list-style-type: none"> <li>• American spellings when searching online</li> <li>• cultural or geographic terms</li> <li>• using different thesauri in different databases</li> </ul>                                                                                                                                                                                                                                                                           |
| <b>Boolean operators</b> may include:        | <ul style="list-style-type: none"> <li>• exclude - / NOT</li> <li>• include +/ AND</li> <li>• or</li> <li>• phrase searching " "( )</li> <li>• variations, depending on the resource being used</li> </ul>                                                                                                                                                                                                                                                                |
| <b>Methods of data analysis</b> may include: | <ul style="list-style-type: none"> <li>• data sampling</li> <li>• feedback on results</li> <li>• peer review</li> <li>• review of previous research</li> <li>• statistical analysis</li> </ul>                                                                                                                                                                                                                                                                            |
| <b>Business objectives</b> may include:      | <ul style="list-style-type: none"> <li>• community capacity building</li> <li>• community development</li> <li>• service provision</li> <li>• business planning</li> <li>• financial performance</li> <li>• flexibility, responsiveness</li> <li>• interpersonal communication</li> <li>• marketing and customer service</li> <li>• organisational values and behaviours</li> <li>• people management</li> <li>• work procedures and quality assurance manuals</li> </ul> |
| <b>Feedback</b> may include:                 | <ul style="list-style-type: none"> <li>• audit documentation and reports</li> <li>• comments from community, board members, clients and colleagues</li> <li>• customer satisfaction questionnaires</li> <li>• quality assurance data</li> <li>• returned goods</li> </ul>                                                                                                                                                                                                 |

## Unit Sector(s)

|                    |  |
|--------------------|--|
| <b>Unit sector</b> |  |
|--------------------|--|

## Competency field

|                  |                                 |
|------------------|---------------------------------|
| Competency field | Knowledge Management - Research |
|------------------|---------------------------------|

## Co-requisite units

|                    |  |  |
|--------------------|--|--|
| Co-requisite units |  |  |
|                    |  |  |
|                    |  |  |

## BSBCCO405A Survey stakeholders to gather and record information

### Modification History

| Release   | Comments                                                                            |
|-----------|-------------------------------------------------------------------------------------|
| Release 1 | This version first released with <i>BSB07 Business Training Package version 6.0</i> |

### Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to survey stakeholders to gather and record information.

Competence in this unit requires preparing, undertaking and recording relevant and required details of information collected according to organisational, legislative and regulatory requirements. It also requires efficient use of relevant technology.

### Application of the Unit

This unit applies in environments where accurate and detailed records of contacts are a mandatory requirement of the role. This involves using interview recording technology.

This work is undertaken under supervision.

### Licensing/Regulatory Information

No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

### Pre-Requisites

Not applicable.

### Employability Skills Information

This unit contains employability skills.

## Elements and Performance Criteria Pre-Content

| Element                                                                  | Performance Criteria                                                                                                                                                                                                                                                                                                    |
|--------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <i>Elements describe the essential outcomes of a unit of competency.</i> | <i>Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.</i> |

## Elements and Performance Criteria

|                                                              |                                                                                                                                                                                                                                                                                                                                                                                                       |
|--------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1. Obtain, record and analyse information from the community | 1.1 Identify <b>information sources</b><br>1.2 Collect and record <b>information</b> according to organisational procedures and legislative and policy requirements<br>1.3 Collate, sort and analyse information collected in relation to the purpose for which it is being obtained<br>1.4 Ensure contents of <b>recording forms and reports</b> are in line with <b>organisational requirements</b> |
| 2. Take and compile statements                               | 2.1 Take <b>comprehensive statements</b> from sources appropriate to the matter being investigated according to organisational procedures and legislative and policy requirements<br>2.2 Use active listening when taking accurate statements from people                                                                                                                                             |
| 3. Conduct interviews                                        | 3.1 Plan, manage and conduct interviews to gather maximum amount of information relevant to the matter being examined<br>3.2 Treat all interviewees fairly and equitably<br>3.3 Conduct and record interviews according to legislation, policy and procedures                                                                                                                                         |
| 4. Use information and database systems                      | 4.1 Enter information into database, adhering to data entry security procedures<br>4.2 Identify and use appropriate sources of information when recording data<br>4.3 Access and store information according to legislation, policy and procedures                                                                                                                                                    |
| 5. Use interview and evidence recording equipment            | 5.1 Operate <b>recording equipment</b> according to legislation, policy and procedures<br>5.2 Produce <b>records</b> according to organisational requirements and                                                                                                                                                                                                                                     |

|                                                                      |                                                                                                                                                                                                                                                                        |
|----------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                                                                      | procedures<br>5.3 Maintain equipment and usage logs in good order                                                                                                                                                                                                      |
| 6. Conduct follow-up activity with other members of the organisation | 6.1 Identify and use communication links within the organisation to exchange information<br>6.2 Assess the relevance of information received in terms of its intended purpose<br>6.3 Dispose of irrelevant information according to legislation, policy and procedures |

## Required Skills and Knowledge

*This section describes the skills and knowledge required for this unit.*

### Required skills

- analytical skills to analyse information and data
- communication skills to:
  - articulate information, advice and instructions
  - question and listen in order to understand and resolve issues raised
- interpersonal skills to establish rapport and build relationships with stakeholders
- literacy skills to prepare and compile detailed statements and reports
- numeracy skills to analyse, record and store data according to organisational requirements
- planning and organising skills to manage own tasks within required timeframes
- self-management skills to:
  - comply with policies and procedures
  - seek learning and development opportunities.

### Required knowledge

- information types and their sources
- procedures and security measures for accessing, storing, retrieving and sharing data from databases
- rights of individuals in relation to the conduct of interviews and compilation of statements
- statutory, regulatory and legislative requirements relating to surveying stakeholders
- use of evidence and contact recording technology.



## Evidence Guide

*The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.*

|                                                                                                     |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |
|-----------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Overview of assessment</b>                                                                       |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |
| <b>Critical aspects for assessment and evidence required to demonstrate competency in this unit</b> | <p>Evidence of the ability to:</p> <ul style="list-style-type: none"> <li>record interviews, including audiotapes and statements if relevant to role</li> <li>demonstrate interview techniques</li> <li>demonstrate knowledge of statutory, regulatory and legislative requirements relating to surveying processes.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                        |
| <b>Context of and specific resources for assessment</b>                                             | <p>Assessment must ensure access to:</p> <ul style="list-style-type: none"> <li>information and databases for analysis activities</li> <li>relevant legislation, standards and guidelines.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |
| <b>Method of assessment</b>                                                                         | <p>A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit:</p> <ul style="list-style-type: none"> <li>direct questioning combined with review of portfolios of evidence and third-party workplace reports of on-the-job performance by the candidate</li> <li>review of statements or recording of details of contacts</li> <li>review of compliance with statutory, regulatory, legislative and organisational requirements</li> <li>oral and/or written questioning to assess knowledge of interviewing techniques and outcomes</li> <li>oral and/or written questioning to assess knowledge of storage and disposal of information.</li> </ul> |
| <b>Guidance information for assessment</b>                                                          | <p>Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |

## Range Statement

*The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.*

|                                                 |                                                                                                                                                                                                                                                                                                                                                                                                                                   |
|-------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Information sources</b> may include:         | <ul style="list-style-type: none"> <li>• colleagues</li> <li>• community groups</li> <li>• community leaders</li> <li>• crime, accident and incident scenes</li> <li>• customers</li> <li>• general public</li> <li>• individuals</li> <li>• information databases</li> <li>• local government</li> <li>• local media</li> <li>• schools</li> <li>• specific target groups – in the case of opinion polls and surveys.</li> </ul> |
| <b>Information</b> may include:                 | <ul style="list-style-type: none"> <li>• addressing public order and general community issues</li> <li>• assisting in an investigation</li> <li>• details of an incident or medical emergency</li> <li>• locating a specific person</li> <li>• location of witnesses</li> <li>• opinion poll or customer survey</li> <li>• progressing and supporting court hearings or matters.</li> </ul>                                       |
| <b>Recording forms and reports</b> may include: | <ul style="list-style-type: none"> <li>• handwritten and electronic pro formas and reporting styles</li> <li>• use of organisation's enterprise information system.</li> </ul>                                                                                                                                                                                                                                                    |
| <b>Organisational requirements</b> may include: | <ul style="list-style-type: none"> <li>• accurate</li> <li>• complete</li> <li>• concise</li> <li>• in the correct format</li> <li>• legible</li> <li>• understandable.</li> </ul>                                                                                                                                                                                                                                                |
| <b>Comprehensive statements</b> may include:    | <ul style="list-style-type: none"> <li>• all details required by the organisation</li> <li>• all information required for the investigation or research task</li> <li>• records in a format that comply with the legal requirements for statements; where appropriate and legal, statements may also be recorded in forms other than written, such as audiotape</li> </ul>                                                        |

|                                                                                                 |                                                                                                                                                                                                                                                          |
|-------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                                                                                                 | or audiovisual (video) tape.                                                                                                                                                                                                                             |
| <b>Recording equipment</b> may be modified for use by people with a disability and may include: | <ul style="list-style-type: none"><li>• audiotape recorders</li><li>• authorisation, storage and filing of original and duplicates of tapes and film</li><li>• basic fingerprinting equipment</li><li>• video cameras and recording equipment.</li></ul> |
| <b>Records</b> must be:                                                                         | <ul style="list-style-type: none"><li>• authorised, stored and assessed in line with organisational procedures</li><li>• clear, audible and presentable.</li></ul>                                                                                       |

## Unit Sector(s)

Stakeholder relations – contact centre operations

## Custom Content Section

Not applicable.

## BSBCCO404A Collect, analyse and record information

### Modification History

| Release   | Comments                                                                            |
|-----------|-------------------------------------------------------------------------------------|
| Release 1 | This version first released with <i>BSB07 Business Training Package version 6.0</i> |

### Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to gather, collate and record information from a variety of sources, including database systems.

Competence in this unit requires preparing, undertaking and recording relevant and required details of information collected according to organisational, legislative and regulatory requirements. It also requires efficient use of relevant technology.

### Application of the Unit

This unit applies in environments where accurate and detailed records of contacts are a mandatory requirement of the role. This may or may not involve using interview recording technology.

This work is undertaken under supervision.

### Licensing/Regulatory Information

No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

### Pre-Requisites

Not applicable.

### Employability Skills Information

This unit contains employability skills.

### Elements and Performance Criteria Pre-Content

| Element | Performance Criteria |
|---------|----------------------|
|---------|----------------------|

| Element                                                                  | Performance Criteria                                                                                                                                                                                                                                                                                                    |
|--------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <i>Elements describe the essential outcomes of a unit of competency.</i> | <i>Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.</i> |

## Elements and Performance Criteria

|                                            |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |
|--------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1. Obtain, record and analyse information  | <p>1.1 Identify <b>information sources</b></p> <p>1.2 Collect and record <b>information</b> according to organisational procedures and legislative and policy requirements</p> <p>1.3 Collate and sort collected information in relation to the purpose for which it is being obtained</p> <p>1.4 Ensure contents of <b>recording forms and reports</b> used meet <b>organisational processes</b></p>                                                                                                                                                                                                                                                                          |
| 2. Reduce, describe and review information | <p>2.1 Identify information that is to be <b>analysed</b> and identify <b>analysis methodology</b> and <b>analysis processes</b></p> <p>2.2 Reduce and describe subject to support the development of interpretations</p> <p>2.3 Review the appropriateness of the <b>reduced information</b> according to organisational processes</p> <p>2.4 Archive information not used in the <b>reduction and description processes</b> for future reference</p>                                                                                                                                                                                                                         |
| 3. Develop inferences                      | <p>3.1 Test interpretations to review credibility and consistency</p> <p>3.2 Refine and consolidate interpretations to strengthen inferences drawn</p> <p>3.3 Formulate inferences from facts and tested interpretations, incorporating chain of reasoning to ensure transparency to clients and users</p> <p>3.4 Inform clients and users about assumptions in the arguments leading to inferences</p> <p>3.5 Assess and report the relationship between information developed and probable interpretations, ensuring validity and compliance with organisational guidelines</p> <p>3.6 Develop sound recommendations that inform users of intelligence analysis outcomes</p> |

## Required Skills and Knowledge

*This section describes the skills and knowledge required for this unit.*

### Required skills

- analytical skills to analyse information and data
- communication skills to:
  - articulate information
  - provide advice and instructions
  - prepare and compile detailed statements and reports
  - use questioning and listening skills to understand and resolve issues raised
- numeracy skills to analyse, record and store data according to organisational requirements
- planning and organising skills to manage own tasks within required timeframes
- self-management skills to:
  - comply with policies and procedures
  - seek learning and development opportunities.

### Required knowledge

- information types and their sources
- procedures and security measures for accessing, storing, retrieving and sharing data from databases
- procedures for use of evidence and contact recording technology
- rights of individuals in relation to the conduct of interviews and statement compilation
- statutory, regulatory and legislative requirements relating to information collation.

## Evidence Guide

*The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.*

|                                                                             |                                                                                                                                                                                              |
|-----------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Overview of assessment</b>                                               |                                                                                                                                                                                              |
| <b>Critical aspects for assessment and evidence required to demonstrate</b> | Evidence of the ability to: <ul style="list-style-type: none"><li>• collate information</li><li>• record primary data used, including audiotapes and statement if relevant to role</li></ul> |

|                                                         |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |
|---------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>competency in this unit</b>                          | <ul style="list-style-type: none"> <li>analyse, interpret and summarise information and make recommendations based on the outcomes of the analysis</li> <li>demonstrate knowledge of statutory, regulatory and legislative requirements.</li> </ul>                                                                                                                                                                                                                                                                                                                                           |
| <b>Context of and specific resources for assessment</b> | <p>Assessment must ensure access to:</p> <ul style="list-style-type: none"> <li>information and databases for analysis activities</li> <li>relevant legislation, standards and guidelines.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                         |
| <b>Method of assessment</b>                             | <p>A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit:</p> <ul style="list-style-type: none"> <li>direct questioning combined with review of portfolios of evidence and third-party workplace reports of on-the-job performance by the candidate</li> <li>review of statements</li> <li>review of compliance with statutory, regulatory, legislative and organisational requirements</li> <li>oral and/or written questioning to assess knowledge of storage and disposal of information.</li> </ul> |
| <b>Guidance information for assessment</b>              | <p>Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |

## Range Statement

*The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.*

|                                            |                                                                                                                                                                                                                                                                                                              |
|--------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Information sources</b><br>may include: | <ul style="list-style-type: none"> <li>colleagues</li> <li>community groups</li> <li>community leaders</li> <li>crime, accident and incident scenes</li> <li>customers</li> <li>general public</li> <li>individuals</li> <li>information databases</li> <li>local government</li> <li>local media</li> </ul> |
|--------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

|                                                 |                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
|-------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                                                 | <ul style="list-style-type: none"> <li>• schools</li> <li>• specific target groups, in the case of opinion polls and surveys.</li> </ul>                                                                                                                                                                                                                                                                                                              |
| <b>Information</b> may include:                 | <ul style="list-style-type: none"> <li>• addressing public order and general community issues</li> <li>• assisting in an investigation</li> <li>• details of an incident or medical emergency</li> <li>• locating a specific person</li> <li>• location of witnesses</li> <li>• opinion poll or customer survey</li> <li>• progressing and supporting court hearings and matters.</li> </ul>                                                          |
| <b>Recording forms and reports</b> may include: | <ul style="list-style-type: none"> <li>• handwritten and electronic pro formas and reporting styles</li> <li>• use of organisation's enterprise information system.</li> </ul>                                                                                                                                                                                                                                                                        |
| <b>Organisational requirements</b> may include: | <ul style="list-style-type: none"> <li>• accurate</li> <li>• complete</li> <li>• concise</li> <li>• in the correct format</li> <li>• legible</li> <li>• understandable.</li> </ul>                                                                                                                                                                                                                                                                    |
| <b>Analysis</b> may include:                    | <ul style="list-style-type: none"> <li>• causative or predictive</li> <li>• descriptive or explorative</li> <li>• quantitative and qualitative or both.</li> </ul>                                                                                                                                                                                                                                                                                    |
| <b>Analysis methodology</b> may include:        | <ul style="list-style-type: none"> <li>• biographical analysis</li> <li>• comparative analysis</li> <li>• Delphi technique</li> <li>• demographics or geographical analysis</li> <li>• historical analysis</li> <li>• hypothesis development</li> <li>• link analysis</li> <li>• scenario generation.</li> </ul>                                                                                                                                      |
| <b>Analysis processes</b> may include:          | <ul style="list-style-type: none"> <li>• inductive: <ul style="list-style-type: none"> <li>• interpreting raw information</li> <li>• identifying trends or patterns and testing them</li> </ul> </li> <li>• deductive: <ul style="list-style-type: none"> <li>• beginning with a hypotheses and testing it</li> <li>• lateral, critical or creative processes</li> </ul> </li> <li>• using problem-solving techniques and decision making.</li> </ul> |
| <b>Reduced information</b> may include:         | <ul style="list-style-type: none"> <li>• charts</li> <li>• diagrams</li> <li>• lists</li> <li>• summaries</li> </ul>                                                                                                                                                                                                                                                                                                                                  |



|                                                                |                                                                                                                                                                                                             |
|----------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                                                                | <ul style="list-style-type: none"><li>• tables.</li></ul>                                                                                                                                                   |
| <b><i>Reduction and description processes</i></b> may include: | <ul style="list-style-type: none"><li>• testing of logical reasoning</li><li>• consideration of balance</li><li>• objectivity</li><li>• critical evaluation of additional information collection.</li></ul> |

## Unit Sector(s)

Stakeholder relations – contact centre operations

## Custom Content Section

Not applicable.

## BSBATSIC511A Plan and conduct a community meeting

### Modification History

Not applicable.

### Unit Descriptor

|                        |                                                                                                                                                                                                                                                                                                                                            |
|------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Unit descriptor</b> | <p>This unit describes the performance outcomes, skills and knowledge required to plan and conduct community meetings that the board initiates or facilitates.</p> <p>Some aspects of governance activities may be subject to legislation, rules, regulations and codes of practice relevant to different job roles and jurisdictions.</p> |
|------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

### Application of the Unit

|                                |                                                                                                                                                                    |
|--------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Application of the unit</b> | <p>This unit applies to individuals who need to communicate with community members in their role of monitoring and guiding the activities of the organisation.</p> |
|--------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------|

### Licensing/Regulatory Information

Not applicable.

### Pre-Requisites

|                           |  |  |
|---------------------------|--|--|
| <b>Prerequisite units</b> |  |  |
|                           |  |  |
|                           |  |  |

## Employability Skills Information

|                             |                                          |
|-----------------------------|------------------------------------------|
| <b>Employability skills</b> | This unit contains employability skills. |
|-----------------------------|------------------------------------------|

## Elements and Performance Criteria Pre-Content

|                                                                   |                                                                                                                                                                                                                                                                                                                  |
|-------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Elements describe the essential outcomes of a unit of competency. | Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide. |
|-------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

## Elements and Performance Criteria

| ELEMENT                                                | PERFORMANCE CRITERIA                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
|--------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1. Negotiate the basis of a meeting and plan the event | <p>1.1.Undertake consultation on the purpose, location, date and time of the proposed meeting with <b><i>appropriate people</i></b></p> <p>1.2.Develop a broad agenda and list of <b><i>invited guests</i></b> in consultation with appropriate people</p> <p>1.3.<b><i>Communicate</i></b> details of the meeting to the community, invited guests and other key people and groups</p> <p>1.4.Plan transport and other arrangements to maximise attendance</p> <p>1.5.Address the requirements of people with <b><i>special needs</i></b> to ensure equity and access</p> |
| 2. Conduct the meeting                                 | <p>2.1.Follow community procedures for choosing a chairperson for the meeting</p> <p>2.2.Follow the agenda and relevant meeting <b><i>protocols</i></b></p> <p>2.3.Acknowledge all points of view through appropriate <b><i>meeting processes</i></b> of discussion and documentation</p> <p>2.4.Encourage full participation</p> <p>2.5.Seek consensus in decision making</p> <p>2.6.Manage <b><i>difficult situations</i></b> appropriately</p>                                                                                                                          |
| 3. Record decisions                                    | <p>3.1.Clearly outline meeting decisions being voted on to those present</p> <p>3.2.Clarify recommended actions resulting from</p>                                                                                                                                                                                                                                                                                                                                                                                                                                         |

| ELEMENT                 | PERFORMANCE CRITERIA                                                                                                                                                                                                                                                                                                                                                                                                                                            |
|-------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                         | <p>decisions with participants</p> <p>3.3. Identify people and organisations responsible for actions</p> <p>3.4. Record decisions and recommended actions</p>                                                                                                                                                                                                                                                                                                   |
| 4. Communicate outcomes | <p>4.1. Share meeting outcomes with board, members and relevant others</p> <p>4.2. Encourage participants to use their networks to communicate information provided and decisions made at the meeting</p> <p>4.3. Follow up people and organisations identified as responsible for actions to ensure they understand what is required</p> <p>4.4. Report outcomes to participating Elders, community members and organisations through established channels</p> |

## Required Skills and Knowledge

### REQUIRED SKILLS AND KNOWLEDGE

This section describes the skills and knowledge required for this unit.

#### Required skills

- communication, teamwork and negotiation skills to work cooperatively with other board members, management and staff of the organisation, members, community and key stakeholders
- culturally appropriate communication skills to relate to people from diverse backgrounds and with diverse abilities
- leadership and networking skills to encourage participation and ensure meeting effectiveness
- negotiation and conflict-management skills to handle differences of opinion
- planning skills to increase participation and ensure protocols are followed
- facilitation and public-speaking skills to manage the meeting, present ideas and communicate effectively with the audience

#### Required knowledge

- community consultation methods
- concept of community control of organisations and how it may impact on the conduct of community meetings
- consensus decision-making principles

**REQUIRED SKILLS AND KNOWLEDGE**

- cultural context in which Aboriginal and Torres Strait Islander boards operate, including their role in upholding traditional and cultural values, and how that might impact on the conduct of community meetings
- decision-making strategies
- geographic, social, economic and political contexts in which particular organisations operate and how these may impact on the conduct of community meetings
- organisational policies and procedures relevant to community meetings
- provisions of federal, state or territory legislation and funding body requirements that influence decisionmaking
- relevant community bodies that might be included in community meetings
- relevant protocols and cultural responsibilities in relation to conducting community meetings

**Evidence Guide****EVIDENCE GUIDE**

The Evidence Guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

**Overview of assessment****Critical aspects for assessment and evidence required to demonstrate competency in this unit**

Evidence of the ability to:

- plan a community meeting to ensure participation of appropriate people
- conduct a community meeting that provides participants with an opportunity to share views
- put in place processes to inform appropriate people about what occurred at the meeting and the outcomes of proposed action.

**Context of and specific resources for assessment**

Assessment must ensure:

- participation in an actual or simulated community meeting
- access to examples of issues raised at community meetings
- meeting participants
- knowledge and performance are assessed over time to confirm consistency in performance.

**EVIDENCE GUIDE****Method of assessment**

A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit:

- observation of performance in a community meeting or simulated community meeting
- direct questioning combined with reflection of practical performance by the candidate
- analysis of responses to case studies and scenarios
- demonstration of techniques
- observation of presentations and group discussions
- oral or written questioning to assess knowledge
- observation of performance in role plays
- analysis of feedback from other board members, staff, community or other stakeholders regarding performance.

**Guidance information for assessment**

Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example:

- BSBATSIL512A Be a leader in the community.

**Range Statement****RANGE STATEMENT**

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

***Appropriate people*** may include:

- Elders
- managers
- members
- staff
- traditional owners.

***Invited guests*** may include:

- Elders
- government representatives
- land councils
- members

| <b>RANGE STATEMENT</b>                   |                                                                                                                                                                                                                                                         |
|------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                                          | <ul style="list-style-type: none"> <li>• representatives of local businesses</li> <li>• representatives of other Aboriginal and Torres Strait Islander organisations or communities</li> <li>• staff</li> <li>• traditional owners.</li> </ul>          |
| <b>Communication</b> may include:        | <ul style="list-style-type: none"> <li>• email</li> <li>• facsimile</li> <li>• notices</li> <li>• networks</li> <li>• posters</li> <li>• telephone</li> <li>• word of mouth.</li> </ul>                                                                 |
| <b>Special needs</b> may relate to:      | <ul style="list-style-type: none"> <li>• arrangements for people with disabilities</li> <li>• child care</li> <li>• cultural brokers</li> <li>• interpreters</li> <li>• transport.</li> </ul>                                                           |
| <b>Protocols</b> may include:            | <ul style="list-style-type: none"> <li>• agenda formats</li> <li>• introductions, welcomes and acknowledgements</li> <li>• land, gender and clan issues</li> <li>• meeting procedures</li> <li>• minute taking</li> <li>• order of speakers.</li> </ul> |
| <b>Meeting processes</b> may include:    | <ul style="list-style-type: none"> <li>• decision-making processes</li> <li>• forms of discussion</li> <li>• gender groups</li> <li>• language.</li> </ul>                                                                                              |
| <b>Difficult situations</b> may include: | <ul style="list-style-type: none"> <li>• conflict</li> <li>• impasse in decision making</li> <li>• organisational problems.</li> </ul>                                                                                                                  |

## Unit Sector(s)

|                    |  |
|--------------------|--|
| <b>Unit sector</b> |  |
|--------------------|--|

## Competency field

|                  |                                                  |
|------------------|--------------------------------------------------|
| Competency field | Regulation, licensing and risk - ATSI governance |
|------------------|--------------------------------------------------|

## Co-requisite units

|                    |  |  |
|--------------------|--|--|
| Co-requisite units |  |  |
|                    |  |  |
|                    |  |  |



## CHCICS408B Provide support to people with chronic disease

### Modification History

| CHC08 Version 3                                           | CHC08 Version 4                                           | Description                                                                                                                                                                 |
|-----------------------------------------------------------|-----------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| CHCICS408A Provide support to people with chronic disease | CHCICS408B Provide support to people with chronic disease | Unit updated in V4.<br>ISC upgrade changes to remove references to old OHS legislation and replace with references to new WHS legislation. No change to competency outcome. |

### Unit Descriptor

**Descriptor**

This unit describes the knowledge and skills required by workers to provide support and assistance to people who have a chronic disease

### Application of the Unit

**Application**

The skills and knowledge of this unit of competency will be applied as part of a comprehensive service aimed at promoting the well being and self management of well being by the client

The skills and knowledge may be applied in a range of settings, including, client's home, residential service, aged care setting, hospital, recreation, school, community agency, employment setting and community based service

The skills and knowledge are applied within defined roles and responsibilities

The word client may refer to the person receiving support, their family and/or supporters

## Licensing/Regulatory Information

Not Applicable

## Pre-Requisites

Not Applicable

## Employability Skills Information

**Employability Skills** This unit contains Employability Skills

## Elements and Performance Criteria Pre-Content

Elements define the essential outcomes of a unit of competency.

The Performance Criteria specify the level of performance required to demonstrate achievement of the Element. Terms in italics are elaborated in the Range Statement.

## Elements and Performance Criteria

### ELEMENT

### PERFORMANCE CRITERIA

1. Provide support in a chronic disease self management context

- 1.1 Identify the client's *chronic disease conditions* and support plan
- 1.2 Identify impairments, activity limitations and/or participation restrictions that the client may experience due to the chronic disease
- 1.3 Seek information about the chronic disease and its possible impacts on client health, well being and ability to achieve maximum performance in life situations
- 1.4 Seek information from the client, supervisor and/or health professional in order to understand current client treatments, and other inputs and supports
- 1.5 Determine the level and type of support and assistance required according to the client, their support plan, worker roles and responsibilities and organisation policy and procedures
- 1.6 Actively involve the client in the development of

**ELEMENT****PERFORMANCE CRITERIA**

|                                                              |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |
|--------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                                                              | strategies to self manage their chronic disease                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |
|                                                              | 1.7 Confirm support plan with supervisor                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
| 2. Support client in a holistic manner                       | 2.1 Identify with the client the full range of <i>variables</i> that could have an impact on client well being<br>2.2 Provide support and assistance in a manner that addresses the range of <i>client variables</i> that have an impact on the client's well being<br>2.3 Support the client to understand the chronic disease condition, within the scope of roles and responsibilities<br>2.4 Identify and discuss with the client any unmet needs and requirements and make <i>appropriate referral</i> within the scope of <i>work role</i> and responsibilities                                                                                                                          |
| 3. Provide support as part of a coordinated service approach | 3.1 Identify the level and type of contribution of health and community services agencies and professionals in supporting the person, including the role of general practitioner or other primary care provider<br>3.2 Identify the level and type of contribution to supporting the client made by family/care providers<br>3.3 Identify own communication role and requirements within the support system<br>3.4 Identify any variations to client's needs, health and/or emotional well being and make appropriate referral<br>3.5 Identify the appropriate communication and reporting processes within the client's support system<br>3.6 Identify <i>strategies for worker self care</i> |

**Required Skills and Knowledge**

This describes the essential skills and knowledge and their level required for this unit.

*Essential knowledge:*

The candidate must be able to demonstrate essential knowledge required to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

These include understanding of:

- Own work role and responsibilities
- Basic understanding of chronic diseases in relation to the impact on maintaining health and well being
- Some of the more common chronic diseases, including
  - Asthma
  - Cancer
  - Cardio vascular diseases
  - Chronic obstructive pulmonary disease
  - Diabetes
  - Haemoglobin disorders
  - HIV/AIDS
  - Mental illness, including depression
  - Musculoskeletal disorders
  - Obesity
  - Osteoarthritis, rheumatoid arthritis
  - Physical disabilities
  - Stroke
  - Viral hepatitis (Hepatitis C and Hepatitis B)
- Understanding the Continuum of Chronic Disease
- Understanding of models of chronic disease self management, including Stanford and Wagner
- Understanding of World Health Organisation model of chronic disease
- Life variables that have an impact on health and well being
- Social, emotional, physical, psychological and financial impacts of chronic disease
- Strategies to support the maintenance of positive life roles
- Strategies that enable the change of client behaviour over time
- Strategies that prevent chronic disease
- Stages of change, to establish readiness for attitudinal and behavioural change
- How to communicate effectively with a person with a chronic disease
- Possible impact on family dynamics as a result of a chronic disease
- Principles, practices and relevance of client focused practice in chronic disease self management
- Work health and safety (WHS), risk assessment and risk management relevant to the job role

*Essential skills:*

It is critical that the candidate demonstrate the ability to:

- Follow organisation policies and protocols
- Support a client to identify options across a range of variables such as support and service requirements, access requirements, lifestyle options
- Observe changes in a client's condition and/or well being and report to appropriate health professional

- Use facilitation skills to foster client focused and strengths-based practice
- Liaise and report appropriately to supervisor and/or health professionals
- Adhere to own work role and responsibilities
- Identify and respond to risks associated with providing personal care
- Use appropriate communication strategies and tools
- Follow the relevant WHS guidelines

In addition, the candidate must be able to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

These include the ability to:

- Apply reading and writing skills required to fulfil work role in a safe manner and as specified by the organisation/service:
  - this requires a level of skill that enables the worker to follow work-related instructions and directions and the ability to seek clarification and comments from supervisors, clients and colleagues
  - industry work roles will require workers to possess a literacy level that will enable them to interpret international safety signs, read client's service delivery plans, make notations in clients records and complete workplace forms and records
- Apply oral communication skills required to fulfil work role in a safe manner and as specified by the organisation:
  - this requires a level of skill that enables the worker to follow work-related instructions and directions and the ability to seek clarification and comments from supervisors, clients and colleagues
  - industry work roles will require workers to possess oral communication skills that will enable them to ask questions, clarify understanding, recognise and interpret non-verbal cues, provide information and express encouragement
- Apply numeracy skills required to fulfil work role in a safe manner and as specified by the organisation:
  - industry work roles will require workers to be able to perform basic mathematical functions, such as addition and subtraction up to three digit numbers and multiplication and division of single and double-digit numbers
- Apply basic problem solving skills to resolve problems of limited difficulty within organisation protocols
- Work effectively with clients, colleagues and supervisors
- Demonstrate safe and effective use of workplace technology in line with WHS guidelines

## Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment Guidelines for this Training Package.

*Critical aspects for assessment and evidence required to demonstrate this unit of competency:*

- The individual being assessed must provide evidence of specified essential knowledge as well as skills
- 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 and settings
- This unit will be most appropriately assessed in the workplace and under the normal range of workplace conditions
- Where, for reasons of safety, space, or access to equipment and resources, assessment takes place away from the workplace, the assessment environment should represent workplace conditions as closely as possible

*Access and equity considerations:*

- All workers in community services should be aware of access, equity and human rights issues in relation to their own area of work
- All workers should develop their ability to work in a culturally diverse environment
- In recognition of particular issues facing Aboriginal and Torres Strait Islander communities, workers should be aware of cultural, historical and current issues impacting on Aboriginal and Torres Strait Islander people
- Assessors and trainers must take into account relevant access and equity issues, in particular relating to factors impacting on Aboriginal and/or Torres Strait Islander clients and communities

*Context of and specific resources for assessment:*

- This unit can be assessed independently, however holistic assessment practice with other community services units of competency is encouraged
- Resources required for assessment include access to:
  - appropriate workplace where assessment can take place
  - relevant organisation policy, protocols and procedures
  - equipment and resources normally used in the workplace

*Method of assessment may*

- Observation in the workplace
- Written assignments/projects

*include:*

- Case study and scenario analysis
- Questioning
- Role play simulation

*Related units:*

This unit is recommended but not required to be assessed in conjunction with knowledge and skills addressed in related units:

- CHCICS406B Support client self management
- CHCISC407B Support positive lifestyle

## Range Statement

The Range Statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Add any essential operating conditions that may be present with training and assessment depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts.

*Chronic disease conditions may include:*

- Asthma
- Cancer
- Cardio vascular diseases
- Chronic obstructive pulmonary disease
- Depression
- Diabetes
- Haemoglobin disorders
- HIV/AIDS
- Obesity
- Osteoarthritis, rheumatoid arthritis
- Physical disabilities
- Stroke
- Viral hepatitis (Hepatitis C and Hepatitis B)

*Client variables may include:*

- Emotional status
- Financial status
- Fluctuation or recurrence of condition
- Health status
- Lifestyle needs and aspirations
- Psychological status
- Relationship status
- Stigma

*Appropriate referral may include:*

- Disability support workers
- Education sector
- Family member

- Work role may include:*
- Health and community professionals
  - Other services
  - Primary care health professional
  - Rehabilitation
  - Aged care worker
  - Allied health worker
  - Disability worker
  - Division 2 nurse
  - HACC worker
  - Mental health worker
  - Rehabilitation professional
- Strategies for worker self care may include:*
- Debriefing
  - Mentoring
  - Reflection
  - Self care

## Unit Sector(s)

Not Applicable



## CHCICS407B Support positive lifestyle

### Modification History

| CHC08<br>Version 3                          | CHC08 Version 4                             | Description                                                                                                                                                                     |
|---------------------------------------------|---------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| CHCICS407A<br>Support positive<br>lifestyle | CHCICS407B<br>Support positive<br>lifestyle | Unit updated in V4.<br><br>ISC upgrade changes to remove references to old OHS legislation and replace with references to new WHS legislation. No change to competency outcome. |

### Unit Descriptor

**Descriptor**

This unit describes the knowledge and skills required by workers to provide clients with the support required to plan, make, implement and sustain positive lifestyle options that will have a positive impact on their health and well being

### Application of the Unit

**Application**

The skills and knowledge of this unit of competency will be applied as part of a comprehensive service aimed at promoting and supporting client emotional and physical health and well being

The word client can be read to mean client and family

### Licensing/Regulatory Information

Not Applicable

## Pre-Requisites

Not Applicable

## Employability Skills Information

### Employability Skills

This unit contains Employability Skills

## Elements and Performance Criteria Pre-Content

Elements define the essential outcomes of a unit of competency.

The Performance Criteria specify the level of performance required to demonstrate achievement of the Element. Terms in *italics* are elaborated in the Range Statement.

## Elements and Performance Criteria

### ELEMENT

### PERFORMANCE CRITERIA

- |                                                               |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |
|---------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1. Support positive lifestyle decisions                       | 1.1 Assist in identifying the client's <i>lifestyle issues</i><br>1.2 Provide information to the client about the impact of a positive lifestyle<br>1.3 Provide information with regard for client sensitivity, preferences and aspirations<br>1.4 Provide support that enables the client to identify positive lifestyle practices<br>1.5 Work with the client to identify the <i>supports</i> and resources required to sustain a positive lifestyle<br>1.6 Provide support in a manner that respects the client's choices |
| 2. Support the implementation of positive lifestyle decisions | 2.1 Support the client to develop a plan to implement positive lifestyle decisions<br>2.2 Where necessary <i>facilitate access to services and/or resources</i> required to support a positive lifestyle<br>2.3 Facilitate the client to make lifestyle decisions in a context of <i>health and emotional well being</i>                                                                                                                                                                                                     |
| 3. Support the client to maintain                             | 3.1 Assist client to identify any <i>risks</i> to sustaining                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |

**ELEMENT**

positive lifestyle

**PERFORMANCE CRITERIA**

positive lifestyle options

3.2 Support client to develop strategies to reduce risks to sustaining positive lifestyle options

3.3 Support client to monitor their positive lifestyle options

3.4 Assist the client to evaluate the lifestyle options and source appropriate supports

**Required Skills and Knowledge**

This describes the essential skills and knowledge and their level required for this unit.

*Essential knowledge:*

The candidate must be able to demonstrate essential knowledge required to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

These include understanding of:

- Own work role and responsibilities
- Basic positive lifestyle issues, including the impact of diet, physical activity, exercise, life/work balance, alcohol, smoking, substance use and relationships
- Understanding of the importance to respect client choices and possible conflicts that could arise
- Rights and responsibilities within a human rights framework
- Work health and safety (WHS), risk assessment and risk management relevant to the job role
- Knowledge of the role of the worker within a person-centred approach
- Knowledge of resources and services that support positive lifestyle

*Essential skills:*

It is critical that the candidate demonstrate the ability to:

- Follow organisation policies and protocols
- Use facilitation skills to foster client involvement in positive lifestyle decisions
- Liaise and report appropriately to supervisor and/or health professionals
- Adhere to own work role and responsibilities
- Identify and respond to risks associated with providing personal care
- Work within a human rights and person-centred framework

In addition, the candidate must be able to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of

the identified work role

These include the ability to:

- Apply reading and writing skills required to fulfil work role in a safe manner and as specified by the organisation/service:
  - this requires a level of skill that enables the worker to follow work-related instructions and directions and the ability to seek clarification and comments from supervisors, clients and colleagues
  - industry work roles will require workers to possess a literacy level that will enable them to interpret international safety signs, read client's service delivery plans, make notations in clients records and complete workplace forms and records
- Apply oral communication skills required to fulfil work role in a safe manner and as specified by the organisation:
  - this requires a level of skill that enables the worker to follow work-related instructions and directions and the ability to seek clarification and comments from supervisors, clients and colleagues
  - industry work roles will require workers to possess oral communication skills that will enable them to ask questions, clarify understanding, recognise and interpret non-verbal cues, provide information and express encouragement
- Apply numeracy skills required to fulfil work role in a safe manner and as specified by the organisation:
  - industry work roles will require workers to be able to perform basic mathematical functions, such as addition and subtraction up to three digit numbers and multiplication and division of single and double-digit numbers
- Apply basic problem solving skills to resolve problems of limited difficulty within organisation protocols
- Work effectively with clients, colleagues and supervisors
- Demonstrate safe and effective use of workplace technology in line with WHS guidelines

## Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment Guidelines for this Training Package.

*Critical aspects for assessment and evidence required to demonstrate this unit of competency:*

- The individual being assessed must provide evidence of specified essential knowledge as well as skills
- 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 and settings
- This unit will be most appropriately assessed in the

- workplace and under the normal range of workplace conditions
- Where, for reasons of safety, space, or access to equipment and resources, assessment takes place away from the workplace, the assessment environment should represent workplace conditions as closely as possible
- Access and equity considerations:*
- All workers in community services should be aware of access, equity and human rights issues in relation to their own area of work
  - All workers should develop their ability to work in a culturally diverse environment
  - In recognition of particular issues facing Aboriginal and Torres Strait Islander communities, workers should be aware of cultural, historical and current issues impacting on Aboriginal and Torres Strait Islander people
  - Assessors and trainers must take into account relevant access and equity issues, in particular relating to factors impacting on Aboriginal and/or Torres Strait Islander clients and communities
- Context of and specific resources for assessment:*
- This unit can be assessed independently, however holistic assessment practice with other community services units of competency is encouraged
  - Resources required for assessment include access to:
    - appropriate workplace where assessment can take place
    - relevant organisation policy, protocols and procedures
    - equipment and resources normally used in the workplace
- Method of assessment may include:*
- Observation in the workplace
  - Written assignments/projects
  - Case study and scenario analysis
  - Questioning
  - Role play simulation

## Range Statement

The Range Statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Add any essential operating conditions that may be present with training and assessment depending on the work

situation, needs of the candidate, accessibility of the item, and local industry and regional contexts.

*Lifestyle issues may include:*

- Diet
- Exercise
- Work/life balance
- Alcohol
- Drugs and substances
- Smoking
- Side effects of prescribed medication

*Supports may include:*

- Financial
- Family
- Formal support networks
- Professional support, such as:
  - doctors
  - dieticians
  - physiotherapists
  - direct care workers
  - psychologists
  - psychiatrists
  - teachers

*Facilitate access to services and/or resources may include:*

- Friends
- Provision of information
- Formal referrals
- Supporting client to make contacts
- Assisting the client to attend sessions

*Health and emotional well being may include:*

- Identification to variations in health and emotional well being
- Referral to appropriate health and community professionals
- Reporting to the supervisor concerns/changes to client's health and well being
- Following the strategies identified in the client's support plan
- Identifying and reporting deficits in the client's support plan

## Unit Sector(s)

Not Applicable

## CHCICS406B Support client self-management

### Modification History

| CHC08<br>Version 3                              | CHC08 Version 4                                 | Description                                                                                                                                                                     |
|-------------------------------------------------|-------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| CHCICS406A<br>Support client self<br>management | CHCICS406B<br>Support client self<br>management | Unit updated in V4.<br><br>ISC upgrade changes to remove references to old OHS legislation and replace with references to new WHS legislation. No change to competency outcome. |

### Unit Descriptor

#### Descriptor

This unit describes the knowledge and skills required by workers to provide clients with support and assistance to self-manage aspects of their life that may include planning, access and involvement in community services and decision-making

### Application of the Unit

#### Application

The skills and knowledge of this unit of competency will be applied as part of a comprehensive service aimed at promoting and supporting the independence and self-management of the client

The skills and knowledge may be applied in a range of settings, including, client's home, residential service, aged care setting, hospital, recreation, school, community agency, employment setting and community-based service

The word client may refer to the person receiving support, their family and/or supporters

## Licensing/Regulatory Information

Not Applicable

## Pre-Requisites

Not Applicable

## Employability Skills Information

**Employability Skills** This unit contains Employability Skills

## Elements and Performance Criteria Pre-Content

Elements define the essential outcomes of a unit of competency.

The Performance Criteria specify the level of performance required to demonstrate achievement of the Element. Terms in italics are elaborated in the Range Statement.

## Elements and Performance Criteria

### ELEMENT

### PERFORMANCE CRITERIA

1. Provide support in a client-focused manner

- 1.1 Support the client to develop processes and strategies that address the uniqueness of their psychological, biological, *social and emotional context*
- 1.2 Support the client to develop processes and strategies that address their capacity to access activities and services, within the context of client performance and possible capacity
- 1.3 Support the client to identify and acknowledge their interests, preferences and concerns
- 1.4 Support the client to access all information and options required to make informed choices and decisions
- 1.5 Support the client to determine positive and negative consequences, including *risks* and constraints, associated with different options and choices
- 1.6 Provide support in a manner that is in keeping



**ELEMENT****PERFORMANCE CRITERIA**

- with the client's individual needs and requirements
- 1.7 Provide support in a manner that is responsive to the individual circumstances and aspirations of the client and where necessary their carers and supporters
- 1.8 Where needed, work with supervisor to develop strategies to deal with client non-conformance
2. Provide strengths-based support
- 2.1 Support the client to identify and acknowledge their own strengths and self-care capacity
- 2.2 Support the client to identify opportunities to mobilise their strengths
- 2.3 Support the client to develop and trial solutions for presenting concerns and needs
- 2.4 Support the client to monitor the application of solutions to presenting concerns and needs
- 2.5 Provide support or assistance in the context of identified risks and constraints
- 2.6 Provide support or assistance for clients to access and use support services and associated resources where required and within organisation policies, protocols and procedures
- 2.7 Identify difficulties in meeting the client's needs with the client and a supervisor and address in line with organisation protocols
- 2.8 Maintain confidentiality, privacy and dignity of the client in line with organisation policy and protocols
3. Support the client to develop and/or maintain networks
- 3.1 Provide relevant support or assistance for the client to identify meaningful networks
- 3.2 Provide relevant support or assistance for the client to develop strategies to develop and/or maintain meaningful networks
4. Support positive coping skills and behaviours within a person-centred framework
- 4.1 Assist the client to identify their existing coping skills and behaviours that maximise participation in own life situation
- 4.2 Support the client to identify need for appropriate coping skills and behaviours to maximise their ability to do required activities within their own life situation
- 4.3 Support the client to identify coping skills likely to cause harm to the client or others

**ELEMENT****PERFORMANCE CRITERIA**

- |                                        |                                                                                                                                                                |
|----------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                                        | 4.4. Support client to identify impact of coping skills and behaviours on themselves and others                                                                |
|                                        | 4.5. Provide information and support client to identify positive coping skills and behaviours                                                                  |
|                                        | 4.6. Support the client as required to make referrals to services to assist with the establishment and/or maintenance of positive coping skills and behaviours |
|                                        | 4.7. Support the client to implement and/or maintain positive coping skills and behaviours                                                                     |
| 5. Support service and resource access | 5.1. Work with client to identify needs that might benefit from referral to services and/or access to resources                                                |
|                                        | 5.2. Provide the client with information about how required services and/or resources can be accessed                                                          |
|                                        | 5.3. Support the client to access required services and/or resources                                                                                           |
|                                        | 5.4. Support the client to monitor service effectiveness and/or resource appropriateness                                                                       |
|                                        | 5.5. Support the client to access advocacy services where required to maintain integrity and efficacy of required services                                     |

## Required Skills and Knowledge

This describes the essential skills and knowledge and their level required for this unit.

### *Essential knowledge:*

The candidate must be able to demonstrate essential knowledge required to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

These include understanding of:

- Own work role and responsibilities
- Client-centred philosophy and practices
- Empowerment and rights-based practices
- Strengths-based philosophy and practices
- Self-management in the context of a client with cognitive impairment
- Processes and strategies to support people to make informed choices and decisions
- Different cultural responses to chronic disease

- Risk analysis strategies and processes
- Work health and safety (WHS), risk assessment and risk management relevant to the job role
- Role of the worker within a human rights perspective

*Essential skills:*

It is critical that the candidate demonstrate the ability to:

- Follow organisation policies and protocols
- Support a client to identify options across a range of variables such as support and service requirements, access requirements and lifestyle options
- Use facilitation skills to foster client-focused and strengths-based practice
- Liaise and report appropriately to supervisor and/or health professionals
- Adhere to own work role and responsibilities
- Identify and respond to risks for client, carer and worker associated with providing personal care
- Use appropriate communication strategies and tools
- Follow relevant WHS guidelines
- Work within a person-centred practice framework

In addition, the candidate must be able to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

These include the ability to:

- Apply reading and writing skills required to fulfil work role in a safe manner and as specified by the organisation/service:
  - this requires a level of skill that enables the worker to follow work-related instructions and directions and the ability to seek clarification and comments from supervisors, clients and colleagues
  - industry work roles will require workers to possess a literacy level that will enable them to interpret international safety signs, read client's service delivery plans, make notations in clients records and complete workplace forms and records
- Apply oral communication skills required to fulfil work role in a safe manner and as specified by the organisation:
  - this requires a level of skill that enables the worker to follow work-related instructions and directions and the ability to seek clarification and comments from supervisors, clients and colleagues
  - industry work roles will require workers to possess oral communication skills that will enable them to ask questions, clarify understanding, recognise and interpret non-verbal cues, provide information and express encouragement
- Apply numeracy skills required to fulfil work role in a safe manner and as specified by the organisation:
  - industry work roles will require workers to be able to perform basic mathematical functions, such as addition and subtraction up to three digit numbers and

- multiplication and division of single and double-digit numbers
- Apply basic problem solving skills to resolve problems of limited difficulty within organisation protocols
- Work effectively with clients, colleagues and supervisors
- Demonstrate safe and effective use of workplace technology in line with WHS and manual handling guidelines relevant to the jurisdiction and workplace

## Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment Guidelines for this Training Package.

*Critical aspects for assessment and evidence required to demonstrate this unit of competency:*

- The individual being assessed must provide evidence of specified essential knowledge as well as skills
- 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 and settings
- This unit will be most appropriately assessed in the workplace and under the normal range of workplace conditions
- Where, for reasons of safety, space, confidentiality or access to equipment and resources, assessment takes place away from the workplace, the assessment environment should represent workplace conditions as closely as possible

*Access and equity considerations:*

- All workers in community services should be aware of access, equity and human rights issues in relation to their own area of work
- All workers should develop their ability to work in culturally and linguistically diverse (CALD) environments
- In recognition of particular issues facing Aboriginal and Torres Strait Islander communities, workers should be aware of cultural, historical and current issues impacting on Aboriginal and Torres Strait Islander people
- Assessors and trainers must take into account relevant access and equity issues, in particular relating to factors impacting on Aboriginal and/or Torres Strait Islander clients and communities

*Context of and specific resources for assessment:*

- This unit can be assessed independently, however holistic assessment practice with other community services units of competency is encouraged
- Resources required for assessment include access to:
  - appropriate workplace where assessment can take place
  - relevant organisation policy, protocols and procedures
  - equipment and resources normally used in the workplace

*Method of assessment may include:*

- Observation in the workplace
- Written assignments/projects
- Case study and scenario analysis
- Questioning
- Role play simulation

## Range Statement

The Range Statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Add any essential operating conditions that may be present with training and assessment depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts.

*Social and emotional context may include:*

- Motivation
- Individual and community beliefs, values and culture
- Language
- Pain
- Fear
- Family context
- Support mechanisms
- Isolation

*Capabilities and constraints may include:*

- Financial
- Transport
- Knowledge /information
- Language
- Cultural
- Communication

*Risks may include:*

- Emotional
- Psychological
- Health

*Strategies for worker self care may include:*

- Physical
- Security
- Financial
- Risk to self
- Risk to others
- Mentoring
- Debriefing
- Self care
- Reflection

## **Unit Sector(s)**

Not Applicable

## CHCAOD510B Work effectively with clients with complex alcohol and-or other drugs issues

### Modification History

| CHC08 Version 3                                                                         | CHC08 Version 4                                                                         | Comments                                                                                                                                                                                           |
|-----------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| CHCAOD510A Work effectively with clients with complex alcohol and/or other drugs issues | CHCAOD510B Work effectively with clients with complex alcohol and-or other drugs issues | ISC upgrade changes to remove references to old OHS legislation and replace with references to new WHS legislation. Amended related unit HLTFA311A and HLTFA412A. No change to competency outcome. |

### Unit Descriptor

#### Descriptor

This unit describes the knowledge and skills required to provide a range of community services to meet the needs of clients who may have alcohol and other drugs (AOD) issues, which may be combined with other issues

It also covers the review of client progress and evaluation of all work undertaken with clients

### Application of the Unit

#### Application

This unit applies to those working with clients with AOD issues in the delivery of community services

Service delivery may take place in a range of settings

### Licensing/Regulatory Information

Not Applicable

## Pre-Requisites

Not Applicable

## Employability Skills Information

### Employability Skills

This unit contains Employability Skills

## Elements and Performance Criteria Pre-Content

Elements define the essential outcomes of a unit of competency.

The Performance Criteria specify the level of performance required to demonstrate achievement of the Element. Terms in *italics* are elaborated in the Range Statement.

## Elements and Performance Criteria

### ELEMENT

### PERFORMANCE CRITERIA

1. Provide services to meet client needs

- 1.1 Establish *strategies to develop effective working relationships* with clients to enable the delivery of *targeted services*
- 1.2 Negotiate goals and action plans with the client and document in accordance with organisation procedures
- 1.3 Carry out early or short-term programs with clients as appropriate
- 1.4 Negotiate comprehensive and longer care programs with the client as appropriate
- 1.5 Put in place arrangements to meet the specific needs of clients
- 1.6 Provide client with relevant and current information on alcohol and other drugs and related issues and discuss
- 1.7 Provide assistance with daily living as appropriate and in accordance with organisation policies and procedures and service guidelines
- 1.8 Provide immediate help or referral for critical incidents arising from client's alcohol and other drugs use



## ELEMENT

## PERFORMANCE CRITERIA

- |                                                                           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |
|---------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                                                                           | <p>1.9 Identify relevant work health and safety (WHS), legal, ethical and duty of care considerations and incorporate in service delivery.</p> <p>1.10 Plan and implement <i>relapse prevention strategies</i></p> <p>1.11 Assist clients with strategies and actions to reduce drug related harm to themselves</p> <p>1.12 Make referrals to relevant agencies that can assist clients to address other specific needs</p>                                                                                                                                                                                                                                                                                                                                                 |
| 2. Plan and implement harm minimisation and relapse prevention strategies | <p>2.1 Plan and implement relapse prevention strategies</p> <p>2.2 Assist clients with strategies and actions to prevent and/or reduce drug related harm to themselves and others</p> <p>2.3 Assist client to identify indicators of possible relapse</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |
| 3. Provide support for additional needs                                   | <p>3.1 Determine <i>additional client issues</i> likely to have an influence on treatment and rehabilitation</p> <p>3.2 Determine <i>additional service and support needs</i></p> <p>3.3 Identify client issues that are outside the scope of the service and/or the scope of the worker</p> <p>3.4 Inform the client of possible options</p> <p>3.5 Inform the client of the reasons for seeking other service and support options</p> <p>3.6 Confirm the client's understanding of options</p> <p>3.7 Work with the client to determine referral options and responsibilities</p> <p>3.8 Where appropriate, make referral with client consent and within organisation policy and procedures</p> <p>3.9 Work with the client to determine case management requirements</p> |
| 4. Review client progress                                                 | <p>4.1 Implement processes to ensure client's progress is regularly reviewed against negotiated goals and action plans</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |

## ELEMENT

## PERFORMANCE CRITERIA

- |                                          |                                                                                                                                                                                     |
|------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                                          | 4.2 Monitor, record and report progress against the plan of care according to organisation guidelines                                                                               |
|                                          | 4.3 Negotiate revised action plans and timelines and write into the plan of care as needed                                                                                          |
|                                          | 4.4 Negotiate <i>client exit</i> from the program with the client and provide support in accordance with organisation policies and available resources                              |
|                                          | 4.5 Review <i>outcomes</i> of client work with supervisor and /or colleagues in accordance with organisation policies and procedures                                                |
| 5. Evaluate work undertaken with clients | 5.1 Review <i>outcomes of client work against care plan</i> goals and document in accordance with organisation policies and procedures                                              |
|                                          | 5.2 Discuss <i>outcomes</i> with clients and appropriate persons inside or outside the organisation and document in accordance with organisation policies and procedures            |
|                                          | 5.3 Put in place processes to ensure feedback from supervisors, clients and other workers and reflection on own practices are incorporated in work activities and services provided |
|                                          | 5.4 Identify professional development needs and options and access to ensure ongoing competence                                                                                     |

## Required Skills and Knowledge

### REQUIRED SKILLS AND KNOWLEDGE

This describes the essential skills and knowledge and their level required for this unit.

#### *Essential knowledge:*

The candidate must be able to demonstrate essential knowledge required to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

## REQUIRED SKILLS AND KNOWLEDGE

These include knowledge of:

- Legal and organisation knowledge, including:
  - legal and organisation requirements for client registration, allocation and referral
  - organisation policies on reporting and confidentiality
  - organisation policies and procedures for documenting work with clients
  - understanding agency role, agency target group and the impacts on the local community
  - range of alcohol and other drugs specific treatment intervention options including detoxification, inpatient treatment programs, outpatient treatment services, and brief interventions
- Effects of alcohol and other drugs use, including:
  - signs and symptoms of medical risk associated with alcohol and other drugs use
  - stages and symptoms of alcohol and other drugs withdrawal
  - basic health issues relating to alcohol and/or other drugs use - e.g. malnutrition, blood borne diseases, skin infestations, effects of drug use on health, cognitive, social, emotional development and impact on others
  - basic pharmacology - types of drugs; dose levels; effects of specific drugs; tolerance; treatment approaches broadly
  - the effects of alcohol related brain injury
  - consequences and effects of drug substitution/replacement
  - effects of prescribed drugs on the use of other drugs
  - patterns of drug use in Australia and the local community
  - range of use and use scenarios e.g. lifestyle context of illegal drug use
- Complexity of poly drug use, including:
  - medical
  - physiological
  - knowledge
- Indicators of other issues, including:
  - mental health issues
  - homelessness
  - financial issues
  - domestic issues
  - employment issues
  - disability issues
  - gender identification issues
  - post traumatic stress disorder - Vietnam veteran
  - children of Vietnam veteran

*continued ...*

## REQUIRED SKILLS AND KNOWLEDGE

### *Essential knowledge (contd):*

- Legal issues, including:
  - legal status of drugs
  - legal issues surrounding alcohol and other drugs use
- Policy issues, including:
  - public health model - interaction of impact of drugs, individual and the environment
  - harm minimisation including a range of approaches: prevention, early intervention, abstinence, specialist treatment, supply control and safer drug use
- Working with clients, including:
  - common relapse precipitants
  - a range of strategies for working with clients
  - strategies to promote participation in programs
  - range of cultural contexts - lifestyle, set of beliefs, customs
  - client empowerment/disempowerment
  - rights of workers and clients
  - different lifestyles
  - self-esteem, abuse issues, self-awareness, own biases, ethical obligations re: helping relationships
  - types of counselling e.g. motivational interviewing, brief and intensive intervention, relapse prevention
  - medical approaches to treatment for drug use
  - nature and approaches of therapeutic communities
  - protocols around use of interpreters
  - person-centred approach
  - case management principles
- Working with clients at risk of self-harm, including:
  - suicidal or self-harming behaviour, ideation or intention
  - no-suicide contracts and other protective strategies
  - links between predisposing factors for self-harm, drug use and mental health problems
  - legal and ethical obligations regarding clients at risk of self-harm or with mental illnesses

### *Essential skills:*

It is critical that the candidate demonstrate the ability to:

- Where jurisdiction and job role mandate, demonstrate first aid certification or equivalent

## REQUIRED SKILLS AND KNOWLEDGE

skills (as per unit *HLTF311A Apply first aid*) including:

- cardio pulmonary resuscitation (CPR)
- bandaging
- managing toxic substances
- managing bleeding
- managing broken bones
- managing consciousness
- managing choking and knowledge of coma positions
- Where jurisdiction and job role mandate, work with clients in a range of settings e.g. residential, in community settings and outreach work
- Work with clients with coexisting issues such as mental health, child abuse
- Work collaboratively with clients to address their issues
- Refer the client to health professionals immediately the client needs exceeds the responsibility and capacity of the worker or in an emergency situation
- Identify coexisting issues such as mental health issues and
- Identify and address child protection issues that will effect work with the client

In addition, the candidate must be able to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

These include the ability to:

- Establish rapport
- Apply active listening skills, including questioning
- Interpret verbal and non-verbal communication
- Work with a range of clients
- Contract with clients
- Demonstrate application of skills in:
  - conflict resolution
  - negotiation
  - crisis intervention
  - protective intervention
  - advocacy
  - networking and liaison with other agencies
  - identification of support structures
- Maintain documentation as required, including effective use of relevant information technology in line with work health and safety (WHS) guidelines

## Evidence Guide

### EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment Guidelines for this Training Package.

*Critical aspects for assessment and evidence required to demonstrate this unit of competency:*

- The individual being assessed must provide evidence of specified essential knowledge as well as skills  
In addition, this competency should be assessed in the context of the particular workplace client group
- This unit of competence will be most appropriately assessed in the workplace or in a simulated workplace and under the normal range of workplace conditions  
Some theoretical knowledge may be assessed by formal testing e.g. suicide risk assessment
- Assessment must include the normal range of workplace situations

*Access and equity considerations:*

- All workers in community services should be aware of access, equity and human rights issues in relation to their own area of work
- All workers should develop their ability to work in a culturally diverse environment
- In recognition of particular issues facing Aboriginal and Torres Strait Islander communities, workers should be aware of cultural, historical and current issues impacting on Aboriginal and Torres Strait Islander people
- Assessors and trainers must take into account relevant access and equity issues, in particular relating to factors impacting on Aboriginal and/or Torres Strait Islander clients and communities

*Context of and specific resources for assessment:*

- This unit can be assessed independently, however holistic assessment practice with other community services units of competency is encouraged
- Resources required for assessment of this unit include access to a workplace or simulated workplace where assessment may occur

## EVIDENCE GUIDE

### *Method of assessment:*

- In cases where the learner does not have the opportunity to cover all relevant aspects in the work environment, the remainder should be assessed through realistic simulations, projects, previous relevant experience or oral questioning on 'What if?' scenarios
- Assessment of this unit of competence will usually include observation of processes and procedures, oral and/or written questioning on Essential knowledge and skills and consideration of required attitudes
- Where performance is not directly observed and/or is required to be demonstrated over a 'period of time' and/or in a 'number of locations', any evidence should be authenticated by colleagues, supervisors, clients or other appropriate persons

### *Related units:*

Depending on jurisdiction and job role, assessment of this unit of competency **may be** required in conjunction with:

- HLTFA311A Apply first aid  
or
- HLTFA412A Apply advanced first aid

## Range Statement

### RANGE STATEMENT

The Range Statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Add any essential operating conditions that may be present with training and assessment depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts.

### *Targeted services (i.e. specific to alcohol and/or other drugs use) may include:*

- Detoxification
- Inpatient counselling
- Outpatient counselling

## RANGE STATEMENT

- Self-help groups
  - Proclaimed place, rehabilitation centres, residential
  - Sobering up units
  - Services which provide consumables e.g. syringes, thiamine, needle exchange,
  - Drug substitution/replacement services e.g. methadone, bupranorphine, naltrexone
  - Therapeutic communities
- Other services include:*
- Accommodation
  - Emergency services
  - Mental health services
  - Financial assistance
  - Health professionals
  - Counselling
  - Employment support
- Strategies to develop effective working relationships*
- Verbal communication styles
  - Plan areas to be addressed, approaches to be taken and special considerations
  - Planning to address contingencies
  - Implementing appropriate cultural approaches
- Relapse prevention strategies may include:*
- Identification of drug use 'triggers' and working with the client to develop responses to deal with triggers
  - Referral to self help groups
  - Stress management advice
  - Ongoing positive support
  - Monitoring of the client's progress
  - Facilitating use of community resources
  - Encouraging client to develop a support network
  - Role play
  - Discussion of strategies for stress management, money management, goal setting, prioritising, problem solving, decision-making, disengagement
- Review refers to:*
- A short term formative analysis of client progress
  - Reviewing strategies



## RANGE STATEMENT

- Standards against which a review can occur
- Client exit (negotiation of with the client) will depend on the organisation policies and procedures and the individual clients needs and may include:
  - Negotiation of contract with client
  - Providing information on what the client may expect when they leave
  - Providing follow up
  - Ending the client/worker relationship
  - Ensuring personal safety of clients at risk of self-harm including availability of ongoing supports from appropriate agencies
  - Access to harm reduction consumables e.g. Needles, syringes, and needle exchange programs
- Client exit (organisation requirements) may include:
  - Client questionnaire
  - Documentation including reason for exit and condition of client at exit
  - Organisation's documentation on treatment/assessment progress
- Supporting a client to make contact with other services may include:
  - Making an appointment for the client
  - Accompanying client to first appointment
  - Organising for another appropriate person to accompany the client to an appointment
  - Organising interpreter services for the client
- Other services include:
  - Centrelink
  - Accommodation
  - Emergency services
  - Mental health services
- Follow up will depend on the organisation's policies and procedures and the client needs and may include:
  - Obtaining feedback and reports on outcomes of referrals from other agency in accordance with organisation policies and procedures including those referring to client confidentiality
  - Checking protective support for suicide risk is available if required
  - Making an appointment for follow up
  - Contact with client at referral agency

## RANGE STATEMENT

- Liaison between alcohol and other drugs worker and other services

*Outcomes may include:*

- Measurement of harm minimisation
- Changes made during intervention and changes sustained over time
- Those negotiated with the client as part of a management plan
- Referral and acceptance to another treatment program or half-way house
- Both positive and negative outcomes
- Linkage with appropriate services
- Client being moved from institution or service
- Client changes - behaviour, attitudinal

*Review outcomes of client work against care plan may be:*

- Within the organisation
- In consultation with other agencies

## Unit Sector(s)

Not Applicable

## CHCAOD409E Provide alcohol and-or other drug withdrawal services

### Modification History

| CHC08 Version 3                                                     | CHC08 Version 4                                                     | Comments                                                                                                                                                                                         |
|---------------------------------------------------------------------|---------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| CHCAOD409E<br>Provide alcohol and/or other drug withdrawal services | CHCAOD409E<br>Provide alcohol and-or other drug withdrawal services | ISC upgrade changes to remove references to old OHS legislation and replace with references to new WHS legislation. Amended related unit HLTF311A and HLTF412A. No change to competency outcome. |

### Unit Descriptor

#### Descriptor

This unit describes the knowledge and skills required to provide support and assistance to people going through the process of withdrawing from alcohol, tobacco or other drugs, including combinations of these

### Application of the Unit

#### Application

Withdrawal services may be non-medical or provide pharmacological relief under relevant legislative guidelines

Services may be residential or home-based

### Licensing/Regulatory Information

Not Applicable

### Pre-Requisites

Not Applicable

## Employability Skills Information

### Employability Skills

This unit contains Employability Skills

## Elements and Performance Criteria Pre-Content

Elements define the essential outcomes of a unit of competency.

The Performance Criteria specify the level of performance required to demonstrate achievement of the Element. Terms in *italics* are elaborated in the Range Statement.

## Elements and Performance Criteria

### ELEMENT

### PERFORMANCE CRITERIA

#### 1. Check needs of clients

- 1.1 Question client to ascertain substance/s used, duration of use, average daily intake, time and amount of last dose and how the drug/s was administered
- 1.2 Report behaviour or physical status inconsistent with alcohol and/or other drug (AOD) use to the appropriate person and/or seek assistance
- 1.3 Provide or seek medical or emergency assistance as appropriate and in accordance with organisation policies and procedures
- 1.4 Assess client to determine if they meet organisation mission criteria and have been referred appropriately

#### 2. Support management of withdrawal

- 2.1 Select/provide an *appropriate environment* within which AOD withdrawal is to take place in accordance with organisation policy and procedure
- 2.2 Monitor client's physical state regularly in accordance with policies and legislation to ensure health and safety
- 2.3 Monitor client's fluid and nutrition intake in accordance with organisation policies and procedures and under appropriate professional supervision
- 2.4 Provide client with *support services* in accordance

**ELEMENT****PERFORMANCE CRITERIA**

with organisation policies and procedures

2.5 Document signs of concurrent illness and refer to the appropriate person or medical officer

2.6 Document services provided to client in accordance with organisation and legislative requirements

2.7 Undertake consultation with medical officer in accordance with organisation policies and procedures and relevant legislation

3. Evaluate client withdrawal

3.1 Discuss outcomes with client and appropriate persons in the organisation

3.2 Assess and document outcomes of client drug withdrawal in accordance with organisation policies and procedures

4. Assist clients with ongoing harm minimisation

4.1 Provide client with relevant and current information on AOD and related issues and discuss

4.2 Discuss *harm minimisation strategies* for AOD use with client

4.3 Assist client to contact and use self-help and other services

4.4 Provide follow up in accordance with organisation policies and available resources

## Required Skills and Knowledge

### REQUIRED SKILLS AND KNOWLEDGE

This describes the essential skills and knowledge and their level required for this unit.

## REQUIRED SKILLS AND KNOWLEDGE

### *Essential knowledge:*

The candidate must be able to demonstrate essential knowledge required to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

These include knowledge of:

- Organisation protocols for residential withdrawal and any restrictions on clients, such as contact with family and friends and curfews
- Organisation protocols for home-based withdrawal such as home environment supportive of withdrawal outcomes
- Signs and symptoms of AOD withdrawal
- Stages of withdrawal signs and symptoms
- Concurrent medical illnesses which may mimic/mask withdrawal
- Responses to the stages of withdrawal such as referral to hospital, massage and relaxation tapes
- Backup resources such as access to medical officer and access to hospital
- Strategies for self-protection
- Strategies for dealing with aggressive clients
- Other agencies and services provided
- Recent and relevant information on AOD issues

### *Essential skills:*

It is critical that the candidate demonstrate the ability to:

- Demonstrate first aid certification or equivalent skills (as per unit *HLTF311A Apply first aid*) including:
  - cardio pulmonary resuscitation (CPR)
  - bandaging
  - managing toxic substances
  - managing bleeding
  - managing broken bones
  - managing consciousness
  - managing choking and knowledge of coma positions
- Apply relevant organisation and legislative protocols and procedures for the provision of withdrawal services
- Work with clients in a manner that ensures personal safety and that of others

In addition, the candidate must be able to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

## REQUIRED SKILLS AND KNOWLEDGE

These include the ability to:

- Maintain a calm and reassuring manner
- Demonstrate application of skills in:
  - conflict resolution
  - self-protection
- Maintain documentation as required, including effective use of relevant information technology in line with work health and safety (WHS) guidelines

## Evidence Guide

### EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment Guidelines for this Training Package.

*Critical aspects for assessment and evidence required to demonstrate this unit of competency:*

- The individual being assessed must provide evidence of specified essential knowledge as well as skills
- Competency must be demonstrated in a real work environment
- Competence in this unit must be assessed over a period of time in order to ensure consistency of performance across contexts applicable to the work environment
- Consistency in performance should consider the work environment, worker's role and responsibilities in the workplace

*Access and equity considerations:*

- All workers in community services should be aware of access, equity and human rights issues in relation to their own area of work
- All workers should develop their ability to work in a culturally and linguistically diverse (CALD) environments
- In recognition of particular issues facing Aboriginal and Torres Strait Islander communities, workers should be aware of cultural, historical and current issues impacting on Aboriginal and Torres Strait

## EVIDENCE GUIDE

Islander people

- Assessors and trainers must take into account relevant access and equity issues, in particular relating to factors impacting on Aboriginal and/or Torres Strait Islander clients and communities

*Context of and specific resources for assessment:*

- Assessment of this competency will require human resources consistent with those outlined in the Assessment Guidelines
- Resources required for assessment include access to:
  - resources required for first aid certification or equivalent skills
  - an appropriate workplace environment where assessment can take place
- In cases where the learner does not have the opportunity to cover all relevant aspects in the work environment, the remainder should be assessed through realistic simulations, projects, previous relevant experience or oral questioning on 'What if?' scenarios

*Method of assessment:*

- Assessment of this unit of competency will usually include observation of processes and procedures, oral and/or written questioning on essential knowledge and skills and consideration of required attitudes
- Where performance is not directly observed and/or is required to be demonstrated over a 'period of time' and/or in a 'number of locations', any evidence should be authenticated by colleagues, supervisors, clients or other appropriate persons

*Related units:*

This unit of competency is recommended to be assessed in conjunction with a first aid unit

Depending on jurisdiction and job role, this may be:

- HLTFA311A Apply first aid  
or
- HLTFA412A Apply advanced first aid



## Range Statement

### RANGE STATEMENT

The Range Statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Add any essential operating conditions that may be present with training and assessment depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts.

- |                                                                             |                                                                                                                                                                                                                                                                                                                            |
|-----------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <i>Behaviour and physical symptoms inconsistent with drug use includes:</i> | <ul style="list-style-type: none"><li>• Evidence of physical illness or injury</li><li>• Evidence of mental illness</li><li>• Behaviour inconsistent with drug use history obtained from client</li></ul>                                                                                                                  |
| <i>An appropriate environment may be:</i>                                   | <ul style="list-style-type: none"><li>• Residential service</li><li>• Client's home</li></ul>                                                                                                                                                                                                                              |
| <i>Support services may include:</i>                                        | <ul style="list-style-type: none"><li>• Herbal remedies</li><li>• Aromatherapy</li><li>• Appropriate physical exercise</li><li>• Provision of vitamin and mineral supplements</li><li>• Dietary management</li><li>• Therapeutic massage</li><li>• Spending time with the client</li><li>• Relaxation techniques</li></ul> |
| <i>Harm minimisation strategies include:</i>                                | <ul style="list-style-type: none"><li>• Abstinence</li><li>• Controlled drinking</li><li>• Safer sex</li><li>• Safer drug use</li></ul>                                                                                                                                                                                    |

## Unit Sector(s)

Not Applicable

## CHCAOD408B Assess needs of clients with alcohol and-or other drugs issues

### Modification History

| CHC08 Version 3                                                           | CHC08 Version 4                                                           | Comments                                                                                                                                                                                                                           |
|---------------------------------------------------------------------------|---------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| CHCAOD408A Assess needs of clients with alcohol and/or other drugs issues | CHCAOD408B Assess needs of clients with alcohol and/or other drugs issues | Unit descriptor updated. Significant changes to range statement. ISC upgrade changes to remove references to old OHS legislation and replace with references to new WHS legislation. Amended related unit HLTFA311A and HLTFA412A. |

### Unit Descriptor

#### Descriptor

This unit describes the knowledge and skills required to assess client needs in the context of identifying options for delivery of community services to support their needs

This unit includes applying standard processes and procedures to providing a comprehensive assessment of clients' alcohol and/or other drugs (AOD) and other needs, including referring clients to other services, as required

### Application of the Unit

#### Application

The skills and knowledge of this unit of competency are used by workers to conduct an assessment and determine eligibility for service provision

### Licensing/Regulatory Information

Not Applicable

## Pre-Requisites

Not Applicable

## Employability Skills Information

### Employability Skills

This unit contains Employability Skills

## Elements and Performance Criteria Pre-Content

Elements define the essential outcomes of a unit of competency.

The Performance Criteria specify the level of performance required to demonstrate achievement of the Element. Terms in *italics* are elaborated in the Range Statement.

## Elements and Performance Criteria

### ELEMENT

### PERFORMANCE CRITERIA

#### 1. Prepare for *assessment*

1.1 Conduct discussions with the client to identify reasons for seeking help and *other related information* that may assist in establishing a basis for further work

1.2 Explain to *client* organisation parameters of confidentiality and policy/procedures

1.3 Inform the client of the purpose and process of the assessment

1.4 Confirm the client's understanding of the purpose and process of assessment

#### 2. Conduct assessment

2.1 Take *client's drug use history* in accordance with organisation policies and procedures

2.2 Identify and clarify any previously identified co-morbidity / dual diagnosis in consultation with relevant health or community services professionals

2.3 Assess the *current status of the client* using standardised AOD screens and from discussion with client

2.4 Use established assessment procedures and protocols to identify issues related to client health in collaboration with relevant health professional as

**ELEMENT****PERFORMANCE CRITERIA**

required

- |                                                |      |                                                                                                                                                   |
|------------------------------------------------|------|---------------------------------------------------------------------------------------------------------------------------------------------------|
|                                                | 2.5  | Assess patterns of use with established assessment procedures and protocols                                                                       |
|                                                | 2.6  | Assess level of dependence with established assessment procedures and protocols                                                                   |
|                                                | 2.7  | Identify <i>indicators of other issues</i> that may affect work with the client through observation and questioning                               |
|                                                | 2.8  | Provide a suitable and comfortable environment for the assessment                                                                                 |
|                                                | 2.9  | Comply with the guidelines when conducting the assessment                                                                                         |
|                                                | 2.10 | Conduct assessment in a fair manner                                                                                                               |
| 3. Identify and respond to need for referral   | 3.1  | Identify client issues that are outside the scope of the service and/or the scope of the worker                                                   |
|                                                | 3.2  | Identify <i>appropriate service and other support options</i>                                                                                     |
|                                                | 3.3  | Inform the client of possible options                                                                                                             |
|                                                | 3.4  | Inform the client of the reasons for seeking other service and support options                                                                    |
|                                                | 3.5  | Confirm the client's understanding of options                                                                                                     |
|                                                | 3.6  | Work with the client to determine referral options and responsibilities                                                                           |
|                                                | 3.7  | Where appropriate, make referral with client consent and within organisation policy and procedures                                                |
| 4. Interpret and report on assessment results  | 4.1  | Record assessment results according to defined guidelines                                                                                         |
|                                                | 4.2  | Interpret assessment results according to defined guidelines                                                                                      |
|                                                | 4.3  | Apply organisation criteria to determine entry or exclusion to services                                                                           |
|                                                | 4.4  | Prepare assessment report based on guidelines and organisation policy and procedures                                                              |
| 5. Provide assessment feedback and information | 5.1  | Provide feedback to the person according to organisation policy and procedure                                                                     |
|                                                | 5.2  | Provide assessment information to others, including relevant health and/or community services professionals according to consent requirements and |

**ELEMENT****PERFORMANCE CRITERIA**

organisation policy and procedure

## **Required Skills and Knowledge**

### **REQUIRED SKILLS AND KNOWLEDGE**

This describes the essential skills and knowledge and their level required for this unit.

#### *Essential knowledge:*

The candidate must be able to demonstrate essential knowledge required to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

These include knowledge of:

- Aspects of working with clients, including:
  - common relapse precipitants
  - a range of strategies for working with clients
  - case management principles
  - client empowerment/disempowerment
  - client-centred approach
  - different lifestyles
  - protocols around use of interpreters
  - range of cultural contexts (e.g. lifestyle, set of beliefs and customs)
  - rights of workers and clients
  - self-esteem, abuse issues, self-awareness, own biases, ethical obligations relating to helping relationships
  - strategies to promote participation in programs
  - types of counselling (e.g. motivational interviewing, brief and intensive intervention, and relapse prevention)
- Co-morbidity issues relating to assessment of people with AOD issues
- Effects of AOD use, including:
  - basic health issues relating to AOD use (e.g. malnutrition, blood borne diseases, skin infestations, effects of drug use on health, cognitive, social, emotional development and impact on others)
  - basic pharmacology (e.g. types of drugs, dose levels, effects of specific drugs, tolerance, and treatment approaches broadly)

## REQUIRED SKILLS AND KNOWLEDGE

- consequences and effects of drug substitution/replacement
- effects of prescribed drugs on the use of other drugs
- patterns of drug use in Australia and the local community
- range of use and use scenarios (e.g. lifestyle context of illegal drug use)
- signs and symptoms of medical risk associated with AOD use
- stages and symptoms of AOD withdrawal
- the effects of alcohol-related brain injury
- Established processes and protocols for determining:
  - health status
  - length of dependence
  - level of dependence
  - patterns of use
- Legal and organisation knowledge, including:
  - legal and organisation requirements for client registration, allocation and referral
  - organisation policies and procedures for documenting work with clients
  - organisation policies on reporting and confidentiality
  - range of AOD specific treatment intervention options, including detoxification, inpatient treatment programs, outpatient treatment services and brief interventions
  - understanding agency role, agency target group and the impacts on the local community
- Legal issues, including:
  - legal issues surrounding AOD use
  - legal status of drugs
- Policy issues, including:
  - harm minimisation, including a range of approaches (e.g. prevention, early intervention, abstinence, specialist treatment, supply control and safer drug use)
  - public health model (e.g. interaction of impact of drugs, individual and the environment)
- Risk management in relation to interventions for people with AOD and co-morbidity issues
- Theoretical frameworks about motivation to change AOD use
- Working with clients at risk of self-harm, including:
  - legal and ethical obligations regarding clients at risk of self-harm or with mental illnesses
  - links between predisposing factors for self-harm, drug use and mental health problems
  - no-suicide contracts and other protective strategies
  - suicidal or self-harming behaviour, ideation or intention

## REQUIRED SKILLS AND KNOWLEDGE

### *Essential skills:*

It is critical that the candidate demonstrate the ability to:

- Conduct assessments using established processes and protocols
- Work with clients:
  - with a range of issues
  - in a range of settings
  - from different cultural backgrounds
  - in a non-judgemental way
  - in emergency situations

In addition, the candidate must be able to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

These include the ability to:

- Demonstrate first aid certification or equivalent skills (as per unit *HLTFA311A Apply first aid*) including:
  - cardio pulmonary resuscitation (CPR)
  - bandaging
  - managing toxic substances
  - managing bleeding
  - managing broken bones
  - managing consciousness
  - managing choking and knowledge of coma positions
- Establish rapport
- Use active listening including questioning
- Interpret verbal and non-verbal communication
- Work with a range of clients
- Contract with clients
- Demonstrate application of skills in:
  - conflict resolution
  - negotiation
  - crisis intervention
  - protective intervention
  - advocacy
  - networking and liaison with other agencies
  - identification of support structures
- Maintain documentation as required, including effective use of relevant information technology in line with work health and safety (WHS) guidelines

## Evidence Guide

### EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment Guidelines for this Training Package.

*Critical aspects for assessment and evidence required to demonstrate this unit of competency:*

- The individual being assessed must provide evidence of specified essential knowledge as well as skills
- Competency must be demonstrated in a real work environment
- Competence in this unit must be assessed over a period of time in order to ensure consistency of performance across contexts applicable to the work environment
- Consistency in performance should consider the work environment, worker's role and responsibilities in the workplace

*Access and equity considerations:*

- All workers in community services should be aware of access, equity and human rights issues in relation to their own area of work
- All workers should develop their ability to work in a culturally and linguistically diverse (CALD) environments
- In recognition of particular issues facing Aboriginal and Torres Strait Islander communities, workers should be aware of cultural, historical and current issues impacting on Aboriginal and Torres Strait Islander people
- Assessors and trainers must take into account relevant access and equity issues, in particular relating to factors impacting on Aboriginal and/or Torres Strait Islander clients and communities

*Context of and specific resources for assessment:*

- Assessment of this competency will require human resources consistent with those outlined in the Assessment Guidelines
- In cases where the learner does not have the opportunity to cover all relevant aspects in the work environment, the remainder should be assessed through realistic simulations, projects, previous relevant experience or oral questioning on 'What if?' scenarios



## EVIDENCE GUIDE

### *Method of assessment:*

- Assessment of this unit of competency will usually include observation of processes and procedures, oral and/or written questioning on essential knowledge and skills and consideration of required attitudes
- Where performance is not directly observed and/or is required to be demonstrated over a 'period of time' and/or in a 'number of locations', any evidence should be authenticated by colleagues, supervisors, clients or other appropriate persons

### *Related units:*

This unit of competency is recommended to be assessed in conjunction with a first aid unit

Depending on jurisdiction and job role, this may be:

- HLTFA311A Apply first aid  
or
- HLTFA412A Apply advanced first aid

## Range Statement

### RANGE STATEMENT

The Range Statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Add any essential operating conditions that may be present with training and assessment depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts.

### *Clients include:*

- Families and personal network of the client

### *Assessment may take place:*

- Face-to-face
- By telephone

### *Other related information may include:*

- Co-morbidity (dual diagnosis) issues related to physical/sensory/intellectual/psychiatric disabilities
- Developmental issues

## RANGE STATEMENT

|                                                                                   |                                                                                                                                                                                                                                                                                                                                                                                                                                                  |
|-----------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                                                                                   | <ul style="list-style-type: none"><li>• Doctor's or other professional's reports</li><li>• Information provided by family or support network</li><li>• Information related to legal issues for persons under court/protective/statutory orders</li><li>• That provided by other services via referral</li><li>• Trauma issues, for example, for survivors of domestic violence, abuse, neglect or sexual assault</li></ul>                       |
| <i>Current status of the client includes:</i>                                     | <ul style="list-style-type: none"><li>• Determining readiness to change</li><li>• Physical, emotional, financial, legal and psychosocial state and immediate needs in these areas</li><li>• Other drug use in the family</li><li>• Level of risk of deliberate self-harm behaviours and/or harm to others</li><li>• Levels of risk behaviour associated with AOD use including behaviours which expose clients to blood borne diseases</li></ul> |
| <i>Indicators of other issues may include:</i>                                    | <ul style="list-style-type: none"><li>• A history of mental health issues</li><li>• Indicators of abuse, neglect or harm including self-harm</li><li>• Indicators of child abuse</li><li>• Having no accommodation, employment or money</li></ul>                                                                                                                                                                                                |
| <i>Options for meeting the range of client needs may include:</i>                 | <ul style="list-style-type: none"><li>• Referral to other services</li><li>• Community intervention</li></ul>                                                                                                                                                                                                                                                                                                                                    |
| <i>Client's drug use history refers to collection of relevant information on:</i> | <ul style="list-style-type: none"><li>• Name, age, gender, and so on</li><li>• Drug history</li><li>• Social and legal history</li><li>• Current status including housing status</li><li>• Agency ability to cater for the client needs</li><li>• Mental health issues</li><li>• Other relevant related issues affecting clients</li></ul>                                                                                                       |
| <i>Early or short-term programs refers to:</i>                                    | <ul style="list-style-type: none"><li>• Less intensive, shorter term activities that are an alternative to longer and more intensive programs.</li></ul>                                                                                                                                                                                                                                                                                         |

## RANGE STATEMENT

These brief interventions carried out by a range of workers, often opportunistically, are usually offered to those individuals who are less severely drug dependent

*Current information on related issues includes information on:*

- Meeting physical, emotional, financial and social needs
- Contacts for self-help groups
- Resources on dependency
- Resources on alcohol and other drugs issues for families or personal network
- Advocacy groups
- Information regarding mental health and self-harm
- Crisis and emergency contacts

*Goals and action plans may be short and long term and should include:*

- Harm minimisation (including abstinence, controlled drinking, safer sex, safer drug use, safe injecting)
- Strategies to target reducing at risk behaviours

*Goals and action plans may include:*

- Vocational goals (employment and training)
- Accommodation
- Meeting immediate physical needs
- Maintenance of stable social and emotional environment
- Reintegration within social context
- Ensuring personal safety
- Management of crisis
- Timelines and priorities

*Relapse prevention strategies may include:*

- Identification of drug use 'triggers' and working with the client to develop responses to deal with triggers
- Referral to self help groups
- Stress management advice
- Ongoing positive support
- Monitoring of the client's progress
- Facilitating use of community resources
- Encouraging client to develop a support network
- Role play

## RANGE STATEMENT

|                                                                                                                                                               |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                                                                                                                                                               | <ul style="list-style-type: none"><li>• Discussion of strategies for stress management, money management, goal setting, prioritising, problem solving, decision-making, disengagement</li></ul>                                                                                                                                                                                                                                                                                               |
| <i>Client exit (negotiation of with the client) will depend on the organisation policies and procedures and the individual clients needs and may include:</i> | <ul style="list-style-type: none"><li>• Negotiation of contract with client</li><li>• Providing information on what the client may expect when they leave</li><li>• Providing follow up</li><li>• Ending the client/worker relationship</li><li>• Ensuring personal safety of clients at risk of self-harm including availability of ongoing supports from appropriate agencies</li><li>• Access to harm reduction consumables e.g. Needles, syringes, and needle exchange programs</li></ul> |
| <i>Client exit (organisation requirements) may include:</i>                                                                                                   | <ul style="list-style-type: none"><li>• Client questionnaire</li><li>• Documentation including reason for exit and condition of client at exit</li><li>• Organisation's documentation on treatment/assessment progress</li></ul>                                                                                                                                                                                                                                                              |
| <i>Supporting a client to make contact with other services may include:</i>                                                                                   | <ul style="list-style-type: none"><li>• Making an appointment for the client</li><li>• Accompanying client to first appointment</li><li>• Organising for another appropriate person to accompany the client to an appointment</li><li>• Organising interpreter services for the client</li></ul>                                                                                                                                                                                              |
| <i>Appropriate services and other support options may include:</i>                                                                                            | <ul style="list-style-type: none"><li>• Detoxification</li><li>• Inpatient counselling</li><li>• Outpatient counselling</li><li>• Self-help groups</li><li>• Proclaimed place, rehabilitation centres, residential etc</li><li>• Sobering up units</li><li>• Services which provide consumables (e.g. syringes, thiamine, needle exchange, methadone or other drug substitution/replacement services)</li><li>• Therapeutic communities</li><li>• Department of Social Security</li></ul>     |

## RANGE STATEMENT

- Accommodation
- Emergency services
- Mental health services

*Follow up will depend on the organisation's policies and procedures and the client needs and may include:*

- Obtaining feedback and reports on outcomes of referrals from other agency in accordance with organisation policies and procedures including those referring to client confidentiality
- Checking protective support for suicide risk is available if required
- Making an appointment for follow up
- Contact with client at referral agency
- Liaison between alcohol and other drugs worker and other services

*Outcomes may include:*

- Measurement of harm minimisation
- Changes made during intervention and changes sustained over time
- Those negotiated with the client as part of a management plan
- Referral and acceptance to another treatment program or half-way house
- Both positive and negative outcomes
- Linkage with appropriate services
- Client being moved from institution or service
- Client changes - behaviour, attitudinal

*Review against care plan may be:*

- Within the organisation
- In consultation with other agencies

## Unit Sector(s)

Not Applicable

## BSBINM302A Utilise a knowledge management system

### Modification History

Not applicable.

### Unit Descriptor

|                        |                                                                                                                                                                                                                                                                                                                                                                                                                       |
|------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Unit descriptor</b> | <p>This unit describes the performance outcomes, skills and knowledge required to access and use a knowledge management system, to input into a knowledge management system, and to contribute to monitoring, reviewing and improving a knowledge management system and work practices.</p> <p>No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.</p> |
|------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

### Application of the Unit

|                                |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |
|--------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Application of the unit</b> | <p>This unit applies to individuals who apply a broad range of competencies in various work contexts. They may exercise discretion and judgement using appropriate theoretical knowledge of knowledge management to assist in increasing productivity, to improve quality or to recognise the benefits to the organisation through the improved use of knowledge.</p> <p>For the purpose of this unit, knowledge management is defined as the whole range of strategies, methods, activities and techniques used formally and informally by individuals and the organisation (as formalised in a knowledge management system) to identify, collect, organise, store, retrieve, analyse, share and apply knowledge to the work of the organisation.</p> |
|--------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

### Licensing/Regulatory Information

Not applicable.

## Pre-Requisites

|                           |  |  |
|---------------------------|--|--|
| <b>Prerequisite units</b> |  |  |
|                           |  |  |
|                           |  |  |

## Employability Skills Information

|                             |                                          |
|-----------------------------|------------------------------------------|
| <b>Employability skills</b> | This unit contains employability skills. |
|-----------------------------|------------------------------------------|

## Elements and Performance Criteria Pre-Content

|                                                                   |                                                                                                                                                                                                                                                                                                                  |
|-------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Elements describe the essential outcomes of a unit of competency. | Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide. |
|-------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

## Elements and Performance Criteria

| ELEMENT                                       | PERFORMANCE CRITERIA                                                                                                                                                                                                                                                                                                                                                        |
|-----------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1. Access and use knowledge management system | 1.1. Access <b><i>knowledge management system</i></b> to assist with specific tasks, in line with system <b><i>procedures</i></b><br>1.2. Administer system, in line with procedures                                                                                                                                                                                        |
| 2. Input to knowledge management system       | 2.1. Gather, analyse and prepare <b><i>inputs</i></b> for contribution to the system, in line with procedures<br>2.2. Check inputs for clarity, accuracy, currency and relevance<br>2.3. Make inputs to system, in line with procedures<br>2.4. Analyse requirements of the system and ensure suggestions for improvements are provided to <b><i>relevant personnel</i></b> |
| 3. Review and improve work practices          | 3.1. Provide feedback about the clarity, accuracy, currency and relevance of the system's output to                                                                                                                                                                                                                                                                         |

| ELEMENT | PERFORMANCE CRITERIA                                                                                                                                                               |
|---------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|         | <p>relevant personnel</p> <p>3.2. Document learning resulting from the use of the system</p> <p>3.3. Improve work practices as a result of learning from the use of the system</p> |

## Required Skills and Knowledge

### REQUIRED SKILLS AND KNOWLEDGE

This section describes the skills and knowledge required for this unit.

#### Required skills

- analytical skills to classify and report information
- literacy skills to read and understand a variety of texts; and to write, edit and proofread documents to ensure clarity of meaning, accuracy and consistency of information
- problem-solving skills to deal with information which is contradictory, ambiguous, inconsistent or inadequate
- technology skills to display information in a format suitable to the target audience.

#### Required knowledge

- key provisions of relevant legislation from all forms of government that may affect aspects of business operations, such as:
  - anti-discrimination
  - ethical principles
  - codes of practice
  - privacy laws
  - occupational health and safety (OHS)
- organisational policies and procedures for knowledge management
- other relevant organisational policies and procedures, for example:
  - commercial confidentiality.
  - customer service
  - information management
- records management.



## Evidence Guide

| <b>EVIDENCE GUIDE</b>                                                                                                                                                                                                  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| The Evidence Guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package. |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |
| <b>Overview of assessment</b>                                                                                                                                                                                          |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |
| <b>Critical aspects for assessment and evidence required to demonstrate competency in this unit</b>                                                                                                                    | <p>Evidence of the following is essential:</p> <ul style="list-style-type: none"> <li>• making contributions to knowledge management system</li> <li>• records of outcomes resulting from the use of the system</li> <li>• knowledge of organisational policies and procedures for knowledge management.</li> </ul>                                                                                                                                                                                                                                      |
| <b>Context of and specific resources for assessment</b>                                                                                                                                                                | <p>Assessment must ensure:</p> <ul style="list-style-type: none"> <li>• access to an actual workplace or simulated environment</li> <li>• access to office equipment and resources</li> <li>• examples of information documents found in the workplace</li> <li>• access to system (within privacy and confidentiality provisions).</li> </ul>                                                                                                                                                                                                           |
| <b>Method of assessment</b>                                                                                                                                                                                            | <p>A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit:</p> <ul style="list-style-type: none"> <li>• direct questioning combined with review of portfolios of evidence and third party workplace reports of on-the-job performance by the candidate</li> <li>• review of documentation outlining learning resulting from the use of the system</li> <li>• analysis of responses to case studies and scenarios</li> <li>• demonstration of techniques.</li> </ul> |
| <b>Guidance information for assessment</b>                                                                                                                                                                             | <p>Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example:</p> <ul style="list-style-type: none"> <li>• general administration units</li> <li>• other information management units.</li> </ul>                                                                                                                                                                                                                                                                                         |

## Range Statement

### RANGE STATEMENT

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

|                                                        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |
|--------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b><i>Knowledge management system</i></b> may include: | <ul style="list-style-type: none"> <li>planned and implemented system</li> <li>policies</li> <li>procedures and practices to manage knowledge within the organisation and among relevant stakeholders</li> <li>protocols</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
| <b><i>Procedures</i></b> may include:                  | <ul style="list-style-type: none"> <li>accessible operating instructions</li> <li>accessible user manuals</li> <li>criteria established for selecting and filtering input to the system</li> <li>related policies and procedures covering:               <ul style="list-style-type: none"> <li>consultation, participation, communication, and written and verbal reporting</li> <li>documentation</li> <li>data collection, storage and retrieval</li> <li>privacy and confidentiality</li> <li>quality</li> <li>staff, professional development, training, and coaching and mentoring</li> <li>work organisation</li> </ul> </li> <li>templates for the collection of input to the system</li> </ul> |
| <b><i>Inputs</i></b> may be:                           | <ul style="list-style-type: none"> <li>electronic</li> <li>paper-based</li> <li>verbal</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
| <b><i>Relevant personnel</i></b> may include:          | <ul style="list-style-type: none"> <li>managers, leaders, supervisors and coordinators</li> <li>owners</li> <li>staff, team members and colleagues</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |

**Unit Sector(s)**

|                    |  |
|--------------------|--|
| <b>Unit sector</b> |  |
|--------------------|--|

**Competency field**

|                         |                                               |
|-------------------------|-----------------------------------------------|
| <b>Competency field</b> | Knowledge Management - Information Management |
|-------------------------|-----------------------------------------------|

**Co-requisite units**

|                           |  |  |
|---------------------------|--|--|
| <b>Co-requisite units</b> |  |  |
|                           |  |  |
|                           |  |  |

## BSBCCO301B Use multiple information systems

### Modification History

| Release   | Comments                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |
|-----------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Release 1 | <p>This version first released with <i>BSB07 Business Training Package version 6.0</i></p> <p>Revised unit. Required skills updated to focus on learning and development practices and compliance with policy and procedures. Use of database management system (DBMS) to control data access, enforce data integrity, manage concurrency, and access information incorporated into the performance criteria in line with the customer contact industry's escalated use of technology. Critical aspects reviewed to succinctly address the essence of the unit.</p> <p>Replaces BSBCCO301A Use multiple information systems</p> |

### Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to use multiple information systems to research information and records, and to maintain up-to-date customer information. This may involve navigation between information systems using multiple windows and the maintenance of systems data while interacting with a customer.

Competence in this unit requires proficiency in the use of systems to analyse, research and resolve customer enquiries. It also requires basic troubleshooting skills to identify and report on issues that may arise with systems.

### Application of the Unit

This unit applies in customer contact environments where use of multiple information systems is required to resolve customer enquiries or complaints.

This work is undertaken with some supervision and guidance.

### Licensing/Regulatory Information

No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

## Pre-Requisites

Not applicable.

## Employability Skills Information

This unit contains employability skills.

## Elements and Performance Criteria Pre-Content

| Element                                                                  | Performance Criteria                                                                                                                                                                                                                                                                                                    |
|--------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <i>Elements describe the essential outcomes of a unit of competency.</i> | <i>Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.</i> |

## Elements and Performance Criteria

|                                                                    |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |
|--------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1. Access a range of information systems                           | 1.1 Efficiently <b>log on</b> to <b>information systems</b><br>1.2 Navigate screens efficiently to locate displays and information relevant to role<br>1.3 Use a database management system (DBMS) to control data access, enforce data integrity, manage concurrency, and access information<br>1.4 <b>Manage use of information systems</b> efficiently according to organisational requirements                                                                                                                                                                       |
| 2. Process customer information using multiple information systems | 2.1 Analyse <b>customer</b> enquiry to identify <b>information</b> needs<br>2.2 Identify information systems required to satisfy information needs<br>2.3 Use information systems according to organisational processes to complete customer enquiry or transaction<br>2.4 Record customer information in information systems to complete customer enquiry or transaction<br>2.5 Use the shortest reasonable pathways to navigate between and within information systems<br>2.6 Maintain contact and communication with the customer while operating information systems |

|                                                                  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |
|------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                                                                  | 2.7 Verify information with customer to complete transaction                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |
| 3. Identify and rectify information system and processing errors | <p>3.1 Identify <b>errors</b> in information system, relevant to role</p> <p>3.2 Analyse errors for their impact on information system and customers</p> <p>3.3 Identify source of errors, where possible</p> <p>3.4 Consult with <b>stakeholders</b> to identify actions to rectify errors</p> <p>3.5 Arrange rectification and confirm that amendments are accurate</p> <p>3.6 Inform customers of errors and take necessary action</p> <p>3.7 Identify information system faults and notify relevant personnel according to policy</p> <p>3.8 Recommend procedural change according to policy</p> |

## Required Skills and Knowledge

*This section describes the skills and knowledge required for this unit.*

### Required skills

- analytical skills to research, identify and use information effectively
- communication skills to maintain effective customer contact while using information systems
- interpersonal skills to establish rapport and build relationships with customers
- literacy skills to read, interpret and record information
- numeracy skills to read, validate and calculate data and information
- problem-solving skills to analyse and resolve issues with information systems
- self-management skills to:
  - comply with policies and procedures
  - seek learning and development opportunities
- technology skills to use organisational information systems.

### Required knowledge

- computer and system troubleshooting principles
- enterprise business systems and operating platforms relevant to role
- enterprise policies, procedures and guidelines regarding the use and security of information systems
- social networking websites, including Facebook and Myspace
- escalation process for reporting information technology issues.

## Evidence Guide

*The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.*

|                                                                                                     |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |
|-----------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Overview of assessment</b>                                                                       |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |
| <b>Critical aspects for assessment and evidence required to demonstrate competency in this unit</b> | <p>Evidence of the ability to:</p> <ul style="list-style-type: none"><li>• apply checks to ensure data is captured and errors are rectified according to established procedures</li><li>• demonstrate knowledge of enterprise policies, procedures and guidelines regarding the use and security of information systems</li><li>• navigate systems to locate required information.</li></ul>                                                                                                                                                                                                                                                                               |
| <b>Context of and specific resources for assessment</b>                                             | <p>Assessment must ensure access to:</p> <ul style="list-style-type: none"><li>• relevant standards and guidelines for use of systems</li><li>• workplace information and data</li><li>• quality assurance and system user error reports</li><li>• troubleshooting reports and escalation reports</li><li>• work environment to observe operation of systems.</li></ul>                                                                                                                                                                                                                                                                                                    |
| <b>Method of assessment</b>                                                                         | <p>A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit:</p> <ul style="list-style-type: none"><li>• direct questioning combined with review of portfolios of evidence and third-party workplace reports of on-the-job performance by the candidate</li><li>• direct observation of use of systems</li><li>• review of data entry</li><li>• feedback from quality assurance program</li><li>• review of performance management reports</li><li>• oral and/or written questioning to assess knowledge of systems and organisational security and operational requirements.</li></ul> |
| <b>Guidance information for assessment</b>                                                          | <p>Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |

## Range Statement

*The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.*

|                                                                     |                                                                                                                                                                                                                                                                                                                      |
|---------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b><i>Log on</i></b> may include:                                   | <ul style="list-style-type: none"> <li>• complying with information technology security protocols</li> <li>• logging into telephone system</li> <li>• opening most frequently used applications</li> <li>• turning on computer equipment</li> <li>• username and passwords to access information systems.</li> </ul> |
| <b><i>Information systems</i></b> may include:                      | <ul style="list-style-type: none"> <li>• billing systems</li> <li>• databases</li> <li>• internet</li> <li>• intranet</li> <li>• telephone systems.</li> </ul>                                                                                                                                                       |
| <b><i>Manage use of information systems</i></b> may include use of: | <ul style="list-style-type: none"> <li>• bookmarks</li> <li>• decision support system</li> <li>• office automation system</li> <li>• transaction processing systems.</li> </ul>                                                                                                                                      |
| <b><i>Customer</i></b> may include:                                 | <ul style="list-style-type: none"> <li>• colleague</li> <li>• internal or external customer of the organisation</li> <li>• user, purchaser or beneficiary of a service, product or process.</li> </ul>                                                                                                               |
| <b><i>Information</i></b> may include:                              | <ul style="list-style-type: none"> <li>• details required from core business systems or other sources in order to complete a transaction or process</li> <li>• specific details requested by a customer or others.</li> </ul>                                                                                        |
| <b><i>Errors</i></b> may include:                                   | <ul style="list-style-type: none"> <li>• corrupt data</li> <li>• data in incorrect fields</li> <li>• inaccurate data</li> <li>• untimely entry of data.</li> </ul>                                                                                                                                                   |
| <b><i>Stakeholders</i></b> may include:                             | <ul style="list-style-type: none"> <li>• information technology department or help desk</li> <li>• marketing department</li> <li>• owners of database or system</li> <li>• team leader or manager</li> <li>• training department.</li> </ul>                                                                         |



## **Unit Sector(s)**

Stakeholder relations – customer service

## **Custom Content Section**

Not applicable.

## BSBATSIW417C Select and use technology

### Modification History

Not applicable.

### Unit Descriptor

|                        |                                                                                                                                                                                                                                                                                                                                              |
|------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Unit descriptor</b> | <p>This unit describes the performance outcomes, skills and knowledge required to assess, use and evaluate new technologies for the benefit of the organisation.</p> <p>Some aspects of governance activities may be subject to legislation, rules, regulations and codes of practice relevant to different job roles and jurisdictions.</p> |
|------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

### Application of the Unit

|                                |                                                                                                                                                                                              |
|--------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Application of the unit</b> | <p>This unit applies to individuals responsible for monitoring and guiding the activities of an organisation that is anticipating the introduction of new technologies to the workplace.</p> |
|--------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

### Licensing/Regulatory Information

Not applicable.

### Pre-Requisites

|                           |  |  |
|---------------------------|--|--|
| <b>Prerequisite units</b> |  |  |
|                           |  |  |
|                           |  |  |

## Employability Skills Information

|                      |                                          |
|----------------------|------------------------------------------|
| Employability skills | This unit contains employability skills. |
|----------------------|------------------------------------------|

## Elements and Performance Criteria Pre-Content

|                                                                   |                                                                                                                                                                                                                                                                                                                  |
|-------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Elements describe the essential outcomes of a unit of competency. | Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide. |
|-------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

## Elements and Performance Criteria

| ELEMENT                                         | PERFORMANCE CRITERIA                                                                                                                                                                                                                                                                                              |
|-------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1. Assess technology needs                      | 1.1. Identify organisational tasks that could be helped by <b><i>technology</i></b><br>1.2. Undertake a cost-benefit analysis<br>1.3. Seek independent technical advice as necessary                                                                                                                              |
| 2. Acquire technology                           | 2.1. Investigate costs of acquiring technology<br>2.2. Investigate ways of acquiring or <b><i>accessing technology</i></b> other than by funding<br>2.3. Investigate sources of funding for technology purchases and associated costs<br>2.4. Seek funds required for purchase of technology and associated costs |
| 3. Ensure staff are prepared for new technology | 3.1. <b><i>Evaluate</i></b> the need for technology training<br>3.2. Identify suitable trainers and/or mentors to support staff to use the new technology<br>3.3. Ensure suitable training is provided for staff who will use the technology                                                                      |
| 4. Evaluate the use of technology               | 4.1. Develop strategies to ensure the new technology is used within the organisation<br>4.2. Evaluate whether technology is used effectively and meets organisational needs<br>4.3. Identify barriers to the effective use of the technology                                                                      |

| ELEMENT | PERFORMANCE CRITERIA                                                        |
|---------|-----------------------------------------------------------------------------|
|         | 4.4. Develop and implement actions to address barriers to its effective use |

## Required Skills and Knowledge

### REQUIRED SKILLS AND KNOWLEDGE

This section describes the skills and knowledge required for this unit.

#### Required skills

- communication, teamwork and negotiation skills to work cooperatively with other board members, management and staff of the organisation, members, community and key stakeholders
- culturally appropriate communication skills to relate to people from diverse backgrounds and with diverse abilities
- evaluation and decision-making skills to monitor and review information presented to the board and enact decisions
- mentoring skills to support staff using the technology
- planning skills to organise appropriate training and support for staff
- problem-solving skills to identify and manage issues that may arise in the use of the technology

#### Required knowledge

- basic principles of cost-benefit analysis
- cultural context in which Aboriginal and Torres Strait Islander boards operate, and how that may impact on the selection and use of technology
- equipment and funding sources
- geographic, social, economic and political contexts in which particular organisations operate and how these may impact on the selection and use of technology
- potential barriers to learning, and strategies to address these
- provisions of federal, state or territory legislation and funding body requirements that may impact on the purchase, use and disposal of assets
- range of technology options available to support organisational activities
- relevant protocols and cultural responsibilities when supporting members of staff
- strategies that can be used to evaluate information regarding technology
- training options available to the organisation to develop skills in the use of technology

## Evidence Guide

| <b>EVIDENCE GUIDE</b>                                                                                                                                                                                                  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| The Evidence Guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package. |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
| <b>Overview of assessment</b>                                                                                                                                                                                          |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
| <b>Critical aspects for assessment and evidence required to demonstrate competency in this unit</b>                                                                                                                    | <p>Evidence of the ability to:</p> <ul style="list-style-type: none"> <li>choose appropriate technology to support the organisation's activities</li> <li>identify suitable training options to support the introduction of new technology</li> <li>develop strategies to ensure technology is used effectively within the organisation.</li> </ul>                                                                                                                                                                                                                                                                                                                                                   |
| <b>Context of and specific resources for assessment</b>                                                                                                                                                                | <p>Assessment must ensure:</p> <ul style="list-style-type: none"> <li>participation on an actual or simulated board</li> <li>access to examples of technology used in workplaces</li> <li>knowledge and performance are assessed over time to confirm consistency in performance.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                          |
| <b>Method of assessment</b>                                                                                                                                                                                            | <p>A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit:</p> <ul style="list-style-type: none"> <li>observation of performance on a board or simulated board</li> <li>direct questioning combined with reflection of practical board performance by the candidate</li> <li>analysis of responses to case studies and scenarios</li> <li>observation of presentations and group discussions</li> <li>oral or written questioning to assess knowledge</li> <li>observation of performance in role plays</li> <li>analysis of feedback from the staff, board members and others regarding performance.</li> </ul> |
| <b>Guidance information for assessment</b>                                                                                                                                                                             | <p>Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example:</p> <ul style="list-style-type: none"> <li>BSBATSIM420A Oversee asset management.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |

## Range Statement

| RANGE STATEMENT                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |                                                                                                                                                                                                                                     |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.</p> |                                                                                                                                                                                                                                     |
| <b><i>Technology</i></b> may include:                                                                                                                                                                                                                                                                                                                                                                                                                                                | <ul style="list-style-type: none"> <li>• computer software packages</li> <li>• information technology</li> <li>• new generation plant and equipment.</li> </ul>                                                                     |
| Options to <b><i>access technology</i></b> may include:                                                                                                                                                                                                                                                                                                                                                                                                                              | <ul style="list-style-type: none"> <li>• borrow</li> <li>• lease or hire</li> <li>• obtain donations</li> <li>• partnership arrangements</li> <li>• purchase.</li> </ul>                                                            |
| <b><i>Evaluation</i></b> may relate to:                                                                                                                                                                                                                                                                                                                                                                                                                                              | <ul style="list-style-type: none"> <li>• effectiveness, including cost effectiveness</li> <li>• human impacts</li> <li>• level of training need</li> <li>• reliability</li> <li>• suitability</li> <li>• sustainability.</li> </ul> |

## Unit Sector(s)

|             |  |
|-------------|--|
| Unit sector |  |
|-------------|--|

## Competency field

|                  |                                                  |
|------------------|--------------------------------------------------|
| Competency field | Regulation, licensing and risk - ATSI governance |
|------------------|--------------------------------------------------|

## Co-requisite units

|                    |  |
|--------------------|--|
| Co-requisite units |  |
|--------------------|--|

|                           |  |  |
|---------------------------|--|--|
| <b>Co-requisite units</b> |  |  |
|                           |  |  |
|                           |  |  |

# CHCOHC407B Apply and manage use of basic oral health products

## Modification History

| CHC08 Version 3                                               | CHC08 Version 4                                               | Description                                                                                                                                                                 |
|---------------------------------------------------------------|---------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| CHCOHC407A Apply and manage use of basic oral health products | CHCOHC407B Apply and manage use of basic oral health products | Unit updated in V4.<br>ISC upgrade changes to remove references to old OHS legislation and replace with references to new WHS legislation. No change to competency outcome. |

## Unit Descriptor

### Descriptor

This unit describes the skills and knowledge required by workers to apply and manage use of basic oral health products and provide assistance to clients in the use of those products for oral health care as identified in an individualised oral health care plan and where approved within their designated role

## Application of the Unit

### Application

This unit is intended to address specialised skills and knowledge appropriate for a limited range of health and community services workers whose work roles specifically include the application of identified oral health products in line with legislative, regulatory and jurisdictional requirements, organisation guidelines and standard precautions and excluding the application of fluoride varnish

The work involves implementation of oral or written individualised oral health care plans that have been prepared by or under advice from an appropriate registered health practitioner and ideally an oral



health practitioner

## Licensing/Regulatory Information

Not Applicable

## Pre-Requisites

### Pre-requisite

This unit must be assessed after achievement of either:

- HLTIN301C Comply with infection control policies and procedures

or

- CHCWHS312A Follow safety procedures for direct care work

## Employability Skills Information

### Employability Skills

This unit contains Employability Skills

## Elements and Performance Criteria Pre-Content

Elements define the essential outcomes of a unit of competency.

The Performance Criteria specify the level of performance required to demonstrate achievement of the Element. Terms in italics are elaborated in the Range Statement.

## Elements and Performance Criteria

### ELEMENT

### PERFORMANCE CRITERIA

1. Prepare for and participate in the application of *basic oral*

- 1.1 Identify and comply with *organisation guidelines* relating to each product and its administration

**ELEMENT****PERFORMANCE CRITERIA**

*health care products*

- 1.2 Identify *high risk products* and comply with specific guidelines relating to their administration
- 1.3 Explain product application process and purpose to *client* and/or *substitute decision maker* in line with product guidelines, oral health care benefits and any potential risks
- 1.4 Obtain feedback from client to determine that procedure is understood and obtain consent from client or relevant substitute decision maker to undertake process
- 1.5 Ensure client is positioned as comfortably as possible according to their individual needs
- 1.6 Prepare products and equipment as required and ensure that product has not expired by checking the expiry date on product
- 1.7 Ensure all actions are in line with *legislative requirements*, organisation guidelines, *standard precautions* and within own work role

2. Apply basic oral health care products

- 2.1 Apply product in safe and effective manner in line with *oral health care plan* and product guidelines
- 2.2 Support client to apply own product where able
- 2.3 Where assistance is required *position self* to suit client or situation
- 2.4 Use appropriate amount of product and apply as recommended in line with oral health care plan
- 2.5 Ensure application is undertaken using correct applicator at correct location
- 2.6 Use recommended alternative techniques or arrangements outlined in the oral health care plan in case of client refusal or inability to comply

3. Support *oral health* and oral hygiene of clients with *special care needs*

- 3.1 Support client with special care needs in line with oral health care plan
- 3.2 Be aware of *common oral health problems associated with clients with palliative care needs* and take appropriate action in line with their needs
- 3.3 Be aware of *common oral health problems associated with nil by mouth instructions* and take

**ELEMENT****PERFORMANCE CRITERIA**

appropriate action in line with client needs

3.4 Be aware of *common difficulties associated with dementia that may result in oral health problems* and take appropriate action in line with client needs

3.5 Be aware of *common oral side effects of medication* and take appropriate action in line with client needs

3.6 Ensure identified *preventive measures* are implemented in line with oral health care plan

4. Complete reporting and documentation according to organisation policies and procedures

4.1 Document and report processes undertaken and any concerns arising during oral health practices

4.2 Maintain and file documentation

## Required Skills and Knowledge

This describes the essential skills and knowledge and their level required for this unit.

### *Essential knowledge:*

The candidate must be able to demonstrate essential knowledge required to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

These include knowledge of:

- Awareness of the National Oral Health Plan and other relevant state, territory and national government policy and programs
- Basic anatomy and physiology underpinning oral health and hygiene
- Benefits and risks associated with basic oral health products
- Common equipment and aids utilised in the application of oral hygiene products e.g. mouth props
- Factors that impact on oral health, including:
  - abuse
  - access to services
  - accumulation of plaque and calculus
  - alcohol, licit and illicit drugs and substances, and over the counter and herbal treatments

- alcohol misuse
- bacteria in dental plaque
- client education
- correct infant feeding practices
- diet and nutrition, including fluids
- fluoride
- general health and wellbeing
- immunosuppressant conditions
- medical history
- oral piercings
- psychological issues, such as fear of being seen without dentures or persisting with ill fitting dentures for satisfaction of others
- salivary function
- smoking
- social and cultural determinants of health
- susceptible tooth surfaces
- transmission of bacteria particularly from parent to child
- trauma, such as from seizures
- Healthy eating recommendations as identified in the National Health and Medical Research Council's (NHMRC) Australian Dietary Guidelines
- Impact of certain health conditions and related treatments on oral health e.g. immunosuppressant conditions, HIV, chemotherapy and radiation
- Individualised oral health care support plans, including terminology
- Work health and safety (WHS) issues and procedures, including those related to manual handling and infection control

*continued...*

*Essential knowledge(contd):*

- Oral disease and broad treatment options available
- Oral health issues for identified high risk sub-populations
- Oral side effects of medications, such as metallic taste in the mouth, dry mouth syndrome and ulcers
- Own work role and responsibilities in oral health care
- Personal safety and security risks associated with provision of oral hygiene care support
- Practical use of oral health products
- Principles and practices in undertaking technical skills associated with the application of oral health products
- Principles and practices of confidentiality, privacy, respect and consent
- Processes and strategies to support people with oral hygiene care needs
- Role of carers in relation to oral health care needs of clients
- Saliva and its role in the maintenance of oral health:

- acting as a lubricant
- delivering calcium, phosphate and fluoride to the tooth surface
- protecting teeth by neutralising acid
- Significance of service setting, including specific contexts, such as providing oral hygiene in a client care setting or in a client's private home
- Signs and symptoms of an allergic reaction
- Specialist oral care and support for clients in circumstances, such as those who:
  - are aged
  - are on nil by mouth instructions
  - are receiving palliative care
  - are undergoing chemotherapy
  - who have enteral feeding, such as via a nasogastric tube or a percutaneous endoscopic gastrostomy (PEG) tube
  - have dementia
  - have epilepsy
  - have intellectual or physical disability
  - have loss of tooth through extraction
  - have loss of tooth through injury
  - have medical or psychiatric conditions
  - have post-surgery or trauma needs
- Strategies to minimise personal safety and security risks associated with provision of oral hygiene care support
- Symptoms and signs that suggest a need for further assessment and/or treatment
- The interaction between oral health and general health

### *Essential skills:*

It is critical that the candidate demonstrate the ability to:

- Adhere to own work role and responsibilities in line with organisation policies and procedures
- Apply identified oral health products (excluding fluoride varnish) safely and effectively in line with product guidelines and oral health care benefits
- Communicate effectively with people requiring application of oral health care products
- Identify and respond to risks associated with the application of oral health care products
- Liaise and report appropriately to supervisor and/or health practitioners
- Make informed observations and report appropriately, including the identification of variations to oral health care support requirements
- Obtain and follow relevant information from an individualised care support plan
- Provide physical and psychosocial support to the person when assisting with oral care needs including, meeting personal preferences, wherever appropriate
- Reflect on and improve own level and application of skills and knowledge to achieve

desirable outcomes and maintain own capabilities

- Use processes, aids and equipment appropriately in application of products
- Use relevant technology, including information technology, safely and effectively

In addition, the candidate must be able to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

These include the ability to:

- Apply basic problem solving-skills to resolve problems within organisation protocols
- Apply literacy and numeracy skills required to fulfill work role in a safe manner and as specified by the organisation
- Consistently demonstrate interpersonal skills, including empathy, when relating to people from a range of backgrounds and abilities

## Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment Guidelines for this Training Package.

*Critical aspects for assessment and evidence required to demonstrate this unit of competency:*

- The individual being assessed must provide evidence of specified essential knowledge as well as skills
- This unit is best assessed in the workplace or in a simulated workplace under the normal range of conditions
- Consistency in performance should consider the particular workplace context

*Access and equity considerations:*

- All workers in health and community services environments should be aware of access, equity and human rights issues in relation to their own area of work
- All workers should develop their ability to work in a culturally diverse environment
- In recognition of particular issues facing Aboriginal and/or Torres Strait Islander communities, workers should be aware of cultural, historical and current issues impacting on Aboriginal and/or Torres Strait Islander people
- Assessors and trainers must take into account relevant access and equity issues relating to factors

impacting on Aboriginal and/or Torres Strait Islander clients and communities

*Context of and specific resources for assessment:*

- This unit can be delivered and assessed independently, however holistic assessment practice with other community services units of competency is encouraged
- Resources required for assessment include:
  - access to appropriate workplace where assessment can take place
  - simulation of realistic workplace setting

*Method of assessment:*

- In cases where the learner does not have the opportunity to cover all relevant aspects in the work environment, the remainder should be assessed through realistic simulations, projects, previous relevant experience or oral questioning on 'What if?' scenarios
- Assessment of this unit of competency will include observation of processes and procedures, oral and/or written questioning on essential knowledge and skills and consideration of required attitudes
- Consistency of performance should be demonstrated over a range of relevant workplace conditions

*Related units:*

- This unit may be assessed independently or in conjunction with other units with associated workplace application

## Range Statement

The Range Statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Add any essential operating conditions that may be present with training and assessment depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts.

*Basic oral health care products*

- Products specified in the client's individualised oral health care plan, such as:

*include:*

- alcohol-free mouthwash
- antibacterial products
- lip moisturiser
- non-medically prescribed therapeutic agents and topical analgesic
- remineralisation products
- saliva substitutes/stimulants:
  - chewing gum
  - gels
  - liquids
  - lozenges
  - sprays

*Organisation guidelines may include but are not limited to:*

- Clinical protocols
- Position descriptions
- Workplace policies and procedures, including:
  - infection control
  - WHS

*High risk products may include:*

- Pharmacy only products, such as:
  - antifungal products
  - fluoride gel
  - high fluoride toothpaste
  - topical anaesthetic

*Client refers to those living in the community and/or facilities and may include:*

- Children receiving care, including in children's services
- Older persons
- Palliative care clients
- People in care or health facilities
- People with acquired brain injury
- People with dementia
- People with disabilities
- People with mental health issues

*Substitute decision maker (in relation to consent) must be:*

- The person appointed with the right to speak for the client, such as:
  - advocate



- carers
- guardians
- health attorneys
- medical power of attorney
- members of family
- other practitioners
- parent of child
- person responsible
- public trustee

*Legislative requirements refer to:* • Federal, state or territory legislation that may impact on workers' practices and responsibilities, noting that implementation of the unit of competency must reflect the legislative framework in which a worker operates

*Standard precautions refer to infection control and include:*

- Washing hands before and after oral care
- Appropriate use of personal protective equipment (PPE):
  - gloves
  - mask
  - eye/facial protection e.g. glasses/face shield
  - gown
- Disposal of PPE

*Oral health care plan may include:*

- A stand-alone individualised oral health care support plan
- Care plan written by an appropriate health practitioner
- Oral hygiene care plan
- Personal care tasks embedded in a wider individualised plan

*Position self may include but is not limited to:*

- Front position:
  - sit client in chair facing you
  - if in bed, support their head with pillow
  - support client's chin with index finger and thumb without placing pressure on throat
  - use thumb holding chin to roll down and hold

lower lip for better vision and access

- client mouth to be partly opened to comfortable level
- Stand behind position/head support position:
  - stand behind and to the side of client
  - rest client's head against side of your body and in the crook of your arm
  - support client's chin with your index finger and thumb without placing pressure on throat
  - use thumb holding chin to roll down and hold lower lip for better vision and access
  - client mouth to be partly opened to comfortable level

*Oral health refers to but may not be limited to:*

- A person's mouth that has:
  - breath without offensive odour
  - inflammation and lesion-free soft tissue
  - intact and stable teeth without cavities
  - moist lips without chapping
  - no build up of food, calculus or plaque
  - no oral pain
  - pink, moist, uncoated tongue
  - watery plentiful saliva
- Looking after the whole mouth, including natural and artificial teeth, gums, tongue, lips and inside the cheeks
- Oral health related quality of life factors, such as appearance, social interaction and self-esteem

*Special care needs may include but are not limited to:*

- Support for clients:
  - following loss of tooth through injury
  - following loss of tooth through extraction
  - post-surgery or trauma
  - receiving palliative care
  - undergoing chemotherapy
  - who are ageing
  - who have enteral feeding, such as via a nasogastric tube or a percutaneous endoscopic gastrostomy (PEG) tube
  - who have a communication deficit

- who have intellectual or physical disability
- who have medical or psychiatric conditions
- who have nil by mouth instructions
- who have swallowing issues (dysphagia)
- who have dementia

*Common oral health problems associated with clients with palliative care needs may include but are not limited to:*

- Angular cheilitis
- Candida (thrush)
- Debris
- Dental caries
- Dry mouth and/or lips
- Excessive saliva
- Hairy leukoplakia
- Herpes simplex
- Kaposi sarcoma (HIV patients only)
- Sensitive mouth
- Ulcers, including viral and traumatic

*Common oral health problems associated with nil by mouth instructions include but are not limited to:*

- affected vocal function
- dry mouth (xerostomia) which can decrease saliva and may result in discomfort
- increased bacteria and decreased protection against bacteria

*Common difficulties associated with dementia that may result in oral health problems include but are not limited to:*

- Behavioural, such as not eating or drinking water
- Memory difficulties
- Paranoia
- Side effects of medications
- Skill deterioration

*Common oral side effects of medication include but are not limited to:*

- Dry mouth
- Effects of sugar content
- Excessive saliva
- Metallic taste
- Rash
- Ulcers

*Preventive measures include but*

- Good hydration

*are not limited to:*

- Oral hygiene as recommended in the oral health care plan, including when unable to wear denture
- Regular observation of oral mucosa

## **Unit Sector(s)**

Not Applicable

## CHCOHC406B Provide or assist with oral hygiene

### Modification History

| CHC08<br>Version 3                                   | CHC08 Version 4                                      | Description                                                                                                                                                                          |
|------------------------------------------------------|------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| CHCOHC406A<br>Provide or assist with<br>oral hygiene | CHCOHC406B<br>Provide or assist with<br>oral hygiene | Unit updated in V4.<br>ISC upgrade changes to remove references<br>to old OHS legislation and replace with<br>references to new WHS legislation. No<br>change to competency outcome. |

### Unit Descriptor

#### Descriptor

This unit describes the skills and knowledge required by workers to provide or assist a client with their oral hygiene needs within the framework of an individualised care support plan and within their designated role and responsibilities

### Application of the Unit

#### Application

This unit is intended to address skills and knowledge appropriate for workers who provide direct client care in a range of health and community services environments and whose work role requires them to provide hands on provision of or assistance with a client's oral hygiene where the client is unable to do any or all of this task for themselves

This work is carried out to achieve planned outcomes in the client's individual oral health care plan as part of their overall support plan

## Licensing/Regulatory Information

Not Applicable

## Pre-Requisites

### Pre-requisite

This unit must be assessed after achievement of either:

- HLTIN301C Comply with infection control policies and procedures

or

- CHCWHS312A Follow safety procedures for direct care work

## Employability Skills Information

### Employability Skills

This unit contains Employability Skills

## Elements and Performance Criteria Pre-Content

Elements define the essential outcomes of a unit of competency.

The Performance Criteria specify the level of performance required to demonstrate achievement of the Element. Terms in *italics* are elaborated in the Range Statement.

## Elements and Performance Criteria

### ELEMENT

### PERFORMANCE CRITERIA

1. Identify client's *oral hygiene requirements* and work within a *person-centred* approach to ensure *good oral health*

1.1 Review *individualised care support plan* with *client* and/or supervisor to confirm support requirements to address client's oral hygiene needs

1.2 Work effectively with clients from a diverse range of backgrounds to meet individual preferences in relation to provision of support or assistance with oral hygiene

1.3 Discuss and confirm the client's level of participation in meeting their own oral hygiene

**ELEMENT****PERFORMANCE CRITERIA**

preferences and provide information to the client and/or carer or *substitute decision maker* as required

1.4 Confirm oral hygiene requirements are within scope of own knowledge, skills and work role and seek appropriate assistance where client requirements are outside scope

1.5 Take into account and address *potential impacts* that provision of oral hygiene may have on the client and address any *situations of risk or potential risk* associated with the provision of support and confirm actions with supervisor

1.6 Identify oral hygiene products, processes and aids for providing assistance and promoting independence in line with client's individualised care support plan

1.7 Ensure all actions are in line with *legislative requirements, standards* and *organisation guidelines*

2. Assist and support clients in their identified oral hygiene needs

2.1 Prepare and use in an appropriate, safe and client preferred manner:

- *oral hygiene products and aids for teeth and soft tissue*
- *oral hygiene products and aids for dentures*
- *other materials required for oral hygiene*

2.2 Inform client of processes to take place

2.3 Provide support or assistance with oral hygiene tasks according to the individualised care support plan, organisation policies and procedures and with awareness of identified individual client preferences or risk, including:

- *toothbrushing*
- *soft tissue care*
- *care of dentures*
- *use of alcohol-free mouthwash*
- *interdental cleaning*

2.4 Incorporate *standard toothbrush care* into procedures

2.5 Where appropriate encourage client to wear, insert and remove own dentures in line with care plan and, where necessary, support and assist clients with care of

**ELEMENT****PERFORMANCE CRITERIA**

dentures to industry standards

2.6 Use *techniques to improve oral hygiene practices* and *modified oral hygiene methods and aids* where identified as needed

2.7 Use *standard precautions* and, where necessary, *additional precautions* to address infection control requirements in all oral hygiene practices

3. Assist and support clients in an appropriate manner

3.1 Provide oral hygiene support or assistance in an *appropriate environment*

3.2 Use *effective communication, appropriate body language* and a *caring attitude* to facilitate client understanding of, and comfort with, oral hygiene processes taking place

3.3 Clarify and address difficulties in providing support, including *client behavioural responses* with client and supervisor within organisation protocols

3.4 Use recommended alternative techniques or arrangements in case of client refusal or inability to comply as recommended in the individualised care support plan

3.5 Recognise signs that indicate potential for an oral health problem, including distress or behaviours of concern, especially in clients unable to articulate their symptoms or concerns

3.6 Maintain confidentiality, privacy, dignity and respect of the client within organisation policies and procedures

4. Recognise and report changes in client oral hygiene requirements

4.1 Regularly *review* oral hygiene techniques being used to ensure oral health is maintained according to the oral health care plan

4.2 Identify variations in oral hygiene support requirements and/or *report* to supervisor and/or other appropriate personnel

4.3 Work with client and/or supervisor and/or other appropriate personnel to identify required changes to procedures and aids



| ELEMENT                                                                                                     | PERFORMANCE CRITERIA                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |
|-------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 5. Identify <i>variations in client behaviour and habits</i> and if appropriate undertake visual oral check | <p>5.1 Identify client behaviour and habits that may indicate oral health issues or associated pain or discomfort</p> <p>5.2 Identify <i>signs and symptoms of potential oral health issues</i> that may indicate variation from normal or warrant attention by an oral health practitioner</p> <p>5.3 Observe, listen for self-reports and question client and/or carer, and/or <i>other relevant people</i> as required to determine whether the client is experiencing any pain or discomfort that may be associated with oral health issues</p> <p>5.4 Take into account <i>contributing factors</i> that may produce variation from normal behaviour</p> <p>5.5 Obtain consent from the client or substitute decision maker to conduct a basic visual oral check and questioning if necessary in line with legislative requirements, organisation guidelines and within own work role</p> <p>5.6 Ensure comfort of client by developing trust and rapport and working in an appropriate environment and at an optimal time</p> <p>5.7 Ensure client is in a position which provides visual access to the mouth seeking their assistance to open their own mouth to minimise contact with the mouth using appropriate infection control procedures</p> <p>5.8 Provide support for client's head or chin if necessary to enhance visual access without creating discomfort for the client</p> |
| 6. Complete reporting and documentation according to organisation policies and procedures                   | <p>6.1 Document and report oral hygiene practices performed</p> <p>6.2 Document and report any concerns arising during oral hygiene practices</p> <p>6.3 Maintain and file documentation</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |

## Required Skills and Knowledge

This describes the essential skills and knowledge and their level required for this unit.

### *Essential knowledge:*

The candidate must be able to demonstrate essential knowledge required to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

These include knowledge of:

- Awareness of the National Oral Health Plan and other relevant state, territory and national government policy and programs
- Basic anatomy and physiology underpinning oral health and hygiene, including what is considered healthy and unhealthy
- Basic understanding of variations in oral hygiene care support requirements
- Basics of oral health and hygiene
- Common and specialised equipment, products and aids utilised in provision of oral hygiene care support
- Factors that impact on oral health, including:
  - abuse
  - access to services
  - accumulation of plaque and calculus
  - alcohol, licit and illicit drugs and substances and over the counter and herbal treatments
  - alcohol misuse
  - bacteria in dental plaque
  - client education
  - correct infant feeding practices
  - diet and nutrition, including fluids
  - fluoride
  - general health and wellbeing
  - immunosuppressant conditions
  - medical history
  - oral piercings
  - psychological issues, such as fear of being seen without dentures or persisting with ill fitting dentures for satisfaction of others
  - salivary function
  - smoking
  - social and cultural determinants of health
  - susceptible tooth surfaces
  - transmission of bacteria particularly from parent to child

- trauma, such as from seizures
- Guidelines for use of relevant technology, including information technology
- Impact of certain health conditions and related treatments on oral health e.g. immunosuppressant conditions, HIV, chemotherapy and radiation
- Individualised care support plans, including terminology
- Infection control standards and guidelines
- Methods of communication with clients in accordance with their communication needs
- Mobility issues for some clients and the impact this may have on oral hygiene
- Work health and safety (WHS) issues and procedures, including those related to manual handling

*continued ...*

#### *Essential knowledge (contd):*

- Oral side effects of medications, such as metallic taste in the mouth, dry mouth syndrome and ulcers
- Organisation requirements for documentation and report writing
- Own work role and responsibilities in provision of oral hygiene
- Personal safety and security risks associated with provision of oral hygiene care support and strategies to minimise risks
- Principles and practices in undertaking technical skills associated with supporting or assisting people to meet oral hygiene care needs
- Principles and practices of confidentiality, privacy, respect and dignity
- Processes and strategies to support people with and provide oral hygiene care needs
- Role of carers and substitute decision makers in relation to oral hygiene decisions and support
- Roles of oral health practitioners
- Significance of service setting, including specific contexts of supporting oral hygiene care needs in a client care setting and in a client's private home
- Signs and symptoms of an allergic reaction
- The interaction between oral health and general health

#### *Essential skills:*

It is critical that the candidate demonstrate the ability to:

- Accurately document activities and observations within organisation policies and procedures
- Adhere to own work role and responsibilities within organisation policies and procedures
- Carry out effective oral health self-care practices
- Communicate effectively with people requiring oral hygiene care support, including use of active listening and questioning skills
- Consistently apply standard precautions

- Differentiate between healthy and unhealthy oral presentation
- Identify and respond to risks associated with providing oral hygiene care support
- Identify variations to oral hygiene care support requirements
- Liaise and report appropriately to supervisor and/or health practitioners
- Obtain and follow relevant information from an individualised care support plan
- Provide and/or assist with oral hygiene care support within the individual personal care context
- Recognise changes of clients behaviour, habits and physical condition that might indicate potential oral health issues and report accordingly
- Reflect on and improve own level and application of skills and knowledge to achieve desirable outcomes and maintain own capabilities
- Support a person's direction and participation in provision of oral hygiene care support responding to personal preferences wherever appropriate
- Use initiative in finding opportunities to promote oral health care and its interaction with general health
- Use processes, aids and equipment appropriately in provision of oral hygiene care support, including tooth brushing, soft tissue cleaning, use of mouthwash, care of dentures, care of crowns, bridges, implants and braces
- Use relevant technology, including information technology safely and effectively

In addition, the candidate must be able to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

These include the ability to:

- Apply basic problem-solving skills to resolve problems within organisation protocols
- Apply literacy and numeracy skills required to fulfill work role in a safe manner and as specified by the organisation
- Consistently demonstrate interpersonal skills, including empathy when relating to people from a range of backgrounds and abilities
- Work effectively with clients, colleagues and supervisors

## Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment Guidelines for this Training Package.

*Critical aspects for assessment and evidence required to demonstrate this unit of*

- The individual being assessed must provide evidence of specified essential knowledge as well as skills
- This unit is best assessed in the workplace or in a simulated workplace under the normal range of

*competency:*

conditions

- Consistency in performance should consider the particular workplace context

*Access and equity considerations:*

- All workers in health and community services environments should be aware of access, equity and human rights issues in relation to their own area of work
- All workers should develop their ability to work in a culturally diverse environment
- In recognition of particular issues facing Aboriginal and/or Torres Strait Islander communities, workers should be aware of cultural, historical and current issues impacting on Aboriginal and/or Torres Strait Islander people
- Assessors and trainers must take into account relevant access and equity issues relating to factors impacting on Aboriginal and/or Torres Strait Islander clients and communities

*Context of and specific resources for assessment:*

- This unit can be delivered and assessed independently, however holistic assessment practice with other community services units of competency is encouraged
- Resources required for assessment include:
  - access to appropriate workplace where assessment can take place
  - simulation of realistic workplace setting

*Method of assessment:*

- In cases where the learner does not have the opportunity to cover all relevant aspects in the work environment, the remainder should be assessed through realistic simulations, projects, previous relevant experience or oral questioning on 'What if?' scenarios
- Assessment of this unit of competency will include observation of processes and procedures, oral and/or written questioning on essential knowledge and skills and consideration of required attitudes
- Consistency of performance should be demonstrated over a range of relevant workplace conditions

*Related units:*

- This unit may be assessed independently or in conjunction with other units with associated workplace application

## Range Statement

The Range Statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Add any essential operating conditions that may be present with training and assessment depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts.

*Oral hygiene requirements appropriate to the client include care of:*

- Teeth
- Crowns, bridges, implants, braces and other orthodontic appliances
- Dentures
- Mouth
- Soft tissue

*Person-centred refers to:*

- Effective service delivery
- Involving clients in discussions about service delivery options and issues
- Involving clients in informed decision-making relating to their care/service
- Listening to and addressing complaints
- Obtaining informed consent
- Putting clients, carers and their preferences at the centre of service delivery

*Good oral health refers to but may not be limited to:*

- A person's mouth that has:
  - breath without offensive odour
  - inflammation and lesion-free soft tissue
  - intact and stable teeth without cavities
  - moist lips without chapping
  - no build up of food, calculus or plaque
  - no oral pain
  - pink, moist, uncoated tongue
  - watery plentiful saliva
- Looking after the whole mouth, including natural and

artificial teeth, gums, tongue, lips and inside the cheeks

- Oral health related quality of life factors, such as appearance, social interaction and self-esteem

*Individualised care support plan may include:*

- A stand-alone individualised oral health care support plan
- Care plan written by an appropriate health practitioner
- Oral hygiene care plan
- Personal care tasks embedded in a wider individualised plan

*Client refers to those living in the community and/or facilities and may include:*

- Children receiving care, including in children's services
- Older persons
- Palliative care clients
- People in care or health facilities
- People with acquired brain injury
- People with dementia
- People with disabilities
- People with mental health issues

*Substitute decision maker (in relation to consent) must be:*

- The person appointed with the right to speak for the client, such as:
  - advocate
  - carers
  - guardians
  - health attorneys
  - medical power of attorney
  - members of family
  - other practitioners
  - parent of child
  - person responsible
  - public trustee

*Potential impacts may include but not be limited to:*

- Positive impacts, such as:
  - able to chew food
  - clean mouth

- improved general health and wellbeing
- improved social engagement or interaction
- increased self-esteem
- longevity
- Negative impacts, such as:
  - discomfort
  - disempowerment
  - embarrassment
  - fear
  - humiliation
  - pain
  - trauma particularly as a result of poor technique

*Situations of risk or potential risk, may include but not be limited to:*

- Complex care clients, such as those with dementia or parkinson's disease
- Emotional reaction from client, such as those related to dementia or anxiety
- Infection control
- Manual handling
- Oral side effects of medication
- Physical reaction from client
- Pre-existing medical conditions
- Reaction to contact with sensitive teeth
- Resistance from client
- Triggers for seizures

*Legislative requirements refers to:*

- Federal, state or territory legislation that may impact on workers' practices and responsibilities, noting that implementation of the unit of competency must reflect the legislative framework in which a worker operates

*Standards may include but not be limited to:*

- Aged Care Standards
- Community Care Common Standards
- Disability Service Standards
- Home and Community Care (HACC) National Health Standards
- Infection Control Standards
- National Standards for Mental Health Services



*Organisation guidelines may include but are not limited to:*

- Clinical protocols
- Position descriptions
- Workplace policies and procedures, including:
  - infection control
  - WHS

*Oral hygiene products and aids for teeth and soft tissue may include but not be limited to:*

- Alcohol-free mouthwash directed by an oral health practitioner as part of an oral health care plan
- Fluoride toothpaste
- Interdental brushes
- Manual and electric toothbrushes
- Modified toothbrushes
- Mouth props (if trained in their use)
- Saliva substitutes
- Soft toothbrush suitable for bending
- Specialised aids
- Sprays
- Sugar-free gums
- Tongue scraper
- Tooth remineraliser

*Oral hygiene products and aids for dentures may include:*

- Denture adhesive
- Denture brush
- Denture disinfection product
- Denture labeling kit
- Denture soaking products
- Denture-friendly cleaner
- Named denture storage container (disposable or non-disposable)

*Other materials required for oral hygiene may include:*

- Bowl or hand basin
- Cup of fresh water
- Disposable gloves
- Hand towel to be placed across clients chest
- Lip balm
- Towel

- Toothbrushing may include:*
- Using currently accepted methods to clean:
    - natural teeth
    - fixed and removable prostheses
    - soft tissue
- Soft tissue care refers to:*
- Care of all soft tissue, including:
    - cheeks
    - gums
    - lips
    - palate
    - tongue
- Care of dentures refers to:*
- Cleaning, identifying and storing using currently accepted methods taking into account individual needs and preferences in line with the care plan
- Use of alcohol-free mouthwash may refer to:*
- That which is directed by a health practitioner as part of an oral health care plan to enhance oral hygiene
- Interdental cleaning refers to:*
- Cleaning between the teeth
- Standard toothbrush care refers to:*
- Cleaning, storage and replacement of toothbrush to currently accepted standards
- Techniques to improve oral hygiene practices may include but are not limited to:*
- Bridging:
    - engages clients senses especially sight and touch
    - engage client first and describe and show toothbrush
    - mimic brushing of own teeth to provide physical prompt
    - place brightly coloured toothbrush in client's preferred hand and they may mirror behaviour
  - Chaining:
    - if not initiated through bridging, gently bring clients hand and toothbrush to mouth, describing activity and then encourage the client to continue

- Hand over hand:
  - if chaining does not work, place hand over client's hand and start brushing client's teeth so you are doing it together

*continued...*

*Techniques to improve oral hygiene practices may include but are not limited to (cont'd):*

- Distraction:
  - if hand over hand method is not successful, place a familiar item, such as towel, cushion or activity board, in client's hand while brushing their teeth
- Rescuing:
  - if attempts at oral hygiene are not successful tell client you will leave it for now
  - ask for assistance and perhaps have someone else take over

*Modified oral hygiene methods and aids may include but are not limited to:*

- Appropriate alcohol-free mouthwash and gel
- Backward bent toothbrush, or similar implement to retract cheek while brushing with another toothbrush
- Bite block
- End tufted brush
- Flossers
- Hand grip on toothbrush for clients with reduced grip strength
- High fluoride toothpaste wiped onto teeth instead of brushing as a short term alternative only
- Mouth props for clients who clench or bite or who have difficulty opening mouth (specific training required)
- Mouth spray
- Mouth swabs
- Saliva substitute
- Suction swabs
- Tongue scraper and/or brush

*Standard precautions refer to infection control and may include:*

- Wash hands before and after oral care
- Appropriate use of personal protective equipment (PPE):
  - eye/facial protection e.g. glasses/face shield
  - gloves
  - gown
  - mask

- Disposal of PPE

*Additional precautions refer to:*

- Those infection control precautions that should be used, in addition to standard precautions, when these alone might not contain transmission of infection

*Appropriate environment may include but is not limited to:*

- Choosing location where client is most comfortable
- Ensuring good lighting
- Maintaining client's preferred routines
- Turning off competing background noise, such as television or radio
- Using aids that may ease client anxiety e.g. hand mirror
- Using brightly coloured toothbrush that can be easily seen e.g. for children or for clients with dementia or visual impairment

*Effective communication includes but is not limited to:*

- Active listening and questioning
- Always explaining actions and processes and reinforcing with gestures where appropriate
- Asking questions that require a yes or no response when oral hygiene practices are being carried out
- Giving one instruction or piece of information at a time
- Observing client closely as lack of response, signs of frustration, anger, disinterest or inappropriate responses may suggest communication is too complex or that client is uncomfortable
- Speaking at appropriate volume, clearly and at clients pace
- Using reassuring words and positive feedback
- Using words client can understand

*Appropriate body language may include but is not limited to:*

- Being aware of approaching client appropriately e.g. diagonally from the front and at eye level
- Gently touching the client on the hand or lower arm to get attention, if necessary
- Positioning self at eye level and maintaining eye contact, as appropriate
- Being aware that personal space of clients can vary
- Being consistent in approach with positive expression

and caring language

*Caring attitude includes but is not limited to:*

- Allowing plenty of time for client to respond to questions or instructions
- Focusing on building a good relationship before starting oral hygiene
- Using the client's name
- Using a calm, friendly and non-demanding manner
- Working with a person-centred approach

*Client behavioural responses may include but are not limited to:*

- Biting toothbrush
- Coughing
- Distress induced vomiting
- Fear response
- Gagging
- Grabbing or hitting out
- Leaving
- Not opening the mouth
- Not responding to directions
- Spitting
- Verbal aggression

*Review may include but not be limited to the following questions and suggestions:*

- Are the oral hygiene aids appropriate for the client?
- Do others e.g. family and/or carer have input?
- Has the observed behaviour improved?
- Is attitude and approach considerate of client needs?
- Is the approach and routine consistent for client?
- Is the client more receptive to oral hygiene support?
- Is the environment, timing, language and expression right for client?

*Report may include:*

- Non-verbal:
  - care plans
  - case notes
  - hazard and incident reports
  - photographs
  - progress reports
- Verbal:
  - face-to-face

- telephone
- recorded

*Variations in client behaviour and habits may include:*

- Anxiety around, or avoidance of, specific events
- Apparent pain or discomfort in or around the mouth
- Behaviours of concern
- Change in eating habits
- Change in mood or demeanour
- Changes in communication
- Crying
- Difficulty with eating, including spitting out food
- Hands in the mouth
- Inconsistent wearing of dentures
- Lethargy
- Physical aggression
- Refusal to open mouth
- Rubbing own teeth or gums
- Seemingly normal behaviours e.g. coughing could be indicator that food is in the lungs
- Self-harming behaviour
- Social isolation or withdrawal

*Signs and symptoms of potential oral health issues may include but not be limited to:*

- Observed and/or reported signs in or around the mouth, such as:
  - bad breath (halitosis)
  - bleeding
  - broken teeth
  - brown or discoloured teeth
  - calculus (mineralised plaque that will not brush off) on teeth particularly at gum line
  - change in colour or coating of tongue
  - dry mouth
  - eruption issues for children
  - evidence of build up of dental plaque on teeth, particularly at gum line
  - holes in teeth
  - lip blisters, sores or cracks
  - loose or mobile teeth
  - mouth debris/excessive food left in mouth
  - mouth ulcers

- premature loss of baby teeth
- receding or enlarged gums
- soft tissue lesions e.g. red or white spots
- swelling of face or localised swelling/inflammation

*continued.....*

*Signs and symptoms of potential oral health issues may include but not be limited to (cont'd):*

- Issues reported by client and/or others, such as:
  - tooth sensitivity
  - refusal of oral care
  - sore mouth, gums, tongue or teeth
- Other observations, such as:
  - change in appetite
  - change in demeanour or mood
  - difficulty eating/speaking
  - inability to open mouth very wide
  - irritability
  - refusing to open mouth
  - weight loss
- Observed and/or reported issues with dentures, such as:
  - broken metal wires/clips on partial denture
  - calculus on denture
  - chipped or missing teeth on denture or chipped or broken acrylic (gum) areas on denture
  - denture movement when client is speaking or eating
  - refusal or failure to wear denture
  - sore spots caused by wearing denture
  - unclean denture

*Other relevant people may include but is not limited to:*

- External health care providers
- Other service providers
- Personnel internal to the service provider

*Contributing factors may include but not be limited to:*

- Abuse
- Ageing
- Disability
- Injury
- Medications

- Substance misuse
- Systemic illness

## **Unit Sector(s)**

Not Applicable



## CHCOHC404A Recognise and respond to signs and symptoms that may indicate oral health issues

### Modification History

Not Applicable

### Unit Descriptor

#### Descriptor

This unit describes the skills and knowledge required to recognise and respond appropriately to signs and symptoms that may indicate a potential for oral health issues in clients

### Application of the Unit

#### Application

This unit is intended to address skills and knowledge appropriate for direct care workers in a range of health and community services environments whose work roles enable them to recognise potential oral health issues through observation of the behaviour, habits and physical condition of clients

### Licensing/Regulatory Information

Not Applicable

### Pre-Requisites

Not Applicable

### Employability Skills Information

#### Employability Skills

This unit contains Employability Skills

## Elements and Performance Criteria Pre-Content

Elements define the essential outcomes of a unit of competency.

The Performance Criteria specify the level of performance required to demonstrate achievement of the Element. Terms in *italics* are elaborated in the Range Statement.

## Elements and Performance Criteria

### ELEMENT

### PERFORMANCE CRITERIA

1. Identify variations in *client* behaviour

- 1.1 Identify *client behaviour and habits* that may indicate oral health issues or associated pain or discomfort
- 1.2 Observe, listen for self-reports and question client and/or carer or *other relevant people* as required to determine whether the client is experiencing any pain or discomfort that may be associated with oral health issues
- 1.3 Take into account *contributing factors* that may produce variation from normal behaviour

2. Undertake basic visual oral check and questioning

- 2.1 Obtain consent from the client or *substitute decision maker* to conduct basic visual oral check and questioning
- 2.2 Ensure comfort of client by developing trust and rapport and working in an appropriate environment and at an optimal time
- 2.3 Ensure client is in a position which provides access to the mouth seeking their assistance to open their own mouth limiting contact inside the mouth
- 2.4 Provide support for client's head or chin if necessary to enhance visual access without creating discomfort for the client
- 2.5 Perform basic visual oral check in line with *legislative requirements, organisation guidelines, policies and procedures* and within own work role
- 2.6 Ensure visual check is conducted in accordance with *standard precautions*

## ELEMENT

## PERFORMANCE CRITERIA

- 2.7 Identify *signs and symptoms of potential oral health issues* that may indicate variation from normal and actively listen to and be aware of self-reports
3. Follow up and promote ongoing oral health care
- 3.1 Complete reporting processes, using *information from client* and/or carer or other relevant people as well as own observations in relation to potential oral health issues
- 3.2 Discuss potential oral health issues with client and/or relevant others in line with organisation policies and procedures and respecting client priorities and choices
- 3.3 Take appropriate action within work role, including discussing with supervisor in consultation with client
- 3.4 Provide client with information relevant to promoting and maintaining *good oral health* using appropriate communication strategies
- 3.5 Support clients to take a self-care approach to oral health in line with individual needs where possible
- 3.6 Identify and address key barriers to management or self-management of oral health

## Required Skills and Knowledge

### REQUIRED SKILLS AND KNOWLEDGE

This describes the essential skills and knowledge and their level required for this unit.

#### *Essential knowledge:*

The candidate must be able to demonstrate essential knowledge required to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

## REQUIRED SKILLS AND KNOWLEDGE

These include knowledge of:

- Awareness of the National Oral Health Plan and other relevant state, territory and national government policy and programs
- Basic anatomy and physiology underpinning oral health, including what is considered healthy and unhealthy
- Causes and prevention of tooth wear, including erosion, abrasion and attrition
- Effective self-care practices for oral health
- Factors that impact on oral health, including:
  - abuse
  - access to services
  - accumulation of plaque and calculus
  - alcohol, licit and illicit drugs and substances and over the counter and herbal treatments
  - alcohol misuse
  - bacteria in dental plaque
  - client education
  - correct infant feeding practices
  - diet and nutrition, including fluids
  - fluoride
  - general health and wellbeing
  - immunosuppressant conditions
  - medical history
  - oral piercings
  - psychological issues, such as fear of being seen without dentures or persisting with ill fitting dentures for satisfaction of others
  - salivary function
  - smoking
  - social and cultural determinants of health
  - susceptible tooth surfaces
  - transmission of bacteria particularly from parent to child
  - trauma, such as from seizures
- Guidelines for use of relevant technology, including information technology
- Healthy eating recommendations as identified in the National Health and Medical Research Council's (NHMRC) Australian Dietary Guidelines
- Impact of certain health conditions and related treatments on oral health e.g. immunosuppressant conditions, HIV, chemotherapy and radiation
- Infection control standards and guidelines

*continued ...*

## REQUIRED SKILLS AND KNOWLEDGE

### *Essential knowledge (contd):*

- Key elements of accurate reporting
- Oral disease and broad treatment options available
- Oral side effects of medications, such as metallic taste in the mouth, dry mouth syndrome and ulcers
- Organisation policies and procedures relating to:
  - client confidentiality and consent
  - limits to own role and authority/responsibility
  - referral, including various levels of urgency
- Own ability and role in relation to client oral health
- Range of behavioural changes that may be indicative of oral health issues
- Range of relevant oral health referral options
- Saliva and its role in the maintenance of oral health:
  - acting as a lubricant
  - delivering calcium, phosphate and fluoride to the tooth surface
  - protecting teeth by neutralising acid
- Systemic conditions which influence the development of oral disease
- The interaction between oral health and general health

### *Essential skills:*

It is critical that the candidate demonstrate the ability to:

- Accurately differentiate between healthy and unhealthy oral presentation
- Carry out effective oral health self-care practices
- Communicate effectively to provide information of processes and protocols to be undertaken
- Consistently apply standard precautions where necessary
- Elicit relevant information from client or documents
- Identify situations when assistance is required
- Recognise changes in clients behaviour, habits and physical condition that might indicate potential oral health issues
- Reflect on and improve own level and application of skills and knowledge to achieve desirable outcomes and maintain own capabilities
- Use active listening and questioning skills
- Use appropriate reporting and documentation practices
- Use communication skills to effectively establish a relationship of trust with clients, their family and/or carers and other relevant people
- Use initiative in finding opportunities to promote oral health care
- Use relevant technology, including information technology safely and effectively

## REQUIRED SKILLS AND KNOWLEDGE

*continued ...*

In addition, the candidate must be able to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

These include the ability to:

- Apply basic problem-solving skills to resolve problems within organisation protocols
- Apply literacy and numeracy skills required to fulfill work role in a safe manner and as specified by the organisation
- Consistently demonstrate interpersonal skills, including empathy when relating to people from a range of backgrounds and abilities
- Work effectively with clients, colleagues and supervisors

## Evidence Guide

### EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment Guidelines for this Training Package.

*Critical aspects for assessment and evidence required to demonstrate this unit of competency:*

- The individual being assessed must provide evidence of specified essential knowledge as well as skills
- This unit is best assessed in the workplace or in a simulated workplace under the normal range of conditions
- Consistency in performance should consider the particular workplace context

*Access and equity considerations:*

- All workers in health and community services environments should be aware of access, equity and human rights issues in relation to their own area of work
- All workers should develop their ability to work in a culturally diverse environment

## EVIDENCE GUIDE

- In recognition of particular issues facing Aboriginal and/or Torres Strait Islander communities, workers should be aware of cultural, historical and current issues impacting on Aboriginal and/or Torres Strait Islander people
  - Assessors and trainers must take into account relevant access and equity issues relating to factors impacting on Aboriginal and/or Torres Strait Islander clients and communities
- Context of and specific resources for assessment:*
- This unit can be delivered and assessed independently, however holistic assessment practice with other community services units of competency is encouraged
  - Resources required for assessment include:
    - access to appropriate workplace where assessment can take place
    - simulation of realistic workplace setting
- Method of assessment:*
- In cases where the learner does not have the opportunity to cover all relevant aspects in the work environment, the remainder should be assessed through realistic simulations, projects, previous relevant experience or oral questioning on 'What if?' scenarios
  - Assessment of this unit of competency will include observation of processes and procedures, oral and/or written questioning on essential knowledge and skills and consideration of required attitudes
  - Consistency of performance should be demonstrated over a range of relevant workplace conditions
- Related units:*
- This unit may be assessed independently or in conjunction with other units with associated workplace application

## Range Statement

### RANGE STATEMENT

The Range Statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Add any essential operating conditions that may be present with training and assessment depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts.

- Client refers to those living in the community and/or facilities and may include:*
- Children receiving care, including in children's services
  - Older people
  - Palliative care clients
  - People in care facilities
  - People with dementia
  - People with disabilities
  - People with mental health issues
- Client behaviour and habits may include:*
- Anxiety around or avoidance of specific events
  - Apparent pain or discomfort in or around the mouth
  - Behaviours of concern
  - Change in eating habits
  - Change in mood or demeanour
  - Changes in communication
  - Crying
  - Difficulty with eating, including spitting out food
  - Hands in the mouth
  - Inconsistent wearing of dentures
  - Lethargy
  - Physical aggression
  - Refusal to open mouth
  - Rubbing own teeth or gums
  - Seemingly normal behaviours e.g. coughing could be indicator that food is in the lungs
  - Self-harming behaviour
  - Social isolation or withdrawal
- Other relevant people may*
- External health care providers



## RANGE STATEMENT

*include but not be limited to:*

- Other service providers
- Personnel internal to the service provider

*Contributing factors may include but not be limited to:*

- Abuse
- Ageing
- Disability
- Injury
- Medications
- Substance misuse
- Systemic illness

*Substitute decision maker (in relation to consent) must be:*

- The person appointed with the right to speak for the client, such as:
  - advocate
  - carers
  - guardians
  - health attorneys
  - medical power of attorney
  - members of family
  - other practitioners
  - parent of child
  - person responsible
  - public trustee

*Legislative requirements refers to:*

- Federal, state or territory legislation that may impact on workers' practices and responsibilities, noting that implementation of the unit of competency must reflect the legislative framework in which a worker operates

*Organisation guidelines may include but are not limited to:*

- Clinical protocols
- Position descriptions
- Workplace policies and procedures, including:
  - infection control
  - occupational health and safety

## RANGE STATEMENT

*Standard precautions refer to infection control and may include:*

- Wash hands before and after oral care
- Appropriate use of personal protective equipment (PPE):
  - eye/facial protection e.g. glasses/face shield
  - gloves
  - gown
  - mask
- Disposal of PPE

*Signs and symptoms of potential oral health issues may include but not be limited to:*

- Observed and/or reported signs in or around the mouth, such as:
  - bad breath (halitosis)
  - bleeding
  - broken teeth
  - brown or discoloured teeth
  - calculus (mineralised plaque that will not brush off) on teeth particularly at gum line
  - change in colour or coating of tongue
  - dry mouth
  - eruption issues for children
  - evidence of build up of dental plaque on teeth, particularly at gum line
  - holes in teeth
  - lip blisters, sores or cracks
  - loose or mobile teeth
  - mouth debris/excessive food left in mouth
  - mouth ulcers
  - premature loss of baby teeth
  - receding or enlarged gums
  - soft tissue lesions e.g. red or white spots
  - swelling of face or localised swelling/inflammation
  - tooth sensitivity
- Issues reported by client and/or others, such as:
  - tooth sensitivity
  - refusal of oral care
  - sore mouth, gums, tongue or teeth

## RANGE STATEMENT

- Other observations, such as:
  - change in appetite
  - change in demeanour or mood
  - difficulty eating/speaking
  - inability to open mouth very wide
  - irritability
  - refusing to open mouth
  - weight loss
- Observed and/or reported issues with dentures, such as:
  - broken metal wires/clips on partial denture
  - calculus on denture
  - chipped or missing teeth on denture or chipped or broken acrylic areas on denture
  - denture movement when client is speaking or eating
  - refusal or failure to wear denture
  - sore spots caused by wearing denture
  - unclean denture
- *Information from client may include but is not limited to:*
  - Basic dietary information on eating patterns and cariogenic food and drink intake
  - Client concerns, beliefs and preferences regarding their signs and symptoms
  - Clinical progress notes relevant to the presenting problem
  - Current prescribed and other medications
  - Current support mechanisms
  - Family and community circumstances, including environmental factors that may contribute to client's health
  - History of the presenting problem e.g. character, severity and duration of symptoms and past dental visits
  - Medical history, e.g. chemotherapy
  - Significant ongoing health conditions

## RANGE STATEMENT

*Good oral health refers to but is not limited to:*

- A person's mouth that has:
  - breath without offensive odour
  - inflammation and lesion-free soft tissue
  - intact and stable teeth without cavities
  - moist lips without chapping
  - no build up of food, calculus or plaque
  - no oral pain
  - pink, moist, uncoated tongue
  - watery plentiful saliva
- Looking after the whole mouth, including natural and artificial teeth, gums, tongue, lips and inside the cheeks
- Oral health related quality of life factors, such as appearance, social interaction and self-esteem

## Unit Sector(s)

Not Applicable

# CHCOHC402A Support clients and groups to learn practical aspects of oral health care

## Modification History

Not Applicable

## Unit Descriptor

### Descriptor

This unit describes the skills and knowledge required by workers to provide practical information and instruction to clients and groups in relevant aspects of oral health self-care

## Application of the Unit

### Application

This unit is intended to address skills and knowledge required by those working in a range of health and community services environments whose work roles involve a level of interaction with clients that enables them to provide practical demonstration and instruction of oral hygiene practices and techniques

## Licensing/Regulatory Information

Not Applicable

## Pre-Requisites

Not Applicable

## Employability Skills Information

### Employability Skills

This unit contains Employability Skills

## Elements and Performance Criteria Pre-Content

Elements define the essential outcomes of a unit of competency.

The Performance Criteria specify the level of performance required to demonstrate achievement of the Element. Terms in *italics* are elaborated in the Range Statement.

## Elements and Performance Criteria

### ELEMENT

### PERFORMANCE CRITERIA

1. Use appropriate oral health care resources to address the needs of the *target audience*

- 1.1 Access and provide *oral health information* as required to address *planned outcomes*
- 1.2 Prepare information so that it is relevant to the target audience and use a *person-centred* approach to identify and respond effectively to individual needs
- 1.3 Ensure flexible approach to delivery, using materials and methods that take into account social and cultural determinants of health, location, economic and physical circumstances, age, language, culture, capability and communication needs of the target audience
- 1.4 Respond to client enquiries or concerns by providing accurate information about *oral health issues* and risk factors related to oral health, including the *importance of diet and nutrition*
- 1.5 Address identified client issues where appropriate by providing information about the importance of regular oral checks, *risk factors for oral disease, prevention of oral disease, consequences of oral disease* and the need to follow up oral problems

2. Demonstrate and provide information and instruction on *oral hygiene techniques* and *appropriate aids* to meet planned outcomes

- 2.1 Ascertain requirements specific to client by questioning, observing and accessing available information
- 2.2 Provide accurate instruction in a variety of relevant oral hygiene techniques and demonstrate techniques addressing specific client requirements
- 2.3 Use *standard precautions* to address infection control requirements
- 2.4 Work with clients to ensure effective *toothbrushing* and soft tissue care with both manual and

## ELEMENT

## PERFORMANCE CRITERIA

electric toothbrushes and other oral hygiene aids where relevant

2.5 Demonstrate and provide instruction on the care of partial and full dentures

2.6 Provide instruction on the use of fluoride toothpaste and the option of topical self-care products, advising clients to further discuss with their oral health care practitioner as appropriate

2.7 Provide support in a person-centred manner that engages the target audience, provides a basis for making informed decisions and encourages them to actively participate and ask questions

2.8 Provide opportunities for participants to demonstrate learned skills

2.9 Encourage clients to follow effective oral hygiene practices and make positive *knowledge, attitude and behavioural changes*

2.10 Maintain client confidentiality in line with organisation and legislative guidelines

3. Follow up and reinforce oral health information and instruction

3.1 Implement a review strategy to determine the effectiveness of the oral health information and instruction and whether planned outcomes were met

3.2 Implement changes to oral health information and instruction processes based on review outcomes

3.3 Regularly update and maintain records of oral health care programs delivered according to organisation policies and procedures

## Required Skills and Knowledge

### REQUIRED SKILLS AND KNOWLEDGE

## REQUIRED SKILLS AND KNOWLEDGE

This describes the essential skills and knowledge and their level required for this unit.

### *Essential knowledge:*

The candidate must be able to demonstrate essential knowledge required to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

These include knowledge of:

- Awareness of the National Oral Health Plan and other relevant state, territory and national government policy and programs
- Basic anatomy and physiology underpinning oral health
- Broad understanding of oral hygiene techniques, including for soft tissues and natural and artificial teeth
- Causes and prevention of tooth wear, including erosion, abrasion and attrition
- Client-specific issues such mental health, disability, age and general health
- Effective self-care practices for oral health
- Factors that impact on oral health, including:
  - abuse
  - access to services
  - accumulation of plaque and calculus
  - alcohol, licit and illicit drugs and substances and over the counter and herbal treatments
  - alcohol misuse
  - bacteria in dental plaque
  - client education
  - correct infant feeding practices
  - diet and nutrition, including fluids
  - fluoride
  - general health and wellbeing
  - immunosuppressant conditions
  - medical history
  - oral piercings
  - psychological issues, such as fear of being seen without dentures or persisting with ill fitting dentures for satisfaction of others
  - salivary function
  - smoking
  - social and cultural determinants of health
  - susceptible tooth surfaces



## REQUIRED SKILLS AND KNOWLEDGE

- transmission of bacteria particularly from parent to child
- trauma, such as from seizures
- Guidelines for use of relevant technology, including information technology
- Healthy eating recommendations as identified in the National Health and Medical Research Council's (NHMRC) Australian Dietary Guidelines
- Impact of certain health conditions and related treatments on oral health e.g. immunosuppressant conditions, HIV, chemotherapy and radiation

*continued....*

### *Essential knowledge (contd):*

- Modifications to oral health information related to special needs due to disability, aged care, child needs, language and culture
- Oral disease and broad treatment options available
- Oral hygiene aids and the associated use and advantages of each
- Oral side effects of medications, such as metallic taste in the mouth, dry mouth syndrome and ulcers
- Organisation policies and procedures and legislation relating to client confidentiality and infection control
- Own role in client health education
- Person-centred practice
- Relevant evaluation criteria for monitoring effectiveness of oral health care program
- Saliva and its role in the maintenance of oral health:
  - acting as a lubricant
  - delivering calcium, phosphate and fluoride to the tooth surface
  - protecting teeth by neutralising acid
- The interaction between oral health and general health
- The role of properly constructed and fitted mouth guards in preventing oral injuries

### *Essential skills:*

It is critical that the candidate demonstrate the ability to:

- Adapt information, communication and delivery techniques as necessary to meet the needs of individuals and specific groups in the provision of oral health information and practical instruction and demonstration of oral hygiene practices and techniques
- Carry out effective oral health self-care practices
- Reflect on and improve own level and application of skills and knowledge to achieve desirable outcomes and maintain own capabilities
- Use a person-centred framework to apply fundamental motivational and learning skills
- Use evaluation skills to review the effectiveness of oral health information and instruction provided

## REQUIRED SKILLS AND KNOWLEDGE

- Evaluate how well target audience has understood information and instruction provided
- Use initiative in finding opportunities to promote oral health care
- Use relevant technology, including information technology safely and effectively

*continued....*

### *Essential skills (contd):*

In addition, the candidate must be able to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

These include the ability to:

- Apply basic problem-solving skills to resolve problems within organisation protocols
- Apply literacy and numeracy skills required to fulfill work role in a safe manner and as specified by the organisation
- Consistently demonstrate interpersonal skills, including empathy when relating to people from a range of backgrounds and abilities
- Work effectively with clients, colleagues and supervisors

## Evidence Guide

### EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment Guidelines for this Training Package.

*Critical aspects for assessment and evidence required to demonstrate this unit of competency:*

- The individual being assessed must provide evidence of specified essential knowledge as well as skills
- This unit is best assessed in the workplace or in a simulated workplace under the normal range of conditions
- Consistency in performance should consider the particular workplace context

## EVIDENCE GUIDE

- Access and equity considerations:*
- All workers in health and community services environments should be aware of access, equity and human rights issues in relation to their own area of work
  - All workers should develop their ability to work in a culturally diverse environment
  - In recognition of particular issues facing Aboriginal and/or Torres Strait Islander communities, workers should be aware of cultural, historical and current issues impacting on Aboriginal and/or Torres Strait Islander people
  - Assessors and trainers must take into account relevant access and equity issues relating to factors impacting on Aboriginal and/or Torres Strait Islander clients and communities
- Context of and specific resources for assessment:*
- This unit can be delivered and assessed independently, however holistic assessment practice with other community services units of competency is encouraged
  - Resources required for assessment include:
    - access to appropriate workplace where assessment can take place
    - simulation of realistic workplace setting
- Method of assessment:*
- In cases where the learner does not have the opportunity to cover all relevant aspects in the work environment, the remainder should be assessed through realistic simulations, projects, previous relevant experience or oral questioning on 'What if?' scenarios
  - Assessment of this unit of competency will include observation of processes and procedures, oral and/or written questioning on essential knowledge and skills and consideration of required attitudes
  - Consistency of performance should be demonstrated over a range of relevant workplace conditions
- Related units:*
- This unit may be assessed independently or in

## EVIDENCE GUIDE

conjunction with other units with associated workplace application, such as:

- CHCPROM401C Share health information
- BSBCMM401A Make a presentation
- Chronic disease self-management skill set
- Where this function involves working with groups, candidates may need to undertake a unit in working with groups, such as:
  - CHCGROUP403D Plan and conduct group activities

## Range Statement

### RANGE STATEMENT

The Range Statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Add any essential operating conditions that may be present with training and assessment depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts.

*Target audience may include but is not limited to individuals and groups who are:*

- Aboriginal and Torres Strait Islander peoples
- Children and adolescents
- Financially or socially disadvantaged
- Friends, families and/or carers of clients
- From culturally and linguistically diverse backgrounds, including refugees and migrants
- Living in rural, remote or isolated areas
- Older people
- Palliative care clients
- People with chronic disease e.g. diabetes and osteoporosis
- People with disability and/or support needs
- People with immunosuppressed conditions
- People with mental health issues
- People with substance misuse issues
- Pregnant women

## RANGE STATEMENT

- Taking medications that affect oral health
  - Young parents
- Oral health information may include but is not limited to:*
- Brochures, posters and information sheets
  - Models and mirrors
  - PowerPoint presentations
  - Resources available for specific groups, such as children, people from culturally and linguistically diverse backgrounds and people with disabilities
  - Videos/DVDs/CD-ROMs
  - Web-based resources, such as those available on The National Oral Health Clearinghouse and government health department websites, including oral health messages
- Planned outcomes may refer to:*
- The intended change in oral health knowledge, attitude and behaviour specific to the needs of the individual or group
- Person-centred refers to:*
- Involving clients in discussions about service delivery options and issues
  - Involving clients in informed decision-making relating to their care/service
  - Listening to and addressing complaints
  - Obtaining informed consent
  - Providing effective service delivery
  - Putting clients, carers and their preferences at the centre of service delivery
- Oral health issues may include but are not limited to:*
- Damage to teeth due to trauma
  - Damage to soft tissues e.g. due to smoking or prescribed and non-prescribed drugs and over the counter and herbal treatments
  - Dental caries
  - Developmental abnormalities
  - Non-carious tooth wear:
    - abrasion
    - attrition
    - erosion (acid)

## RANGE STATEMENT

- Oromotor impairment
- Periodontal disease
- Physical impairment
- Poor nutrition and eating and drinking habits
- Poor oral hygiene
- Poorly fitting or lack of dentures and other prosthesis
- Quality and quantity of saliva
- Soft tissue lesions
- Systemic conditions

*Importance of diet and nutrition on oral health may include:*

- Ensuring dietary habits, including fluids are in line with current Australian Dietary Guidelines and taking into consideration:
  - composition
  - consistency
  - following
  - frequency of intake
  - quantity of intake
- Impact of cariogenic and acidic food and drinks

*Risk factors for oral disease may include but not be limited to:*

- Age-related deterioration
- Bleeding gums
- Chronic conditions, such as diabetes
- Cognitive, physical or psychological disability
- Diet and nutrition related factors in the development of dental caries, including:
  - consumption and frequency of foods with high sugar content and/or highly acidic drinks, such as carbonated drinks, fruit juices and sports drinks
  - incorrect use of infant feeding and dummies in babies/children
- Eating disorders
- Exposure to radiation and chemotherapy
- High levels of plaque
- Impact of chewing tobacco
- Impact of smoking on oral soft tissues
- Lack of fluoride
- Lack of regular dental visits
- Mental illness or disorder

## RANGE STATEMENT

- Metabolic disorders
  - Oral piercing
  - Poor oral hygiene
  - Salivary function
  - Use and misuse of alcohol, licit and illicit drugs and substances and over the counter and herbal treatments e.g. opioids and psychotropic drugs
- Prevention of oral disease may include but is not limited to:*
- Addressing alcohol, drug and substance misuse issues within a harm minimisation framework
  - Appropriate timing of oral hygiene e.g. after food or medication
  - Dietary change
  - Effective oral health self-care practices
  - Encouraging smoking cessation
  - Increasing salivary flow and optimising its composition
  - Increasing water intake to recommended amount
  - Plaque control and removal
  - Preventing oral trauma from sports and other injuries
  - Promoting the use of fluorides
  - Regular visits to oral health practitioners
- Consequences of oral disease may include but are not limited to:*
- Behavioural change
  - Emotional and psychological issues
  - Financial impact e.g. loss of employment
  - Ill health
  - Impaired social interaction
  - Inability to concentrate related, for example, to pain
  - Infection
  - Missed school or work days
  - Nausea
  - Noticeable physical changes
  - Nutritional deficiencies
  - Pain which may vary from minor to extreme levels
  - Possible systemic illness
  - Reduced life span
  - Reduced quality of life
  - Reduced self-esteem

## RANGE STATEMENT

- Speech impairment
- Oral hygiene techniques may include, but are not limited to:*
- Appropriate use of oral health products, including fluoride toothpaste and alcohol-free mouthwash when recommended
  - Cleaning and maintaining of full and partial dentures and all natural teeth
  - Manual and electric tooth-brushing techniques
  - Modifications to toothbrush handles for specific needs of client/carer e.g. as modified by an occupational therapist
  - Techniques for clients with specific needs e.g. cognitive impairment, physical disability, aged clients and carers, young children and babies
  - Techniques required for clients wearing oral appliances e.g. braces, crowns, implants and dentures
  - Use of other specific oral hygiene aids when specified in client's oral health care plan
- Appropriate aids may include:*
- Alcohol-free mouthwash
  - Face mirror for client
  - Interdental brushes
  - Range of manual and electric toothbrushes
  - Range of oral hygiene aids e.g. mouth props
  - Range of toothpastes
- Standard precautions refer to infection control which includes:*
- Wash hands before and after oral care
  - Appropriate use of personal protective equipment (PPE):
    - eye/facial protection e.g. glasses/face shield
    - gloves
    - gown
    - mask
  - Disposal of PPE
- Toothbrushing may include:*
- Using currently accepted methods to clean:
- natural teeth
  - fixed and removable prostheses



## RANGE STATEMENT

- soft tissue

*Knowledge, attitude and behavioural changes may include:*

- Appropriate infant feeding, including:
  - breast and bottle feeding
  - introduction of solids
- Cessation of smoking
- Ensuring fluoride intake
- Improved diet and nutrition, including reduced frequency of drinks containing acid and sugars, such as carbonated drinks, fruit juices and sports drinks
- Improved oral hygiene techniques and practices, including increased salivary flow
- Increased sense of control over own oral health
- Increased use of oral health services
- Limiting foods or drinks that stay in the mouth for long periods of time
- Reduced frequency of snacking
- Use of strategies to minimise harm from licit and illicit drugs

## Unit Sector(s)

Not Applicable

# CHCOHC401A Inform and encourage clients and groups to understand and achieve good oral health

## Modification History

Not Applicable

## Unit Descriptor

### Descriptor

This unit describes the skills and knowledge required by workers to provide educational and motivational information that promotes oral health care in a way that encourages clients to take action to improve and maintain their own oral health as a contributing factor to general health

## Application of the Unit

### Application

This unit is intended to address skills and knowledge appropriate for workers in a range of health and community services environments whose work roles provide them with an opportunity to:

- promote the importance of good oral health care
- encourage clients to use good oral health care practices

## Licensing/Regulatory Information

Not Applicable

## Pre-Requisites

Not Applicable

## Employability Skills Information

### Employability Skills

This unit contains Employability Skills

## Elements and Performance Criteria Pre-Content

|                                                                 |                                                                                                                                                                       |
|-----------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Elements define the essential outcomes of a unit of competency. | The Performance Criteria specify the level of performance required to demonstrate achievement of the Element. Terms in italics are elaborated in the Range Statement. |
|-----------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------|

## Elements and Performance Criteria

| ELEMENT                                                                                                              | PERFORMANCE CRITERIA                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |
|----------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1. Develop and maintain understanding of oral health information and issues                                          | <div>1.1 Develop and maintain knowledge and understanding of what constitutes <i>good oral health</i>, including <i>oral health messages</i></div> <div>1.2 Develop and maintain an understanding of <i>oral health issues</i>, including <i>risk factors for oral diseases</i>, and risk factors and outcomes of poor oral health and hygiene practices</div> <div>1.3 Develop and maintain an understanding of <i>oral hygiene techniques</i> appropriate to address specific client needs and preferences</div> <div>1.4 Demonstrate own commitment to oral health through awareness and application of effective self-care oral health practices</div> <div>1.5 Recognise <i>social and cultural determinants of health</i> as well as varying <i>individual motivations</i> and capacity to carry out good oral health care practices</div> |
| 2. Provide information related to oral health in a planned, individualised, client focused and outcomes based manner | <div>2.1 Access and provide accurate, current and relevant <i>oral health information</i> as required to address <i>planned outcomes</i></div> <div>2.2 Ensure information provided is relevant to the <i>target audience</i> and is presented in a manner that engages the client and/or group, addresses their needs and encourages them to ask questions and improve their oral health</div> <div>2.3 Provide accurate information to clients about risk</div>                                                                                                                                                                                                                                                                                                                                                                                |

## ELEMENT

## PERFORMANCE CRITERIA

factors, including the *importance of diet and nutrition*

2.4 Provide information on the causes and problems of poor oral health, including *dental plaque, dental caries, dental erosion* and *periodontal disease*

2.5 Provide information on the causes and *prevention of oral diseases, consequences of oral diseases* and the impact of oral health on general health and well being

2.6 Provide information on prevention of oral injury and injury management

2.7 Provide information on oral pain and options for appropriate management

2.8 Provide information on available oral health care resources, services and referral pathways, including *oral health practitioners, other health practitioners* and specialist resources

2.9 Ensure flexible approach to delivery, using materials and *methods* that take into account social and cultural determinants of health, location, economic and physical circumstances, age, culture, capability and communication needs of the target audience

2.10 Maintain client confidentiality in line with organisation and legislative guidelines

3. Provide specific information on oral hygiene self-care techniques and *appropriate aids*

3.1 Provide information on and demonstrate a variety of relevant oral hygiene techniques, including appropriate infection control practices

3.2 Provide information on the use of appropriate aids and explain their advantages in terms of achieving and maintaining effective oral hygiene

3.3 Provide appropriate information to assist people with *special needs* with their oral hygiene self care technique

3.4 Encourage clients to follow effective oral hygiene practices and to make *knowledge, attitude and behavioural changes* where necessary

4. Follow up and reinforce oral health information

4.1 Obtain feedback from the client and/or group to determine whether the information is correctly received

## ELEMENT

## PERFORMANCE CRITERIA

and understood

4.2 Implement a review strategy to determine the effectiveness of the oral health information session and whether planned outcomes for the target audience were met

4.3 Implement changes to information or delivery processes based on review outcomes

4.4 Regularly update and maintain records of oral health care programs according to organisation policies and procedures

## Required Skills and Knowledge

### REQUIRED SKILLS AND KNOWLEDGE

This describes the essential skills and knowledge and their level required for this unit.

#### *Essential knowledge:*

The candidate must be able to demonstrate essential knowledge required to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

These include knowledge of:

- Awareness of the National Oral Health Plan and other relevant state, territory and national government policy and programs
- Basic anatomy and physiology underpinning oral health
- Causes and prevention of tooth wear, including erosion, abrasion and attrition
- Effective self-care practices for oral health
- Factors that impact on oral health, including:
  - abuse
  - access to services
  - accumulation of plaque and calculus
  - alcohol, licit and illicit drugs and substances and over the counter and herbal treatments

## REQUIRED SKILLS AND KNOWLEDGE

- alcohol misuse
- bacteria in dental plaque
- client education
- correct infant feeding practices
- diet and nutrition, including fluids
- fluoride
- general health and wellbeing
- immunosuppressant conditions
- medical history
- oral piercings
- psychological issues, such as fear of being seen without dentures or persisting with ill fitting dentures for satisfaction of others
- salivary function
- smoking
- social and cultural determinants of health
- susceptible tooth surfaces
- transmission of bacteria particularly from parent to child
- trauma, such as from seizures
- Guidelines for use of relevant technology, including information technology
- Healthy eating and drinking recommendations as identified in the National Health and Medical Research Council's (NHMRC) Australian Dietary Guidelines
- Impact of certain health conditions and related treatments on oral health e.g. immunosuppressant conditions, HIV, chemotherapy and radiation
- Individual motivating factors for improving oral health

*continued ...*

### *Essential knowledge (cont'd):*

- Legislation and organisation policies and procedures relating to client confidentiality, documentation and infection control standards
- Oral disease and broad treatment options available
- Oral health information, including oral hygiene techniques
- Oral injury prevention and management:
  - first response e.g. falls, teeth falling out, swallowing teeth, soft tissue damage, such as that related to seizures
  - mouth guards
- Oral side effects of medications, such as metallic taste in the mouth, dry mouth syndrome and ulcers
- Own role in client health education and where it fits on the continuum of health

## REQUIRED SKILLS AND KNOWLEDGE

- promotion e.g. policy, communication and action
- Referral pathways for both private and public oral health services
- Relevant evaluation criteria for monitoring effectiveness of oral health care program
- Risk and preventive factors associated with oral disease
- Roles of oral health practitioners
- Saliva and its role in the maintenance of oral health:
  - acting as a lubricant
  - delivering calcium, phosphate and fluoride to the tooth surface
  - its effect on the ability to swallow
  - protecting teeth by neutralising acid
- Specific oral health information related to special needs due to disability, aged care, children's needs, general health, language, culture and social circumstances
- Symptoms and signs that suggest a need for further assessment
- The interaction between oral health and general health

### *Essential skills:*

It is critical that the candidate demonstrate the ability to:

- Acknowledge client ability with oral health self-care and encourage and motivate them to improve, including encouraging friends, family and/or carers where appropriate
- Carry out effective oral health self-care practices
- Communicate effectively with a wide range of people to provide information that addresses their oral health care needs in a manner that takes into account their specific requirements, including the use of augmentative and alternative communication strategies where required
- Evaluate how well target audience has understood information provided
- Reflect on and improve own level and application of skills and knowledge to achieve desirable outcomes and maintain own capabilities
- Use evaluation skills to review the effectiveness of oral health information provided
- Use initiative in finding opportunities to promote oral health care
- Use relevant technology, including information technology safely and effectively

In addition, the candidate must be able to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

These include the ability to:

- Apply basic problem solving skills to resolve problems within organisation protocols
- Apply literacy and numeracy skills required to fulfill work role in a safe manner and as specified by the organisation
- Consistently demonstrate interpersonal skills, including empathy when relating to people

## REQUIRED SKILLS AND KNOWLEDGE

from a range of backgrounds and abilities

- Work effectively with clients, colleagues and supervisor

## Evidence Guide

### EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment Guidelines for this Training Package.

*Critical aspects for assessment and evidence required to demonstrate this unit of competency:*

- The individual being assessed must provide evidence of specified essential knowledge as well as skills
- This unit is best assessed in the workplace or in a simulated workplace under the normal range of conditions
- Consistency in performance should consider the particular workplace context

*Access and equity considerations:*

- All workers in health and community services environments should be aware of access, equity and human rights issues in relation to their own area of work
- All workers should develop their ability to work in a culturally diverse environment
- In recognition of particular issues facing Aboriginal and/or Torres Strait Islander communities, workers should be aware of cultural, historical and current issues impacting on Aboriginal and/or Torres Strait Islander people
- Assessors and trainers must take into account relevant access and equity issues relating to factors impacting on Aboriginal and/or Torres Strait Islander clients and communities



## EVIDENCE GUIDE

### *Context of and specific resources for assessment:*

- This unit can be delivered and assessed independently, however holistic assessment practice with other community services units of competency is encouraged
- Resources required for assessment include:
  - access to appropriate workplace where assessment can take place
  - simulation of realistic workplace setting

### *Method of assessment:*

- In cases where the learner does not have the opportunity to cover all relevant aspects in the work environment, the remainder should be assessed through realistic simulations, projects, previous relevant experience or oral questioning on 'What if?' scenarios
- Assessment of this unit of competency will include observation of processes and procedures, oral and/or written questioning on essential knowledge and skills and consideration of required attitudes
- Consistency of performance should be demonstrated over a range of relevant workplace conditions

### *Related units:*

- This unit may be assessed independently or in conjunction with other units with associated workplace application, such as:
  - CHCPROM401B Share health information
  - BSBCMM401A Make a presentation
  - Chronic disease self-management skill set
- Where this function involves working with groups, candidates may need to undertake a unit in working with groups, such as:
  - CHCGROUP403D Plan and conduct group activities

## Range Statement

### RANGE STATEMENT

The Range Statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Add any essential operating conditions that may be present with training and assessment depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts.

*Good oral health refers to but may not be limited to:*

- A person's mouth that has:
  - breath without offensive odour
  - inflammation and lesion-free soft tissue
  - intact and stable teeth without cavities
  - moist lips without chapping
  - no build up of food, calculus or plaque
  - no oral pain
  - pink, moist, uncoated tongue
  - watery plentiful saliva
- Looking after the whole mouth, including natural and artificial teeth, gums, tongue, lips and inside the cheeks
- Oral health related quality of life factors, such as appearance, social interaction and self esteem

*Oral health messages refers to:*

- State, territory or national statements that include evidence based current best practice techniques and strategies for maintaining good oral health

*Oral health issues may be related to:*

- Damage to teeth due to trauma
- Damage to soft tissues e.g. due to smoking or prescribed and non-prescribed drugs and over the counter and herbal treatments
- Dental decay
- Developmental abnormalities
- Non-carious tooth wear:
  - abrasion
  - attrition
  - erosion (acid)

## RANGE STATEMENT

- Oromotor impairment
- Periodontal disease
- Physical impairment
- Poor nutrition and eating and drinking habits
- Poor oral hygiene
- Poorly fitting or lack of dentures and other prosthesis
- Quality and quantity of saliva
- Soft tissue lesions
- Systemic conditions

*Risk factors for oral diseases may include but not be limited to:*

- Age-related deterioration
- Bleeding gums
- Chronic conditions, such as diabetes
- Cognitive, physical or psychological disability
- Diet and nutrition related factors, including:
  - consumption and frequency of foods with high sugar content and/or highly acidic drinks, such as carbonated drinks, fruit juices and sports drinks
  - incorrect use of infant feeding and dummies in babies/children
- Eating disorders
- Exposure to radiation and chemotherapy
- High levels of plaque
- Impact of chewing tobacco
- Impact of smoking
- Lack of fluoride
- Lack of regular dental visits
- Mental illness or disorder
- Metabolic disorders
- Oral piercing
- Poor oral hygiene
- Salivary function
- Use and misuse of alcohol, licit and illicit drugs and substances and over the counter and herbal treatments e.g. opioids and psychotropic drugs

*Oral hygiene techniques refer to the care of teeth, soft tissue and prostheses and may include, but*

- Appropriate use of oral health products, including fluoride toothpaste and alcohol-free mouthwash when recommended
- Cleaning and maintaining of full and partial dentures

## RANGE STATEMENT

*not be limited to:*

and all natural teeth

- Manual and electric tooth brushing technique
- Modifications to toothbrush handles for specific needs of client/carer e.g. as modified by an occupational therapist
- Techniques for clients with specific needs e.g. cognitive impairment, physical disability, aged clients and carer, young children and babies
- Techniques required for clients wearing oral appliances e.g. braces, crowns, implants and dentures
- Use of other specific oral hygiene techniques and aids as specified in client's oral health care plan

*Social and cultural determinants of health refer to:*

- The socio-economic and cultural factors that affect the living circumstances, quality of life, health literacy and in turn the health and wellbeing of individuals and communities

*Individual motivations may include but are not limited to:*

- Access to services
- Financial priorities
- General health and wellbeing
- Independence
- Pain management
- Potential consequences of poor oral hygiene, including impact on general health and specific health issues
- Previous experience of oral health care
- Psychological e.g. fear of being seen without dentures
- Self-awareness of personal appearance
- Self-esteem and social interaction

*Oral health information may include but is not limited to:*

- Brochures, posters and information sheets
- Models and mirrors
- PowerPoint presentations
- Resources available for specific groups, such as children, people from culturally and linguistically diverse backgrounds and people with disabilities
- Videos/DVDs/CD-ROMs
- Web based resources, such as those available on the

## RANGE STATEMENT

National Oral Health Clearinghouse and government health department websites, including oral health messages

*Planned outcomes refer to:*

- The intended change in oral health knowledge, attitude and behaviour specific to the needs of the individual or group

*Target audience may include but is not limited to individuals and groups who are:*

- Aboriginal and Torres Strait Islander peoples
- Children and adolescents
- Financially or socially disadvantaged
- Friends, families and/or carers of clients
- From culturally and linguistically diverse backgrounds, including refugees and migrants
- Living in rural, remote or isolated areas
- Older people
- Palliative care clients
- People with chronic disease e.g. diabetes and osteoporosis
- People with disability and/or support needs
- People with immunosuppressed conditions
- People with mental health issues
- People with substance misuse issues
- Pregnant women
- Taking medications that affect oral health
- Young parents

*Importance of diet and nutrition on oral health may include:*

- Ensuring dietary habits, including fluids are in line with current Australian Dietary Guidelines and taking into consideration:
  - composition
  - consistency
  - following
  - frequency of intake
  - quantity of intake
- Impact of cariogenic and acidic food and drinks

## RANGE STATEMENT

- Dental plaque refers to:*
- A biofilm containing bacteria deposited on the teeth and associated with the development of dental caries
- Dental caries refers to:*
- A disease where bacterial processes damage hard tooth structure (enamel, dentine, and cementum)
  - also known as tooth decay
- Dental erosion refers to:*
- Erosion of the tooth enamel and possibly the dentine caused by acids not of bacterial origin, such as those in acidic foods, acidic drinks and stomach acids
- Periodontal disease refers to:*
- Diseases of the gum and/or the supporting bone that range from simple gingival or gum inflammation to serious disease that results in major damage to the soft tissue and bone that support the teeth:
  - gingivitis and periodontitis
  - characterised by:
    - bad breath (halitosis)
    - bleeding gums
    - discomfort in the gums
    - inflammation/infection
    - loosening of the teeth
    - receding of the gums
    - spaces opening between teeth
- Prevention of oral diseases may include but is not limited to:*
- Addressing alcohol, drug and substance misuse issues within a harm minimisation framework
  - Appropriate timing of oral hygiene e.g. after food or medication
  - Dietary change
  - Effective oral health self-care practices
  - Encouraging smoking cessation
  - Increasing salivary flow and optimising its composition
  - Increasing water intake to recommended amount
  - Plaque control and removal
  - Preventing oral trauma from sports and other injuries
  - Promoting the use of fluorides

## RANGE STATEMENT

- Regular visits to oral health practitioners
- Consequences of oral diseases may include but are not limited to:*
- Behavioural change
  - Emotional and psychological issues
  - Financial impact e.g. loss of employment
  - Ill health
  - Impaired social interaction
  - Inability to concentrate related, for example, to pain
  - Infection
  - Missed school or work days
  - Nausea
  - Noticeable physical changes
  - Nutritional deficiencies
  - Pain which may vary from minor to extreme levels
  - Possible systemic illness
  - Reduced life span
  - Reduced quality of life
  - Reduced self-esteem
  - Speech impairment
- Oral health practitioners include:*
- Dental assistants
  - Dental hygienists
  - Dental prosthetists
  - Dental specialists e.g. orthodontist
  - Dental technicians
  - Dental therapists
  - Dentists
  - Oral health therapists
- Other health practitioners include but are not limited to:*
- Aboriginal and/or Torres Strait Islander health workers
  - Dietitians
  - Enrolled nurses
  - General practitioners
  - Health promotion officers
  - Nutritionists
  - Occupational therapists
  - Registered nurses

## RANGE STATEMENT

- Speech pathologists
- Methods of delivery may include but are not limited to:*
  - Audio visual presentation
  - Augmentative and alternative communication systems
  - Pamphlets and flyers
  - Pictures
  - Verbal presentation
  - Written documents
- Appropriate aids may include:*
  - Face mirror for client
  - Range of interdental aids
  - Range of manual and electric toothbrushes
  - Range of toothpastes
  - Range of topical self-care products e.g. alcohol-free mouthwash, fluoride supplements and tooth remineraliser
  - Resources e.g. teaching models
- Special needs include but are not limited to:*
  - Anxiety, including as a trigger for seizures
  - Cognitive impairment
  - Communication impairment
  - Cultural preferences
  - High gag reflex
  - Homelessness/rough sleeping
  - Immunosuppressed conditions
  - Intellectual disability
  - Language barriers
  - Mental illness
  - Oromotor impairment
  - Physical impairment
  - Swallowing disorder
- Knowledge, attitude and behavioural changes may include:*
  - Appropriate infant feeding, including:
    - breast and bottle feeding
    - introduction of solids
  - Cessation of smoking
  - Ensuring fluoride intake



## RANGE STATEMENT

- Improved diet and nutrition, including reduced frequency of drinks containing acid and sugars, such as carbonated drinks, fruit juices and sports drinks
- Improved oral hygiene techniques and practices, including increased salivary flow
- Increased sense of control over own oral health
- Increased use of oral health services
- Limiting foods or drinks that stay in the mouth for long periods of time
- Minimised harm from illicit drug use
- Reduced frequency of snacking

## Unit Sector(s)

Not Applicable

## CHCOHC303B Use basic oral health screening tools

### Modification History

| CHC08<br>Version 3                               | CHC08 Version 4                                  | Description                                                                                                                                                                 |
|--------------------------------------------------|--------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| CHCOHC303A Use basic oral health screening tools | CHCOHC303B Use basic oral health screening tools | Unit updated in V4.<br>ISC upgrade changes to remove references to old OHS legislation and replace with references to new WHS legislation. No change to competency outcome. |

### Unit Descriptor

**Descriptor**

This unit describes the skills and knowledge required by workers to carry out basic oral health screening of clients using tools that are accepted by the oral health sector

### Application of the Unit

**Application**

This unit is appropriate for workers in a range of health and community services environments whose work roles involve the type of interactions with clients that would enable the use of basic oral health screening tools

Application could be stand alone or as part of other screening processes to identify the need for referral to an oral health practitioner or for additional education or instruction in oral health care

Examples of tools that are accepted by the oral health sector for oral health screening are listed in the Range Statement of this unit

## Licensing/Regulatory Information

Not Applicable

## Pre-Requisites

Not Applicable

## Employability Skills Information

**Employability Skills** This unit contains Employability Skills

## Elements and Performance Criteria Pre-Content

Elements define the essential outcomes of a unit of competency.

The Performance Criteria specify the level of performance required to demonstrate achievement of the Element. Terms in italics are elaborated in the Range Statement.

## Elements and Performance Criteria

### ELEMENT

### PERFORMANCE CRITERIA

- |                                                                                       |                                                                                                                                                                                                                    |
|---------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1. Prepare for and participate in <i>basic routine oral health screening services</i> | 1.1 Explain <i>screening</i> procedure and rationale to clients                                                                                                                                                    |
|                                                                                       | 1.2 Take into account client's ability to self report                                                                                                                                                              |
|                                                                                       | 1.3 Seek information and guidance on <i>tools to work with certain individuals</i> and the most suitable approach, taking into consideration factors such as, cognitive ability, communication methods and culture |
|                                                                                       | 1.4 Obtain feedback from client to determine that procedure is understood and obtain consent from client or relevant <i>substitute decision maker</i> to conduct screening                                         |
|                                                                                       | 1.5 Prepare screening materials and documents                                                                                                                                                                      |
|                                                                                       | 1.6 Perform basic routine screening in line with <i>legislative requirements</i> , organisation requirements and within own work role                                                                              |
|                                                                                       | 1.7 Use only <i>screening tools that are currently</i>                                                                                                                                                             |

**ELEMENT****PERFORMANCE CRITERIA**

*accepted by the oral health sector* and are fit for basic oral health screening as part of client support work

1.8 Use tools correctly, strictly according to instructions, guidelines and/or training approved by the oral health sector'

2. Follow screening tool questioning, observation and recording requirements

2.1 Use screening tool to question clients about their oral health taking into account *specific individual issues*

2.2 *Document and record* client responses to questions

2.3 Record observations about client's oral health in appropriate format according to tool and *organisation guidelines*

2.4 Consult with *other health personnel* where necessary to assist with, confirm or clarify screening and recording processes and outcomes

2.5 Complete reporting processes using information from client, significant others and own observations

2.6 Confirm available and appropriate referral pathways to address identified client needs in line with own work role

2.7 Where appropriate and in consultation with others where necessary, refer clients to address identified needs for oral health education and/or assessment

2.8 Where screening was unsuccessful report and follow up appropriately

3. Review screening process and outcomes

3.1 Ask for *feedback* from clients and other relevant stakeholders to determine the effectiveness of screening processes and identify any issues in own use of screening tool/s

3.2 Where appropriate, discuss with clients and other relevant stakeholders any issues or obstacles relating to referrals made

3.3 Discuss feedback with other members of the team and take appropriate action to address feedback where required

## Required Skills and Knowledge

This describes the essential skills and knowledge and their level required for this unit.

### *Essential knowledge:*

The candidate must be able to demonstrate essential knowledge required to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

These include knowledge of:

- Own role in oral health screening
- Relevant referral pathway options
- Relevant screening tools and procedures and associated rationale for use
- Relevant workplace policies, procedures and programs for screening

### *Essential skills:*

It is critical that the candidate demonstrate the ability to:

- Communicate effectively to provide information and ensure understanding of information provided in a range of formats
- Consult effectively with other health and community services personnel
- Reflect on and improve own level and application of skills and knowledge to achieve desirable outcomes and maintain own capabilities
- Use appropriate referral practices and pathways
- Use approved simple oral health screening tool/s appropriately and effectively in line with established oral health sector guidelines
- Use communication skills to effectively establish a relationship of trust with clients and/or family or significant others
- Use relevant technology, including information technology safely and effectively

In addition, the candidate must be able to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

These include the ability to:

- Apply basic problem solving skills to resolve problems within organisation protocols
- Apply literacy and numeracy skills required to fulfill work role in a safe manner and as specified by the organisation
- Consistently demonstrate interpersonal skills, including empathy when relating to people from a range of backgrounds and abilities
- Incorporate oral health screening processes with other organisation screening
- Work effectively with clients, colleagues and supervisors

## Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment Guidelines for this Training Package.

*Critical aspects for assessment and evidence required to demonstrate this unit of competency:*

- The individual being assessed must provide evidence of specified essential knowledge as well as skills
- This unit is best assessed in the workplace or in a simulated workplace under the normal range of conditions
- Consistency in performance should consider the particular workplace context

*Access and equity considerations:*

- All workers in health and community services environments should be aware of access, equity and human rights issues in relation to their own area of work
- All workers should develop their ability to work in a culturally diverse environment
- In recognition of particular issues facing Aboriginal and/or Torres Strait Islander communities, workers should be aware of cultural, historical and current issues impacting on Aboriginal and Torres Strait Islander people
- Assessors and trainers must take into account relevant access and equity issues relating to factors impacting on Aboriginal and/or Torres Strait Islander clients and communities

*Context of and specific resources for assessment:*

- This unit can be delivered and assessed independently, however holistic assessment practice with other community services units of competency is encouraged
- Resources required for assessment include:
  - access to appropriate workplace where assessment can take place
  - simulation of realistic workplace setting

*Method of assessment:*

- In cases where the learner does not have the opportunity to cover all relevant aspects in the work environment, the remainder should be assessed through realistic simulations, projects, previous relevant experience or oral questioning on 'What if?' scenarios
- Assessment of this unit of competency will include observation of processes and procedures, oral and/or written questioning on essential knowledge and skills and consideration of required attitudes
- Consistency of performance should be demonstrated over a range of relevant workplace conditions

*Related units:*

- This unit may be assessed independently or in conjunction with other units with associated workplace application

## Range Statement

The Range Statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Add any essential operating conditions that may be present with training and assessment depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts.

*Basic routine oral health screening services may include:*

- Routine screening by age, sex, ethnicity and regional disease prevalence
- Screening practices in line with relevant, organisation, local, state, territory and national guidelines

*Screening refers to:*

- Following a process to collect specific information and determine a prescribed course of action

*Tools to work with certain individuals may include but not be limited to:*

- Abbey pain scale - an augmentative pain screening tool for people with cognitive impairment, such as that caused by dementia
- Augmentative or alternative communication systems,

|                                                                                       |                                                                                                                                                                                                                                                                                                                                                                                                                                        |
|---------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                                                                                       | <ul style="list-style-type: none"><li>such as symbols or picture cards</li><li>• Bite blocks</li><li>• Tongue depressors</li><li>• Torch</li></ul>                                                                                                                                                                                                                                                                                     |
| <i>Substitute decision maker (in relation to consent) must be:</i>                    | <ul style="list-style-type: none"><li>• The person appointed with the right to speak for the client and may include:<ul style="list-style-type: none"><li>• advocate</li><li>• carers</li><li>• guardians</li><li>• health attorneys</li><li>• medical power of attorney</li><li>• members of family</li><li>• other practitioners</li><li>• parent of child</li><li>• person responsible</li><li>• public trustee</li></ul></li></ul> |
| <i>Legislative requirements refers to:</i>                                            | <ul style="list-style-type: none"><li>• Federal, state or territory legislation that may impact on workers' practices and responsibilities, noting that implementation of the unit of competency must reflect the legislative framework in which a worker operates</li></ul>                                                                                                                                                           |
| <i>Screening tools that are currently accepted by the oral health sector include:</i> | <ul style="list-style-type: none"><li>• Basic instruments that are appropriate for use in simple oral health screening, such as:<ul style="list-style-type: none"><li>• computer-assisted triaging tools, such as 'Relative Needs Index' and 'Information System for Oral Health'</li><li>• 'Lift the Lip'</li></ul></li></ul>                                                                                                         |
| <i>Specific individual issues may include but not be limited to:</i>                  | <ul style="list-style-type: none"><li>• Ability to self-report</li><li>• Age</li><li>• Cultural and socioeconomic background</li><li>• Current knowledge and practices</li><li>• Developmental stage</li></ul>                                                                                                                                                                                                                         |
| <i>Document and record may</i>                                                        | <ul style="list-style-type: none"><li>• Photographs</li></ul>                                                                                                                                                                                                                                                                                                                                                                          |



*include the use of:*

- Verbal reports
- Written reports

*Organisation guidelines may include but are not limited to:*

- Clinical protocols
- Position descriptions
- Workplace policies and procedures, including:
  - infection control
  - work health and safety (WHS)

*Other health personnel may include but are not limited to:*

- Aboriginal and/or Torres Strait Islander health workers
- Allied health professionals, such as:
  - dietitians
  - health promotion officers
  - nutritionists
  - occupational therapists
  - physiotherapists
  - speech therapists
- General practitioners
- Members of the community who provide health care
- Nurses
- Oral health practitioners
- Specialists

*Feedback may be provided:*

- As a recording using sound or visual media
- In writing
- Using symbols or drawings
- Verbally

## **Unit Sector(s)**

Not Applicable

## HLTCSD306D Respond effectively to behaviours of concern

### Modification History

| HLT07 Version 4                                         | HLT07 Version 5                                         | Comments                                                                        |
|---------------------------------------------------------|---------------------------------------------------------|---------------------------------------------------------------------------------|
| HLTCSD306C Respond effectively to behaviours of concern | HLTCSD306D Respond effectively to behaviours of concern | Unit updated in V5 - Changed 'challenging behaviour' to 'behaviours of concern' |

### Unit Descriptor

**Descriptor**

This unit of competency describes the skills and knowledge required to respond effectively to behaviours of concern in clients and others

These skills are associated with handling difficult incidents rather than managing ongoing behaviours

### Application of the Unit

**Application**

The unit will be suitable for work roles such as Security Officers, Care Assistance Workers and others exposed to behaviours of concern

Application of this unit should be contextualised to reflect any requirements, issues and practices specific to each workplace

### Licensing/Regulatory Information

Not Applicable

### Pre-Requisites

Not Applicable

## Employability Skills Information

### Employability Skills

This unit contains Employability Skills

## Elements and Performance Criteria Pre-Content

Elements define the essential outcomes of a unit of competency.

The Performance Criteria specify the level of performance required to demonstrate achievement of the Element. Terms in italics are elaborated in the Range Statement.

## Elements and Performance Criteria

### ELEMENT

### PERFORMANCE CRITERIA

#### 1. Plan response

- 1.1 Identify appropriate response to potential instances of *behaviours of concern* in line with work role and organisation policies and procedures
- 1.2 Ensure *planned responses* to behaviours of concern maximise the availability of other appropriate staff and resources
- 1.3 Give priority to safety of self and others in responding to behaviours of concern

#### 2. Apply response

- 2.1 Ensure response to instances of behaviours of concern reflect organisation policies and procedures
- 2.2 Seek assistance as required
- 2.3 Deal with difficult or challenging behaviour promptly, firmly and diplomatically in accordance with *organisation policy and procedure*
- 2.4 Use communication effectively to achieve the desired outcomes in responding to difficult or challenging behaviour
- 2.5 *Select* appropriate *strategies* to suit particular instances of difficult or challenging behaviour

**ELEMENT****PERFORMANCE CRITERIA**

- |                                |                                                                                                                    |
|--------------------------------|--------------------------------------------------------------------------------------------------------------------|
| 3. Report and review incidents | 3.1 Report incidents according to organisation policies and procedures                                             |
|                                | 3.2 Review incidents with appropriate staff and offer suggestions appropriate to area of responsibility            |
|                                | 3.3 Access and participate in available debriefing mechanisms and associated support and/or development activities |
|                                | 3.4 Seek advice and assistance from legitimate sources as and when appropriate                                     |

**Required Skills and Knowledge****REQUIRED SKILLS AND KNOWLEDGE**

This describes the essential skills and knowledge and their level required for this unit.

*Essential knowledge:*

The candidate must be able to demonstrate essential knowledge required to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

This includes knowledge of:

- Client issues needing to be referred to an appropriate health professional
- OHS issues relating to difficult and challenging behaviour
- Organisation's reporting processes

*Essential skills:*

It is critical that the candidate demonstrate the ability to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

## REQUIRED SKILLS AND KNOWLEDGE

This includes the ability to:

- Effectively use techniques for monitoring own service area including client satisfaction
- Foresee and respond quickly and effectively to contingencies
- Identify when assistance is required
- Interpret and follow the instructions and guidance of health professionals involved with the care of client
- Maintain duty of care
- Maintain personal safety and the safety of others
- Monitor and/or maintain security equipment
- Remain alert to potential incidents of difficult or challenging behaviour
- Remain calm and positive in adversity
- Speak in a firm, diplomatic and culturally appropriate manner
- Think and respond quickly and strategically
- Use literacy skills in reading, writing and oral communication to fulfil job role in a safe manner and as specified by the organisation, including:
  - understand symbols used in OHS signs
  - read workplace safety pamphlets or procedure manuals and labels
  - use appropriate verbal and non verbal communication styles
  - ask questions
  - provide clear information
  - listen to and understand workplace instructions and clarify when necessary
  - apply literacy skills as required in English or a community language.
- Use numeracy skills to complete basic arithmetic calculations such as addition, subtraction, multiplication, division to recording numbers
- Use problem solving skills to:
  - effectively utilise available resources
  - prioritise workload
- Work with others and display empathy with client and relatives

## Evidence Guide

### EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment Guidelines for this Training Package.

## EVIDENCE GUIDE

*Critical aspects for assessment and evidence required to demonstrate this competency unit:*

- The individual being assessed must provide evidence of specified essential knowledge as well as skills
- This unit is most appropriately assessed in the workplace (simulating difficult or challenging behaviour) or in a simulated workplace and under the normal range of work conditions
- This unit can be assessed independently, but holistic assessment practice is encouraged with other related units of competency
- Assessment may be conducted on one occasion but should include a diverse range of sources of difficult and challenging behaviours, as may be expected in the workplace
- A diversity of assessment tasks is also essential for holistic assessment

*Access and equity considerations:*

- All workers in the health industry should be aware of access and equity issues in relation to their own area of work
- All workers should develop their ability to work in a culturally diverse environment
- In recognition of particular health issues facing Aboriginal and Torres Strait Islander communities, workers should be aware of cultural, historical and current issues impacting on health of Aboriginal and Torres Strait Islander people
- Assessors and trainers must take into account relevant access and equity issues, in particular relating to factors impacting on health of Aboriginal and/or Torres Strait Islander clients and communities

## Range Statement

### RANGE STATEMENT

The Range Statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Add any essential operating

## RANGE STATEMENT

conditions that may be present with training and assessment depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts.

*Planned responses may be based on:*

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

*Difficult or challenging behaviours may include:*

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

*Strategies for dealing with challenging behaviours may include:*

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

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

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

*Organisation policies and procedures may include:*

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

## Unit Sector(s)

Not Applicable



## CHCTC404B Provide competent suicide intervention in a telephone counselling context

### Modification History

| CHC08 Version 3                                                                     | CHC08 Version 4                                                                     | Description                                                                                                                                                                 |
|-------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| CHCTC404A Provide competent suicide intervention in a telephone counselling context | CHCTC404B Provide competent suicide intervention in a telephone counselling context | Unit updated in V4.<br>ISC upgrade changes to remove references to old OHS legislation and replace with references to new WHS legislation. No change to competency outcome. |

### Unit Descriptor

#### Descriptor

This unit describes foundation knowledge and skills required to provide suicide intervention in the context of a telephone counselling service to persons potentially at risk, those concerned about someone at risk and people dealing with the aftermath of a suicide

The focus is on competencies that enable the telephone counsellor to identify and manage immediate suicide risk in the context of a supportive counselling relationship that seeks to work collaboratively with the caller to achieve safe outcomes

Safe outcomes in this context include a clear safety plan for addressing any immediate danger to the person at risk, or others, mobilising access to emergency medical help when needed and facilitating links with resources able to offer further assessment and care

The needs and safety of the caller are the primary focus in any suicide call

However, interventions also need to consider and address the safety of those offering help and potential risk to others in the situation

## Application of the Unit

### Application

The unit addresses opportunities for suicide intervention available to the telephone counsellor that recognise the potential and limits of the telephone medium and feature its role in linking callers with further resources

Telephone counsellors will be persons with training appropriate to their role who apply learning as employees or community volunteers

Competence in basic helping skills and crisis intervention is foundational preparation for this unit

## Licensing/Regulatory Information

Not Applicable

## Pre-Requisites

Not Applicable

## Employability Skills Information

**Employability Skills** This unit contains Employability Skills

## Elements and Performance Criteria Pre-Content

Elements define the essential outcomes of a unit of competency.

The Performance Criteria specify the level of performance required to demonstrate achievement of the Element. Terms in *italics* are elaborated in the Range Statement.

## Elements and Performance Criteria

### ELEMENT

### PERFORMANCE CRITERIA

1. *Identify and assess a caller's current suicide risk*

- 1.1 Recognise and respond to signs (such as statements, reactions, thoughts, feelings or disclosed behaviours) indicating that a caller may be considering or affected by suicide
  - 1.2 Attend to any hunches while listening to a caller, perhaps from indirect communications that suggest they may be considering suicide
  - 1.3 Ask directly about suicide whenever there are grounds for concern
- If suicide thoughts are present:
- 1.4 Seek sufficient understanding of why the person is considering suicide, and what links them to life, to guide and facilitate the intervention
  - 1.5 Assess current suicide risk guided by *risk assessment* considerations outlined in the Range Statement and by whether there is an imminent threat to the caller's safety or the safety of others

2. Apply telephone counselling skills to reduce immediate risk of suicide and increase caller safety

- 2.1 Build a collaborative, empathic working relationship with the caller that acknowledges how thoughts of suicide and painful feelings behind them may affect their safety
- 2.2 Listen to what lies behind thoughts of suicide, while affirming and strengthening the links to safety and living implicit in search for help that prompted the call
- 2.3 Work with the caller to develop and implement a safety plan that builds on an assessment of suicide risk and reduces the immediate danger of self-harm or suicide
- 2.4 Facilitate access to emergency medical help in any call where it is assessed to be needed to address an imminent threat to the caller's life or safety (such as a potential suicide in progress)
- 2.5 Remain mindful of and address, as much as possible over the phone, potential risk to the safety of others involved in the situation
- 2.6 Be aware of situations where police may need to be involved to address the safety of the caller or others and act accordingly

## ELEMENT

## PERFORMANCE CRITERIA

- 2.7 Seek and act on feedback from the workplace supervisor and other internal performance review processes to ensure counselling is lawful, complies with good suicide intervention practice, and organisation policies consistent with that practice, ethical processes and duty of care obligations
- 2.8 Observe work health and safety (WHS) obligations in relation to managing oneself
3. Facilitate and strengthen the caller's links to further care
- Having worked with the caller to take any steps needed to address immediate safety:
- 3.1 Acknowledge how the decision to seek and respond to help in this call has provided foundations for further care
- 3.2 Provide information to enhance the caller's awareness of the nature and *range of available resources* and how to access them
- 3.3 Explore the caller's openness toward available help and where possible address barriers to further help-seeking
- 3.4 Develop with the caller an agreed plan and first steps for accessing and utilising informal supports and professional help that deal with their suicidality and factors associated with it
- 3.5 Encourage further use of telephone counselling support and other services when needed
4. Provide suicide intervention support that resources the caller beyond the immediate suicidal crisis
- When or if it is assessed that there is no imminent risk that needs to be immediately addressed:
- 4.1 Identify those aspects of the caller's distress and concern related to their suicidal thoughts that most need attention now
- 4.2 Help the caller identify coping strategies (both internal and external) which prepare them to manage any recurrence of suicidal thoughts in future, highlighting steps they could take to increase their safety and get help
- 4.3 Determine whether underlying mental health concerns or personal circumstances (such as depression, substance misuse, significant losses or trauma) are

## ELEMENT

## PERFORMANCE CRITERIA

present and require further help

4.4 Provide counselling support to any caller concerned about someone at risk of suicide by exploring and determining the basis of concern and the potential role they may play in increasing that person's safety

4.5 Provide counselling support to any caller impacted by someone else's suicide to ensure the nature of their concerns is explored, threat of risk to caller is evaluated and access to further help is facilitated

4.6 Comply with laws, *ethical guidelines and policy requirements that affect duty of care*

4.7 Document the suicide risk assessment and safety plan, including any follow up steps taken and the rationale behind them

## Required Skills and Knowledge

This describes the essential skills and knowledge and their level required for this unit.

### *Essential knowledge:*

The candidate must be able to demonstrate essential knowledge required to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

These include:

- Awareness that suicide risk may potentially feature in any call
- Knowledge of common indicators or signs of potential suicide risk
- Principles and practices of suicide intervention - particularly the tasks of suicide risk assessment, risk management, development of safety plans and facilitation of access to ongoing support
- Principles and practice of crisis intervention, including relevant laws, ethical guidelines and policy requirements which affect duty of care
- Applications of crisis intervention principles and practices to the telephone counselling medium
- Procedures for facilitating referrals and emergency interventions
- Awareness of personal attitudes, beliefs and values and how these might facilitate or impede suicide intervention
- Examination of common notions about suicide in the light of available evidence

- General awareness of how mental health issues may impact on crisis intervention and suicidal crises
- Principles of self care and support-seeking relevant to involvement in crisis and suicide intervention work

*Essential skills:*

It is critical that the candidate demonstrate the ability to:

- Demonstrate the capacity to work competently and independently according to the principles of their training and within the general context of the supervisory relationship
- Demonstrate accountability for own professional conduct and practice including:
  - carrying out assigned tasks
  - working effectively under the pressure of crisis situations
  - maintaining the quality of services to the organisation's callers
  - strengthening links to life-sustaining options and supports for calls featuring suicide
  - demonstrating a commitment to attend to the pain of persons considering or affected by suicide and to work toward life-affirming outcomes
- Identify calls which may feature suicide risk or bereavement

In addition, the candidate must be able to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

These include the ability to:

- Demonstrate competent telephone counselling skills in:
  - engaging callers in an empathic, respectful, collaborative helping relationship
  - implementing effective crisis intervention principles and practices
  - providing competent suicide intervention over the phone including:
    - recognition
    - assessment
    - safe management of immediate suicide risk
    - facilitating links to further emergency help or ongoing care as needed
  - facilitating links with higher levels of care including emergency services where necessary
  - practising self-monitoring and self care
  - seeking and integrating supervisory support
  - maintaining documentation as required, including effective use of relevant information technology in line with WHS guidelines

## Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment Guidelines for this Training Package.

*Critical aspects for assessment and evidence required to demonstrate this unit of competency:*

- The individual being assessed must provide evidence of specified essential knowledge as well as skills
- Work will be assessed in accordance with professional standards of care commensurate with the telephone counselling role
- Assessment must occur in the workplace or similar environment conducive to professional work over a number of occasions

*Access and equity considerations:*

- All workers in community services should be aware of access, equity and human rights issues in relation to their own area of work
- All workers should develop their ability to work in a culturally diverse environment
- In recognition of particular issues facing Aboriginal and Torres Strait Islander communities, workers should be aware of cultural, historical and current issues impacting on Aboriginal and Torres Strait Islander people
- Assessors and trainers must take into account relevant access and equity issues, in particular relating to factors impacting on Aboriginal and/or Torres Strait Islander clients and communities

*Context of and specific resources for assessment:*

- This unit can be assessed independently, however holistic assessment practice with other community services units of competency is encouraged
- Resources for training in and assessment of crisis intervention competencies needs to be available to:
  - provide initial and ongoing training
  - ensure baseline knowledge and skills following basic training
  - observe implementation of these competencies in actual counselling situations and simulated role plays
  - facilitate learning through reflection on practice

and integration of supervisory feedback

*Method of assessment:*

- Consistent performance and development would be expected to be demonstrated involving a combination of oral and written media while also featuring simulated and actual practice
- Examples might include:
  - group exercises
  - written (e.g. journal) and verbal responses to questioning
  - simulated exercises
  - observation of practice on telephone shifts
  - response to and integration of supervisory feedback

## Range Statement

The Range Statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Add any essential operating conditions that may be present with training and assessment depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts.

*General context of the suicide intervention work:*

- Telephone counselling will normally be provided in the context of a 24-hour telephone counselling service within the framework of the organisation's guidelines and competency requirements that reflect good suicide intervention practice
- Telephone counsellors will have received training in generalist telephone counselling skills and in the principles and practices of crisis intervention
- Supervision on 24-hour call may be accessed during a call when needed and must be consulted in certain mandated situations such as a potential suicide in progress
- Other professional community resources such as Poisons Information Service, Ambulance or Police should be accessed as needed
- Intervention builds on the caller's desire for help and links to living, evident in making the call, despite the



ambivalence about living and dying that is often present

*Identify and assess a caller's current suicide risk involves:*

- Vigilance about the potential for suicide risk in any caller
- Recognising the wide range of warning signs that invite help and prompt enquiry about suicide
- Asking directly about thoughts of suicide where there are any grounds for concern

*Risk assessment involves:*

- Recognising that any suicide thoughts or acts of deliberate self-harm signal significant distress, pose potential risk of injury or death and should be taken seriously
- Assessing factors that indicate suicide risk which include, but are not limited to, the following:
  - concern is aroused by the presence of suicide thoughts and things often associated with these thoughts, such as:
    - a desire to escape pain that feels unbearable
    - a sense of hopelessness
    - current difficulty seeing alternatives to suicide
    - feeling alone
  - immediate risk is increased when a person has begun acting on their suicide thoughts or is preparing to do so and/or has expressed suicidal intent - for example:
    - possible suicide in progress
    - presence of a suicide plan
    - available means
  - risk can be exacerbated if the caller is under the influence of excessive alcohol or other drug use
  - pertinent background factors, particularly prior suicidal behaviour and the presence of significant mental health problems should be carefully assessed

A wide variety of contextual or personal considerations help inform assessments and may include such things as:

- significant loss
- trauma
- the impact of another person's suicide

- a pattern of extreme agitation, anger/violent behaviour
- Identifying sources of safety and support within the caller (such as coping skills and beliefs) and around them (such as friends, family and community services)
- Connections to life and living are usually present alongside thoughts of suicide and can provide foundations to build upon in increasing caller safety

*Safety outcomes include:*

- Recognising that:
  - vigilance about safety with all suicide related thoughts or behaviours is essential, even though the caller may have been influenced by a wide range of motives in considering or engaging in deliberate self-harm
  - risks to life and safety can often be greater than callers recognise or intend, so safe outcomes are a primary focus, regardless of stated caller intentions, especially given the limited contextual information available in a telephone counselling intervention
- Implementing suicide safety plans that should be tailored to the caller, but typically include:
  - affirm and build on the desire for help and safety implicit in the call
  - work with the caller to identify and act on clear cooperative steps for reducing immediate risk of suicide or any self-harm during and immediately after the call
  - focus specifically on factors, plans and behaviours, including unsafe use of alcohol and other drugs, that endanger the caller at this particular time and seek to engage them cooperatively in steps that safely manage and reduce that risk
  - enable prompt, timely action that increases support, mobilises access to emergency medical help when needed and reduces the likelihood that the person will act on their suicidal thoughts
  - seek to create a calm environment that promotes safety for the person at risk and others involved in the situation
  - access support and follow up advice from the organisation's supervisor/coordinator that reflects

lawful good suicide intervention practice and follows crisis management and emergency procedures

*The range of available resources include:*

- Informal support
- Professional help
- Future use of telephone counselling service

A productive connection between the caller and counsellor that accompanies risk assessment and safety management can strengthen hope and motivation to commit to the safety plan and engage further with helping resources

*Appropriate counselling support to people with thoughts of suicide will include:*

- The following general practices as a context for risk assessment and safety management:
  - developing an empathic, collaborative counselling relationship
  - recognising that the presence of any thoughts of suicide elevate risk and require plans to increase safety
  - understanding how these thoughts are linked to particular events or experiences - particularly involving loss, a suicide death or trauma - and the person's reaction to them
  - hearing feelings often found behind these thoughts such as pain, and the desire to escape it
  - listening for perceptions such as the caller's current difficulties in seeing alternatives to suicide
  - conducting careful assessment and management of suicide risk
  - developing and implementing a safety plan based on this assessment that includes safely reducing access to suicide methods and generally minimising the harm of any suicidal acts already in progress (e.g. mobilising an emergency medical response)
  - addressing problems in living and strengthening supportive life links and relationships once immediate safety has been addressed

*Appropriate counselling support to people concerned about someone at risk include:*

- The above set of actions and deciding on:
  - the role the caller might have in reaching out to the person at risk and
  - who else may need to be involved

*Appropriate counselling support to people impacted by someone's suicide includes:*

- Determining the nature of the caller's relationship to the person who died by suicide
- Exploring and responding to the pain and impact of the loss in feelings such as sadness, anger, guilt or remorse
- Asking the caller what aspects of the death or the loss they most need to focus on now and attend to these concerns
- Assessing for suicide risk in the caller
- Exploring internal coping strengths and external supports likely to provide support

*Internal referral systems may include:*

- Training
- The organisation's referral database and files
- Supervisory and on call network
- Support personnel
- Protocols for supervisory consultation during a suicide call and accessing emergency services when necessary
- Literature - including books and brochures

*Ethical guidelines and policy requirements that affect duty of care include:*

- Awareness of appropriate standards of care in suicide intervention
- Observance of any relevant laws
- Compliance with the organisation's ethical code, policies and procedures related to delivery of the telephone counselling service
- Policies about disclosure and confidentiality, including any limits that may apply in suicide intervention
- Responsiveness to caller requests
- Meeting the organisation's training standards
- Seeking assistance and providing referrals
- Participation in supervisory activities and professional development and training

## Unit Sector(s)

Not Applicable

## CHCTC403B Provide telephone counselling in crisis situations

### Modification History

| CHC08 Version 3                                              | CHC08 Version 4                                              | Description                                                                                                                                                                 |
|--------------------------------------------------------------|--------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| CHCTC403A Provide telephone counselling in crisis situations | CHCTC403B Provide telephone counselling in crisis situations | Unit updated in V4.<br>ISC upgrade changes to remove references to old OHS legislation and replace with references to new WHS legislation. No change to competency outcome. |

### Unit Descriptor

#### Descriptor

This unit describes the knowledge and skills required by telephone counsellors in those calls where they are required to apply crisis management skills

It includes frameworks for crisis containment, risk management, appropriate consultation and referral

### Application of the Unit

#### Application

This unit of competency is applied in the context of providing telephone counselling services

### Licensing/Regulatory Information

Not Applicable

### Pre-Requisites

Not Applicable

## Employability Skills Information

### Employability Skills

This unit contains Employability Skills

## Elements and Performance Criteria Pre-Content

Elements define the essential outcomes of a unit of competency.

The Performance Criteria specify the level of performance required to demonstrate achievement of the Element. Terms in *italics* are elaborated in the Range Statement.

## Elements and Performance Criteria

### ELEMENT

### PERFORMANCE CRITERIA

1. Identify when to apply *crisis* intervention

- 1.1 Be alert to the need for a crisis assessment and response by evidence of one or more of the following in the client:
- disabling levels of distress
  - difficulty performing daily tasks
  - difficulty fulfilling usual roles and responsibilities
  - possible threats to life or safety
- 1.2 Apply checklists to determine client response as appropriate

2. Apply crisis intervention strategies

- 2.1 Establish rapport and an active working relationship
- 2.2 Affirm help-seeking and instil realistic hope for managing the current crisis
- 2.3 Focus on how past or current problems are affecting present feelings, thoughts and behaviours
- 2.4 Balance the exploration and containment of powerful feelings and disabling thoughts
- 2.5 Balance adoption of a collaborative and directive helping stance according to the client's current capacity for decision-making and coping
- 2.6 Provide structure and strategies for dealing with

**ELEMENT****PERFORMANCE CRITERIA**

the immediate crisis through enabling thoughts and behaviours

2.7 Identify and decide on short-term coping steps

2.8 Provide options for links to further help, actively facilitating these where necessary

3. Apply risk assessment strategies and implement risk management

3.1 Demonstrate vigilance about potential threats to life or safety in managing every crisis situation

3.2 Practise direct inquiry about thoughts of self-harm or harming others when there are slightest grounds for concern

3.3 Practise direct enquiry about possible exposure to harm from others when there are slightest grounds for concern

3.4 Employ risk assessment and risk management strategies whenever needed

3.5 Actively facilitate emergency interventions where assessed to be necessary to protect life or safety

## Required Skills and Knowledge

This describes the essential skills and knowledge and their level required for this unit.

### *Essential knowledge:*

The candidate must be able to demonstrate essential knowledge required to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

These include knowledge of:

- Principles and practice of crisis intervention, including relevant ethical guidelines and policy requirements which affect duty of care
- Applications of crisis intervention principles and practices to the telephone counselling medium
- Principles and practices of suicide intervention - particularly the tasks of suicide risk assessment and risk management associated with suicide first aid
- Procedures for facilitating referrals and emergency interventions



- The specific requirements of crisis intervention and how they relate to and complement general telephone counselling
- Knowledge of personal attitudes, beliefs and values and how these might facilitate or impede effective crisis interventions
- General awareness of how mental health issues may impact on crisis intervention
- Principles of self care and support-seeking relevant to involvement in crisis intervention work

### *Essential skills:*

It is critical that the candidate demonstrate the ability to:

- Demonstrate appropriate use of self and accessing appropriate support in providing counselling service in times of crisis so duty of care and safety of client is assured

In addition, the candidate must be able to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

These include the ability to:

- Demonstrate application of skills in:
  - competent counselling skills
  - effective general crisis intervention skills
  - suicide risk recognition, assessment, and management (suicide first aid)
  - consulting appropriately
  - facilitating links with higher levels of care
  - self-monitoring and self care
  - seeking and integrating supervisory support
- Use relevant workplace technology safely and effectively in line with work health and safety (WHS) guidelines
- Maintain documentation as required, including effective use of relevant information technology in line with WHS guidelines

## **Evidence Guide**

The evidence guide provides advice on assessment and must be read in conjunction with the Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment Guidelines for this Training Package.

### *Critical aspects for assessment and evidence required to*

- The individual being assessed must provide evidence of specified essential knowledge as well as skills

*demonstrate this unit of competency:*

- Assessment must occur in the workplace or similar environment conducive to professional work

*Access and equity considerations:*

- All workers in community services should be aware of access, equity and human rights issues in relation to their own area of work
- All workers should develop their ability to work in a culturally diverse environment
- In recognition of particular issues facing Aboriginal and Torres Strait Islander communities, workers should be aware of cultural, historical and current issues impacting on Aboriginal and Torres Strait Islander people
- Assessors and trainers must take into account relevant access and equity issues, in particular relating to factors impacting on Aboriginal and/or Torres Strait Islander clients and communities

*Context of and specific resources for assessment:*

- This unit can be assessed independently, however holistic assessment practice with other community services units of competency is encouraged
- Resources for training in and assessment of crisis intervention competencies needs to be available to:
  - provide initial and ongoing training
  - ensure baseline knowledge and skills following basic training
  - observe implementation of these competencies in actual counselling situations and simulated role plays
  - facilitate learning through reflection on practice and integration of supervisory feedback

*Method of assessment:*

- Consistent performance and development would be expected to be demonstrated involving a combination of oral and written media while also featuring simulated and actual practice
- Examples might include:
  - group exercises
  - written (e.g. journal) and verbal responses to questioning
  - simulated exercises
  - observation of practice on telephone shifts

- response to and integration of supervisory feedback

### *Co-requisites*

This unit must be assessed in conjunction with related units:

- CHCTC301C Deliver a service consistent with the organisation's mission and values
- CHCTC302B Provide client-centred telephone counselling

## Range Statement

The Range Statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Add any essential operating conditions that may be present with training and assessment depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts.

### *A crisis is any situation where:*

- Internal distress over impactful events, painful transitions or problems in living has escalated to the point where it is disabling a person's ability to cope and function
- The person in crisis may be at risk of self-injury or suicide and may sometimes pose a threat to others
- The focus of crisis intervention is constructive management of the immediate situation
- Its primary goals are to promote safety, reduce distress and restore functioning rather than deal with underlying issues or explore long-term strategies for addressing them
- Crisis intervention always involves vigilance about potential threats to life and safety and development of a safety plan to address any imminent danger assessed to be present
- Crisis intervention complements other strategies adopted by the caregiver or counsellor and focuses on stabilising the current situation and providing a bridge to further help
- Once the immediate crisis has been addressed, other strategies designed to provide counselling, treatment

care or support can be commenced or resumed

*General context of work:*

- Counsellors have received training in the principles and practice of crisis intervention, including risk management and suicide first aid
- Work is performed in a setting where ongoing supervision is provided within a team environment
- Supervision on 24-hour call may be accessed during a call should counsellors require it and must be accessed in certain mandated situations such as a potential suicide in progress
- Work will be assessed in accordance with professional standards of care commensurate with the telephone counselling role
- Enterprise requirements and WHS legislation shall be observed

*Working independently must include:*

- Counsellors must demonstrate the capacity to work competently and independently according to the principles of their training and within the general context of the supervisory relationship noted above
- They shall be accountable for their own professional conduct and practice including:
  - carrying out assigned tasks
  - working effectively under the pressure of crisis situations
  - maintaining the quality of services to the organisations callers

*Internal referral systems may include:*

- Training
- Organisations referral database and folders
- Supervisory and on call network
- Support personnel
- Literature - including books and brochures

## **Unit Sector(s)**

Not Applicable

# CHCMH411A Work with people with mental health issues

## Modification History

Not Applicable

## Unit Descriptor

### Descriptor

This unit describes the knowledge, skills and attitudes required by workers in community services and health settings to work in a consumer directed and oriented way with consumers who are living with mental health issues

## Application of the Unit

### Application

This unit applies to working with consumers who are affected by mental illness in a range of community services work contexts

## Licensing/Regulatory Information

Not Applicable

## Pre-Requisites

Not Applicable

## Employability Skills Information

### Employability Skills

This unit contains Employability Skills

## Elements and Performance Criteria Pre-Content

Elements define the essential outcomes of a unit of competency.

The Performance Criteria specify the level of performance required to demonstrate achievement of the Element. Terms in *italics* are elaborated in the Range Statement.

## Elements and Performance Criteria

### ELEMENT

### PERFORMANCE CRITERIA

1. Apply knowledge of the mental health sector

- 1.1 Demonstrate basic knowledge of mental health organisations and services
- 1.2 Reflect an understanding of *different service approaches in mental health* in work
- 1.3 Apply basic knowledge of common mental health issues and associated signs and symptoms
- 1.4 Apply basic knowledge of how to respond appropriately to changes in mental health and mental distress and to report appropriately
- 1.5 Clarify statutory requirements and duty of care responsibilities applying to own work, including role, responsibilities, accountabilities and potential consequences of own actions

2. Establish appropriate working relationships with consumers who are living with mental health issues

- 2.1 Demonstrate and apply understanding of and commitment to a consumer's right to self define and direct their own recovery
- 2.2 Use strategies to ensure all contacts with consumers reflect appropriate expression of value systems and consideration of emotional impact of intervention
- 2.3 Use appropriate communication and relationship building processes to facilitate strong positive relationships
- 2.4 Discuss with the consumer possibilities and options for responding to their needs and determine and prioritise preferred action
- 2.5 Respond promptly and supportively to consumers in distress or crisis, respecting the consumer's wishes to

**ELEMENT****PERFORMANCE CRITERIA**

the extent possible in the circumstances, and in accordance with organisation policies and procedures

2.6 Work in collaboration with consumer and their support network to routinely ensure that:

- the consumer's desires, preferences, experiences, knowledge and life skills directly influence the nature and type of services provided
- the consumer's *needs* and *goals* are met
- individual and cultural differences are addressed
- potential barriers and challenges to achieving positive outcomes are identified and appropriately resolved
- appropriate levels of consultation are implemented
- relevant information is collected

2.7 Consistently comply with statutory requirements and duty of care responsibilities

3. Clarify the needs and issues of consumers

3.1 Identify and document consumer's current needs, wants and preferences

3.2 Discuss with the consumer their abilities to address their own needs and aspirations and identify support they require

4. Provide non-clinical services to meet consumer aspirations and needs

4.1 In collaboration with the consumer, consider their experience, knowledge, skills and abilities and ensure these are taken into account in determining strategies to address the impact of their mental distress

4.2 In consultation with the consumer, facilitate the use of appropriate strategies, services and resources

4.3 Negotiate short and long term strategies and implement as appropriate

4.4 Provide services in a manner which supports and encourages independence and consumer self direction

4.5 Follow organisation policy and procedures particularly in relation to consumer and carer rights, best practice principles, *record keeping*, confidentiality and privacy

4.6 Review progress and effectiveness of strategies

**ELEMENT****PERFORMANCE CRITERIA**

with consumer, supervisor and others as appropriate

4.7 Acknowledge limits of own knowledge, abilities and work role and make appropriate referral to other services as required in accordance with organisation policies

4.8 Seek emergency assistance as required

5. Apply self-care strategies

5.1 Maintain a positive work life balance

5.2 Regularly seek and undertake supervision and peer support

5.3 Demonstrate awareness of strategies to address personal physical and emotional needs and apply as appropriate

5.4 Undertake debriefing and seek access to employee assistance programs as required

**Required Skills and Knowledge****REQUIRED SKILLS AND KNOWLEDGE**

This describes the essential skills and knowledge and their level required for this unit.

*Essential knowledge:*

The candidate must be able to demonstrate essential knowledge required to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

These include knowledge of:

- Common mental health sector terminology
- Facts/myths about mental illness and psychiatric disability
- Impact of mental illness and/or psychiatric disability on: self esteem, motivation, daily living skills and relationships
- Impact of stigma and discrimination



## REQUIRED SKILLS AND KNOWLEDGE

- Principles and practices of duty of care
- Recovery and recovery oriented practice
- Relevant policy, regulatory, legislative and legal requirements relating to mental health service provision
- Rights and responsibilities of workers, consumers and their care network
- Signs and symptoms of common mental illness

### *Essential skills:*

It is critical that the candidate demonstrate the ability to:

- Access consumer and carer workers, resources and services
- Actively listen
- Communicate effectively
- Complete documentation
- Consult
- Display awareness of self and the impact of self on relationships
- Effective referral including identification of circumstances in which referral to a health or other professional is appropriate
- Facilitate consumer directed collaboration
- Interpret verbal and non verbal communication
- Maintain confidentiality
- Mediate and negotiate
- Network
- Question
- Resolve conflict
- Respond to crisis appropriately
- Use inclusive and person first language
- Use consumer's preferred language, terminology, personal meaning and interpretations
- Write reports

## Evidence Guide

### EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the Performance Criteria, Required Skills and Knowledge, the Range Statement and the

## EVIDENCE GUIDE

Assessment Guidelines for this Training Package.

*Critical aspects for assessment and evidence required to demonstrate this unit of competency:*

- The individual being assessed must provide evidence of specified essential knowledge as well as skills
- This unit is best assessed on the job or in a simulated workplace under the normal range of conditions
- Consistency in performance should consider the requirements of the particular workplace context

*Access and equity considerations:*

- All workers in community services should be aware of access, equity and human rights issues in relation to their own area of work
- All workers should develop their ability to work in a culturally diverse environment
- In recognition of particular issues facing Aboriginal and Torres Strait Islander communities, workers should be aware of cultural, historical and current issues impacting on Aboriginal and Torres Strait Islander people
- Assessors and trainers must take into account relevant access and equity issues, in particular relating to factors impacting on Aboriginal and/or Torres Strait Islander clients and communities

*Context of and specific resources for assessment:*

- This unit can be assessed independently, however holistic assessment practice with other community services units of competency is encouraged
- Resources required for assessment of this unit include access to a workplace or simulated workplace where assessment may occur

*Method of assessment:*

- In cases where the learner does not have the opportunity to cover all relevant aspects in the work environment, the remainder should be assessed through realistic simulations, projects, previous relevant experience or oral questioning on 'What if?' scenarios
- Assessment of this unit of competence will usually include observation of processes and procedures, oral and/or written questioning on Essential knowledge

## EVIDENCE GUIDE

and skills and consideration of required attitudes

- Where performance is not directly observed and/or is required to be demonstrated over a 'period of time' and/or in a 'number of locations', any evidence should be authenticated by colleagues, supervisors, clients or other appropriate persons

## Range Statement

### RANGE STATEMENT

The Range Statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Add any essential operating conditions that may be present with training and assessment depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts.

*Different service approaches in mental health may include:*

- Medical models
- Psychosocial rehabilitation models
- Recovery oriented practice

*Needs may include:*

- Cultural
- Disability
- Emotional
- Employment
- Financial and economic
- Grief and loss
- Health
- Housing
- Legal
- Mental health
- Physical
- Problematic alcohol and other drugs use
- Sexuality

**RANGE STATEMENT**

- Social
- Spiritual
- Trauma informed care

*Goals may be:*

- Flexible, regularly reviewed and changed
- Formally or informally negotiated
- Generated in accordance with consumer's wishes and aspirations

*Appropriate communication and relationship building processes may include:*

- Collaborative consultation
- Empathy
- Engagement
- Giving hope
- Listening and responding to the person verbal and nonverbal communication
- Non judgemental and sensitive approach
- Rapport building
- Respect
- Valuing and responding to the uniqueness of each person
- Working with the person's own understanding of their experience

*Information is shared within the bounds of confidentiality, and wherever possible, with the consent and knowledge of a consumer, with people such as:*

- Care network
- Case managers
- Consumers
- Family members
- Other services
- Other staff
- Supervisor

*Services provided take into account:*

- Available resources
- Benefit to a consumer and their care network
- Contingency plans

*Strategies may include assistance with:*

- Accessing peer support
- Education about recovery

## RANGE STATEMENT

- Elimination of discrimination
- Encouraging a person's sense of hope and personal value
- Enhancing a person's own sense of agency
- Enhancing and supporting the care network
- Identifying and exploring positive and negative risks with consumers
- Promoting self advocacy and self determination
- Promoting the right of equal and full citizenship with access to all community resources and opportunities
- Removal of barriers to participation
- Supporting people to develop and pursue their recovery goals and aspirations
- Trauma and trauma informed care
- Working with consumers with their choices to live, and work in their community of choice

### *Recordkeeping:*

- Ideally all records should be developed in collaboration with the consumer

### *Records of service provision may include:*

- Advanced directive
- Advocacy letters
- Assessment records
- Care and service plans
- Complaints
- Consent letters
- Consumer's own records of their recovery
- Evaluation forms
- Feedback and satisfaction forms
- File notes
- Individual program plans
- Individual service plans
- Initial contact forms
- Personal records
- Recovery wellness plans
- Referral letters

### *Emergency assistance may be*

- Ambulance
- Clinical mental health services

**RANGE STATEMENT**

*sought from:*

- Cultural consultants
- Hospitals
- Other organisations
- Peer workers
- Person's care network
- Police
- Workers within the organisation

**Unit Sector(s)**

Not Applicable

## **CHCMH403A Establish and maintain communication and relationships to support the recovery process**

### **Modification History**

Not Applicable

### **Unit Descriptor**

#### **Descriptor**

This unit describes the knowledge and skills required to work as part of a team to develop and maintain effective and trustful communication and relationships with people affected by a mental health condition, their family, carer/s and friends that contribute to recovery and independence

### **Application of the Unit**

#### **Application**

This unit applies to work with clients affected by mental health condition in a range of community services work contexts

This work provides a person-centred approach to care, involving a variety of health and community service professionals working collaboratively with the client, their carer/s and family

### **Licensing/Regulatory Information**

Not Applicable

### **Pre-Requisites**

Not Applicable

### **Employability Skills Information**

#### **Employability Skills**

This unit contains Employability Skills

## Elements and Performance Criteria Pre-Content

Elements define the essential outcomes of a unit of competency.

The Performance Criteria specify the level of performance required to demonstrate achievement of the Element. Terms in italics are elaborated in the Range Statement.

## Elements and Performance Criteria

### ELEMENT

### PERFORMANCE CRITERIA

1. Develop communication strategies to effectively engage with people

- 1.1 Identify the person's strengths and interests that may provide an opportunity to establish rapport
- 1.2 Apply *appropriate communication strategies* to establish rapport with person with mental health condition, their family, carer/s and work team
- 1.3 Apply communication strategies in a manner that acknowledges individual time requirements to establish rapport
- 1.4 Apply communication strategies in a manner that acknowledges cultural barriers to establishing rapport
- 1.5 Identify and respect the client's choice to involve others (e.g. carer/s, family and friends)
- 1.6 Apply communication strategies that acknowledge the client's recovery experiences

2. Maintain an effective working relationship with person affected by mental health condition

- 2.1 Identify communication requirements to maintain an effective working relationship with the person
- 2.2 Deliver any supports collaboratively and in a manner that maintains an effective working relationship with the person
- 2.3 Collaboratively work with the person, giving them control over their own lives

3. Develop and maintain effective working

- 3.1 Identify the information and support needs of



## ELEMENT

relationships with family,  
carer/s, friends and others

## PERFORMANCE CRITERIA

family, carer/s and friends

3.2 Use communication that is readily understood by  
carer/s, family and friends

3.3 Communicate with family, carer/s and friends in a  
manner that respects the dignity, choices and  
confidentiality of the person with the mental health  
condition

## Required Skills and Knowledge

### REQUIRED SKILLS AND KNOWLEDGE

This describes the essential skills and knowledge and their level required for this unit.

#### *Essential knowledge:*

The candidate must be able to demonstrate essential knowledge required to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

These include knowledge of:

- Person-centred approach
- Strengths-based approach
- Requirements of engaging people
- Respectful language and use of communication
- Recognition of communication styles of individuals
- Basic counselling skills
- Oral communication required to fulfill job roles as specified by the organisation/service
- Cross cultural communication issues
- Mindful practice

#### *Essential skills:*

It is critical that the candidate demonstrate the ability to:

- Apply a range of communication strategies including:

## REQUIRED SKILLS AND KNOWLEDGE

- reflective listening
- respectful responding
- development of empathy and rapport
- active listening if culturally appropriate, recognition of non-verbal triggers
- feedback
- interpretation
- setting role boundaries
- negotiation
- establishing empathy
- congruence of communication and action
- follow up communication
- non-verbal communication

## Evidence Guide

### EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment Guidelines for this Training Package.

*Critical aspects for assessment and evidence required to demonstrate this unit of competency:*

- The individual being assessed must provide evidence of specified essential knowledge as well as skills
- This unit is best assessed on the job or in a simulated workplace under the normal range of conditions
- Consistency in performance should consider the requirements of the particular workplace context

*Access and equity considerations:*

- All workers in community services should be aware of access, equity and human rights issues in relation to their own area of work
- All workers should develop their ability to work in a culturally diverse environment
- In recognition of particular issues facing Aboriginal

## EVIDENCE GUIDE

and Torres Strait Islander communities, workers should be aware of cultural, historical and current issues impacting on Aboriginal and Torres Strait Islander people

- Assessors and trainers must take into account relevant access and equity issues, in particular relating to factors impacting on Aboriginal and/or Torres Strait Islander clients and communities

*Context of and specific resources for assessment:*

- This unit can be assessed independently, however holistic assessment practice with other community services units of competency is encouraged
- Resources required for assessment of this unit include access to a workplace or simulated workplace where assessment may occur

*Method of assessment:*

- In cases where the learner does not have the opportunity to cover all relevant aspects in the work environment, the remainder should be assessed through realistic simulations, projects, previous relevant experience or oral questioning on 'What if?' scenarios
- Assessment of this unit of competence will usually include observation of processes and procedures, oral and/or written questioning on Essential knowledge and skills and consideration of required attitudes
- Where performance is not directly observed and/or is required to be demonstrated over a 'period of time' and/or in a 'number of locations', any evidence should be authenticated by colleagues, supervisors, clients or other appropriate persons

## Range Statement

### RANGE STATEMENT

## RANGE STATEMENT

The Range Statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Add any essential operating conditions that may be present with training and assessment depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts.

*Appropriate communication strategies include:*

- Reflective listening
- Respectful responding
- Development of empathy and rapport
- Active listening if culturally appropriate, recognition of non-verbal triggers
- Feedback
- Interpretation
- Setting role boundaries
- Negotiation
- Establishing empathy
- Congruence of communication and action
- Follow up communication

## Unit Sector(s)

Not Applicable

## CHCMH402B Apply understanding of mental health issues and recovery processes

### Modification History

| CHC08 Version 3                                                              | CHC08 Version 4                                                              | Description                                                                                                                                                                                                                                                                        |
|------------------------------------------------------------------------------|------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| CHCMH402A Apply understanding of mental health issues and recovery processes | CHCMH402B Apply understanding of mental health issues and recovery processes | <p>Unit updated in V4.</p> <p>ISC upgrade changes to remove references to old OHS legislation and replace with references to new WHS legislation.</p> <p>Changes to terminology 'challenging/difficult behaviour' to 'behaviours of concern'. No change to competency outcome.</p> |

### Unit Descriptor

#### Descriptor

This unit describes the knowledge and skills required to contribute to the recovery of people affected by a mental illness in the context of the impact of mental illness on clients, their carer/s and families

### Application of the Unit

#### Application

This unit applies to work with people affected by a mental illness in a range of community services work contexts

This work provides a person-centred approach to care, involving a variety of health and community service professionals working collaboratively with the client, their carer/s and family

## Licensing/Regulatory Information

Not Applicable

## Pre-Requisites

Not Applicable

## Employability Skills Information

**Employability Skills** This unit contains Employability Skills

## Elements and Performance Criteria Pre-Content

Elements define the essential outcomes of a unit of competency.

The Performance Criteria specify the level of performance required to demonstrate achievement of the Element. Terms in italics are elaborated in the Range Statement.

## Elements and Performance Criteria

| ELEMENT                                                              | PERFORMANCE CRITERIA                                                                                                                                                                                                                                                                                                           |
|----------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1. Work within the context of different mental health diagnoses      | <p>1.1 Apply basic knowledge of a range of mental health diagnoses</p> <p>1.2 Demonstrate an understanding of the process used to determine a diagnosis</p> <p>1.3 Identify a range of different service responses to a range of mental health diagnoses</p>                                                                   |
| 2. Apply knowledge of the impact of mental illness on people's lives | <p>2.1 Work within the context of the client's experiences</p> <p>2.2 Work within the framework of self perception and self-esteem issues of the person with a mental illness or mental health diagnosis</p> <p>2.3 Respond to the person in a manner that reflects appreciation of their functional skills and social and</p> |

## ELEMENT

## PERFORMANCE CRITERIA

financial well being

2.4 Recognise importance of employment/occupation/vocation and potential impact of mental health diagnosis on that aspect of the person's life

2.5 Empathise with sense of loss and associated adjustments experienced by person with mental health diagnosis

2.6 Demonstrate understanding of a range of coping mechanisms used by the person

3. Apply an understanding of the impact of social determinants on health

3.1 Identify a range of social barriers that impact on the life of the person with mental health issues

3.2 Identify the effect of and *possible strategies to respond to the barriers* that impact on the person

3.3 Identify *others* that can assist with the response to barriers that impact on the person

3.4 Identify strategies to engage support with the response to barriers that impact on the person

4. Work with families, carer/s friends and other networks to support people with mental illness

4.1 Work with consideration and understanding of the impact of a client's mental health diagnosis on families, carer/s, friends and other social networks

4.2 Work with awareness of the everyday effects of the interaction of coping mechanisms used by person experiencing mental illness on their family, carer/s and other social networks

4.3 Work with understanding of the roles of consumer workers, carers and associated networks and their potential to positively impact the life of the person with mental health issues

## Required Skills and Knowledge

This describes the essential skills and knowledge and their level required for this unit.

*Essential knowledge:*

The candidate must be able to demonstrate essential knowledge required to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

These include knowledge of:

- Person-centred, holistic and strengths-based approaches
- Basic knowledge of mental health diagnosis and diagnostic processes
- Roles of a range of workers involved in mental health teams and their potential contributions in the recovery process, including:
  - clinical and non-clinical workers
  - consumer workers
- The range of contexts which influence a person's life
- Stigma
- Individual triggers, reasons and purposes of behaviours of concern
- Types of behaviours of concern
- Social barriers experienced by people affected by mental illness
- Systemic issues that affect people affected by mental illness
- The effect of involuntary and voluntary admission to hospital
- Range of people affected by mental illness/ mental health diagnosis
- Coping mechanisms of people affected by mental illness, including person who experiences mental illness, family, carer/s, friends and social networks
- Theoretical frameworks in regard to loss and adjustment

*Essential skills:*

It is critical that the candidate demonstrate the ability to:

- Reflect on own attitudes, behaviours and practice and how this affects other people
- Apply a holistic approach to working with people
- Apply a person-centred approach to working with people
- Apply a strengths-based approach to working with people
- Identify effective responses to behaviours of concern
- Identify a range of barriers experienced by people affected by mental illness and psychiatric disability
- Identify a range of individual, family, carer/s and social network coping mechanisms
- Work collaboratively with the person and as part of a mental team and facilitate and support the potential contributions of other members of that team in the recovery process



## Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment Guidelines for this Training Package.

*Critical aspects for assessment and evidence required to demonstrate this unit of competency:*

- The individual being assessed must provide evidence of specified essential knowledge as well as skills
- This unit is best assessed on the job or in a simulated workplace under the normal range of conditions
- Consistency in performance should consider the requirements of the particular workplace context

*Access and equity considerations:*

- All workers in community services should be aware of access, equity and human rights issues in relation to their own area of work
- All workers should develop their ability to work in a culturally diverse environment
- In recognition of particular issues facing Aboriginal and Torres Strait Islander communities, workers should be aware of cultural, historical and current issues impacting on Aboriginal and Torres Strait Islander people
- Assessors and trainers must take into account relevant access and equity issues, in particular relating to factors impacting on Aboriginal and/or Torres Strait Islander clients and communities

*Context of and specific resources for assessment:*

- This unit can be assessed independently, however holistic assessment practice with other community services units of competency is encouraged
- Resources required for assessment of this unit include access to a workplace or simulated workplace where assessment may occur

*Method of assessment:*

- In cases where the learner does not have the opportunity to cover all relevant aspects in the work environment, the remainder should be assessed through realistic simulations, projects, previous relevant experience or oral questioning on 'What if?' scenarios
- Assessment of this unit of competence will usually

include observation of processes and procedures, oral and/or written questioning on Essential knowledge and skills and consideration of required attitudes

- Where performance is not directly observed and/or is required to be demonstrated over a 'period of time' and/or in a 'number of locations', any evidence should be authenticated by colleagues, supervisors, clients or other appropriate persons

## Range Statement

The Range Statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Add any essential operating conditions that may be present with training and assessment depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts.

*Possible strategies to respond to barriers may include:*

- Focus on strengths
- Solution finding
- Cooperative effort
- Information
- Providing choices and options

*Others may include:*

- Family
- Carer/s
- Friends
- Neighbours
- Social network
- Co-workers
- Employers

## Unit Sector(s)

Not Applicable

## CHCMH301C Work effectively in mental health

### Modification History

| CHC08<br>Version 3                          | CHC08 Version 4                             | Description                                                                                                                                                                 |
|---------------------------------------------|---------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| CHCMH301B Work effectively in mental health | CHCMH301C Work effectively in mental health | Unit updated in V4.<br>ISC upgrade changes to remove references to old OHS legislation and replace with references to new WHS legislation. No change to competency outcome. |

### Unit Descriptor

**Descriptor**

This unit describes the knowledge and skills required in the context within which mental health work occurs

### Application of the Unit

**Application**

This unit applies to work with mental health clients in a range of community services work contexts

This work provides a person-centred approach to care, involving a variety of health and community service professionals working collaboratively with the client, their carer/s and family

### Licensing/Regulatory Information

Not Applicable

### Pre-Requisites

Not Applicable

## Employability Skills Information

### Employability Skills

This unit contains Employability Skills

## Elements and Performance Criteria Pre-Content

Elements define the essential outcomes of a unit of competency.

The Performance Criteria specify the level of performance required to demonstrate achievement of the Element. Terms in italics are elaborated in the Range Statement.

## Elements and Performance Criteria

### ELEMENT

### PERFORMANCE CRITERIA

- |                                                                                                 |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |
|-------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1. Work within the <i>context</i> of the mental health sector                                   | 1.1 Demonstrate consideration of the historical context of the sector in all work<br>1.2 Demonstrate consideration of the changing social, political and economic context in all work                                                                                                                                                                                                                                                                                                       |
| 2. Develop knowledge of the mental health sector                                                | 2.1 Apply basic knowledge of the current issues and <i>different models of work</i> which impact on the sector<br>2.2 In collecting information about the mental health sector, collect and use views of key <i>stakeholders and representatives</i> from relevant target groups                                                                                                                                                                                                            |
| 3. Demonstrate commitment to the central philosophies and standards of the mental health sector | 3.1 Demonstrate consideration and understanding of the <i>underpinning values and philosophy of the sector</i> in all work undertaken<br>3.2 Demonstrate <i>commitment to access and equity principles</i> in all work in the sector<br>3.3 Ensure clients participate in all aspects of service planning and support activities<br>3.4 Identify and take into account personal values and attitudes regarding mental health and illness when planning and implementing all work activities |

**ELEMENT****PERFORMANCE CRITERIA**

- |                                                                                   |                                                                                                                                                                                                   |
|-----------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                                                                                   | 3.5 Promote a focus on recovery model and restoring people to their optimal potential                                                                                                             |
| 4. Work with people from <i>culturally and linguistically diverse</i> backgrounds | 4.1 Demonstrate consideration and understanding of cultural and linguistic differences in all work undertaken<br>4.2 Adapt all work to meet the specific cultural and linguistic needs of clients |

## Required Skills and Knowledge

This describes the essential skills and knowledge and their level required for this unit.

### *Essential knowledge:*

The candidate must be able to demonstrate essential knowledge required to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

These include knowledge of:

- Awareness of policy, regulatory, legislative and legal requirements, including
  - Carer's Recognition Act
  - community counselling orders
  - community treatment orders
  - Criminal Law (Mentally Impaired Defendants) Act
  - Disability Services/Discrimination Acts and standards
  - equal employment opportunity principles
  - Freedom of Information Act
  - Guardianship Board
  - individual rights
  - mental health acts
  - national mental health policy and plan
  - national mental health service standards
  - national practice standards for the mental health workforce
  - work health and safety (WHS) standards
  - Privacy Act
  - United Nations Principles for the Protection of Persons with Mental illness and the Improvement of Health Care

- Awareness of available government benefits in areas such as housing and accommodation and finance
- Consumer needs and rights including duty of care
- Current issues facing clients and existing services to address their needs and rights
- Early intervention
- Facts/myths about mental illness and psychiatric disability
- Historical and social context
- Holistic and client-centred care
- Impact of stigma
- Importance of consumer input
- Importance of principles and practices to enhance sustainability in the workplace, including environmental, economic, workforce and social sustainability
- Indigenous Australian culture
- Involuntary and voluntary admission to hospital

*continued ...*

*Essential knowledge (contd):*

- Knowledge specific to working with people at risk of self-harm
- Knowledge specific to working with people from culturally and linguistically diverse backgrounds
- Legal system
  - courts
  - police powers
  - court reports
  - tribunals
  - parole
  - community treatment orders
- Major psychiatric illnesses
- National standards for mental health services
- Political and economic context
- Principles and practice of duty of care
- Principles and practices of confidentiality
- Principles and practices of ethics and values
- Principles of access and equity
- Principles of client empowerment/disempowerment
- Principles of clinical governance
- Principles of community delivered service provision
- Principles of disability
- Relevance of the work role and functions to maintaining sustainability of the workplace, including environmental, economic, workforce and social sustainability

- Understanding of regulations and guidelines governing the handling of medication

### *Essential skills:*

It is critical that the candidate demonstrate the ability to:

- Demonstrate application of understanding of underpinning values, philosophies and standards applying to work in the mental health sector

## **Evidence Guide**

The evidence guide provides advice on assessment and must be read in conjunction with the Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment Guidelines for this Training Package.

### *Critical aspects for assessment and evidence required to demonstrate this unit of competency:*

- The individual being assessed must provide evidence of specified essential knowledge as well as skills
- This unit is best assessed on the job or in a simulated workplace under the normal range of conditions
- Consistency in performance should consider the requirements of the particular workplace context

### *Access and equity considerations:*

- All workers in community services should be aware of access, equity and human rights issues in relation to their own area of work
- All workers should develop their ability to work in a culturally diverse environment
- In recognition of particular issues facing Aboriginal and Torres Strait Islander communities, workers should be aware of cultural, historical and current issues impacting on Aboriginal and Torres Strait Islander people
- Assessors and trainers must take into account relevant access and equity issues, in particular relating to factors impacting on Aboriginal and/or Torres Strait Islander clients and communities

### *Context of and specific resources for assessment:*

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

- Resources required for assessment of this unit include access to a workplace or simulated workplace where assessment may occur

*Method of assessment:*

- In cases where the learner does not have the opportunity to cover all relevant aspects in the work environment, the remainder should be assessed through realistic simulations, projects, previous relevant experience or oral questioning on 'What if?' scenarios
- Assessment of this unit of competence will usually include observation of processes and procedures, oral and/or written questioning on Essential knowledge and skills and consideration of required attitudes
- Where performance is not directly observed and/or is required to be demonstrated over a 'period of time' and/or in a 'number of locations', any evidence should be authenticated by colleagues, supervisors, clients or other appropriate persons

## Range Statement

The Range Statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Add any essential operating conditions that may be present with training and assessment depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts.

*Context includes:*

- Changing social context of work e.g. Consumer centred approach, changing government and societal views of mental health, approaches to working with clients, deinstitutionalisation
- Economic context e.g. 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
- Historical context of work e.g. Changing attitudes to mental health; changing approaches to working with clients
- Political context e.g. Government policies and



initiatives affecting mental health work,  
mainstreaming

- Statutory framework within which work takes place

*Different models of work may include:*

- Acute, continuing and rehabilitation models
- Case management
- Clinical mental health services
- Clubhouse
- Community development and education
- Consumer run models
- Crisis situation responses
- Early intervention/prevention
- Home based support
- Mental health promotion
- Peer support/self help
- Psychosocial rehabilitation
- Residential services
- Respite care
- Supported employment
- Working with families and carers

*Stakeholders and representatives may include:*

- Carers
- Clinical mental health services
- Community organisations
- Consumers
- Families and care givers
- Friends, peers and target group
- Government representatives and service providers
- Local community
- Management, colleagues, supervisor, team members
- Peak bodies and networks in the sector

*The underpinning values and philosophy of the sector may include:*

- A holistic and consumer-centred approach
- Commitment to empowering the consumer
- Commitment to meeting the needs and upholding the rights of consumers
- Community education
- Delivery of appropriate services
- Early intervention
- Encouragement of personal growth and development

toward recovery and wellness

- Family sensitive approaches
- Promotion of mental health and well being

*Commitment to access and equity principles includes:*

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

*Culturally and linguistically diverse may include:*

- Different cultural and social contexts
- Social variables such as social attitudes to mental illness
- The needs of indigenous Australians
- The needs of people from non-English speaking backgrounds

## **Unit Sector(s)**

Not Applicable

## CHCCS514B Recognise and respond to individuals at risk

### Modification History

| CHC08 Version 3                                           | CHC08 Version 4                                           | Description                                                                                                                                                                 |
|-----------------------------------------------------------|-----------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| CHCCS514A<br>Recognise and respond to individuals at risk | CHCCS514B<br>Recognise and respond to individuals at risk | Unit updated in V4.<br>ISC upgrade changes to remove references to old OHS legislation and replace with references to new WHS legislation. No change to competency outcome. |

### Unit Descriptor

#### Descriptor

This unit describes basic competencies required by community service workers to recognise and respond appropriately to signs and symptoms that indicate individuals may be at risk

The focus is on identifying and managing immediate risk in the context of a supportive helping relationship that seeks to work collaboratively with the person at risk to achieve safe outcomes

### Application of the Unit

#### Application

This unit may apply to people in formal helping roles in any community service context or where caregivers encounter persons at risk

This unit provides skills and knowledge to enable workers to contain the situation and minimise any immediate risk and to provide appropriate referral for crisis intervention and ongoing support as required

Workers requiring skills and knowledge to provide crisis intervention support to resource an individual beyond the situation of immediate risk need additional skills and knowledge and are advised to complete in unit [CHCCS521B Assess and respond to individuals at risk of suicide](#)

## Licensing/Regulatory Information

Not Applicable

## Pre-Requisites

Not Applicable

## Employability Skills Information

**Employability Skills** This unit contains Employability Skills

## Elements and Performance Criteria Pre-Content

Elements define the essential outcomes of a unit of competency.

The Performance Criteria specify the level of performance required to demonstrate achievement of the Element. Terms in italics are elaborated in the Range Statement.

## Elements and Performance Criteria

### ELEMENT

1. Identify and assess the person's current risk

### PERFORMANCE CRITERIA

- 1.1 Recognise and respond to signs, (such as statements, reactions, thoughts, feelings or behaviours) indicating that a person may be at risk
- 1.2 Attend to any hunches, while listening as a helper, perhaps from indirect communications, that suggest the client may be at risk
- 1.3 Ask directly about thoughts of suicide whenever there are grounds for concern  
If suicide thoughts are present:
- 1.4 Seek sufficient understanding of why the person is considering suicide, and what links them to life, to inform and facilitate the intervention
- 1.5 Assess current suicide risk guided by risk assessment considerations outlined in the Range

**ELEMENT****PERFORMANCE CRITERIA**

Statement and by whether there is an imminent threat to the person's safety or the safety of others

2. Work actively with the person to reduce the *immediate risk* and increase safety

- 2.1 Build a collaborative empathic relationship with person at risk
- 2.2 Listen to what contributed to the critical incident and affirm and strengthen links to safety and living implicit in the helping relationship
- 2.3 Work with person at risk to identify and agree *actions to reduce immediate danger and mobilise access to emergency assistance*, including medical help when needed
- 2.4 Identify and agree actions that address and reduce any risk of harm to caregivers and others potentially at risk in the situation and remain mindful of circumstances where the police may need to be involved to address safety
- 2.5 Seek advice and/or assistance from workplace supervisor to ensure action taken is lawful, complies with good crisis intervention practice and organisation policies consistent with that practice, ethical processes and duty of care obligations
- 2.6 Address work health and safety (WHS) obligations in relation to managing self and others

3. Provide referral for crisis intervention support

- 3.1 Encourage and enable capacity of person at risk to make informed choices about further help that deals with their crisis and associated needs for ongoing care
- 3.2 Acknowledge how the current helping relationship has provided foundations for further care
- 3.3 Explore and seek to understand and address any barriers to seeking or accepting help
- 3.4 Develop, with the individual, a plan and agreed first steps, to access and utilise informal supports and professional help
- 3.5 Refer to appropriate community services and/or health professionals as required

## Required Skills and Knowledge

### REQUIRED SKILLS AND KNOWLEDGE

This describes the essential skills and knowledge and their level required for this unit.

#### *Essential knowledge:*

The candidate must be able to demonstrate essential knowledge required to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

These include knowledge of:

- Common indicators or signs of potential risk
- Principles of crisis intervention, including relevant laws, ethical guidelines and policy requirements that support good care
- Policy around critical incidents and duty of care
- Procedures for obtaining assistance and making informed referrals to other staff and/or agencies
- Procedures for facilitating emergency interventions
- Awareness of personal values, beliefs and attitudes which may facilitate or impede crisis care and suicide intervention
- Examination of common notions about suicide
- Commitment to attend to the pain of the person at risk and work towards safe, life sustaining outcomes
- Principles of self care and support-seeking relevant to involvement in work involving responding to indications of crisis and suicidality

#### *Essential skills:*

It is critical that the candidate demonstrate the ability to:

- Recognise and respond appropriately to signs and symptoms that indicate an individual or individuals may be at risk
- Demonstrate the capacity to work competently and independently according to the principles of effective practice and within general context of supervisory relationship
- Demonstrate accountability for own professional conduct and practice including:
  - carrying out assigned tasks
  - working effectively under the pressure of crisis situations
  - maintaining the quality of services to clients

## REQUIRED SKILLS AND KNOWLEDGE

- strengthening links to life-sustaining options and supports to individuals in crisis
- demonstrating a commitment to attend to the pain of persons considering or affected by suicide and to work toward safe, life-affirming outcomes
- Facilitate links with higher levels of care and making referrals, including access to emergency medical help when needed
- Seek, integrate and apply learning from supervision and support

In addition, the candidate must be able to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

These include the ability to:

- Demonstrate application of skills in:
  - competent skills in communication, counselling and responding to individuals in crisis
  - self-monitoring and self care
- Maintain documentation as required, including effective use of relevant information technology in line with WHS guidelines

## Evidence Guide

### EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment Guidelines for this Training Package.

*Critical aspects for assessment and evidence required to demonstrate this unit of competency:*

- The individual being assessed must provide evidence of specified essential knowledge as well as skills

*Access and equity considerations:*

- All workers in community services should be aware of access, equity and human rights issues in relation to their own area of work

## EVIDENCE GUIDE

- All workers should develop their ability to work in a culturally diverse environment
- In recognition of particular issues facing Aboriginal and Torres Strait Islander communities, workers should be aware of cultural, historical and current issues impacting on Aboriginal and Torres Strait Islander people
- Assessors and trainers must take into account relevant access and equity issues, in particular relating to factors impacting on Aboriginal and/or Torres Strait Islander clients and communities

### *Context of and specific resources for assessment:*

- This unit can be delivered and assessed independently, however holistic assessment practice with other community services units of competency is encouraged
- Resource requirements for assessment include access to a workplace or similar environment over a number of occasions

### *Method of assessment:*

- For valid and reliable assessment of this unit, competency should be demonstrated in a range of situations which **must** include observation of performance in an actual workplace or in a setting that realistically simulates work conditions:
  - observation should include key aspects described in elements, performance criteria and relevant aspects of the range statement of the unit
  - where face-to-face observation is not possible, video recordings may be provided
- In addition assessment methods may include
  - written questioning
  - role play
  - supervised/guided discussion
- Candidate's critique of their 'performance' to demonstrate cognitive understanding of theory



## Range Statement

### RANGE STATEMENT

The Range Statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Add any essential operating conditions that may be present with training and assessment depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts.

*Identifying potential risk involves:*

- Avoiding assumptions about who may be at risk and being alert to potential risk on an individual basis in any situation
- Recognising potential warning signs that invite help and prompt enquiry about suicide, self-harm or other issues of client or community safety
- Asking directly about thoughts of suicide when there are any grounds for concern

*Informed suicide risk assessments involve:*

- Recognising that any suicide thoughts or acts of deliberate self-harm signal significant distress, pose potential risk of injury or death and should be taken seriously
- Assessing factors that indicate suicide risk which include, but are not limited to, the following:
  - concern is aroused by the presence of suicide thoughts and things often associated with these thoughts (such as a desire to escape pain that feels unbearable, a sense of hopelessness, current difficulty seeing alternatives to suicide and feeling alone)
  - immediate risk increases when someone has begun acting on their suicide thoughts or is preparing to do so (for example possible suicide in progress, presence of a suicide plan, available means) and / or has expressed suicidal intent
  - risk can be further exacerbated if the person is under the influence of excessive alcohol or other drug use
  - pertinent background factors, particularly prior suicidal behaviour and the presence of significant mental health problems, should be carefully

## RANGE STATEMENT

assessed

A wide variety of contextual or personal considerations also help inform assessments and may include such things as significant loss, trauma, the impact of another person's suicide or a pattern of extreme agitation, anger / violent behaviour

- Identifying internal sources of safety and support (such as coping skills and beliefs) and those around them (such as family, friends and community services)
- Connections to life and living are usually present alongside thoughts of suicide and can provide foundations to build upon in increasing the safety of a person at risk

*Immediate risks (other than suicide) may include:*

- Client threats to harm others
- Threat of harm initiated by another, directed at the client
- Disclosures of abuse
- Indicators of physical harm and/or domestic violence

*Actions to reduce immediate danger and mobilise access to emergency assistance include:*

Recognising that:

- Vigilance about safety with all risk related thoughts or behaviours is essential, even though the person may be influenced by a wide range of motives in considering or engaging in deliberate self-harm
- Risks to life and safety can often be greater than individuals recognise or intend, so safe outcomes are a primary focus, regardless of stated intentions

Actions appropriate to each specific situation, but typically including the following processes and tasks:

- Affirm and build on the desire for help and safety implicit in the counselling relationship
- Work with the person at risk to identify and act on clear cooperative steps that reduce the immediate risk
- Focus specifically on factors, plans and behaviours, including unsafe use of alcohol and other drugs that endanger the person at risk at this particular time and seek to engage them cooperatively in steps that safely manage and reduce immediate risk

**RANGE STATEMENT**

- Enable prompt, timely action that increases informal and professional support, mobilises access to emergency medical help when needed and enhances personal safety
- Seek to create calm environment to promote safety for person at risk, caregiver and others involved in situation
- Access support and follow advice from organisation's supervisor/ coordinator that reflect lawful, good crisis intervention practice and follow crisis management and emergency procedures
- Attend to self and others in relation to WHS in the workplace

**Unit Sector(s)**

Not Applicable

## HLTPH316A Assist with dispensing of prescriptions and medication orders

### Modification History

| HLT07 Version 4                                         | HLT07 Version 5                                                         | Comments                                                                                                       |
|---------------------------------------------------------|-------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------|
| HLTPH314B Assist with basic dispensing of prescriptions | HLTPH316A Assist with dispensing of prescriptions and medication orders | Unit updated in V5<br>Competency outcome changed to include additional essential knowledge from unit HLTPH301C |

### Unit Descriptor

This unit of competency describes the skills and knowledge required to assist with the preparation of prescriptions and medication orders according to legal and good pharmacy practice requirements

### Application of the Unit

The application of knowledge and skills takes place around standards, guidelines / legislation, organisation policies and procedures and under the supervision of a qualified person

Individuals may take responsibility for their own outputs

Work performed requires a range of well developed skills where some discretion and judgement is required

### Licensing/Regulatory Information

Not applicable.

### Pre-Requisites

Not applicable.

### Employability Skills Information

This unit contains Employability Skills

## Elements and Performance Criteria Pre-Content

### ELEMENT

Elements define the essential outcomes of a unit of competency.

### PERFORMANCE CRITERIA

The Performance Criteria specify the level of performance required to demonstrate achievement of the Element. Terms in *italics* are elaborated in the Range Statement.

## Elements and Performance Criteria

Accept *prescription / medication order for dispensing*

- 1.1 Receive prescription / medication order and confirm *client details*
- 1.2 Identify the prescriber and source initiating the prescription / medication order for the purpose of costing and computer entry
- 1.3 Confirm the *legality, validity and completeness of the prescription / medication order*
- 1.4 *Report discrepancies to pharmacist*
- 1.5 *Provide information to client*

Ensure clinical evaluation of prescription / medication order by pharmacist

- 2.1 Refer prescription / medication order to pharmacist for clinical evaluation
- 2.2 Confirm pharmacist has completed a clinical evaluation before filling the prescription / medication order
- 2.3 Complete documentation required prior to dispensing

Prepare for labelling of medicines

- 3.1 Enter dispensing data into computer
- 3.2 Check accuracy of data entered against information from medication order
- 3.3 *Generate medicine labels* to meet legal and regulatory requirements
- 3.4 Follow procedures to deal with contraventions of law
- 3.5 Check information on labels for accuracy, according to the prescription / medication order

requirements

3.6 Check that information on labels is neat, clear, easily understood, and in line with legal requirements

3.7 *Prepare cautionary and advisory labels* in accordance with legal requirements

3.8 Alert pharmacists of any relevant drug interactions warnings from the dispensary program

#### Assemble items

4.1 Refer prescription / medication order to pharmacist if uncertain about prescription / medication order details or prescribed quantity

4.2 Calculate quantities of each item according to the prescription / medication order

4.3 Select prescribed products

4.4 Package correct quantity into a suitable container

4.5 Attach correct label/s to container

4.6 Use barcode technology for the dispensing process in line with Pharmacy Board of Australia Guidelines

4.7 Check packed item for accuracy and visibility of expiry date

4.8 Annotate order with the quantity supplied, signature and date

4.9 Assemble items for an easy and complete check by the pharmacist

#### Finalise dispensing of medicine

5.1 Verify that prescription / medication order is checked and signed by the pharmacist

5.2 Complete documentation

5.3 Record relevant information and statistics

## Required Skills and Knowledge

This describes the essential skills and knowledge and their level required for this unit.

This describes the essential skills and knowledge and their level required for this unit.

*Essential knowledge:*

The candidate must be able to demonstrate essential knowledge required to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

This includes knowledge of:

- Awareness of indemnity issues in relation to Commonwealth/State regulatory and legislative requirements
- Dispensing procedures
  - accepted self-checking processes when dispensing medicines to ensure accuracy of own work
  - charging for pharmaceuticals e.g. organisation policy and the Pharmaceutical Benefits Scheme
  - legal requirements and principles of pharmaceutical product labelling e.g. product name, batch numbering and expiry date
  - prescribing conventions, and abbreviations and medical terminology used for instructions for the use of medicines
  - principles of calculations, weights and measures using Standards International (SI) system
  - procedures and rationale for validating orders
  - processes for reconstitution of products
  - properties of container types and principles of selection for use
  - requirements to be satisfied for a complete, unambiguous and valid prescription / medication order and actions to take if validity is questionable
  - specific requirements for dispensing controlled medicines
- Identification and handling of products, including
  - formulary medicines and non-formulary medicines e.g. clinical trial medicines and Special Access Scheme medicines
  - products with the required integrity as well as those whose integrity has been compromised e.g. damaged, contaminated or deteriorated stock
  - routine of handling products and products requiring special handling, e.g. cytotoxics and their spill management, refrigerated and frozen items, light sensitive materials and flammables
- Infection control principles and their relevance to dispensing medicines including:
  - maintaining a clean working environment and equipment
  - personal hygiene and the use of protective clothing
- Knowledge of and the rationale for applicable legislation, organisation policy and in-house standard operating procedures (SOPs), relating to prescription preparation
- Knowledge of the legal responsibilities of providers of health care in relation to

This describes the essential skills and knowledge and their level required for this unit.

- confidentiality, client rights, duty of care and implications of negligence
- Limitations of own work role including identification and referring of issues outside scope of practice to the authorised person
- Work Health and Safety (WHS) policies, guidelines and symbols and their relevance to dispensing medicines
- Pharmaceutical products
  - administration, and use and effect on human physiology
  - common proprietary and generic names
  - drug forms, dose, strength and quantity
  - principles and procedures for maintaining their security
  - principles and range of storage requirements
- Pharmacy Board of Australia Pharmacy Guidelines for dispensing medicines
- Pharmacy or health facility in-house computer system
- Principles and practices of ethical and professional codes of conduct
- Standard pharmaceutical references including Australian Pharmaceutical Formulary (APF), MIMs, AMH and Micromedex
- Types of prescriptions / medication orders and their use
- Understand the difference between generic drug and trade name(s) of medicines

*Essential skills:*

It is critical that the candidate demonstrate the ability to:

- Assist pharmacist in the accurate preparation of prescription / medication order requirements
- Follow instructions and complete tasks accurately and efficiently
- Identify issues outside scope of practice and refer to the authorised person
- Work in accordance with relevant work health and safety, and infection control guidelines
- Work in accordance with relevant organisation policy, legislative requirements, industrial awards and agreements and in-house standard operating procedures (SOPs) for dispensing of medication orders

In addition, the candidate must be able to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

This includes the ability to:

- Apply accepted self-checking processes through out dispensing procedure to ensure accuracy of own work
- Communicate and interact effectively with colleagues, health care practitioners and



This describes the essential skills and knowledge and their level required for this unit.

clients

- Demonstrate safe dispensing practices including
  - calculate quantities of each item using Standards International (SI) system
  - create labels which are legal, clearly readable, with instructions expressed in simple language, including all information specified by the prescriber
  - identify and select correct product with reference to form, dose, strength, brand and quantity
  - identify discrepancies/deviations and refer to the authorised person
  - use ancillary and cautionary labels and explanatory statements and directions as specified by most recent APF
  - use measuring devices appropriately and correctly
- Enter and access dispensing data on pharmacy computer system
- Take into account opportunities to address waste minimisation, environmental responsibility and sustainable practice issues
- Use available resources and prioritise workload
- Use literacy, numeracy and oral communication skills required to fulfil the position in a safe manner as specified by the health care facility
- Use problem solving skills

## Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment Guidelines for this Training Package.

*Critical aspects for assessment and evidence required to demonstrate this competency unit:*

- The individual being assessed must provide evidence of specified essential knowledge as well as skills
- Observation of workplace performance is essential for assessment of this unit
- Consistency of performance should be demonstrated over the required range of situations relevant to the workplace
- Where, for reasons of safety, space, or access to equipment and resources, assessment takes place away from the workplace, the assessment environment should represent workplace conditions as closely as possible

The evidence guide provides advice on assessment and must be read in conjunction with the Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment Guidelines for this Training Package.

*Context of and specific resources for assessment:*

- Assessment should replicate workplace conditions as closely as possible
- Simulations may be used to represent workplace conditions as closely as possible  
Acceptable simulation requires:
  - Scope to determine that work is conducted within legislative and regulatory requirements
  - Scope to determine that work is conducted within WHS and infection control requirements
- Resources essential for assessment include:
  - Access to relevant workplace or a simulated environment where assessment can take place
  - Relevant legislation, regulations and guidelines
  - Relevant policies (Good Practice requirements)
  - Weighing and measuring equipment and instructions

*Method of assessment may include:*

- Formal appraisal systems
- Interviewing and questioning
- Observation in the work place
- Supporting statement of supervisor(s)
- Written assignments/projects

*Access and equity considerations:*

- All workers in the health industry should be aware of access and equity issues in relation to their own area of work
- All workers should develop their ability to work in a culturally diverse environment
- In recognition of particular health issues facing Aboriginal and Torres Strait Islander communities, workers should be aware of cultural, historical and current issues impacting on health of Aboriginal and Torres Strait Islander people
- Assessors and trainers must take into account relevant access and equity issues, in particular

The evidence guide provides advice on assessment and must be read in conjunction with the Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment Guidelines for this Training Package.

relating to factors impacting on health of Aboriginal and/or Torres Strait Islander clients and communities

## Range Statement

The Range Statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Add any essential operating conditions that may be present with training and assessment depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts.

*Prescription / medication order for dispensing may be for:*

- Clients in residential care facilities
- Community based clients
- Extemporaneous preparations that do not have a fixed formulae, for specific clients, need to be mixed and provided e.g. dermatological preparation, paediatric formulations
- Inpatients / hospitalised clients

*Client details may include:*

- Concession/pension number
- Date of birth
- Medicare number
- Pharmaceutical benefit entitlement number e.g. safety net number

*Legality, validity and completeness of the medication order may include but is not limited to:*

- Adequate written instructions on the dosage regimen
- Complete client details
- Life of prescription / medication order according to legislative requirements
- Written in ink, computer generated, transmitted by facsimile or electronically transmitted scanned order

*Report discrepancies to pharmacist may include but are*

- Incomplete or incorrect prescriber and/or client details

*not limited to:*

- Prescriptions for a narcotic written by the prescriber for self treatment
- Prescription / medication order marked "cancelled" or otherwise such as to indicate that it has been dispensed and completed
- Prescription / medication order out of date
- Questionable dosages and administration method for commonly used medicines
- Request for excessive quantities

*Provide information to client may include:*

- Any foreseen difficulty in filling the prescription/ medication order
- The approximate waiting time and collection arrangements
- The determined cost of the medicines

*Generate prescription labels may include:*

- Electronically
- Typed
- Written

*Prepare cautionary and advisory labels include those:*

- Attached separately
- Incorporated into label

## **Unit Sector(s)**

Not applicable.

## **Custom Content Section**

Not applicable.

# HLTPH312B Procure, store and maintain pharmaceutical products

## Modification History

Not Applicable

## Unit Descriptor

### Descriptor

This unit of competency describes the skills and knowledge required to maintain a pharmaceutical stock control system according to standard operating procedures (SOPs) that comply with good pharmacy practice, good wholesaling practice and legal requirements

## Application of the Unit

### Application

The application of knowledge and skills takes place around standards, guidelines, policies and procedures and under the supervision of a qualified person

Individuals may take responsibility for their own outputs

Work performed requires a range of well developed skills where some discretion and judgement is required.

## Licensing/Regulatory Information

Not Applicable

## Pre-Requisites

Not Applicable

## Employability Skills Information

### Employability Skills

This unit contains Employability Skills

## Elements and Performance Criteria Pre-Content

Elements define the essential outcomes of a unit of competency.

The Performance Criteria specify the level of performance required to demonstrate achievement of the Element. Terms in *italics* are elaborated in the Range Statement.

## Elements and Performance Criteria

### ELEMENT

### PERFORMANCE CRITERIA

#### 1. Procure stock

- 1.1 Obtain requisition requirements from appropriate personnel and/or departments
- 1.2 Identify generic drug name, trade name(s) and manufacturer/supplier details using a range of manual and/or electronic resources
- 1.3 Identify items for order, generate order and obtain sign off/authorisation of the order by delegated staff member where appropriate/required
- 1.4 Source appropriate supplier
- 1.5 Provide availability and cost information to pharmacist
- 1.6 Place *order* according to standard procurement policy following order approval

#### 2. Process new stock

- 2.1 Accept delivery of *products* and match delivery documentation with product delivered
- 2.2 Identify received products
- 2.3 Check quantities and condition of products and report breakages to the appropriate person
- 2.4 Reconcile products with control lists and/or check products against order

**ELEMENT****PERFORMANCE CRITERIA**

- 2.5 Report shortages and other deviations to the appropriate person
  - 2.6 Check expiry dates of incoming stock
  - 2.7 Clearly attach product notation
  - 2.8 Pack and store stock according to packing criteria and organisation policies and procedures
  - 2.9 Follow temperature control requirements where appropriate
  - 2.10 Quarantine stock where appropriate
  - 2.11 Inform pharmacist of scheduled products according to legal requirements
  - 2.12 Maintain batch traceability
  - 2.13 Accurately complete data capture requirements
  - 2.14 Maintain hygienic conditions at all times
- 
- 3. Maintain stock
    - 3.1 Store products according to a logical auditable system
    - 3.2 Check stock on a regular basis for dated and slow moving items and report these to the appropriate person
    - 3.3 Monitor overstocks and stock discrepancies and report these to the appropriate person
    - 3.4 Rotate stock according to organisation policies and procedures
    - 3.5 Check for stock deterioration
    - 3.6 Control quality of stock by visual inspection
    - 3.7 Monitor and maintain correct *storage conditions*
    - 3.8 Report out-of-stock, expired, deteriorated and damaged stock for return and deviations to correct storage conditions to the appropriate person
    - 3.9 Maintain batch traceability
    - 3.10 Maintain location maps
- 
- 4. Ensure stock security
    - 4.1 Check compliance with *security procedures*
    - 4.2 Report security irregularities to the appropriate

**ELEMENT****PERFORMANCE CRITERIA**

person

- |                                      |                                                                                              |
|--------------------------------------|----------------------------------------------------------------------------------------------|
| 5. Assist in stock-taking procedures | 5.1 Check stock lists of all items for stocktaking                                           |
|                                      | 5.2 Reconcile actual stock against stock lists                                               |
|                                      | 5.3 <i>Count stock</i> and check expiry dates                                                |
|                                      | 5.4 Investigate stock discrepancies and report to the appropriate person                     |
|                                      | 5.5 Determine minimum and maximum stock levels and report to the appropriate person          |
|                                      |                                                                                              |
| 6. Maintain relevant documentation   | 6.1 Complete and file <i>documentation</i> according to organisation policies and procedures |
|                                      | 6.2 Reconcile statements and invoices                                                        |
|                                      | 6.3 Complete and file stock distribution documentation                                       |

## Required Skills and Knowledge

### REQUIRED SKILLS AND KNOWLEDGE

This describes the essential skills and knowledge and their level required for this unit.

#### *Essential knowledge:*

The candidate must be able to demonstrate essential knowledge required to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

This includes knowledge of:

- An understanding of purchasing contracts, State Supply systems and tender process
- Appropriate methods of disposal of unwanted pharmaceutical products and outdated stock



## REQUIRED SKILLS AND KNOWLEDGE

- Basic hygiene and the importance of maintaining a clean working environment and equipment
- Financial implications of stock level control
- Hospital or health facility in-house computer system
- Identification and handling of products, including
  - 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 has been compromised eg damaged, contaminated or deteriorated stock
  - routine handling of products and products requiring special handling, eg cytotoxics and its spill management, refrigerated and frozen items, light sensitive materials and flammables
- Infection control policies, guidelines and symbols and their relevance to working in a hospital pharmacy
- Input and access of data relevant to stock control
- Knowledge of and the rationale for applicable legislation, organisation policy and in-house standard operating procedures (SOPs), relating to stock procurement, storage and maintenance
- OHS policies, guidelines and symbols and their relevance to working in a hospital pharmacy
- Principles and procedures of stock control and maintenance
- Principles and procedures of maintaining security of pharmaceutical products
- Procedures for dealing with drug alerts and company recalls
- Procedures for dealing with returned goods
- Purpose and process of purchasing contracts
- Purpose of batch numbering and expiry dates on pharmaceutical products
- Relevant reference materials
- Sources of stock, including non-formulary items
- Stock ordering processes
- Storage requirements and the rationale for different types of products

### *Essential skills:*

It is critical that the candidate demonstrate the ability to:

- Communicate effectively with internal and external clients
- Procure and store pharmaceutical stock according to organisation requirements
- Refer issues identified outside scope of practice to the appropriate person
- Work in accordance with relevant organisation policy, legislative requirements, industrial awards and agreements and in-house operating procedures (SOPs)
- Work in a safe manner

## REQUIRED SKILLS AND KNOWLEDGE

In addition, the candidate must be able to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

This includes the ability to:

- Communicate and interact appropriately with colleagues, health care practitioners and clients
- Comply with organisation procurement policies and procedures
- Distinguish between 'look alike' and 'sound alike' pharmaceutical products in procuring, storing and disposing of stock
- Ensure optimal usage of stock prior to expiry date
- Enter and access data on pharmacy computer system
- Identify discrepancies/deviations and refer to the appropriate person
- Identify, maintain and report working stock levels, eg slow moving items, overstocks, discrepancies, out-of-stocks, expired stock and damaged stock
- Maintain location maps
- Maintain stock security
- Maintain stock control documentation
- Monitor the quality of stock and storage conditions, including temperature, light, humidity, pest control and stock organisation
- Source supplier and place an order
- Take into account opportunities to address waste minimisation, environmental responsibility and sustainable practice issues
- Use literacy, numeracy and oral communication skills required to fulfil the position in a safe manner as specified by the health care facility
- Use problem solving skills
- Use available resources and prioritise workload

## Evidence Guide

### EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment Guidelines for this Training Package.

## EVIDENCE GUIDE

*Critical aspects for assessment and evidence required to demonstrate this competency unit:*

- The individual being assessed must provide evidence of specified essential knowledge as well as skills
- Observation of workplace performance is essential for assessment of this unit
- Consistency of performance should be demonstrated over the required range of situations relevant to the workplace
- Where, for reasons of safety, space, or access to equipment and resources, assessment takes place away from the workplace, the assessment environment should represent workplace conditions as closely as possible

*Context of and specific resources for assessment:*

- Assessment should replicate workplace conditions as far as possible
- Simulations may be used to represent workplace conditions as closely as possible  
Acceptable simulation requires:
  - Scope to determine that work is conducted within legislative and regulatory requirements
  - Scope to determine that work is conducted within OHS and infection control requirements
- Resources essential for assessment include:
  - Access to relevant workplace or appropriately simulated environment where assessment can take place
  - Relevant legislation, regulations and guidelines
  - Stock reporting and data systems

*Method of assessment*

- Observation in the work place (if possible)
- Written assignments/projects
- Interviewing and questioning
- Formal appraisal systems
- Supporting statement of supervisor(s)

*Access and equity considerations:*

- All workers in the health industry should be aware of access and equity issues in relation to their own area of work
- All workers should develop their ability to work in a culturally diverse environment

## EVIDENCE GUIDE

- In recognition of particular health issues facing Aboriginal and Torres Strait Islander communities, workers should be aware of cultural, historical and current issues impacting on health of Aboriginal and Torres Strait Islander people
- Assessors and trainers must take into account relevant access and equity issues, in particular relating to factors impacting on health of Aboriginal and/or Torres Strait Islander clients and communities

## Range Statement

### RANGE STATEMENT

The Range Statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Add any essential operating conditions that may be present with training and assessment depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts.

*Orders may include:*

- Verbal
- Electronic

*Products may 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
- Routine handling products and products requiring special handling eg cytotoxics and its spill management, refrigerated and frozen items, light sensitive material and flammables

*Storage conditions may include:*

- Correct temperature
- Humidity

**RANGE STATEMENT**

- Light
- Pest control
- Secured
- Cold chain
- Ventilated
- Ambient
- Isolated
- Correct storage of hazardous substances

*Security procedures may include:*

- In-store security
- Goods received
- Goods dispatched
- Handling controlled substances eg Schedule 8 drugs

*The recording of stock-take count may be performed:*

- Manually
- Using electronic device

*Documentation may be:*

- Written
- Verbal
- Electronic

**Unit Sector(s)**

Not Applicable

## HLTPH305A Maintain pharmaceutical imprest stock

### Modification History

| HLT07 Version 4                                         | HLT07 Version 5                                 | Comments                                                                                                       |
|---------------------------------------------------------|-------------------------------------------------|----------------------------------------------------------------------------------------------------------------|
| HLTPH304C Maintain pharmaceutical ward or imprest stock | HLTPH305A Maintain pharmaceutical imprest stock | Unit updated in V5<br>Competency outcome changed to include additional essential knowledge from unit HLTPH301C |

### Unit Descriptor

This unit of competency describes the skills and knowledge required to maintain pharmaceutical imprest stock, excluding the dispensing of prescriptions, and according to standard operating procedures (SOPs) and within legal requirements

### Application of the Unit

The application of knowledge and skills takes place around standards, guidelines, organisation policies and procedures and under the supervision of a qualified person

Individuals may take responsibility for their own outputs

Work performed requires a range of well developed skills where some discretion and judgement is required

### Licensing/Regulatory Information

Not applicable.

### Pre-Requisites

Not applicable.

### Employability Skills Information

This unit contains Employability Skills

## Elements and Performance Criteria Pre-Content

### ELEMENT

Elements define the essential outcomes of a unit of competency.

### PERFORMANCE CRITERIA

The Performance Criteria specify the level of performance required to demonstrate achievement of the Element. Terms in *italics* are elaborated in the Range Statement.

## Elements and Performance Criteria

Generate/receive and check stock requisition/imprest list

- 1.1 Establish needs to replenish stock and determine quantity against specified minimum/maximum levels
- 1.2 Use appropriate technology to complete stock checks and print picking list(s) of requisition items
- 1.3 Check that requisition lists comply with standard operating procedures (SOPs) and department requirements
- 1.4 Report deviations to an authorised person

Select and dispatch stock

- 2.1 Obtain clearance for the order from an authorised person
- 2.2 Select requisitioned products and place into appropriate delivery containers
- 2.3 Complete transaction in pharmacy computer and generate packing slip
- 2.4 Store and pack completed requisitions within the pharmacy prior to delivery
- 2.5 Deliver stock to the *designated area*
- 2.6 Check and confirm accuracy of stock placement
- 2.7 Store stock according to manufacturers' recommended *storage conditions*
- 2.8 Ensure an authorised person verifies, checks and signs for medicines on receipt where required

Complete documentation process

- 3.1 Complete and file documentation
- 3.2 Collate medicines usage information and record statistics for authorised person

3.3 Update imprest lists, based on stock usage and medicines inventory changes in liaison with relevant staff

3.4 Report changes to stock usage that may impact on stock control to an authorised person

## Required Skills and Knowledge

This describes the essential skills and knowledge and their level required for this unit.

### *Essential knowledge:*

The candidate must be able to demonstrate essential knowledge required to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

This includes knowledge of:

- Awareness of indemnity issues in relation to Commonwealth/State regulatory and legislative requirements
- Common proprietary and generic names of pharmaceutical products
- Identification and handling of pharmaceutical products, including
  - formulary medicines and non-formulary medicines e.g. clinical trial medicines and Special Access Scheme medicines
  - products with the required integrity as well as those whose integrity has been compromised e.g. damaged, contaminated or deteriorated stock
- routine handling of products and products requiring special handling, e.g. cytotoxics and their spill management, refrigerated and frozen items, light sensitive materials and flammables
- Infection control principles:
  - for maintaining a clean storage environment and equipment
  - personal hygiene and the use of protective clothing when handling pharmaceutical products
- Knowledge of, and the rationale for, applicable legislation, organisation policy and in-house standard operating procedures (SOPs), relating to maintaining an imprest pharmaceutical store
- Knowledge of the legal responsibilities of providers of health care in relation to confidentiality, client rights, duty of care and implications of negligence
- Limitations of own work role including identification and referring of issues outside scope of practice to the authorised person
- Work Health and Safety (WHS) policies, guidelines and symbols and their relevance to maintaining a pharmaceutical imprest stock
- Pharmacy or health facility computer system to maintain pharmaceutical stock levels



This describes the essential skills and knowledge and their level required for this unit.

- Principles and practices of ethical and professional codes of conduct
- Principles and procedures of:
  - maintaining security of pharmaceutical products
  - of stock control and maintenance of pharmaceutical products
  - storage requirements and the rationale for different types of products
- Purpose of batch numbering and expiry dates on pharmaceutical products
- Standard pharmaceutical references including Australian Pharmaceutical Formulary (APF), MIMs, AMH and Micromedex

*Essential skills:*

It is critical that the candidate demonstrate the ability to:

- Carry out maintenance of a pharmaceutical imprest system to meet the needs of the organisation
- Refer issues identified outside scope of practice to the appropriate person
- Select products accurately
- Use technology to maintain imprest stock e.g. portable data entry (PDE) devices, pharmacy computer system
- Work in accordance with relevant work health and safety, and infection control guidelines
- Work in accordance with relevant organisation policy, legislative requirements, industrial awards and agreements and in-house standard operating procedures (SOPs)

In addition, the candidate must be able to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

This includes the ability to:

- Communicate and interact effectively with pharmacy staff and health care practitioners
- Interpret stock usage and make suggestions for inventory changes
- Take into account opportunities to address waste minimisation, environmental responsibility and sustainable practice issues
- Use available resources and prioritise workload
- Use literacy, numeracy and oral communication skills required to fulfil the position in a safe manner as specified by the health care facility
- Use problem solving skills to ensure that the imprest system meets the needs of the organisation

## Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment Guidelines for this Training Package.

*Critical aspects for assessment and evidence required to demonstrate this competency unit:*

- The individual being assessed must provide evidence of specified essential knowledge as well as skills
- Observation of workplace performance is essential for assessment of this unit
- Consistency of performance should be demonstrated over the required range of situations relevant to the workplace
- Where, for reasons of safety, space, or access to equipment and resources, assessment takes place away from the workplace, the assessment environment should represent workplace conditions as closely as possible

*Context of and specific resources for assessment:*

- Assessment should replicate workplace conditions as closely as possible
- Simulations may be used to represent workplace conditions as closely as possible. Acceptable simulation requires:
  - scope to determine that work is conducted within legislative and regulatory requirements
  - scope to determine that work is conducted within WHS and infection control requirements
- Resources essential for assessment include:
  - access to relevant workplace or a simulated environment where assessment can take place
  - relevant legislation, regulations and guidelines
  - pharmacy imprest system

*Method of assessment may include:*

- Formal appraisal systems
- Interviewing and questioning
- Observation in the work place
- Supporting statement of supervisor(s)
- Written assignments/projects

The evidence guide provides advice on assessment and must be read in conjunction with the Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment Guidelines for this Training Package.

*Access and equity considerations:*

- All workers in the health industry should be aware of access and equity issues in relation to their own area of work
- All workers should develop their ability to work in a culturally diverse environment
- In recognition of particular health issues facing Aboriginal and Torres Strait Islander communities, workers should be aware of cultural, historical and current issues impacting on health of Aboriginal and Torres Strait Islander people
- Assessors and trainers must take into account relevant access and equity issues, in particular relating to factors impacting on health of Aboriginal and/or Torres Strait Islander clients and communities

## Range Statement

The Range Statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Add any essential operating conditions that may be present with training and assessment depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts.

*Designated area may include:*

- Automated medication distribution system
- Cupboard
- Drug safes
- Medication drawers
- Special storage area e .g. refrigerator as required for correct storage condition
- Trolley

*Storage conditions may include:*

- Ambient
- Cold chain
- Correct storage of hazardous substances
- Correct temperature

- Humidity
- Isolated
- Light
- Pest control
- Secured
- Ventilated

## **Unit Sector(s)**

Not applicable.

## **Custom Content Section**

Not applicable.

## HLTPH301C Undertake pharmacy technician duties

### Modification History

Not Applicable

### Unit Descriptor

#### Descriptor

This unit of competency describes the skills and knowledge required to undertake pharmacy technician work in the hospital pharmacy environment, including working effectively within the organisation structure, policies and procedures, legislative requirements, hospital pharmacy services and hospital pharmacy assistant practices

### Application of the Unit

#### Application

The application of knowledge and skills takes place around standards, guidelines, policies and procedures and under the supervision of a qualified person

Individuals may take responsibility for their own outputs

Work performed requires a range of well-developed skills where some discretion and judgement is required

### Licensing/Regulatory Information

Not Applicable

### Pre-Requisites

Not Applicable

## Employability Skills Information

### Employability Skills

This unit contains Employability Skills

## Elements and Performance Criteria Pre-Content

Elements define the essential outcomes of a unit of competency.

The Performance Criteria specify the level of performance required to demonstrate achievement of the Element. Terms in *italics* are elaborated in the Range Statement.

## Elements and Performance Criteria

### ELEMENT

### PERFORMANCE CRITERIA

1. Work effectively within the hospital pharmacy environment

- 1.1 Respond positively to the requirements *of key stakeholders and representatives* of pharmacy services
- 1.2 Work within the organisation's *policies and procedures and underpinning values and philosophies*
- 1.3 Involve clients in pharmacy service activities wherever appropriate
- 1.4 Recognise personal values and attitudes regarding *clients with special needs* and take into account when performing work duties
- 1.5 Use *common pharmacy/medical terminology* when performing work duties
- 1.6 Follow reporting procedures according to organisation policies and procedures

2. Maintain pharmaceutical quality assurance requirements

- 2.1 Use key pharmaceutical quality assurance terms in context
- 2.2 Comply with the aims and objectives of the quality assurance program
- 2.3 Reflect an understanding of the cyclical nature of the quality assurance process

**ELEMENT****PERFORMANCE CRITERIA****3. Follow relevant legislation and regulations**

- 3.1 Apply relevant *State and National legislation and regulations* to hospital pharmacy practice
- 3.2 Reflect an understanding of the roles, responsibilities and processes of government and other agencies responsible for administering legislation and regulations
- 3.3 Follow ethical and legal guidelines in all decision making and work activities

**4. Perform the duties of a pharmacy assistant**

- 4.1 Comply with the roles, responsibilities and within the legitimate scope of practice of a pharmacy assistant
- 4.2 Participate in the hospital pharmacy with an understanding of the roles and relationship with pharmacists, technical staff, clerical staff and store personnel
- 4.3 Consistently conduct work activities in a manner consistent with the expected qualities and attributes of a health care professional
- 4.4 Refers issues outside scope of practice to the appropriate person

## **Required Skills and Knowledge**

### **REQUIRED SKILLS AND KNOWLEDGE**

This describes the essential skills and knowledge and their level required for this unit.

#### *Essential knowledge:*

The candidate must be able to demonstrate essential knowledge required to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

This includes knowledge of:

- Awareness of indemnity issues in relation to Commonwealth/State regulatory and

## REQUIRED SKILLS AND KNOWLEDGE

legislative requirements

- Hospital pharmacy contribution to a health care team
- Infection control policies, guidelines and symbols and their relevance to working in a hospital pharmacy
- Knowledge of the legal responsibilities of providers of health care in relation to confidentiality, client rights, duty of care and implications of negligence
- Local and organisation policies and procedures relevant to the hospital pharmacy
- Medical/pharmaceutical terminology appropriate to hospital pharmacy work
- OHS policies, guidelines and symbols and their relevance to working in a hospital pharmacy
- Organisation values and philosophy and how they apply to the work of a pharmacy assistant/technician
- Principles and practices of ethical and professional conduct
- Principles and practices of pharmaceutical quality assurance
- Relevant State and National pharmaceutical legislation and regulation
- Relevant codes of conduct
- Role and scope of responsibilities of all pharmacy departmental staff
- Role, scope and processes of State Pharmacy Council/Board

### *Essential skills:*

It is critical that the candidate demonstrate the ability to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

This includes the ability to:

- Apply pharmacy policies, procedures, standards and guidelines
- Apply legislation and regulatory requirements
- Take into account opportunities to address waste minimisation, environmental responsibility and sustainable practice issues
- Use literacy, numeracy and oral communication skills required to fulfil the position in a safe manner as specified by the health care facility
- Use problem solving skills
- Use available resources and prioritise workload
- Use technology to work safely and competently

## Evidence Guide

### EVIDENCE GUIDE



## EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment Guidelines for this Training Package.

*Critical aspects for assessment and evidence required to demonstrate this competency unit:*

- The individual being assessed must provide evidence of specified essential knowledge as well as skills
- Observation of workplace performance is essential for assessment of this unit
- Consistency of performance should be demonstrated over the required range of situations relevant to the workplace
- Where, for reasons of safety, space, or access to equipment and resources, assessment takes place away from the workplace, the assessment environment should represent workplace conditions as closely as possible

*Context of and specific resources for assessment:*

- Assessment should replicate workplace conditions as far as possible
- Simulations may be used to represent workplace conditions as closely as possible. Acceptable simulation requires:
  - Scope to determine that work is conducted within legislative and regulatory requirements
  - Scope to determine that work is conducted within OHS and infection control requirements
- Resources essential for assessment include:
  - Access to relevant workplace or appropriately simulated environment where assessment can take place
  - Relevant legislation, regulations and guidelines

*Method of assessment may include:*

- Observation in the work place (if possible)
- Written assignments/projects, eg for fundamentals of microbiology and principles of cleaning and disinfection
- Interviewing and questioning
- Formal appraisal systems

## EVIDENCE GUIDE

- Supporting statement of supervisor(s)
- Access and equity considerations:*
- All workers in the health industry should be aware of access and equity issues in relation to their own area of work
  - All workers should develop their ability to work in a culturally diverse environment
  - In recognition of particular health issues facing Aboriginal and Torres Strait Islander communities, workers should be aware of cultural, historical and current issues impacting on health of Aboriginal and Torres Strait Islander people
  - Assessors and trainers must take into account relevant access and equity issues, in particular relating to factors impacting on health of Aboriginal and/or Torres Strait Islander clients and communities

## Range Statement

### RANGE STATEMENT

The Range Statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Add any essential operating conditions that may be present with training and assessment depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts.

- Stakeholders and representatives may include:*
- Pharmacists
  - Doctors
  - Nurses
  - Clients
  - Pharmacy technicians
  - Pharmacy assistants
  - Pharmacy stores persons
  - Administration staff

**RANGE STATEMENT**

- Wholesalers
- Policies, procedure, philosophies and values may include:*
  - Access and equity policies and procedures
  - Anti-discrimination policies and procedures
  - Sexual harassment policies and procedures
  - Mission statement
  - Code of conduct
  - Code of ethics
- Clients with special needs may include:*
  - Clients from different cultural and social contexts
  - Indigenous Australians
  - People from non-English speaking backgrounds
  - Specific religious groups
  - People with a disability
  - Older clients
- Pharmaceutical/medical terminology must include:*
  - Specific terms commonly used in day to day activities
- State and national legislation and regulation may include but are not limited to:*
  - The Pharmacy/Pharmacists Act and relevant regulations
  - Drugs, Poisons and Controlled Substances/Poisons Act and related regulations
  - Therapeutic Goods Act
  - Health Act and related regulations
  - Privacy legislation
  - Pharmacy Council/Board Guidelines and/or directives
  - Standard for Uniform Scheduling of Drugs and Poisons
  - Society of Hospital Pharmacies of Australia (SHPA) guidelines
  - Pharmaceutical Society of Australia's Professional Practice Standards
  - OHS legislation and regulations
  - Infection Control legislation and guidelines
  - NCCTG Guidelines for the Preparation of Pharmaceuticals in Hospitals

**RANGE STATEMENT**

- Australian Pharmaceutical Formulary
- State policies/circular/guidelines
- Pharmaceutical Benefit Scheme book (PBS Section 85 and Section 100)

**Unit Sector(s)**

Not Applicable

## HLTPOP311C Identify land care issues as they relate to health

### Modification History

Not Applicable

### Unit Descriptor

#### Descriptor

This unit aims to describe the competencies needed to identify land care issues that can impact on the health status of the community

### Application of the Unit

#### Application

Working in compliance with relevant legislation and regulations within which the worker's organisation operates is essential

### Licensing/Regulatory Information

Not Applicable

### Pre-Requisites

Not Applicable

### Employability Skills Information

#### Employability Skills

This unit contains Employability Skills

### Elements and Performance Criteria Pre-Content

Elements define the essential outcomes of a unit of

The Performance Criteria specify the level of performance required to demonstrate achievement of the

competency.

Element. Terms in italics are elaborated in the Range Statement.

## Elements and Performance Criteria

### ELEMENT

### PERFORMANCE CRITERIA

- |                                                                                                                            |                                                                                                                                                                                                                                                                                                                                                                                                                 |
|----------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1. Identify the role of the <i>worker, key people and outside agencies in addressing land care issues</i> in the community | 1.1 Ensure all work reflects knowledge and understanding of own role in addressing land care issues<br>1.2 Ensure all work reflects knowledge and understanding of the role of other key people and outside agencies in addressing land care issues in the community                                                                                                                                            |
| 2. Identify land care issues that can effect the health status of individuals and community members                        | 2.1 Seek information on <i>land care issues that relate, either directly or indirectly to the possibility of disease transmission and/ or health related complaints</i><br>2.2 Seek additional information or advice as required                                                                                                                                                                                |
| 3. <i>Monitor</i> land care issues in the community                                                                        | 3.1 Monitor land care issues in the community that could potentially impact on the health status of individuals and community members<br>3.2 Report findings in accordance with organisation policies and procedures<br>3.3 Record referrals or requests from others in accordance with established procedures<br>3.4 Make referrals to relevant others in accordance with organisation policies and procedures |

## Required Skills and Knowledge

### REQUIRED SKILLS AND KNOWLEDGE

This describes the essential skills and knowledge and their level required for this unit.

## REQUIRED SKILLS AND KNOWLEDGE

### *Essential knowledge:*

The candidate must be able to demonstrate essential knowledge required to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

This includes knowledge of:

- Basic knowledge of environmental health strategies and recent priorities (e.g. UPK strategies, particularly in regards to nutrition, the reduction of crowding and dust control)
- Points of contact for the purposes of referral and/ or to seek information and advice on specific issues
- Roles and responsibilities of the worker and relevant others in relation to land care
- The relationship between land care issues and health

### *Essential skills:*

It is critical that the candidate demonstrate the ability to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

This includes the ability to:

- Demonstrate consideration of access issues, i.e. people's yards, camping areas, areas of cultural significance, etc.
- Demonstrate understanding of health issues as they relate to land care
- Effectively network and communicate with the employing organisation, householders, community members, key people and outside agencies
- Use phone/fax for referrals if necessary

## Evidence Guide

### EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment Guidelines for this Training Package.

## EVIDENCE GUIDE

*Critical aspects for assessment and evidence required to demonstrate this competency unit:*

- The individual being assessed must provide evidence of specified essential knowledge as well as skills
- Consistency in performance should consider the worker's ability to be able to monitor land care issues in the community as they directly relate to the possibility of disease transmission and/ or health related complaints
- Assessment needs to occur more than once and over a period of time

*Access and equity considerations:*

- All workers in the health industry should be aware of access and equity issues in relation to their own area of work
- All workers should develop their ability to work in a culturally diverse environment
- In recognition of particular health issues facing Aboriginal and Torres Strait Islander communities, workers should be aware of cultural, historical and current issues impacting on health of Aboriginal and Torres Strait Islander people
- Assessors and trainers must take into account relevant access and equity issues, in particular relating to factors impacting on health of Aboriginal and/or Torres Strait Islander clients and communities

*Context of and specific resources for assessment:*

- For the purposes of consistency this unit is best assessed on the job
- Access required to:
  - a phone/ fax (to assess competency in making referrals to relevant others outside of the community either verbally or by written correspondence)

*Related unit:*

This unit is a pre-requisite for:

- HLTPOP412C Develop a plan of action to address land care issues in the community



## Range Statement

### RANGE STATEMENT

The Range Statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Add any essential operating conditions that may be present with training and assessment depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts.

*The Indigenous environmental health worker's role in addressing land care issues may include:*

- Monitoring and reporting excessive vegetation growth around sewerage ponds or other areas in the community
- Identifying where and why dust problems are occurring in and around the community
- Planting appropriate trees and shrubs to act as wind breaks
- Repairing fences
- Establishing mounds to stop vehicles and protecting plants
- Blocking off bush tracks
- Planting shade and fruit trees
- Planting appropriate trees around septic tanks
- Assisting Aboriginal Health Workers or others in the community to obtain and plant medicinal plants
- Installing drip systems where appropriate
- Education/health promotion

*The role of other key people and outside agencies in addressing land care issues may include some of the following:*

- Reducing the amount of vegetation in and around sewerage ponds
- Laying bitumen on roads in and around the community to control dust
- Land care projects i.e: bush medicine projects, tree planting projects, drip system or irrigation projects, conservation projects, etc.
- Establishing community nurseries, etc.

*Key people and outside agencies may refer to:*

- Environmental Health Officers
- Greening Australia
- Aboriginal Health Workers

**RANGE STATEMENT**

- Other land care agencies
  - Other community workers, e.g. horticultural trainees and/or graduates, community development workers, etc.
- Land care issues that either directly or indirectly relate to the possibility of disease transmission and/or health related complaints may include:*
- Excessive vegetation/weed around sewerage lagoons which can lead to mosquito breeding and transmission of diseases such as Ross River Fever, Australian Encephalitis, etc.
  - Lack of shade trees which can lead to sunburn and the possibility of skin cancer
  - Lack of fruit trees for nutritional purposes
  - Lack of medicinal plants, "bush medicine"
  - Lack of trees and shrubs to act as wind breaks against dust in the house yard, general community and outlying areas
  - Lack of trees around septic tanks to prevent cars from driving over them and collapsing drains or breaking lids
- Information may be sought by:*
- Talking to key people and outside agencies
  - Obtaining information from books, pamphlets, etc.
- Additional information or advice may include:*
- Seeking information or advice about specific health problems ie: respiratory complaints, skin infections and eye disease (abrasion and inflammation of the conjunctiva), as a result of dust; skin cancer due to a lack of shade trees in areas where people might gather, etc.
  - Seeking additional information or advice on resources, or people to contact and network with in relation to land care issues as they relate to health
- Monitor may be:*
- Observations in the field
  - Talking to householders and community members about any issues of concern
- Findings may be:*
- Areas in or around the community where dust may be originating from e.g. heavy traffic areas (front of the

## RANGE STATEMENT

store, clinic council office); bush tracks, airstrip, football oval, rubbish dump etc.

- House yards and/ or living areas in need of wind breaks, fence construction or repair, dust sheltering plants, mounding to protect fencing from cars, planting of appropriate trees around septic tanks, wire bed frames off the ground so that people can still sleep outside if they want to but out of the dust, shade structures and roofs, etc.
- Community areas where people gather or meet that may be in need of shade structures, trees and/ or wind breaks
- The need to support the land care activities of existing groups e.g. Bush medicine projects, beautification projects, etc.

*Report may be:*

- Verbal in either first language or English
- Written in either first language or English
- Photos of the problem/ issue of concern
- Video recording the problem/ issue of concern
- By showing supervisor the problem

*Referrals from others may include:*

- Requests from Aboriginal Health Workers for assistance in bush medicine projects, etc.
- Requests from householders or community members for assistance and/ or support in the development of the yard area i.e.: fencing repairs, planting trees around household septic tanks, planting fruit and shade trees in the yard/ community, wind breaks, etc.

*Recording may be by:*

- Taking notes of requests for support or assistance in either first language or English
- Showing the employing organisation/ supervisor any written requests for support i.e.: faxes, notes, letters etc. Requests for support might also come from local articles or brochures; for example the school might be advertising a future tree planting project in the community and be looking for outside support, etc.

*Referrals to relevant others may*

- Verbally in either first language or English depending

**RANGE STATEMENT**

*be:*

on the target group and whether or not the referrals take place internally within the community, or outside the community to other key people or outside agencies

- Written correspondence i.e.: faxes, letters, etc.
- Photo of the problem/issue
- Video recording the problem/issue

*Relevant others may include:*

- Community development workers
- Horticultural workers
- Community council
- Government agencies
- Other land care agencies
- Pawa

**Unit Sector(s)**

Not Applicable

# HLTPOP310C Monitor and maintain dog health in the community

## Modification History

Not Applicable

## Unit Descriptor

### Descriptor

This unit aims to describe the competencies required to monitor dog health and dog population in the community and develop the necessary strategies and plans to address issues that may be of concern

## Application of the Unit

### Application

Working in compliance with relevant legislation and regulations within which the worker's organisation operates is essential

## Licensing/Regulatory Information

Not Applicable

## Pre-Requisites

Not Applicable

## Employability Skills Information

### Employability Skills

This unit contains Employability Skills

## Elements and Performance Criteria Pre-Content

Elements define the essential outcomes of a unit of competency.

The Performance Criteria specify the level of performance required to demonstrate achievement of the Element. Terms in *italics* are elaborated in the Range Statement.

## Elements and Performance Criteria

### ELEMENT

### PERFORMANCE CRITERIA

- |                                                            |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
|------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1. Monitor dog health and dog population in the community  | <p>1.1 Discuss benefits of conducting a <i>dog profile</i> with the community, and seek approval</p> <p>1.2 Gather information on the health, population and condition of dogs in accordance with job role</p> <p>1.3 Report nature and extent of problem(s) in accordance with organisation guidelines and procedures</p>                                                                                                                                                                                                                                                                                                                                                                                                                                            |
| 2. Develop a dog health and/or dog population control plan | <p>2.1 Discuss <i>strategies</i> in relation to dog health and population control with the organisation, community and relevant others to determine the best course of action, and preferred option(s)</p> <p>2.2 Analyse preferred option(s) within job role, and discuss with supervisor to determine feasibility in relation to any obstacles that may exist</p> <p>2.3 Establish a feasible plan of action in conjunction with the organisation, community and relevant others</p> <p>2.4 Recognise and demonstrate understanding of roles and responsibilities of organisation, worker, the community and other key people and/or outside agencies in relation to the plan</p> <p>2.5 Contribute to the coordination of the plan in accordance with job role</p> |
| 3. Implement plan                                          | <p>3.1 Assist community, organisation and relevant key people with delivery of a dog health and/or population control program in accordance with the plan</p> <p>3.2 Record results in relation to the implementation of the plan in accordance with organisation policies and</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |

**ELEMENT****PERFORMANCE CRITERIA**

procedures

3.3 Implement follow up measures as required

## **Required Skills and Knowledge**

### **REQUIRED SKILLS AND KNOWLEDGE**

This describes the essential skills and knowledge and their level required for this unit.

#### *Essential knowledge:*

The candidate must be able to demonstrate essential knowledge required to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

This includes knowledge of:

- Advantages/disadvantages and obstacles in relation to various strategies
- Cultural issues which may impact on strategies, e.g. dog dreaming
- Points of contact
- The roles and responsibilities of the worker, community, dog owner, organisation and other key people or specialists in the implementation of the plan
- Traditional and non traditional responsibilities and benefits of owning a dog
- All work needs to reflect knowledge of the common dog diseases that can make a dog unhealthy, including:
  - flea infestation
  - tick infestation
  - worm infestation
  - infected sores or wounds
  - mange
  - eye and ear infections
  - ringworm infection
  - hydatid tapeworm infection
  - hookworm infection
- All work needs to reflect an understanding of the factors that can lead or contribute to dogs becoming unhealthy, including:

## REQUIRED SKILLS AND KNOWLEDGE

- hungry dogs
- too many dogs
- dogs whose nutritional requirements are not met
- dogs that are not properly groomed and checked regularly for conditions such as fleas, ticks, ringworms, sores, wounds etc.
- dogs that are not treated for conditions that may cause infection and affect their health
- dogs without access to clean/dry shelter
- dogs that are not wormed and immunised

*continued ...*

### *Essential knowledge (contd):*

- All work needs to reflect consideration and understanding of potential health issues in relation to dog population and health, e.g.:
  - secondary injury as a result of bites from aggressive dogs
  - potential disease risks and infections from dog bites, e.g. tetanus
  - people giving food to dogs and going without themselves
  - dogs as vectors or carriers of disease, e.g. dog plays in sewage waste and then plays or licks children
  - allergies due to dog mange causing or contributing to skin disease
  - gastrointestinal infections
  - roundworm and hookworm larval migration
  - worker needs to know points of contact in order to be able to obtain information on strategies in relation to dog health and population control

### *Essential skills:*

It is critical that the candidate demonstrate the ability to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

This includes the ability to:

- Apply analytical and problem solving skills in order to determine the best course of action and preferred options
- Apply communication skills, both internally within the community and externally to relevant others as required
- Apply data collection skills as related to collecting information on the health, population and condition of dogs
- Apply organisation skills in relation to the coordination and implementation of the planned strategies
- Basic reading skills may be required in relation to obtaining information from books or



## REQUIRED SKILLS AND KNOWLEDGE

- other resources which are not in the worker's first language
- Collaborate effectively with dog owners and members of the community in order to gain their support and approval to monitor dog health and population in the community
- Consult with dog owners/community members as required
- Demonstrate safe work practices and procedures - if handling dogs and/or drugs as part of the plan
- Effectively network and communicate with the employing organisation, householders, community members, veterinarians, EHOs, key people and outside agencies
- Maintain and access effective networks which contribute to the achievement of objectives
- Negotiate options with dog owners/community members as is necessary
- Take into account opportunities to address waste minimisation, environmental responsibility and sustainable practice issues
- Use phone/fax

## Evidence Guide

### EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment Guidelines for this Training Package.

*Critical aspects for assessment and evidence required to demonstrate this competency unit:*

- The individual being assessed must provide evidence of specified essential knowledge as well as skills
- Collaborative approach from the organisation, community, dog owners, indigenous environmental health workers, environmental health officers, and other key people/specialists in order to implement the plan effectively
- Competency must be assessed in relation to the strategies which the community has chosen to be implemented as part of the plan
- Consistency in performance should consider the nature and extent of problems in relation to dog health/population
- Consistency in performance should consider wide range of strategies in relation to the management of

## EVIDENCE GUIDE

dog health and/or population

- Cultural activities should also be taken into consideration, i.e. people leaving the community with their dogs to visit relatives in other communities, or to attend sporting events, football carnivals etc.
- As a result of these possible contingencies, this unit needs to be assessed on more than one occasion and is best assessed over a period of time in order to monitor the success of the strategy(s) implemented as part of the plan

- Access and equity considerations:*
- All workers in the health industry should be aware of access and equity issues in relation to their own area of work
  - All workers should develop their ability to work in a culturally diverse environment
  - In recognition of particular health issues facing Aboriginal and Torres Strait Islander communities, workers should be aware of cultural, historical and current issues impacting on health of Aboriginal and Torres Strait Islander people
  - Assessors and trainers must take into account relevant access and equity issues, in particular relating to factors impacting on health of Aboriginal and/or Torres Strait Islander clients and communities

- Context of and specific resources for assessment:*
- This unit is best assessed on the job
  - The identification of strategies in relation to dog health can be assessed both on or off the job
  - Access required to:
    - a phone/fax (to assess competency in networking and liaising with veterinarians, environmental health officers, and other specialists/experts)
    - equipment and supplies in accordance with the strategy(s) to be implemented, and job role (to assess competency in delivery of a dog health and population control program)
    - books and resources if required

- Note:**
- The worker will receive training/written approval from a veterinarian, Environmental Health Officers,

## EVIDENCE GUIDE

or other people qualified to administer schedule 4 drugs, i.e. Ivomec during this unit

- This can then be given to the poisons registrar to enable them to obtain Ivomec, and deliver follow up procedures for the Ivomec program on their own

## Range Statement

### RANGE STATEMENT

The Range Statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Add any essential operating conditions that may be present with training and assessment depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts.

*Dog profile refers to:*

- Information gathered on the health, population and condition of dogs

*Benefits of conducting a dog profile may be:*

- To give an overall picture of a situation, and keep the community informed
- To assist with the development of strategies to address dog health issues in the community
- To maintain the health of the dogs
- To prevent the spread of infection

*Information gathered may include:*

- The number of dogs in each household/the community
- Unhealthy/diseased and under-nourished dogs
- Rogue or problem dogs
- Dumped dogs

*Reporting may include any*

- Verbal in either first language or English

## RANGE STATEMENT

*number of the following range of variables:*

- Written checklists/data collection in either first language or English, i.e. counting the number of dogs, sick dogs, undernourished dogs, etc. The numerical language chosen will be dependant upon the target group and whether or not the information gathered is to remain internally within the community or reported externally to other key people and outside agencies
- Written notes in either first language or English
- Photos of the condition/population of dogs in the community
- Video recording the condition/population of dogs in the community

*Information may be obtained from:*

- Veterinarians
- Aboriginal Health Workers
- Environmental Health Officers
- Other specialists/experts
- Books/resources if required

*Strategies may include:*

- Informing dog owners/community about various strategies in relation to caring for dogs, e.g. nutritional food sources, the provision of clean/dry shelter, checking dogs for fleas, ticks, wounds, sores, mange, eye and ear infections, immunising and worming dogs, washing dogs, seeking help and support for sick dogs, etc.
- Reducing the number of internal and external parasites, e.g. Dog Ivomec program
- Dog sterilisation/contraception, e.g. Covinan to control population
- Putting dogs down/euthanasia, e.g. Lethobarb, or by shooting

### ***Informing dog owners/community about various strategies in relation to caring for dogs***

*Advantages may include:*

- Community control
- Healthier and happier dogs in the community
- Reduces the possibility of aggression and dog bites

**RANGE STATEMENT**

- Limits the spread of infection

*Disadvantages may include:*

- Increased dog breeding rates as a result of improved health

*Obstacles may include:*

- Cultural issues in relation to dog ownership
- Inability to be able to afford to buy the necessary items to keep dogs healthy, e.g. nutritional food, medicated creams, eye and ear drops, worming tablets etc.
- Inability to gain access to veterinarians when required as a result of remoteness

***Dog program to reduce the number of internal and external parasites, i.e. Ivomec****Advantages may include:*

- Healthier and happier dogs in the community
- Limits the spread of infection

*Disadvantages may include:*

- Increased dog breeding rates due to improved health
- More competition and aggression between male dogs for female dogs in the community, leading to an increased number of dog wounds, and the possibility of wounds becoming infected

*Obstacles may include:*

- Gaining access to Ivomec and the equipment needed to run a dog Ivomec program
- Needs to be ongoing, approximately every 3 month

***Dog sterilisation (spays castration)/contraception, i.e.: Covinan to control population****Advantages may include:*

- Controls the dog population
- Avoids multiple litters
- Avoids disposal of unwanted/excessive numbers of pups

## RANGE STATEMENT

*Disadvantages may include:*

- Expensive
- The Covinan injection that is currently given as a means female contraception can sting the dog causing unwanted aggression towards the handlers

*Obstacles may include:*

- The community will need the assistance of a qualified veterinarian for sterilisation/contraceptive procedures, sometimes for up to one or two weeks. This can present obstacles, e.g. transport and labour costs, accommodation for the veterinarian whilst they are in the community etc.
- Covinan as a means of contraception for female dogs needs to be given every 5 months which can sometimes present difficulties with finding the same dog twice
- Difficulties with correct timing in relation to administering Covinan, i.e. it needs to be given to dogs before they go on heat (at approximately 7 months of age), and it is not to be given to dogs if they are pregnant

### ***Putting dogs down/euthanasia i.e. Lethobarb***

*Advantages may include:*

- Ends a dogs suffering, misery, and pain

*Disadvantages may include:*

- Cultural issues
- It can be very emotional and stressful for the dog owner

*Obstacles may include:*

- If chemical injections such as Lethobarb are to be used, the assistance of qualified veterinarians, or other people with permits to administer the drug will be required. Access to people who are qualified can present obstacles for some remote communities

**RANGE STATEMENT**

*Key people or agencies may include:*

- Environmental Health Officers
- Other environmental health worker
- Aboriginal Health Workers
- Veterinarians
- Specialists/experts
- Poisons branch

*Relevant others/community members may include:*

- Aboriginal Health Workers
- Other clinic staff
- Dog owners
- Householders
- Community members
- Elders and traditional owners

*Organisation may refer to:*

- Community council
- Community clinic
- Other employer bodies/agencies

*Contributions to the coordination of the plan may include:*

- Seeking community support for the plan
- Ordering in supplies and equipment, e.g. Ivomec, dispenser guns, marker spray paint etc.
- Networking and liaising with veterinarians, aboriginal health workers environmental health officers, other specialists/experts
- Informing the community about the times and dates for any proposed programs
- Organising the assistance of other helpers to aid with the handling of the dogs if required

*Assistance with the delivery of a dog health and/or population control program may include:*

- Talking to dog owners/community members about strategies to care for their dogs if required
- Talking to dog owners/community members about the causes of disease, and the possibilities of transmission between animals and humans
- Talking to dog owners about treatment for specific dogs in the household/community, e.g. how many to be given Ivomec, which dogs to be put down, sterilised (spays/castration) contraception etc
- Negotiating options with dog owners if required

## RANGE STATEMENT

- Handling dogs as required
- Marking dogs who have been treated
- Disposing of dogs who are put down
- Assisting the veterinarian with sterilisation/contraceptive procedures if required
- Assisting veterinarian, EHO with measuring out dosages of Ivomec (usually onto bread) and giving treatment to dogs in conjunction with dog owners

### *Results may refer to:*

- Number of dogs treated
- Number of people informed about the diseases affecting their animals
- Method and type of treatment
- Problems such as aggressive dogs that were unable to be treated etc.

### *Follow up measures may include:*

- Giving Ivomec treatment to dogs every 3 months
- Assisting with the administration of Covinan every 5 months
- Identifying and monitoring the location of female dogs being treated with Covinan in the community to ensure that they are easily found when required
- Talking to the community/dog owners about strategies for ongoing care of their dogs
- Monitoring dog diseases or deaths in the community, especially outbreaks
- Checking up on dogs after vet visits, e.g. dogs needing ongoing medication, or those just operated on. This information can then be feed back to the vet, as problems can quite often be dealt with over the phone and medication sent if the vet has already seen the animal

### *Success of the plan may refer to:*

- Reduction in the number of sick dogs in the community
- Reduction and/or the stabilising of population
- Increased community awareness in relation to strategies to care for their dogs
- Reduction of transmissible diseases



**RANGE STATEMENT**

*Reporting methods may be:*

- Verbally in either first language or English
- Written in either first language or English, e.g. notes, written reports etc.

*Feedback may be through:*

- Photos of the condition/population of dogs in the community
- Video recording the condition/population of dogs in the community
- Verbally in either first language or English depending on the target group and who the feedback is being provided to, i.e. the employing organisation, community or relevant others
- Written in either first language or English

**Unit Sector(s)**

Not Applicable

## **HLTPOP307C Provide information and support on environmental health issues**

### **Modification History**

Not Applicable

### **Unit Descriptor**

#### **Descriptor**

This unit describes the competencies needed to provide information and support to householders/ community members with environmental health issues or hazards that may be of concern

### **Application of the Unit**

#### **Application**

This unit applies to work in a public health context and must be applied in compliance with relevant legislation and regulations

### **Licensing/Regulatory Information**

Not Applicable

### **Pre-Requisites**

Not Applicable

### **Employability Skills Information**

#### **Employability Skills**

This unit contains Employability Skills

## Elements and Performance Criteria Pre-Content

Elements define the essential outcomes of a unit of competency.

The Performance Criteria specify the level of performance required to demonstrate achievement of the Element. Terms in italics are elaborated in the Range Statement.

## Elements and Performance Criteria

### ELEMENT

### PERFORMANCE CRITERIA

- |                                                                |                                                                                                                                                                           |
|----------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1. Address information needs of the community and householders | 1.1 Monitor and observe <i>potential environmental health hazards</i> or risks in the community and household as part of work role                                        |
|                                                                | 1.2 Discuss any <i>issues of concern</i> with community members and householders to <i>determine information needs</i> , and level of support required                    |
|                                                                | 1.3 Discuss any difficulties or obstacles that may exist which has prevented the householder/ community member from being able to address issues of concern               |
| 2. Provide information and support                             | 2.1 Provide information and support to community members as required or requested in accordance with identified job role, and worker's roles and responsibilities         |
|                                                                | 2.2 Report any problems, <i>difficulties or obstacles</i> that are outside of area of responsibility or expertise in accordance with organisational policy and procedures |

## Required Skills and Knowledge

### REQUIRED SKILLS AND KNOWLEDGE

This describes the essential skills and knowledge and their level required for this unit.

## REQUIRED SKILLS AND KNOWLEDGE

### *Essential knowledge:*

The candidate must be able to demonstrate essential knowledge required to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

This includes knowledge of:

- Alternative ways of providing information e.g. seeking the assistance of Aboriginal Health Workers, or others in the community to help provide information or support if cultural relationships such as "poison cousins" prevents interaction
- Basic knowledge of germ theory and disease transmission
- Own roles and responsibilities
- What are environmental health hazards and risks and why

### *Essential skills:*

It is critical that the candidate demonstrate the ability to:

- Recognise the way in which diseases are transmitted and identify strategies for prevention

In addition, the candidate must be able to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

This includes the ability to:

- Effectively communicate with community members, the employing organisation and in some instances outside agencies or relevant others
- Monitor and identify potential environmental health risks and hazards as part of job role
- Recognise the way in which diseases are transmitted, and strategies for prevention
- Take into account opportunities to address waste minimisation, environmental responsibility and sustainable practice issues

## Evidence Guide

### EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the Performance Criteria, Required Skills and Knowledge, the Range Statement and the

## EVIDENCE GUIDE

Assessment Guidelines for this Training Package.

*Critical aspects for assessment and evidence required to demonstrate this competency unit:*

- The individual being assessed must provide evidence of specified essential knowledge as well as skills
- Assessment of this unit of competency needs to occur more than once and/ or over a period of time
- Assessment of performance must be in relation to issues relevant to the indigenous environmental workers job role and area of responsibility
- If this unit is being assessed in the context of personal and domestic hygiene gender issues and cultural sensitivities need to be considered

*Access and equity considerations:*

- All workers in the health industry should be aware of access and equity issues in relation to their own area of work
- All workers should develop their ability to work in a culturally diverse environment
- In recognition of particular health issues facing Aboriginal and Torres Strait Islander communities, workers should be aware of cultural, historical and current issues impacting on health of Aboriginal and Torres Strait Islander people
- Assessors and trainers must take into account relevant access and equity issues, in particular relating to factors impacting on health of Aboriginal and/or Torres Strait Islander clients and communities

*Context of and specific resources for assessment:*

- Assessment must take place on the job
- Access to:
  - resources, tools or equipment in order to be able to demonstrate or show householders or community members possible strategies to deal with any issues of concern if required

*Method of assessment:*

- Assessment may include:
  - observations
  - questioning
  - evidence gathered from the work place

## EVIDENCE GUIDE

- Assessment may also include the way in which competency is applied to other environmental health specific units over a period of time

## Range Statement

### RANGE STATEMENT

The Range Statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Add any essential operating conditions that may be present with training and assessment depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts.

*Monitoring potential environmental health hazards or risks will depend upon the Indigenous Environmental Health Workers job role, and context (area) of environmental health within the workers responsibility.*

*These environmental health hazards or risks may include, but are not limited to:*

- Non functional health hardware in the house e.g. toilets, taps, drains, pipes, washing machines, hot water service, etc.
- Problems associated with poor housing design and construction e.g. waste water pooling in other areas of the house as a result of inappropriately graded wet areas, living areas built too close to wet areas, lack of adequate food preparation surfaces and storage, shelving in houses, etc.
- Overcrowding
- Pooling water from leaking taps or rubbish lying around in the yard or community which could potentially become a breeding ground for mosquitoes
- Littering in the community and/ or not enough bins in the community
- Sick dogs sleeping with people
- Problem with dust blowing around in people's yards and the general community
- Domestic and personal hygiene issues

## RANGE STATEMENT

- Unsafe food storage and handling practices
- Issues of concern refers to:*
- Any environmental health issue or hazard identified by the worker as part of their work role which directly relates to the need to provide information and/ or support to householders and/ or community members
- Determine information needs may refer to:*
- Identifying how much householders and community members already know about the potential disease threats in relation to the issue of concern or hazard
  - Identifying what information still needs to be provided to householders and community members to assist them in making informed choices or decisions
- Some difficulties or obstacles may refer to:*
- Non durable health hardware already installed in houses that constantly breaks
  - Houses that have been poorly constructed or designed, and as a result are contributing to a range of health problems
  - Large numbers of family visiting the household at any one time
  - Lack of ongoing repairs and maintenance to health hardware
  - Issues in relation to "shame" e.g. house holder or community member not being able to afford to buy health hardware items eg. toilet paper, shampoo, soap, cleaning agents, or inability to read labels and direction of use on detergent bottles and cleaning agents
  - Cultural issues e.g. sleeping with dogs because they are a very important part of a person's culture and life
  - Not having access to fridges/ freezers to store food
  - Not having access to washing machines to wash clothes
- Provide information and support may include:*
- Informing and showing householders basic plumbing skills e.g. changing washers, reseating taps, unblocking drains, etc.
  - Informing and showing householders/ community

## RANGE STATEMENT

members possible strategies to utilise the yard area to reduce the impact of overcrowding e.g. cooking areas, sheltered areas, wind breaks, shelving out of reach of dogs, etc.

- Informing and showing householders/ community members potential mosquito breeding items that may be lying around in the yard or community e.g. broken upside down cars that are collecting water, tins, pet water containers that haven't been changed regularly, etc.
- Informing and showing householders and community members the importance of protecting themselves from mosquito bites
- Informing and showing community members strategies to prevent the transmission of disease in a food storage and handling context e.g. importance of washing hands after going to the toilet, not sneezing or coughing on food, covering food, not leaving food out over night near the campfire or on the stove, not re-freezing food that has already been thawed out, etc.
- Informing and showing community members strategies to prevent the transmission of diseases that may be highlighted/ accentuated by personal and domestic hygiene issues e.g. correct detergent or cleaning agent to use for the task required, way in which to clean the house and the various items within it, correct use of white goods such as washing machines, etc.

*Reporting may be:*

- Verbally in either first language or English
- Written in either first language or English
- By showing supervisor the problem if and when appropriate

*Organisation may refer to:*

- Community council
- Community clinic
- Other employer bodies/ agencies



## Unit Sector(s)

Not Applicable

# HLTPOP304C Contribute to evaluating a population health project

## Modification History

Not Applicable

## Unit Descriptor

### Descriptor

This unit is concerned with contributing to the evaluation of a population health project

It covers tasks associated with collecting data using measures that have been identified in the project planning process

## Application of the Unit

### Application

This unit may apply to work in a range of areas of population health

## Licensing/Regulatory Information

Not Applicable

## Pre-Requisites

Not Applicable

## Employability Skills Information

### Employability Skills

This unit contains Employability Skills

## Elements and Performance Criteria Pre-Content

Elements define the essential outcomes of a unit of competency.

The Performance Criteria specify the level of performance required to demonstrate achievement of the Element. Terms in italics are elaborated in the Range Statement.

## Elements and Performance Criteria

### ELEMENT

### PERFORMANCE CRITERIA

- |                                                                     |                                                                                                                                                                                                                                                                                                                                                                                                                 |
|---------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1. Gather and review data on project performance (process measures) | 1.1 Identify sources of data and information as outlined in project plan<br>1.2 Collect and collate data and information as outlined in project plan<br>1.3 Follow organisation data and information gathering procedures<br>1.4 Provide results to project team to assess need for change                                                                                                                      |
| 2. Collect <i>evaluation data</i>                                   | 2.1 Identify project objectives from the project plan<br>2.2 Identify relevant measures of these objectives from project plan<br>2.3 Collect data according to prescribed procedures and within allocated budget, as outlined in the project plan<br>2.4 Collate data in a logical manner or as outlined in the project plan and submit for evaluation to the project team/relevant personnel on a timely basis |

## Required Skills and Knowledge

### REQUIRED SKILLS AND KNOWLEDGE

## REQUIRED SKILLS AND KNOWLEDGE

This describes the essential skills and knowledge and their level required for this unit.

### *Essential knowledge:*

The candidate must be able to demonstrate essential knowledge required to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

This includes knowledge of:

- Equity issues in population health
- Evidence-based practice
- Knowledge of evaluation (types, levels of evaluation)
- National, state and local health policies, goals, targets and priorities
- Overview of the stages in population health project planning
- Quality assurance
- Relevant international charters/declarations and documents (e.g. Alma Ata, Ottawa Charter, Jakarta Declaration, The Solid Facts by WHO)
- Social change and advocacy processes
- Theory and practice of population health including health promotion, health protection and prevention of communicable and non communicable diseases

### *Essential skills:*

It is critical that the candidate demonstrate the ability to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

This includes the ability to:

- Analyse, judge and incorporate feedback where required
- Apply effective communication and interpersonal skills including:
  - high level written or verbal communication
  - negotiation and liaison
  - consultation
  - conflict resolution and mediation
- Apply analytical thinking, problem solving and critical appraisal
- Engage and work collaboratively and/or in partnership
- Facilitate and contribute effectively to meetings, forums and other networks
- Identify and consult with key stakeholders throughout the monitoring and evaluation process
- Pay attention to equity
- Undertake work planning and management

## REQUIRED SKILLS AND KNOWLEDGE

- Work as part of a multi-disciplinary team and/or autonomously

## Evidence Guide

### EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment Guidelines for this Training Package.

*Critical aspects for assessment and evidence required to demonstrate this competency unit:*

- The individual being assessed must provide evidence of specified essential knowledge as well as skills
- Consistent satisfactory performance of all elements of this unit must be demonstrated

*Access and equity considerations:*

- All workers in the health industry should be aware of access and equity issues in relation to their own area of work
- All workers should develop their ability to work in a culturally diverse environment
- In recognition of particular health issues facing Aboriginal and Torres Strait Islander communities, workers should be aware of cultural, historical and current issues impacting on health of Aboriginal and Torres Strait Islander people
- Assessors and trainers must take into account relevant access and equity issues, in particular relating to factors impacting on health of Aboriginal and/or Torres Strait Islander clients and communities

*Context of and specific resources for assessment:*

- This unit may be assessed in the workplace or in a simulated workplace under normal conditions
- The unit may be assessed in the classroom
- Access to:
  - a range of government and non government policy documents and reports and statistics

## EVIDENCE GUIDE

- journals, books and external expertise
- network of stakeholders
- organisation policies and procedures

### *Method of assessment*

- Observation of performance
- Written tasks
- Interviewing and questioning
- Formal appraisal systems
- Staff client feedback
- Portfolio/CV
- Supporting statement of supervisors
- Evidence of relevant work experience/formal or informal learning
- Case studies and scenarios as a basis for the discussion of issues in population health project planning
- Project, exercise or investigation with relaxed time restraints requiring a significant part of the work to be carried out without close supervision and requiring the completion of a project report

### *Related units:*

This unit should be undertaken and assessed in conjunction with the following units:

- HLTPOP302C Contribute to working with the community to identify health needs
- HLTPOP303C Contribute to population health project planning

It is recommended that this be undertaken in conjunction with *PSPPM402B Manage simple projects* to obtain a more holistic view of program planning, management and evaluation process

## Range Statement

### RANGE STATEMENT

## RANGE STATEMENT

The Range Statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Add any essential operating conditions that may be present with training and assessment depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts.

*Population health projects may vary considerably in scope and content:*

- Population health projects may be developed in any population health field including:
  - health promotion
  - environment health
  - communicable diseases
  - health risk management and assessment
- Population health projects may be developed at any level including:
  - local
  - regional
  - state
  - national
- Population health projects may be developed for any population including:
  - general Australian population
  - any subgroups within that population identified based on age, sex, ethnicity, sexual identity, geographical location, physical environment, lifestyle choices, socio economic status, disability, health status etc.
  - any community defined as collective group of people identified by common values and mutual concern for the development and well-being of their group or geographical area
  - any setting/organization whose practices influence health behaviour (e.g. clinical services, general practice, school, workplaces, etc.)
- Population health projects can target individuals, groups or organisations
- Population health projects may relate to different health determinants (e.g. biological, economic, behavioural, social, etc.)

## RANGE STATEMENT

|                                                                |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |
|----------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <i>Communities or target populations in population health:</i> | <ul style="list-style-type: none"><li>• The community or population may vary considerably in character, size, needs and capacity to access information and services</li></ul>                                                                                                                                                                                                                                                                                                                        |
| <i>Stakeholders may include:</i>                               | <ul style="list-style-type: none"><li>• Representatives of relevant health agencies operating in the local community</li><li>• Community advocates or change agents</li><li>• Representatives/leaders of the target population</li><li>• Population health professionals/Supervisors</li><li>• Federal, state or local health service and population health planners</li><li>• Federal, state or local health service providers</li><li>• Other health and/or non-government organisations</li></ul> |
| <i>Different levels of evaluation include:</i>                 | <ul style="list-style-type: none"><li>• Process evaluation (measures the activities of the project, project quality and who it is reaching)</li><li>• Impact evaluation (measures the immediate effect of the projectrelates to project objectives)</li><li>• Outcome evaluation (measures the long-term effect of the projectrelates to project goals)</li></ul>                                                                                                                                    |
| <i>Evaluation measures can be:</i>                             | <ul style="list-style-type: none"><li>• Qualitative</li><li>• Quantitative</li></ul>                                                                                                                                                                                                                                                                                                                                                                                                                 |
| <i>Evaluation design can specify:</i>                          | <ul style="list-style-type: none"><li>• Data collection at the end of the project</li><li>• Before and after comparisons</li><li>• Trials with a control group</li></ul>                                                                                                                                                                                                                                                                                                                             |
| <i>Relevant personnel for consultation may include:</i>        | <ul style="list-style-type: none"><li>• Community/target population members and leaders</li><li>• Public health sector staff</li><li>• Community health sector staff</li><li>• Private health sector staff</li><li>• Volunteer networks</li><li>• General practitioners</li><li>• Administrators</li><li>• Researchers</li></ul>                                                                                                                                                                     |



**RANGE STATEMENT**

- Educators
- Academics
- Business and industry representatives

**Unit Sector(s)**

Not Applicable

## HLTPOP303C Contribute to population health project planning

### Modification History

Not Applicable

### Unit Descriptor

#### Descriptor

This unit is concerned with making a contribution to planning a population health project

The contribution focuses on working from an existing project plan to develop the detail such as a timetable for implementing strategies, evaluation and budget

### Application of the Unit

#### Application

This unit applies to work in a public health context and must be applied in compliance with relevant legislation and regulations

### Licensing/Regulatory Information

Not Applicable

### Pre-Requisites

Not Applicable

### Employability Skills Information

#### Employability Skills

This unit contains Employability Skills

## Elements and Performance Criteria Pre-Content

Elements define the essential outcomes of a unit of competency.

The Performance Criteria specify the level of performance required to demonstrate achievement of the Element. Terms in *italics* are elaborated in the Range Statement.

## Elements and Performance Criteria

### ELEMENT

### PERFORMANCE CRITERIA

- |                                            |                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |
|--------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1. Identify project plan                   | 1.1 From existing plan, identify <i>goals</i> , objectives and <i>strategies</i> to be implemented                                                                                                                                                                                                                                                                                                                                                                |
| 2. Plan implementation of strategies       | 2.1 Identify project strategies from project plan<br>2.2 Identify tasks to be undertaken to implement strategies in consultation with <i>relevant personnel</i><br>2.3 Timetable tasks to be undertaken to implement strategies in consultation with relevant personnel<br>2.4 Source resources required to implement strategy<br>2.5 Cost tasks to be undertaken                                                                                                 |
| 3. Plan implementation of evaluation tasks | 3.1 Identify project evaluation measures from the project plan<br>3.2 Identify, in consultation with relevant personnel, tasks to be undertaken to collect data using the identified evaluation measures<br>3.3 Timetable, in consultation with relevant personnel, tasks to be undertaken to collect data using the identified evaluation measures<br>3.4 Source resources required to collect data using measures identified<br>3.5 Cost tasks to be undertaken |
| 4. Present planning information            | 4.1 Select appropriate methods of presenting planning information on the basis of planner needs                                                                                                                                                                                                                                                                                                                                                                   |

**ELEMENT****PERFORMANCE CRITERIA**

4.2 Ensure presentation is logical and assertions are supported by references to relevant data and information

## Required Skills and Knowledge

### REQUIRED SKILLS AND KNOWLEDGE

This describes the essential skills and knowledge and their level required for this unit.

#### *Essential knowledge:*

The candidate must be able to demonstrate essential knowledge required to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

This includes knowledge of:

- Equity issues in population health
- Evidence-based practice
- National, State and local health policies, goals, targets and priorities
- Overview of the stages in population health project planning
- Project planning
- Quality assurance
- Relevant international charters/declarations and documents (e.g. Alma Ata, Ottawa Charter, Jakarta Declaration, The Solid Facts by WHO)
- Social change and advocacy processes
- Theory and practice of population health including health promotion, health protection and prevention of communicable and non communicable diseases

#### *Essential skills:*

It is critical that the candidate demonstrate the ability to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

This includes the ability to:

- Analyse, judge and incorporate feedback where required

## REQUIRED SKILLS AND KNOWLEDGE

- Apply effective communication and interpersonal skills including:
  - high level written or verbal communication
  - negotiation and liaison
  - consultation
  - conflict resolution and mediation
- Apply analytical thinking, problem solving and critical appraisal
- Develop and implement a process that ensures consultation with key stakeholders throughout the planning process
- Engage and work collaboratively and/or in partnership
- Facilitate and contribute effectively to meetings, forums and other networks
- Pay attention to equity
- Undertake work planning and management
- Work as part of a multi-disciplinary team and/or autonomously

## Evidence Guide

### EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment Guidelines for this Training Package.

*Critical aspects for assessment and evidence required to demonstrate this competency unit:*

- The individual being assessed must provide evidence of specified essential knowledge as well as skills
- Consistent satisfactory performance of all elements of this unit must be demonstrated

*Access and equity considerations:*

- All workers in the health industry should be aware of access and equity issues in relation to their own area of work
- All workers should develop their ability to work in a culturally diverse environment
- In recognition of particular health issues facing Aboriginal and Torres Strait Islander communities, workers should be aware of cultural, historical and current issues impacting on health of Aboriginal and

## EVIDENCE GUIDE

Torres Strait Islander people

- Assessors and trainers must take into account relevant access and equity issues, in particular relating to factors impacting on health of Aboriginal and/or Torres Strait Islander clients and communities

*Context of and specific resources for assessment:*

- This unit may be assessed in the workplace or in a simulated workplace under normal conditions
- The unit may be assessed in the classroom
- Access to:
  - a range of government and non government policy documents and reports and statistics
  - journals, books and external expertise
  - network of stakeholders
  - organisation policies and procedures

*Method of assessment*

- Observation of performance
- Written tasks
- Interviewing and questioning
- Formal appraisal systems
- Staff client feedback
- Portfolio/CV
- Supporting statement of supervisors
- Evidence of relevant work experience/formal or informal learning
- Case studies and scenarios as a basis for the discussion of issues in population health project planning
- Project, exercise or investigation with relaxed time restraints requiring a significant part of the work to be carried out without close supervision and requiring the completion of a project report

*Related units:*

This unit should be undertaken and assessed in conjunction with the following units:

- HLTPOP302C Contribute to working with the community to identify health needs
- HLTPOP304C Contribute to evaluating a population health project

## EVIDENCE GUIDE

It is recommended that this be undertaken in conjunction with *PSPPM402B Manage simple projects* to obtain a more holistic view of program planning, management and evaluation process

## Range Statement

### RANGE STATEMENT

The Range Statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Add any essential operating conditions that may be present with training and assessment depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts.

*Population health projects may vary considerably in scope and content:*

- Population health projects may be developed in any population health field including:
  - health promotion
  - environment health
  - communicable diseases
  - health risk management and assessment
- Population health projects may be developed at any level including:
  - local
  - regional
  - state
  - national
- Population health projects may be developed for any population including:
  - general Australian population
  - any subgroups within that population identified based on age, sex, ethnicity, sexual identity, geographical location, physical environment, lifestyle choices, socio economic status, disability, health status etc.

## RANGE STATEMENT

|                                                                |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |
|----------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                                                                | <ul style="list-style-type: none"><li>• any community defined as collective group of people identified by common values and mutual concern for the development and well-being of their group or geographical area</li><li>• any setting/organisation whose practices influence health behaviour (e.g. clinical services, general practice, school, workplaces, etc.)</li><li>• Population health projects can target individuals, groups or organisations</li><li>• Population health projects may relate to different health determinants (e.g. biological, economic, behavioural, social, etc.)</li></ul>                                                  |
| <i>Communities or target populations in population health:</i> | <ul style="list-style-type: none"><li>• The community or population may vary considerably in character, size, needs and capacity to access information and services</li></ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |
| <i>Sources of information for planning may include:</i>        | <ul style="list-style-type: none"><li>• Literature from population health and related disciplines such as published book, peer-reviewed papers (especially systematic reviews) and reports</li><li>• Literature outlining marketing and behaviour change strategies specific to the target population</li><li>• Demographic data and information</li><li>• Socio-economic data and information</li><li>• Data and information from health research and health studies</li><li>• Expert informants</li><li>• Key representatives of the target population</li><li>• National, State and local health policy documents and implementation guidelines</li></ul> |
| <i>Planning models include:</i>                                | <ul style="list-style-type: none"><li>• PRECEDE-PROCEED</li><li>• Model of rational planning (McCarthy)</li><li>• Hawe, Degeling and Hall's Program Planning Model</li></ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
| <i>Goal(s) refer/s to:</i>                                     | <ul style="list-style-type: none"><li>• What the project aims to ultimately achieve</li></ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |



**RANGE STATEMENT**

*Objectives refer to:*

- What the project needs to attain to achieve project goals

*Strategy refers to:*

- A plan of action to achieve a project goal

*Relevant personnel for consultation may include:*

- Individuals who have undertaken similar work or worked with a similar target population
- Individuals who control access to any of the factors that may influence delivery of the project strategies (e.g. stakeholders, target population, etc.)
- Individuals who may potentially provide resources

**Unit Sector(s)**

Not Applicable

## **HLTPOP302C Contribute to working with the community to identify health needs**

### **Modification History**

Not Applicable

### **Unit Descriptor**

#### **Descriptor**

This unit develops the skills necessary to contribute working with a particular population/sub-group of interest /community in the assessment of their health needs

It develops the ability to source and develop information and data to assist in reviewing aspects of the problem being targeted and to assist in defining the health needs of the population of interest

This in turn, guides the design, planning and evaluation of Population Health projects or interventions

### **Application of the Unit**

#### **Application**

This unit applies to work in a public health context and must be applied in compliance with relevant legislation and regulations

### **Licensing/Regulatory Information**

Not Applicable

### **Pre-Requisites**

Not Applicable

## Employability Skills Information

### Employability Skills

This unit contains Employability Skills

## Elements and Performance Criteria Pre-Content

Elements define the essential outcomes of a unit of competency.

The Performance Criteria specify the level of performance required to demonstrate achievement of the Element. Terms in *italics* are elaborated in the Range Statement.

## Elements and Performance Criteria

### ELEMENT

### PERFORMANCE CRITERIA

1. Assist in conducting a literature review

- 1.1 Identify organisation reports and key documents and assess for relevance to the aims of the literature review
- 1.2 Consult key stakeholders from the community and other relevant bodies for sources of information relevant to the literature review
- 1.3 Identify and source information and data at local, state or regional level that may assist in defining and assessing the *health needs* of a community
- 1.4 Provide feedback to the work team or team leader on sources of information and stakeholder views

2. Participate in a *consultation* process with the target community

- 2.1 Contribute to discussions with key stakeholders regarding the health problem, its causes and appropriate interventions/solutions
- 2.2 Provide briefing materials throughout the consultation process to identify and clarify issues of interest/concern to stakeholders and own organisation
- 2.3 Provide *feedback* to the team leader or work team on the results of the consultation process

## ELEMENT

## PERFORMANCE CRITERIA

3. Contribute to activities that assist the community to identify their health needs

3.1 Make positive contributions to activities that develop an understanding of the factors contributing to the *health problem of the community*

3.2 Provide feedback to team members/leader to facilitate discussion and clarify issues arising from the review of literature and consultation process with the community and relevant *stakeholders*

3.3 Collect further *information and data* when needed for input into the analysis and presentation of results arising from the review of literature and consultation process

3.4 Recommend activities that would build the capacity of the community to identify their health needs to relevant stakeholders

## Required Skills and Knowledge

### REQUIRED SKILLS AND KNOWLEDGE

This describes the essential skills and knowledge and their level required for this unit.

#### *Essential knowledge:*

The candidate must be able to demonstrate essential knowledge required to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

This includes knowledge of:

- Equity issues in population health
- Evidence-based practice
- National, State and local health policies, goals, targets and priorities
- Overview of the stages in population health project planning
- Quality assurance
- Relevant international charters/declarations and documents (e.g. Alma Ata, Ottawa Charter, Jakarta Declaration, The Solid Facts by WHO)
- Social change and advocacy processes
- Theory and practice of population health including health promotion, health protection

## REQUIRED SKILLS AND KNOWLEDGE

and prevention of communicable and non communicable diseases

### *Essential skills:*

It is critical that the candidate demonstrate the ability to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

This includes the ability to:

- Apply effective communication and interpersonal skills including:
  - high level written or verbal communication
  - negotiation and liaison
  - consultation
  - conflict resolution and mediation
- Apply analytical thinking, problem solving and critical appraisal
- Engage and work collaboratively and/or in partnership
- Facilitate and contribute effectively to meetings, forums and other networks
- Identify and source relevant data and information
- Provide feedback in a comprehensive and logical manner
- Work as part of a multi-disciplinary team and/or autonomously
- Work planning and management

## Evidence Guide

### EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment Guidelines for this Training Package.

*Critical aspects for assessment and evidence required to demonstrate this competency unit:*

- The individual being assessed must provide evidence of specified essential knowledge as well as skills

## EVIDENCE GUIDE

- Access and equity considerations:*
- All workers in the health industry should be aware of access and equity issues in relation to their own area of work
  - All workers should develop their ability to work in a culturally diverse environment
  - In recognition of particular health issues facing Aboriginal and Torres Strait Islander communities, workers should be aware of cultural, historical and current issues impacting on health of Aboriginal and Torres Strait Islander people
  - Assessors and trainers must take into account relevant access and equity issues, in particular relating to factors impacting on health of Aboriginal and/or Torres Strait Islander clients and communities

- Context of and specific resources for assessment:*
- This unit may be assessed in the workplace or in a simulated workplace under normal conditions
  - The unit may be assessed in the classroom and may contain a strong theoretical emphasis
  - Access to:
    - a range of government and non government policy documents and reports and statistics
    - journals, books and external expertise
    - documents and other materials (charters, declarations, discussion papers, etc.) from international conferences on population health
    - a range of government and non government policy documents and reports and statistics
    - organisation policies and procedures

- Method of assessment*
- Observation of performance
  - Written tasks
  - Interviewing and questioning
  - Formal appraisal systems
  - Staff client feedback
  - Portfolio/CV
  - Supporting statement of supervisors
  - Evidence of relevant work experience/formal or informal learning
  - Case studies and scenarios as a basis for the discussion of issues in population health project

## EVIDENCE GUIDE

planning

- Project, exercise or investigation with relaxed time restraints requiring a significant part of the work to be carried out without close supervision and requiring the completion of a project report

*Related units:*

This unit should be undertaken and assessed in conjunction with the following units:

- HLTPOP303C Contribute to population health project planning
- HLTPOP304C Contribute to evaluating a population health project

## Range Statement

### RANGE STATEMENT

The Range Statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Add any essential operating conditions that may be present with training and assessment depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts.

*Health need is defined as:*

- State, conditions or factors in the community which, if absent, prevent people from achieving the optimum of physical, mental and social well-being <sup>1</sup>

*Types of need:*

- Normative need (based on expert opinion)
- Expressed need (based on inferences made from observation of use of health services)
- Comparative need (derived from examining the services provided in a similar population)
- Felt need (based on what members of the community say they need)

## RANGE STATEMENT

*Health problem and community being targeted may be identified through one of the following ways:*

- Consultation with supervising Population Health professional
- Position/job description
- Policy documents/legislation detailing national, state or local health goals

*Means of finding relevant literature may include:*

- Web searches for publications and research reports from relevant organisations
- Catalogue searches

*Briefing materials may include:*

- Written summaries of issues or opinion
- Pamphlets, brochures, charted and tabled data
- Collections of reports, articles or research results

*Feedback may include:*

- Written reports
- Brief commentary or summary presentations

*Consultation may take the form of one of the following:*

- Interviews (personal, phone, formal or informal)
- Nominal group process
- Questionnaires
- Delphi Method
- Focus groups
- Forums

*Relevant sources of information include:*

- Books
- Journals
- Hospital records
- Notification systems
- Registers
- Sentinel recording systems
- Surveys
- Annual public health reports
- Existing epidemiological/socio-demographic data
- National Population Health and Health Promotion agencies and organisations
- General practitioners/primary care service
- Local health authorities



## RANGE STATEMENT

- Councils
- Voluntary agencies
- Relevant databases, such as HEAPS
- Publications of Australia Bureau of Statistics (ABS)
- Experts in the field (practice and academia)
- Target group representatives

*Key stakeholders may include:*

- Representatives of relevant health agencies operating in the local community
- Community advocates or change agents
- Representatives/leaders of the target population
- Population health professionals/Supervisors
- Federal, State or local health service and population health planners
- Federal, State or local health service providers
- Other health and/or non-government organisations

*Data may be:*

- Qualitative
- Quantitative

*Types of data required about the target group may include:*

- Demographic characteristics (e.g. age, sex, ethnic composition, residence, education level achieved)
- Patterns of behaviour
- Lifestyle

*Ethical considerations that guide data collection and consultation processes may include:*

- Privacy and confidentiality
- Responsibility to help a community respond to needs they identify which might not necessarily coincide with stated priority health needs

1 Hawe, Degeling and Hall, Evaluating Health Promotion, p. 17.

## Unit Sector(s)

Not Applicable

## HLTPOP301C Work effectively in the population health sector

### Modification History

Not Applicable

### Unit Descriptor

#### Descriptor

This unit assists workers to understand and apply basic principles of population health to their work

It also locates the population health worker within the larger context of regional and national initiatives and organisations promoting health

### Application of the Unit

#### Application

This unit applies to work in a public health context and must be applied in compliance with relevant legislation and regulations

### Licensing/Regulatory Information

Not Applicable

### Pre-Requisites

Not Applicable

### Employability Skills Information

#### Employability Skills

This unit contains Employability Skills

## Elements and Performance Criteria Pre-Content

Elements define the essential outcomes of a unit of competency.

The Performance Criteria specify the level of performance required to demonstrate achievement of the Element. Terms in italics are elaborated in the Range Statement.

## Elements and Performance Criteria

### ELEMENT

### PERFORMANCE CRITERIA

- |                                                                                             |                                                                                                                                                                                                                                                                                             |
|---------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1. Apply key <i>principles of population health approach</i> to work                        | 1.1 Identify current and historic concepts of <i>health and its determinants</i><br>1.2 Identify key principles to a population health approach and use to assess current work approach<br>1.3 Modify work approach so as to apply key principles of population health                      |
| 2. Gather information on the organisations within which population health work is conducted | 2.1 Identify relevant local, state and national organisations supporting population health work<br>2.2 Clarify each organisations' contribution to population health work<br>2.3 Develop the role of the worker within the multi-sectoral and multi-strategic approach to population health |
| 3. Work within the context of the population health approach                                | 3.1 Reflect consideration of the historical social, political and economic context in all population health work<br>3.2 Check all work to ensure it complies with relevant legislative and regulatory frameworks                                                                            |

## Required Skills and Knowledge

### REQUIRED SKILLS AND KNOWLEDGE

This describes the essential skills and knowledge and their level required for this unit.

#### *Essential knowledge:*

The candidate must be able to demonstrate essential knowledge required to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

This includes knowledge of:

- Basic knowledge of recent public health strategies and relevant local codes of practice and legislation
- Basic principles of health promotion, e.g. as per Ottawa Charter
- Basic principles of population health
- Equity issues in population health
- Importance of principles and practices to enhance sustainability in the workplace, including environmental, economic, workforce and social sustainability
- National, State and local health initiatives and priorities
- Organisations involved in population health in Australia
- The components of population health including health promotion, environmental health, health protection and prevention of communicable and non communicable diseases

#### *Essential skills:*

It is critical that the candidate demonstrate the ability to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

This includes the ability to:

- Apply effective communication and interpersonal skills including written or verbal communication
- Apply problem solving skills
- Contribute effectively to meetings
- Discuss a population health approach in specific work role context
- Gather information from written sources and/or through verbal questioning
- Recognise and use opportunities to enhance sustainability in the workplace
- Translate 'big picture' information into value at the local level

# Evidence Guide

## EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment Guidelines for this Training Package.

*Critical aspects for assessment and evidence required to demonstrate this competency unit:*

- The individual being assessed must provide evidence of specified essential knowledge as well as skills

*Access and equity considerations:*

- All workers in the health industry should be aware of access and equity issues in relation to their own area of work
- All workers should develop their ability to work in a culturally diverse environment
- In recognition of particular health issues facing Aboriginal and Torres Strait Islander communities, workers should be aware of cultural, historical and current issues impacting on health of Aboriginal and Torres Strait Islander people
- Assessors and trainers must take into account relevant access and equity issues, in particular relating to factors impacting on health of Aboriginal and/or Torres Strait Islander clients and communities

*Context of and specific resources for assessment:*

- This unit is most appropriately assessed in the classroom environment
  - this unit may be undertaken by workers training for a range of jobs in the population health and related sectors
  - assessment where practicable should allow for knowledge of population health to be applied to a prospective or actual work role
- Access to:
  - a range of government and non government policy documents and reports and statistics

## EVIDENCE GUIDE

*Method of assessment may include:*

- Interviewing and questioning
- Assignment
- Scenarios as a basis for the application knowledge of the population health approach to a specific work role
- Scenarios as a basis for the application of knowledge about the foundations of the health of populations to a specific work role

## Range Statement

### RANGE STATEMENT

The Range Statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Add any essential operating conditions that may be present with training and assessment depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts.

*The term population may refer to:*

- General Australian population
- Any subgroup within that population identified by age, sex, ethnicity, sexual identity, geographical location, physical environment, lifestyle choices, socio economic status, disability, health status, etc.
- Any community defined as collective group of people identified by common values and mutual concern for the development and well-being of their group or geographical area

*Context includes:*

- Statutory framework within which work takes place
- Historical context of work, e.g. changing attitudes to environmental health, changing approaches to public health
- Changing social context of work, e.g. changing government and societal views of environmental health, health promotion and disease prevention

**RANGE STATEMENT**

|                                                                    |                                                                                                                                                                                                                                                                                                                                                                                                                       |
|--------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                                                                    | <p>aspects of primary health care</p> <ul style="list-style-type: none"> <li>• Political context, e.g. government policies and initiatives affecting environmental health work</li> <li>• Economic context, e.g. the current economic situation as it relates to and affects environmental health and the subsequent impact on individual and community needs</li> </ul>                                              |
| <i>Concepts/models of health include:</i>                          | <ul style="list-style-type: none"> <li>• Medical model</li> <li>• Salutogenic model</li> <li>• Social view of health</li> <li>• Academic/professional models of health</li> </ul>                                                                                                                                                                                                                                     |
| <i>Different models of work in the sector may include:</i>         | <ul style="list-style-type: none"> <li>• Early intervention/ disease prevention</li> <li>• Community development and education</li> <li>• Health promotion</li> <li>• Working with individuals</li> <li>• Working with families and the community</li> <li>• Community funded indigenous environmental health workers</li> <li>• Government health services funded indigenous environmental health workers</li> </ul> |
| <i>Health determinants may include:</i>                            | <ul style="list-style-type: none"> <li>• Political</li> <li>• Biological and genetic factors</li> <li>• Physical environment</li> <li>• Socio-economic factors (e.g. Social gradient, stress, early life, social exclusion, work, unemployment, social support, addiction, food, transport, housing, etc.)</li> <li>• Behavioural</li> <li>• Cultural</li> <li>• Quality of health services</li> </ul>                |
| <i>Key principles to a population health approach may include:</i> | <ul style="list-style-type: none"> <li>• Population focus</li> <li>• Preventive focus with stress on building individual/community's capacity to control health determinants for a better quality of life</li> <li>• Sensitivity to access and equity issues</li> </ul>                                                                                                                                               |

## RANGE STATEMENT

- Sensitivity to cultural differences
- Health as a resource for everyday living and not as end in itself
- Health as a result of complex interaction among determinants
- Shared responsibility of health
- Educational-Ecological approach
- Evidence-based approach
- Principles of equity and non-discriminatory practice

*For some workers, especially those working with remote and / or Indigenous communities, additional principles might include:*

- A holistic and community development approach
- Commitment to empowering individuals and the community
- Commitment to meeting the needs and upholding the rights of individuals and the community

*Different settings for population health action may include:*

- Home
- School
- Hospital
- Health services
- Community
- Work
- Transport
- Sports and recreation facilities

*Examples of local, state and national organisations, and initiatives supporting Population Health work include:*

- Establishments that provide primary health care
- Community Clinics
- Local public health units
- State and national Health departments
- Professional and industry associations
- Non-government organisations
- International health organisations

*National charters/declarations include:*

- Health for All by the Year 2000
- Health Promotion: Bridging the Equity Gap



## Unit Sector(s)

Not Applicable

# CHCPROM502B Implement health promotion and community intervention

## Modification History

Not Applicable

## Unit Descriptor

### Descriptor

This unit describes the knowledge and skills required to implement health promotion and community intervention

## Application of the Unit

### Application

This unit may apply in a range of community service contexts

## Licensing/Regulatory Information

Not Applicable

## Pre-Requisites

Not Applicable

## Employability Skills Information

### Employability Skills

This unit contains Employability Skills

## Elements and Performance Criteria Pre-Content

Elements define the essential outcomes of a unit of

The Performance Criteria specify the level of performance required to demonstrate achievement of the

competency.

Element. Terms in italics are elaborated in the Range Statement.

## Elements and Performance Criteria

### ELEMENT

### PERFORMANCE CRITERIA

- |                                                                            |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |
|----------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>1. Apply knowledge of <i>key issues</i> in preventative health care</p> | <p>1.1 Apply social research methods to appropriately analyse population health trends, demographic, social and epidemiological information and data</p> <p>1.2 Identify key issues in preventative health</p> <p>1.3 Identify current responses to preventative health care</p> <p>1.4 Access information on preventative health care and apply to developing solutions to community issues</p> <p>1.5 Define target populations and determine consultation processes</p> <p>1.6 Examine policy and funding contexts and issues</p>    |
| <p>2. Work within the educational framework of health promotion</p>        | <p>2.1 Develop an educational perspective based on a philosophical and historical understanding of preventative health care</p> <p>2.2 Integrate preventative health care perspective into community development and capacity building</p> <p>2.3 Apply relevant strategies to health promotion in the community</p> <p>2.4 Plan partnerships with stakeholders</p> <p>2.5 Identify a range of techniques to engage community in health promotion activities</p> <p>2.6 Access <i>key resources</i> for health promotion activities</p> |

## Required Skills and Knowledge

### REQUIRED SKILLS AND KNOWLEDGE

## REQUIRED SKILLS AND KNOWLEDGE

This describes the essential skills and knowledge and their level required for this unit.

### *Essential knowledge:*

The candidate must be able to demonstrate essential knowledge required to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

These include knowledge of:

- A philosophical and historical understanding of preventative health care
- Social research and data relating to health issues
- Primary health care principles
- Funding and policy environment

### *Essential skills:*

It is critical that the candidate demonstrate the ability to:

- Apply and conduct social research
- Use and interpret data base information
- Apply numerical skills to enable statistical interpretation

In addition, the candidate must be able to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

These include the ability to:

- Apply oral communication skills required to fulfil job roles as specified by the organisation/service including:
  - asking questions
  - active listening
  - asking for clarification
  - negotiating solutions
  - acknowledging and responding to a range of views
- Apply written communication skills required to fulfil job roles as specified by organisation/service
- Apply problem solving skills required include an ability to use available resources, analyse information and make decisions
- Demonstrate application of skills including:

## REQUIRED SKILLS AND KNOWLEDGE

- project planning
- work with diversity
- advocacy skills
- work in groups

## Evidence Guide

### EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment Guidelines for this Training Package.

*Critical aspects for assessment and evidence required to demonstrate this unit of competency:*

- The individual being assessed must provide evidence of specified essential knowledge as well as skills
- Evidence must include observation of performance in the work environment or in a simulated work setting

*Access and equity considerations:*

- All workers in community services should be aware of access, equity and human rights issues in relation to their own area of work
- All workers should develop their ability to work in a culturally diverse environment
- In recognition of particular issues facing Aboriginal and Torres Strait Islander communities, workers should be aware of cultural, historical and current issues impacting on Aboriginal and Torres Strait Islander people
- Assessors and trainers must take into account relevant access and equity issues, in particular relating to factors impacting on Aboriginal and/or Torres Strait Islander clients and communities

*Context of and specific resources*

- This unit can be assessed independently, however

## EVIDENCE GUIDE

*for assessment:*

holistic assessment practice with other community services units of competency is encouraged

- Resources required for assessment of this unit include access to:
  - an appropriate workplace where assessment can be conducted or simulation of realistic workplace setting for assessment
  - equipment and resources normally used in the workplace

*Method of assessment:*

- Observations
- Questioning
- Evidence gathered from the workplace environment
- Demonstration over a period of time to ensure consistency of performance

## Range Statement

### RANGE STATEMENT

The Range Statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Add any essential operating conditions that may be present with training and assessment depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts.

*Key resources are available from:*

- WHO concept of Health
- Ottawa Charter 1986
- Jakarta Declaration 1997

*Key issues and prevention strategies affecting people's health:*

- Nutrition
- Substance use and misuse
- Environmental health
- Mental health

**RANGE STATEMENT**

- Sexual and reproductive health
- Other determinants

**Unit Sector(s)**

Not Applicable

## CHCPROM401C Share health information

### Modification History

| CHC08<br>Version 3                         | CHC08 Version 4                            | Description                                                                                                                                                                 |
|--------------------------------------------|--------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| CHCPROM401B<br>Share health<br>information | CHCPROM401C<br>Share health<br>information | Unit updated in V4.<br>ISC upgrade changes to remove references to old OHS legislation and replace with references to new WHS legislation. No change to competency outcome. |

### Unit Descriptor

**Descriptor**

This unit describes the knowledge and skills required to share health information in a community health context

### Application of the Unit

**Application**

This unit may apply in a range of community service contexts

### Licensing/Regulatory Information

Not Applicable

### Pre-Requisites

Not Applicable

### Employability Skills Information

**Employability Skills**

This unit contains Employability Skills



## Elements and Performance Criteria Pre-Content

Elements define the essential outcomes of a unit of competency.

The Performance Criteria specify the level of performance required to demonstrate achievement of the Element. Terms in italics are elaborated in the Range Statement.

## Elements and Performance Criteria

### ELEMENT

### PERFORMANCE CRITERIA

1. Identify *health information* requirements

- 1.1 Obtain information from *key people* about community health needs
- 1.2 Hold discussions with key people
- 1.3 Assess and *document* levels of health information in the community according to organisation guidelines
- 1.4 Identify and list gaps in available information
- 1.5 Determine and prioritise community health information needs

2. Develop health information in an appropriate context

- 2.1 Negotiate with key people to determine location, time and place for sharing health information
- 2.2 Prepare and assemble *resources* in consultation with key people
- 2.3 Develop information using techniques appropriate to the target audience

3. Implement sharing of health information

- 3.1 Deliver health information in a clear and concise manner
- 3.2 Deliver health information in a place that is negotiated with the target audience
- 3.3 *Obtain feedback* from the audience to determine whether information is correctly received

**ELEMENT****PERFORMANCE CRITERIA**

4. Evaluate presentation of health information

4.1 Review progress and/or outcome against community needs, in consultation with key people

4.2 Provide key people with suggestions to improve the methodology of sharing health information

4.3 Implement changes to methodology in consultation with key people as required

## Required Skills and Knowledge

This describes the essential skills and knowledge and their level required for this unit.

### *Essential knowledge:*

The candidate must be able to demonstrate essential knowledge required to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

These include knowledge of:

- Local community health plans
- Organisation policies and guidelines
- Community/sector networks
- Collection and interpretation of health data
- Processes related to health promotion
- Factors underlying community development processes
- Evaluation models

### *Essential skills:*

The candidate must be able to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

These include the ability to:

- Undertake community research
- Record health data
- Demonstrate application of skills including:
  - cross cultural communication skills
  - interpersonal communication skills

- interpreting data
- decision-making
- using community profiles
- effective use of relevant information technology in line with work health and safety (WHS) guidelines

## Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment Guidelines for this Training Package.

*Critical aspects for assessment and evidence required to demonstrate this unit of competency:*

- The individual being assessed must provide evidence of specified essential knowledge as well as skills
- This unit will be most appropriately assessed in the workplace or in a simulated workplace and under the normal range of workplace conditions

*Access and equity considerations:*

- All workers in community services should be aware of access, equity and human rights issues in relation to their own area of work
- All workers should develop their ability to work in a culturally diverse environment
- In recognition of particular issues facing Aboriginal and Torres Strait Islander communities, workers should be aware of cultural, historical and current issues impacting on Aboriginal and Torres Strait Islander people
- Assessors and trainers must take into account relevant access and equity issues, in particular relating to factors impacting on Aboriginal and/or Torres Strait Islander clients and communities

*Context of and specific resources for assessment:*

- This unit can be assessed independently, however holistic assessment practice with other community services units of competency is encouraged
- Resources required for assessment of this unit include access to:
  - an appropriate workplace where assessment can

take place or practice laboratory

- relevant organisation policy, protocols and procedures
- emergency response procedures and employee support arrangements

*Method of assessment:*

- In cases where the learner does not have the opportunity to cover all relevant aspects in the work environment, the remainder should be assessed through realistic simulations, projects, previous relevant experience or oral questioning on 'What if?' scenarios
- Assessment of this unit of competence will usually include observation of processes and procedures, oral and/or written questioning on Essential knowledge and skills and consideration of required attitudes
- Where performance is not directly observed and/or is required to be demonstrated over a 'period of time' and/or in a 'number of locations', any evidence should be authenticated by colleagues, supervisors, clients or other appropriate persons

## Range Statement

The Range Statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Add any essential operating conditions that may be present with training and assessment depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts.

*Organisations may include:*

- Local/regional organisations:
  - community health centres
  - local hospital
  - other community service organisations
  - local council
- National organisations:
  - Australian bureau of statistics
  - health and welfare institute
  - other state/territory and federal government organisations

|                                                                               |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
|-------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                                                                               | <ul style="list-style-type: none"><li>• International organisations:<ul style="list-style-type: none"><li>• World Health Organisation</li><li>• UNESCO</li></ul></li><li>• Health professional representative bodies:<ul style="list-style-type: none"><li>• CRANA</li><li>• Division of General Practitioners</li><li>• Aboriginal Health Workers Associations</li></ul></li></ul>                                                                                                                                                             |
| <i>Health information maybe available from:</i>                               | <ul style="list-style-type: none"><li>• Organisations providing services and information:<ul style="list-style-type: none"><li>• local hospitals</li><li>• public health units</li><li>• epidemiology unit</li></ul></li><li>• Community members</li><li>• Community health workers</li><li>• Representatives from funding bodies</li><li>• Community health centres:<ul style="list-style-type: none"><li>• screening programs</li><li>• recall systems</li><li>• work diaries</li><li>• documents, records and statistics</li></ul></li></ul> |
| <i>Key people may include:</i>                                                | <ul style="list-style-type: none"><li>• Community members</li><li>• Community leaders</li><li>• Council members</li><li>• Family</li><li>• Community workers</li></ul>                                                                                                                                                                                                                                                                                                                                                                          |
| <i>Types of information may include:</i>                                      | <ul style="list-style-type: none"><li>• Organisation data</li><li>• Quantitative and qualitative data</li><li>• Research data</li><li>• Personal communications and opinions</li><li>• Other relevant documents regarding community health issues</li><li>• Relevant records, correspondence and reports</li></ul>                                                                                                                                                                                                                              |
| <i>Appropriate systems and formats for compiling information may include:</i> | <ul style="list-style-type: none"><li>• Incident reporting and documentation</li><li>• Questionnaires</li><li>• Specified formats for preparing reports</li></ul>                                                                                                                                                                                                                                                                                                                                                                               |

- Accessing databases
- Noting information on records systems
- Advising appropriate people of the information gathered
- Pictorial:
  - graphs
  - posters
  - photographs

*Document information and feedback may be:*

- Verbal (English and/or first language)
- Written
- Pictorial
- Videos
- Computer files

*Resources may include:*

- Other health workers
- Brochures
- Displays
- Community health stories
- Videos
- Audio tapes
- CDs
- Computerised information:
  - databases
  - websites
- Library

*Obtain feedback may include:*

- Written:
  - report
  - computer
- Pictorial display of information:
  - poster
- Verbal:
  - discussion
  - personal interviews

## Unit Sector(s)

Not Applicable

## CHCDFV406C Provide domestic and family violence support in Aboriginal and Torres Strait Islander communities

### Modification History

Not Applicable

### Unit Descriptor

#### Descriptor

This unit describes the knowledge and skills, attitudes and values required to provide support to people from Aboriginal or Torres Strait Islander communities who have been affected by domestic and family violence

It requires sensitivity and an understanding of diverse cultural protocols and practices, including appropriate interpersonal and networking skills

### Application of the Unit

#### Application

This unit may apply in a range of community service contexts with clients who may experience domestic and family violence

### Licensing/Regulatory Information

Not Applicable

### Pre-Requisites

Not Applicable

### Employability Skills Information

#### Employability Skills

This unit contains Employability Skills



## Elements and Performance Criteria Pre-Content

Elements define the essential outcomes of a unit of competency.

The Performance Criteria specify the level of performance required to demonstrate achievement of the Element. Terms in *italics* are elaborated in the Range Statement.

## Elements and Performance Criteria

### ELEMENT

### PERFORMANCE CRITERIA

1. Establish and maintain relationship with community

- 1.1 Establish and maintain relationships with *key people within a community* to promote services and to develop respect, acceptance, confidence and credibility between the *community* and the service
- 1.2 Identify and respect *restrictions and protocols* regarding communicating and relating with the community and its members
- 1.3 *Support* developed *community* programs which meet the needs identified by *clients*
- 1.4 Collect *local information* to identify the requirements of the community in relation to domestic and family violence issues
- 1.5 Provide feedback to the community and individuals in relation to information collected
- 1.6 Respect and encourage the value of community, elders and kinship system as a social support mechanism and use when appropriate and with client consent

2. Work within cultural requirements

- 2.1 Ensure information provided is linguistically, visually and culturally acceptable to the community
- 2.2 Identify and recognise different views of the community and consider in planning any support activities
- 2.3 Adapt *work* processes as appropriate to meet requirements of the community and *specific needs* of individuals
- 2.4 Utilise values, issues and structures within the

## ELEMENT

## PERFORMANCE CRITERIA

community to maximise outcomes for clients

2.5 Where relevant, work with the whole family including perpetrators, siblings, extended family and community members

2.6 Ensure work within the community and with individual clients is consistent with *organisation standards and procedures* and current *legislative and statutory requirements*, and gives consideration to the practices of the community

### 3. Support client

3.1 In all work with clients, prioritise their physical and emotional safety and the safety of their family

3.2 Use appropriate interpersonal skills to allow accurate and relevant exchange of information and to make sure individual stories are heard, accepted, understood and validated

3.3 Provide the individual with feedback to ensure accuracy and appropriate interpretation of their stories

3.4 Identify, assess and respond to any indications of risk or harm according to the degree and nature of the risk and the client's wishes and circumstances

3.5 Explain and promote client and worker rights and responsibilities throughout client contact

3.6 Undertake all appropriate record-keeping and reporting in accordance with organisation standards and procedures

## Required Skills and Knowledge

### REQUIRED SKILLS AND KNOWLEDGE

This describes the essential skills and knowledge and their level required for this unit.

## REQUIRED SKILLS AND KNOWLEDGE

### *Essential knowledge:*

The candidate must be able to demonstrate essential knowledge required to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

These include:

- Understanding of effective ways to gain community acceptance
- Knowledge of the cultural and language groups represented within the local/regional community, and a respect of their values, beliefs and traditions
- Understanding of the key people and groups within the community and relevant protocols and restrictions for consultation and decision-making
- Understanding of how to communicate with the community (adaptation of language, verbal and non-verbal, local language)
- Knowledge of the impacts of cultural, sub-cultural, social, religious, gender, age, language issues etc on attitudes towards domestic and family violence
- Understanding of the prevalence of myths, unhelpful beliefs, attitudes and practices in the broader society regarding domestic violence and their effects on individuals' rights to safety and autonomy
- Understanding of domestic and family violence indicators and procedures for undertaking assessment of client needs
- Knowledge of community development principles and strategies and their application
- Understanding of current organisation procedures, practices and standards for client assessment, allocation of services, case management, interviewing, liaison, code of conduct, confidentiality, use of resources, programmed intervention, duty of care requirements, and community involvement and development
- Knowledge of structural barriers and their impact e.g. institutional racism and their effects on Aboriginal and Torres Strait Islander People accessing services
- Knowledge and understanding of kinship system
- Awareness of own values and attitudes and their potential impact on clients
- Understanding of specific limitations of work role, responsibility and professional abilities

### *Essential skills:*

It is critical that the candidate demonstrate the ability to:

- Use interpersonal skills and knowledge to provide domestic and family violence support in Aboriginal and Torres Strait Islander communities, in particular, to:
  - develop and maintain working relationships with key people within the community to promote domestic and family violence services and develop the confidence and support of the community and key people
  - identify the information needs of the community relating to domestic and family violence using appropriate research and evaluation techniques

## REQUIRED SKILLS AND KNOWLEDGE

- provide services from an understanding of the Aboriginal and the Torres Strait Islander concepts of domestic and family violence
- adapt work processes as appropriate depending on specific cultural and linguistic needs that do not compromise the safety of clients and workers
- facilitate resolution of issues by using interpersonal methods appropriate to the community and the individuals' specific circumstances
- depending on the work program or services provided apply specific knowledge of particular groups or issues e.g. alcohol and other drugs, same-sex relationships, religious, survivors/victims, perpetrators, ATSI, mental health etc
- accurately interpret and comply with legal and procedural requirements

In addition, the candidate must be able to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

These include the ability to:

- Demonstrate application of skills in:
  - research involving analysis and evaluation for identifying domestic and family violence information and resource requirements of the community
  - facilitation relating to the provision of guidance to achieve outcomes and gain agreement on concepts which are required to enlist support from key people and groups within the community
  - problem solving for a broad range of unpredictable problems involving analysis, assessment, evaluation and the development of new ways of delivering domestic and family violence services which address the specific cultural needs of the community
  - basic counselling such as questioning and active listening (paraphrasing, clarifying, summarising, story telling) techniques, including non-judgemental and empathic approaches to provide a first point of contact
  - literacy and communication in relation to presentation of information in a manner appropriate to the culturally and linguistically diverse needs of the community
  - response ranging from responding sensitively to disclosures to maintaining confidentiality in relation to people affected by domestic and family violence
  - interpreting regarding social, historic, spiritual and environmental factors which have an impact on the lives of the community and which are reflected in community relationships and practices
  - community development and mediation

## Evidence Guide

### EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment Guidelines for this Training Package.

*Critical aspects for assessment and evidence required to demonstrate this unit of competency:*

- The individual being assessed must provide evidence of specified essential knowledge as well as skills
- This unit will be most appropriately assessed in the workplace or in a simulated workplace and under the normal range of workplace conditions
- Assessment of performance should be over a period of time covering all categories within the Range Statement statements that are applicable in the learning environment  
This will include contexts applicable to the work environment, such as actual or simulated workplace situations involving a combination of direct, indirect and supplementary forms of evidence

*Access and equity considerations:*

- All workers in community services should be aware of access, equity and human rights issues in relation to their own area of work
- All workers should develop their ability to work in a culturally diverse environment
- In recognition of particular issues facing Aboriginal and Torres Strait Islander communities, workers should be aware of cultural, historical and current issues impacting on Aboriginal and Torres Strait Islander people
- Assessors and trainers must take into account relevant access and equity issues, in particular relating to factors impacting on Aboriginal and/or Torres Strait Islander clients and communities

*Context of and specific resources for assessment:*

- This unit can be delivered and assessed independently, however holistic assessment practice with other community services units of competency is encouraged
- Resources required for assessment of this unit include

## EVIDENCE GUIDE

access to:

- an appropriate workplace where assessment can take place or simulation of realistic workplace setting for assessment
- Where assessment is conducted within the workplace there are no resource implications above those normally available in the workplace
- Where assessment is conducted in a simulated or non-workplace environment then access to the necessary equipment and research resources should be provided
- Access to simulated exercises, case studies related to service delivery issues will also be required if non-workplace assessment paths are utilised

*Method of assessment:*

- Evidence will be determined by organisation from the Range Statement, justified in terms of work requirements, work roles and responsibilities and occupational specialisations
- Evidence for assessment of competence may be gathered by appropriate combination of the following:
  - demonstration of competency within the working environment in providing domestic and family violence support to Aboriginal and Torres Strait Islander communities
  - assessment must be in the workplace, however, where there is not an opportunity to cover all relevant aspects in the work environment, the remainder should be assessed through realistic simulations, projects, previous relevant experience or oral questioning on 'what if?' scenarios
  - observation of processes and procedures, oral and/or written questions on Essential knowledge and skills and consideration of required attitudes
  - where performance is not directly observed and/or is required to be demonstrated over a period of time and/or in a number of locations, any evidence should be authenticated by colleagues, supervisors, clients or other appropriate persons
  - review of any documentation produced by the candidate related to providing domestic and

## EVIDENCE GUIDE

### family violence support to Aboriginal and Torres Strait Islander communities

#### *Related units:*

This unit should be assessed after or in conjunction with related unit:

- CHCDFV402C Manage own professional development in responding to domestic and family violence

For the purpose of integrated assessment, this unit may be assessed in conjunction with the following units:

- CHCDFV403C Provide crisis intervention and support to those experiencing domestic and family violence
- CHCDFV404C Promote community awareness of domestic and family violence
- CHCAD401D Advocate for clients
- CHCCS412D Deliver and develop client service
- CHCCM402D Establish and monitor a case plan

## Range Statement

### RANGE STATEMENT

The Range Statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Add any essential operating conditions that may be present with training and assessment depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts.

#### *Key people within a community include:*

- Community elders
- Members and staff of community councils
- Local interpreters/spokesperson
- Support groups such as survivors/victims of violence groups, drug and alcohol groups, community houses,

## RANGE STATEMENT

|                                                                                                         |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |
|---------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                                                                                                         | <p>women's networks and refuges, professional associations</p> <ul style="list-style-type: none"> <li>• Government representatives and service providers</li> <li>• Acknowledged domestic violence specialists and other specialists</li> <li>• Acknowledged language experts/translators and interpreters</li> <li>• Family members, friends, care-givers</li> <li>• Community members</li> <li>• Authorities/people responsible for provision of community and justice administration services, e.g. local councils, and State and Commonwealth agencies</li> </ul>                                                                                                                                                                                          |
| <i>Community may relate to a specific location, language/ cultural or social structure and include:</i> | <ul style="list-style-type: none"> <li>• Traditional</li> <li>• Rural, remote or metropolitan</li> <li>• People with specified needs</li> <li>• Individuals or groups within a community</li> <li>• Groups defined by organisation programs and services</li> <li>• People/groups living in 'town camps' and outstations/homelands</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                  |
| <i>Restrictions and protocols may relate to, but are not limited to:</i>                                | <ul style="list-style-type: none"> <li>• Kinship systems</li> <li>• Worker's role in the community</li> <li>• Land Council or Community Council permits for approval to enter Aboriginal or Torres Strait Islander Land</li> <li>• Community leaders</li> <li>• Ceremonial times and ceremonies e.g. sorry business, men's business, women's business</li> <li>• Areas of coverage regarding service provision, such as local government boundaries, state/territory borders, Aboriginal and/or Torres Strait Islander lands</li> <li>• Accommodation and supplies</li> <li>• Working relationships between agencies/services</li> <li>• Weather conditions, physical access and transport</li> <li>• Protocols between culture and language groups</li> </ul> |



## RANGE STATEMENT

*Clients may include:*

- Individuals including of children, youth, adults and the aged
- Referred or self-referred
- People with specific needs
- Family members and significant others
- Voluntary or involuntary
- Community groups

*Specific needs relating to clients may include, but are not limited to those:*

- Who have a disability
- Who are aged or young
- Who live in a remote or rural location
- Who are in same-sex relationships
- Who are of a particular gender
- With a dual diagnosis
- Who have addiction or dependency issues
- Who have mental health issues

*Local information may relate to:*

- Community structures and meetings
- Education levels of the community
- Types of work in the community
- Mobility/transience of community
- The role and impact of native title in the community
- Family interactions in the community
- Income levels
- Age groupings
- Types of dwellings
- Holistic health status of the community
- Environmental issues
- Meetings/storytelling
- Interviews with clients, family, significant others and carers
- Questionnaires
- Applications and other forms
- Case documentation
- Using specialist communicators
- Reports by other people
- Classification tools
- Information from professionals including medical reports

## RANGE STATEMENT

- Information from various service providers
- Support may be provided through internal or external services and could include, but is not limited to:*
- Safety and physical and emotional security
  - Assistance to gain economic support
  - Legal or medical information and/or assistance
  - Accommodation/transportation
  - Access to services/information
  - Ongoing assessment
  - Educational materials
  - Referrals to specialist services
  - Community awareness programs/education
  - Provision of assistance to address issues, gather information and locate other resources
  - Support from community, extended family members, friends and elders
  - Advocacy
- Work may relate to:*
- Specific groups, issues or communities e.g. health issues of young people from particular cultural backgrounds and/or geographical areas
  - Research activities
  - Policy development
  - Individual casework
  - Community development
  - Child protection work
  - Referrals
  - Project development and implementation
  - Organisation standards
  - Provision of information/materials
- Organisation standards and procedures may include those relating to:*
- Client and worker safety
  - Collection and storage of information
  - Client interview protocols and procedures
  - Code of conduct/code of ethics
  - Principles and implementation of duty of care
  - Departmental, inter-departmental regulations, protocols and procedures relevant to work role and responsibilities
  - Personnel procedures

## RANGE STATEMENT

- Use of interpreter and interpreter services
- Organisation mission and/or philosophy
- Inter-agency practice and protocols
- Assessment for eligibility to access particular services
- Completion of forms and applications
- Guidelines relating to parameters of confidentiality/client consent
- Principles of client and community self-determination

*Legislative and statutory requirements may include:*

- Relevant state/territory/commonwealth legislation e.g. domestic violence, guardianship, disability services, immigration, anti-discrimination, racial discrimination, child protection, legal practice legislation
- International conventions relating to the rights of children and young people
- Relevant international conventions on civil and human rights
- Freedom of information legislation
- Legislation and practices which include identification of boundaries and how to deal with them in specific communities

*Interpersonal skills may include:*

- Cultural awareness/sensitivity
- Methods of communicating with people of different age and gender, religious and sexual preference - ensuring community/individual protocols and restrictions are followed in communication
- Means for communicating with people with disabilities or where English is not the first or main language
- Methods for establishing an emotionally safe and empathic environment
- Non-judgemental communication techniques
- Using strategies that empower clients
- Demonstrating empathy
- Using appropriate body language
- Using conflict management skills if appropriate
- Reflecting and summarising

## RANGE STATEMENT

- Asking open-ended questions
- Ability to ask direct questions about violence in a sensitive and appropriate way
- Active listening
- If needed, use of a qualified interpreter whose involvement will not jeopardise the safety of the client and/or client's family
- Recognition of client/worker power differences
- Maintaining confidentiality

*Risk may refer to client, client's family and/or worker and be indicated by the following:*

- Self identification of risk
- Evidence of physical injuries
- Threat to safety
- Current or previous criminal charges for assault of client/others by partner/ex-partner
- Current or previous police involvement
- Objective assessment of client's current ability to protect self and children from further assault or harm
- Threat or attempts to self-harm
- Feelings of depression, anger, low self-esteem, suicidal thoughts, emotional distress or sleep disturbances
- Medical problems such as overuse of tranquillisers, or alcohol or illegal or legal drug/substance abuse i.e. petrol, glue
- Intimidation and harassment
- Existing or previous orders relating to domestic violence e.g. apprehended violence order, or breach of orders
- Avoidance of discussion regarding possible abuse
- Client being denied access to funds, resources or required medications
- Implausible explanation for injuries
- Repeated requests for financial assistance
- Other factors that may indicate a history of violence
- Children's behaviour and developmental levels
- Perceived or actual threats to harm the worker
- Frequent hospital visits/admissions
- Current or previous separation
- Homelessness
- Family court and/or relationship history

## RANGE STATEMENT

*Rights and responsibilities include those relating to:*

- Rights of safety
- Rights under common law
- Rights outlined under relevant standards/principles and charters e.g. UN declaration on rights of the child
- Rights under the Constitution
- Rights and responsibilities
- Under legislation e.g. freedom of information, child protection
- Guidelines relating to parameters of confidentiality/client consent
- Worker's code of ethics
- Rights of victim to crime compensation

## Unit Sector(s)

Not Applicable

# **CHCDFV404C Promote community awareness of domestic and family violence**

## **Modification History**

Not Applicable

## **Unit Descriptor**

### **Descriptor**

This unit describes the knowledge and skills required to identify gaps in existing information, services and resources and to promote community awareness of domestic and family violence issues which will enable the community to work towards the prevention of domestic and family violence

## **Application of the Unit**

### **Application**

This unit may apply in a range of community service contexts with clients who may experience domestic and family violence

## **Licensing/Regulatory Information**

Not Applicable

## **Pre-Requisites**

Not Applicable

## **Employability Skills Information**

### **Employability Skills**

This unit contains Employability Skills

## Elements and Performance Criteria Pre-Content

Elements define the essential outcomes of a unit of competency.

The Performance Criteria specify the level of performance required to demonstrate achievement of the Element. Terms in *italics* are elaborated in the Range Statement.

## Elements and Performance Criteria

### ELEMENT

### PERFORMANCE CRITERIA

- |                                                            |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |
|------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1. Identify information, resource and service requirements | <p>1.1 Employ appropriate <i>evaluation methods</i> to evaluate domestic violence <i>information, resources and services</i> available in the <i>community</i></p> <p>1.2 Review relevance of existing <i>community activities</i> and materials based on changing community needs and organisation philosophy</p> <p>1.3 Accurately identify gaps and inadequacies in existing information, resources and services in accordance with <i>organisation standards and procedures</i></p> <p>1.4 Undertake research to ensure that information reflects the <i>underpinning values and philosophies</i> of domestic violence including a domestic violence prevention focus</p> |
| 2. Support community participation                         | <p>2.1 Support community participation in line with organisation standards and procedures</p> <p>2.2 Use appropriate <i>interpersonal and networking skills</i> to enlist support from <i>key people and groups</i> influencing community values</p> <p>2.3 Provide opportunities for key people and groups to participate in designing and evaluating programs, <i>policies and strategies</i> to address the changing needs of the community</p> <p>2.4 Undertake cooperative planning to develop appropriate policies and strategies which address the identified <i>community service education needs</i></p>                                                             |
| 3. Promote domestic violence awareness                     | <p>3.1 Identify and utilise relevant opportunities to formally and informally communicate and promote</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |

**ELEMENT****PERFORMANCE CRITERIA**

awareness of domestic violence in line with community needs

3.2 Promote service delivery and activities in a way that facilitates understanding and gains support

3.3 Implement strategies to address identified gaps and inadequacies in information, resources and services in accordance with organisation standards and procedures

3.4 Identify opportunities for *community education programs* and/or resources/services, and clarify and evaluate with key people and groups

3.5 Evaluate and discuss community activities with key people and groups to determine future directions

## Required Skills and Knowledge

### REQUIRED SKILLS AND KNOWLEDGE

This describes the essential skills and knowledge and their level required for this unit.

#### *Essential knowledge:*

The candidate must be able to demonstrate essential knowledge required to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

These include:

- Understanding of the general principles and practices of community development, education and consciousness raising
- Knowledge of the cultural and language groups represented within the local/regional community, and a respect for their values and beliefs
- An understanding of the key people and groups within the community who are able to influence community values
- Understanding of current theory and research knowledge in the domestic violence area
- Knowledge of the processes used to formally and informally communicate the domestic violence prevention needs of the community
- Knowledge of the social, historical, political and economic context of domestic violence,



## REQUIRED SKILLS AND KNOWLEDGE

including types and nature of domestic violence, power and gender issues, child abuse, and associated criminal issues

- Understanding of the prevalence of myths, unhelpful beliefs, attitudes and practices in the broader society relating to domestic violence and their impact
- Knowledge of the organisation's current domestic violence activities, programs and services
- Understanding of current organisation procedures, protocols and practice for promotion of services
- Knowledge of the impacts of cultural, sub-cultural, social, sexual identity, religious, gender, age, disability, language issues etc on attitudes towards domestic violence
- Knowledge of community development principles and strategies and their application and particularly the Ottawa Charter, partnership and community consultation approaches to community development
- Understanding specific limitations of work role, responsibility and professional abilities

### *Essential skills:*

It is critical that the candidate demonstrate the ability to:

- Promote community awareness of domestic violence, in particular, to:
  - research and identify strategies to address inadequacies in existing community information and resources
  - develop working relationships with key people within the organisation and other services, including the community to encourage their cooperation and participation in the promotion of domestic violence issues
  - depending on the work program or services provided apply specific knowledge of particular groups or issues (e.g. alcohol and other drugs (AOD), same-sex relationships, religious, survivors/victims of domestic violence, users of violence, Aboriginal and Torres Strait Islander communities, mental health etc)
  - effectively communicate and promote awareness of domestic violence (including services and activities) using methods which are appropriate to the community

In addition, the candidate must be able to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

These include the ability to:

- Demonstrate application of skills in:
  - research involving analysis and evaluation for identifying domestic violence information and resource requirements of the community
  - networking in relation to establishing and maintaining relationships with key people and groups in the community
  - facilitation and presentation in relation to transferring and collecting information and

## REQUIRED SKILLS AND KNOWLEDGE

- gaining agreement on concepts, for example presenting to community groups
- facilitation relating to providing guidance to achieve outcomes and gain agreement on concepts and for enlisting support from key people and groups within the community
- report writing requiring analysis and evaluation of information in a defined range of areas, for example when bringing together results of research for recommending policies and strategies to address community needs
- problem solving for a broad range of problems involving analysis, assessment and evaluation for the development of new ways of addressing domestic violence issues which address changing community needs and attitudes and help to raise community awareness
- project planning in relation to scope, time, cost, quality, and communication requirements when planning new community education activities

## Evidence Guide

### EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment Guidelines for this Training Package.

*Critical aspects for assessment and evidence required to demonstrate this unit of competency:*

- The individual being assessed must provide evidence of specified essential knowledge as well as skills
- This unit will be most appropriately assessed in the workplace or in a simulated workplace and under the normal range of workplace conditions
- Assessment of performance should be over a period of time covering all categories within the Range Statement statements that are applicable in the learning environment  
This will include contexts applicable to the work environment, such as actual or simulated workplace situations involving a combination of direct, indirect and supplementary forms of evidence

## EVIDENCE GUIDE

- Access and equity considerations:*
- All workers in community services should be aware of access, equity and human rights issues in relation to their own area of work
  - All workers should develop their ability to work in a culturally diverse environment
  - In recognition of particular issues facing Aboriginal and Torres Strait Islander communities, workers should be aware of cultural, historical and current issues impacting on Aboriginal and Torres Strait Islander people
  - Assessors and trainers must take into account relevant access and equity issues, in particular relating to factors impacting on Aboriginal and/or Torres Strait Islander clients and communities
- Context of and specific resources for assessment:*
- This unit can be delivered and assessed independently, however holistic assessment practice with other community services units of competency is encouraged
  - Resources required for assessment of this unit include access to:
    - an appropriate workplace where assessment can take place or simulation of realistic workplace setting for assessment
  - Where assessment is conducted within the workplace there are no resource implications above those normally available in the workplace
  - Where assessment is conducted in a simulated or non-workplace environment then access to the necessary equipment and research resources should be provided
  - Access to simulated exercises, case studies related to service delivery issues will also be required if non-workplace assessment paths are utilised
- Method of assessment:*
- Evidence will be determined by selection from the Range Statement, justified in terms of work requirements, work roles and responsibilities and occupational specialisations
  - Evidence for assessment of competence may be gathered by appropriate combination of the following:

## EVIDENCE GUIDE

- demonstration of competency within the working environment to promote community awareness of domestic violence and the promotion of prevention of domestic violence
- where there is not an opportunity to cover all relevant aspects in the work environment, the remainder should be assessed through realistic simulations, projects, previous relevant experience or oral questioning on 'What if?' scenarios
- observation of processes and procedures, oral and/or written questions on Essential knowledge and skills and consideration of required attitudes
- where performance is not directly observed and/or is required to be demonstrated over a period of time and/or in a number of locations, any evidence should be authenticated by colleagues, supervisors, clients or other appropriate persons
- review of any documentation produced by the candidate related to needs analysis and/or community development service delivery evaluation

### *Related units:*

This unit should be assessed after or in conjunction with related unit:

- CHCDFV402C Manage own professional development in responding to domestic and family violence

For the purpose of integrated assessment, this unit may be assessed in conjunction with the following unit/s:

- CHCCD514C Implement a community development strategy
- CHCCD402C Provide education programs

## Range Statement

### RANGE STATEMENT

## RANGE STATEMENT

The Range Statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Add any essential operating conditions that may be present with training and assessment depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts.

*Methods to collect information may for instance include:*

- Interviews with clients, family, significant others and carers
- Questionnaires
- Applications and other forms
- Case documentation
- Using specialist communicators
- Classification tools
- Information from professionals including medical reports
- Information from service providers
- Previous file records
- Client consent (verbal and written)

*Evaluate methods to evaluate information, resources and services available may include:*

- Qualitative and quantitative
- Consultative and participatory
- Diagnostic or summative
- Any combination of the above
- Sampling techniques such as:
- Observation of work activities
- Workshops and meetings
- Questionnaires
- Surveys

*Information, resources and services may include:*

- Culturally appropriate literature and media that is relevant to specific needs groups e.g. Visually impaired
- Skills/administrative support
- Facilities, educational materials, equipment
- Funding
- Developmental training
- Staff development programs, community

## RANGE STATEMENT

development programs

*Services include but are not limited to:*

- Government agencies/departments
- Non-government organisations
- Charity/voluntary organisations
- Church groups
- Service organisations
- Political parties
- Committees

*Community may relate to a specific location, language/ cultural or social structure and include:*

- Individuals and groups defined by the organisation's programs and services
- Other agencies providing services to individuals and groups
- People with specific needs and interests
- People using the organisation's services/programs
- Groups, such as those representing cultural, sub-cultural, gender, religious, age and sexual identity

*Community activities are those which raise awareness of domestic violence issues and could include:*

- Seminars and workshops
- Victim support groups/networks
- Public forums
- Community safety plans
- Focus groups on relevant issues
- Health promotion activities
- Users of violence behaviour change groups
- Community awareness programs
- Community education programs
- Community support programs

*Organisation standards and procedures may include those relating to:*

- Collection and storage of information
- Code of conduct/code of ethics
- Departmental, inter-departmental regulations, protocols and procedures relevant to work role and responsibilities
- Organisation mission statement and/or philosophy
- Minimum practice standards

## RANGE STATEMENT

- Assessment for eligibility to access particular services
  - Legal frameworks
  - Use of interpreter or interpreter services
  - Financial plan
  - Community development models
- Underpinning values and philosophies relating to domestic violence include:*
- All individuals have the right to be free from violence
  - The community has a responsibility to work toward the prevention of domestic violence and to demonstrate the unacceptability of all forms of domestic violence
  - All forms of domestic violence are unacceptable in any group, culture or creed
  - Those who use violence should take responsibility for their behaviour and have access to programs to assist them change their behaviour to ensure the safety of their family
  - Domestic violence is widespread and complex
  - Domestic violence impacts on the physical, emotional, social, and financial well being and safety of individuals in families
  - Domestic violence and abuse has devastating effects on family members and results in significant social and economic costs to the community
- Interpersonal and networking skills may include:*
- Means for communicating with people with disabilities or where English is not the first language
  - Methods of communicating with different age, gender and sexual identity groups
  - Cultural and sub-cultural awareness/sensitivity
  - Using appropriate body language
  - Demonstrating empathy
  - Liaison with regional and specialist associations
  - Liaison with other service providers and key stakeholders
  - Liaison with key community contacts
- Key people and groups within the community may include but are*
- Various community groups representing cultural, sub-cultural, religious, social, ethnic, gender, sexual

## RANGE STATEMENT

*not limited to:*

identity, and age groups within the community

- Policy and decision-makers in the specific community
- Funding bodies
- Service providers
- Individuals, groups or communities most likely to be affected by strategies or action plans
- Organisation management, colleagues, supervisor, team members

*Policies and strategies that could be developed to meet the changing needs of the community may include:*

- Strategies to increase access to facilities, services or decision-making
- Providing direction, advice and information
- Development of community facilities
- Development of community education programs
- Development of advocacy groups
- Development of support networks/groups
- Development of users of violence behaviour change groups
- Improved community liaison and networking
- Education programs to improve workers' skills and knowledge
- Simple informal communication regarding the service's activities, through internal and external networks
- Lobbying relevant persons and agencies
- Public communication, such as public speaking opportunities, local media interviews/press releases etc
- Specific materials such as flyers, brochures, 'advertisement' type articles in local newspapers
- Use of existing own or other organisation/agency information channels such as notice boards/bulletin boards, newsletters, pamphlets, etc
- Use of community meetings and meetings with community leaders, both formal and informal
- Use of audio-visual materials and web-sites
- Any combination of the above and others

*Community education programs may be of varying scope and*

- Single events, such as information stalls in shopping centres



**RANGE STATEMENT**

*scale and could include:*

- Complex series of activities that involves coordinated elements, such as education campaigns involving mass media information
- Multi session education and skill development programs
- Peer education and mentoring programs
- Ongoing involvement with local community events (e.g. Sporting, cultural, religious events)
- Programs that promote ownership of domestic violence issues by the community/group and its leaders

*Community service education needs could include but are not limited to:*

- Skills development
- Preventive, pro-active strategies
- Community consciousness raising exercises
- Opportunities to reflect on attitudes and beliefs
- Knowledge building

**Unit Sector(s)**

Not Applicable

# **CHCDFV301A Recognise and respond appropriately to domestic and family violence**

## **Modification History**

Not Applicable

## **Unit Descriptor**

### **Descriptor**

This unit describes the knowledge and skills required to identify and respond to domestic violence during professional contact with clients

It requires a knowledge and understanding of domestic and family violence and an awareness of its effects together with an ability to promote confidence whilst responding appropriately, including providing relevant and timely information and referral

## **Application of the Unit**

### **Application**

This unit may apply in a range of community service contexts with clients who may experience domestic and family violence

## **Licensing/Regulatory Information**

Not Applicable

## **Pre-Requisites**

Not Applicable

## **Employability Skills Information**

### **Employability Skills**

This unit contains Employability Skills

## Elements and Performance Criteria Pre-Content

Elements define the essential outcomes of a unit of competency.

The Performance Criteria specify the level of performance required to demonstrate achievement of the Element. Terms in italics are elaborated in the Range Statement.

## Elements and Performance Criteria

### ELEMENT

### PERFORMANCE CRITERIA

1. Work within a domestic violence framework

- 1.1 Plan *work* practices to ensure maximum consideration is given to *client* and worker safety
- 1.2 Ensure work undertaken demonstrates consideration and understanding of the *underpinning values and philosophies* of domestic violence work and the nature of domestic violence, including its effects, its *social, historical, political and economic context* and its place in the criminal justice system
- 1.3 Participate in *support processes* to obtain professional feedback and to monitor occupational health and stress
- 1.4 Demonstrate in all work, understanding of the *rights and responsibilities* of the individual, the family, the community and society to minimise or prevent domestic violence

2. Promote confidence with clients affected by domestic violence

- 2.1 Use appropriate *interpersonal skills* that develop rapport and promote confidence, allowing accurate and relevant exchange of information
- 2.2 In all work, demonstrate sensitivity to client's *specific needs* and any cultural, family and individual differences
- 2.3 Conduct *interviews and interactions* with clients in a safe environment and in a manner which allows the client to explore their issues/options
- 2.4 Explain *rights and responsibilities* of client and worker and promote throughout client contact as

## ELEMENT

## PERFORMANCE CRITERIA

appropriate

2.5 In all work apply *organisation standards and procedures* and comply with *legislative and statutory requirements*

### 3. Identify client needs

3.1 Appropriate interpersonal skills are employed to ensure that the client's safety needs and other needs are accurately identified

3.2 *Mechanisms* are employed to ensure that all relevant client information is collected

3.3 Information is assessed for complexity, urgency and eligibility so that priorities for service delivery and safety can be identified

3.4 Any indications of nature of *risk* or threats to safety are analysed and responded to

3.5 Worker's and workplace's limitations in addressing and assessing *client needs* are identified and assistance is sought from *appropriate persons* to best meet the needs of the client and their family

### 4. Respond to client needs

4.1 In responding to client needs, prioritise the physical and emotional safety of clients, their family and workers

4.2 Provide client with information about available *services* for meeting their needs

4.3 Seek support and make appropriate referrals to cater for clients needs according to organisation standards and procedures

4.4 In all work demonstrate sensitivity to client's specific needs and any cultural, family and individual differences

4.5 Provide advice on *client services* in accordance with organisation standards and procedures

4.6 Undertake record-keeping and reporting in accordance with organisation standards and procedures

## Required Skills and Knowledge

### REQUIRED SKILLS AND KNOWLEDGE

This describes the essential skills and knowledge and their level required for this unit.

#### *Essential knowledge:*

The candidate must be able to demonstrate essential knowledge required to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

These include knowledge of:

- Knowledge of the social, historical, political and economic context of domestic violence, including types and nature of domestic violence, power and gender issues, child abuse and associated criminal issues
- Understanding of the prevalence of myths, unhelpful beliefs, attitudes and practices in the broader society regarding domestic violence and their effects on individuals' rights to safety and autonomy
- Understanding of current organisation procedures, practices and standards for client assessment, allocation of services, case management, interviewing, code of conduct, confidentiality, use of resources, programmed intervention and duty of care requirements
- Understanding of legal obligations, particularly in relation to child protection issues
- Knowledge of the various groups represented within the local community (e.g. cultural, religious, language, sexual identity, age and disability) and an understanding of the issues that arise when working with those groups
- Knowledge of the appropriate range of referral sources and associated protocols
- Knowledge of legislative requirements and provisions relevant to area of service delivery and delegated responsibility
- Awareness of own values and attitudes and their potential impact on clients
- Understanding of specific limitations of work role, responsibility and professional abilities

#### *Essential skills:*

It is critical that the candidate demonstrate the ability to:

- Use appropriate interpersonal skills and general knowledge to identify and respond in an appropriate manner to domestic violence, in particular to:
  - maintain confidentiality and manage subtleties of confidentiality whilst following policy and procedures in all aspects of responding to domestic violence
  - establish confidence with clients through appropriate interpersonal styles and methods

## REQUIRED SKILLS AND KNOWLEDGE

- identify and assess client needs including consideration of the physical and emotional safety of clients and their family
- assist clients to select appropriate services from a range provided by the organisation and other agencies which match client needs
- depending on the work program or services provided apply specific knowledge of particular groups or issues (e.g. alcohol and other drugs (AOD), same-sex relationships, religious, survivors/victims, users of violence, Aboriginal and/or Torres Strait Islander issues, mental health, non-English speaking background)
- interpret accurately and comply with legal and procedural requirements
- understand limitations of their own work role and responsibilities in relation to service delivery
- refer clients to other relevant agencies in a professional manner giving enough relevant information to maximise the possibility of the client taking up the referral

In addition, the candidate must be able to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

These include the ability to:

- Demonstrate application of skills in:
  - response, for example, responding sensitively and appropriately to disclosure, responding sensitively to cultural issues, and maintaining confidentiality for people who have experienced domestic violence.
  - questioning and active listening to establish client confidence and facilitate disclosure
  - problem solving for a defined range of predictable problems, for example when client needs are identified as lying outside a worker's particular professional role the worker should offer the client accurate and current information about appropriate services and providers
  - collaboration between worker, client, client's family and co-workers and with other service providers
  - validation of client's experience of violence
  - literacy and communication in relation to analysis, evaluation and presentation of information including preparing documents and reports related to client needs and service delivery issues

## Evidence Guide

### EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment Guidelines for this Training Package.

*Critical aspects for assessment and evidence required to demonstrate this unit of competency:*

- The individual being assessed must provide evidence of specified essential knowledge as well as skills
- This unit will be most appropriately assessed in the workplace or in a simulated workplace and under the normal range of workplace conditions
- Assessment of performance should be over a period of time covering all categories within the Range Statement statements that are applicable in the learning environment  
This will include contexts applicable to the work environment, such as actual or simulated workplace situations involving a combination of direct, indirect and supplementary forms of evidence

*Access and equity considerations:*

- All workers in community services should be aware of access, equity and human rights issues in relation to their own area of work
- All workers should develop their ability to work in a culturally diverse environment
- In recognition of particular issues facing Aboriginal and Torres Strait Islander communities, workers should be aware of cultural, historical and current issues impacting on Aboriginal and Torres Strait Islander people
- Assessors and trainers must take into account relevant access and equity issues, in particular relating to factors impacting on Aboriginal and/or Torres Strait Islander clients and communities

*Context of and specific resources for assessment:*

- This unit can be delivered and assessed independently, however holistic assessment practice with other community services units of competency is encouraged
- Resources required for assessment of this unit include

## EVIDENCE GUIDE

access to:

- an appropriate workplace where assessment can take place or simulation of realistic workplace setting for assessment
- Where assessment is conducted within the workplace there are no resource implications above those normally available in the workplace
- Where assessment is conducted in a simulated or non-workplace environment then access to the necessary equipment and research resources should be provided
- Access to simulated exercises, case studies related to service delivery issues will also be required if non-workplace assessment paths are utilised

*Method of assessment:*

- Evidence will be determined by selection from the Range Statement, justified in terms of work requirements, work roles and responsibilities and occupational specialisations
- Evidence for assessment of competence may be gathered by appropriate combination of the following:
  - demonstration of competency within the working environment in identifying and responding to domestic violence
  - where there is not an opportunity to cover all relevant aspects in the work environment, the remainder should be assessed through realistic simulations, projects, previous relevant experience or oral questioning on 'What if?' scenarios
  - observation of processes and procedures, oral and/or written questions on Essential knowledge and skills and consideration of required attitudes
  - where performance is not directly observed and/or is required to be demonstrated over a period of time and/or in a number of locations, any evidence should be authenticated by colleagues, supervisors, clients or other appropriate persons
  - review of any documentation produced by the candidate related to identifying and responding to domestic violence



## EVIDENCE GUIDE

### Range Statement

#### RANGE STATEMENT

The Range Statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Add any essential operating conditions that may be present with training and assessment depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts.

*Work may relate to:*

- Specific groups, issues or communities e.g. Health issues of young people from particular cultural, religious, sub-cultural backgrounds and/or geographical areas
- Monitoring, evaluation and research activities
- Policy development
- Assessment
- Individual casework
- Community development
- Referrals
- Child protection work
- Provision of information/materials
- Project development and implementation

*Client may include:*

- Individuals (inclusive of children, youth, adults and the aged)
- Those referred or self-referred
- Voluntary and involuntary
- People with specific needs seeking access to services
- Survivors/victims of domestic violence, their families and friends
- Users of violence and their families

## RANGE STATEMENT

*Underpinning values and philosophies in responding to domestic and family violence include:*

- The safety and well being of those subjected to domestic violence must be the first priority of any response
- All individuals have the right to be free from violence
- The community has a responsibility to work toward the prevention of domestic violence and to demonstrate the unacceptability of all forms of domestic violence
- All forms of domestic violence are unacceptable in any group, culture or creed
- Those who use violence should take responsibility for their behaviour and have access to programs to assist them change their behaviour to ensure the safety of their family
- A commitment to meeting the needs and upholding the rights of clients
- A commitment to empowering those affected by domestic violence
- Domestic violence is widespread and complex
- Domestic violence impacts on the physical, emotional, social, and financial well being and safety of individuals in families
- Domestic violence and abuse has devastating effects on family members and results in significant social and economic costs to the community

*Social, historical, political and economic context:*

- Statutory framework within which work takes place
- Historical context of work e.g. changing attitudes to domestic violence; changing approaches to working with people affected by domestic violence
- Changing social context of work e.g. previous, current and changing government and societal views of domestic violence and approaches to working with clients
- Political context e.g. government policies and initiatives affecting domestic violence work
- Economic context e.g. current economic situation as it relates to and affects domestic violence and the subsequent impact on client needs and the effects of economic deprivation and control on clients attempting to escape domestic violence

## RANGE STATEMENT

*Support processes will need to include at least one of the following:*

- Performance feedback
- Debriefing
- Training and development
- Supervision

*Rights and responsibilities may include:*

- Rights of safety
- Rights under common law
- Rights outlined under relevant standards/principles and charters (e.g. UN declaration on rights of the child)
- Rights under the Constitution
- Rights and responsibilities under legislation (e.g. freedom of information and child protection legislation)
- Guidelines relating to parameters of confidentiality/client consent
- Worker's code of ethics
- Rights of victim to crime compensation

*Interpersonal skills may include:*

- Means by which an emotionally safe and empathic environment is created
- Means for communicating with people with disabilities or where English is not the first language
- Methods of communicating with different age, religious, gender and sexual identity groups
- Non-judgemental communication techniques
- Using strategies that empower client to ensure safety of client and family
- Cultural, sub-cultural awareness/sensitivity
- Demonstrating empathy
- Using appropriate body language
- Reflecting, summarising and paraphrasing
- Asking open-ended questions
- The ability to ask direct questions about violence in a sensitive and appropriate way
- Using conflict management skills if appropriate
- Recognition of client/worker power differences
- Maintaining confidentiality
- If needed, use of a qualified interpreter whose involvement will not jeopardise the safety of the

## RANGE STATEMENT

|                                                                                               |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
|-----------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                                                                                               | <ul style="list-style-type: none"><li>client or client's family</li><li>Active listening</li></ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |
| <i>Specific needs relating to clients may include, but are not limited to those:</i>          | <ul style="list-style-type: none"><li>Who have a disability</li><li>Who come from diverse cultural and sub-cultural backgrounds</li><li>Whose preferred or main language is not English</li><li>Who are aged or young</li><li>Who live in a remote or rural location</li><li>Who are in same-sex relationships</li><li>Who are of a particular gender</li><li>With a dual diagnosis</li><li>Whose religious beliefs or practices need to be considered</li><li>Who have addiction or dependency issues</li><li>Who have mental health issues</li><li>Who come from an aboriginal background</li><li>Who come from a Torres Strait Islander background</li></ul> |
| <i>Interviews and interactions with clients can be either informal or formal and include:</i> | <ul style="list-style-type: none"><li>Scheduled or impromptu</li><li>Via telephone or in person</li><li>Separate interviews</li><li>Through a qualified interpreter whose involvement will not jeopardise the safety of the client or client's family</li><li>Other specialist assistance</li><li>Those conducted in a safe environment which encourages disclosure when appropriate</li></ul>                                                                                                                                                                                                                                                                  |
| <i>Organisation standards and procedures may include those relating to:</i>                   | <ul style="list-style-type: none"><li>Client and worker safety</li><li>Collection and storage of information</li><li>Client interview protocols and procedures</li><li>Code of conduct/code of ethics</li><li>Principles and implementation of duty of care and rights of client to self determination</li><li>Departmental, inter-departmental regulations, protocols and procedures relevant to work role and responsibilities</li><li>Inter-agency practice and protocols</li></ul>                                                                                                                                                                          |

## RANGE STATEMENT

|                                                                                                    |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |
|----------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                                                                                                    | <ul style="list-style-type: none"><li>• Use of interpreter and interpreter services</li><li>• Organisation mission statement and/or philosophy</li><li>• Eligibility criteria for accessing particular services</li><li>• Completion of forms and applications</li><li>• Guidelines relating to confidentiality/client consent</li><li>• Occupational health and safety</li><li>• Debriefing and supervision</li><li>• Industry standards</li></ul>                                                                                                                                                                                                                                                                                                                                                              |
| <i>Legislative and statutory requirements may include:</i>                                         | <ul style="list-style-type: none"><li>• Relevant State/territory/Commonwealth legislation (e.g. domestic violence, guardianship, disability services, immigration, anti-discrimination, child protection, legal practice legislation)</li><li>• International conventions relating to the rights of children and young people</li><li>• Relevant international conventions on civil and human rights</li><li>• Freedom of information legislation</li></ul>                                                                                                                                                                                                                                                                                                                                                      |
| <i>Client needs and associated services and or strategies may include, but are not limited to:</i> | <ul style="list-style-type: none"><li>• Safety, physical and emotional security</li><li>• Assistance to gain economic support</li><li>• Protection from financial exploitation</li><li>• Immediate and appropriate responses which aim to ensure/maintain safety</li><li>• Legal or medical information and support</li><li>• Accommodation/transportation</li><li>• Access to services/information</li><li>• Counselling (individual, family or group focused)</li><li>• Referrals to specialist services</li><li>• Referrals to community support and/or education groups</li><li>• Establishment of community networks</li><li>• Domestic violence awareness raising programs</li><li>• Provision of assistance to address issues, gather information and locate other resources</li><li>• Advocacy</li></ul> |
| <i>Mechanisms that could be used to collect information could include:</i>                         | <ul style="list-style-type: none"><li>• Interviews with clients, family, significant others and carers</li></ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |

## RANGE STATEMENT

- Questionnaires
- Applications and other forms
- Case documentation
- Using specialist communicators
- Classification tools
- Client consent (verbal or written)
- Information from professionals including medical reports
- Information from service providers
- Previous file records

*Risk may refer to client, client's family and/or worker and be indicated by the following:*

- Self identification of risk
- Evidence of physical injuries
- Threat to safety
- Current or previous criminal charges for assault of client by partner/ex-partner
- Current or previous police involvement
- Objective assessment of client's current ability to protect self and children from further assault or harm
- Threat or attempts to self-harm
- Feelings of depression, anger, low self-esteem, suicidal thoughts, emotional distress or sleep disturbances
- Medical problems such as overuse of tranquillisers, or alcohol, drug or substance abuse
- Intimidation and harassment
- Client being denied access to funds, resources or medications
- Existing or previous orders relating to domestic violence (e.g. Apprehended violence order), or breach of orders
- Avoidance of discussion regarding possible abuse
- Implausible explanation for injuries
- Repeated requests for financial assistance
- Other factors that may indicate a history of violence
- Children's behaviour and developmental level
- Current behaviours of user of violence
- Frequent hospital visits/admissions
- Current or previous separation
- Family court and/or relationship history
- Implied or actual threats to harm the worker by user

## RANGE STATEMENT

of violence

- Appropriate persons may include:*
- Organisation management, colleagues, supervisor, team members
  - Acknowledged domestic violence issue specialists
  - Various community groups representing cultural, sub-cultural, religious, social, ethnic, gender, sexual identity, and age groupings within the community
  - Government representatives and service providers
  - Police
  - Family members, friends, care-givers
  - Specialist support services for people with specific needs
  - Behaviour change groups, such as users of violence groups, drug and alcohol groups
  - Support groups such as survivors/victims of violence groups, community houses, women's networks and refuges, professional associations
  - Authorities responsible for provision of community and justice administration services, for example, local councils, legal services, such as legal aid, and state and commonwealth agencies

## Unit Sector(s)

Not Applicable

# CHCPRT002 Support the rights and safety of children and young people

## Modification History

| Release   | Comments                                                                                                                                                                                                                                                                         |
|-----------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Release 1 | <p>This version was released in <i>CHC Community Services Training Package release 1.0</i> and meets the requirements of the New Standards for Training Packages.</p> <p>Significant changes to elements and performance criteria. New evidence requirements for assessment.</p> |

## Application

This unit describes the skills and knowledge required to address duty of care requirements, working within an ethical framework and applying relevant legislation, codes of conduct, international agreements (such as the Convention on the Rights of the Child), policies and procedures in identifying, responding and supporting children's and young people's rights and safety.

This unit applies to workers involved in delivering services to children and young people in a wide range of community services and work contexts.

*No licensing, legislative or certification requirements apply to this unit at the time of publication.*

## Elements and Performance Criteria

### ELEMENT

### PERFORMANCE CRITERIA

*Elements define the essential outcomes.*

*Performance criteria specify the level of performance needed to demonstrate achievement of the element.*

1. Implement work practices which support the protection of children and young people

1.1 Comply with lawful instructions, regulations, duty of care and boundaries of practice in all work activities

1.2 Routinely employ child-focused work practices to uphold the rights of children and young people to participate in decision-making where it is age appropriate



**ELEMENT****PERFORMANCE CRITERIA**

*Elements define the essential outcomes.*

*Performance criteria specify the level of performance needed to demonstrate achievement of the element.*

- |                                                                                                |                                                                                                                                              |
|------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------|
| 1.3                                                                                            | Use communication and information-gathering techniques with children and young people in accordance with current recognised good practice    |
| 1.4                                                                                            | Ensure decisions, responses and actions taken are appropriate and within own work role, legislative requirements and organisation procedures |
| 1.5                                                                                            | Continually update own knowledge and skills as required to work effectively and participate in practice supervision processes                |
| 1.6                                                                                            | Maintain confidentiality as appropriate                                                                                                      |
| 2. Identify indicators of abuse and act appropriately                                          |                                                                                                                                              |
| 2.1                                                                                            | Identify children and young people at risk of harm by routinely implementing child protection procedures when appropriate                    |
| 2.2                                                                                            | Respond to disclosure in accordance with accepted standards, techniques and legislative obligations                                          |
| 2.3                                                                                            | Gather and record information about the child's or young person's behaviour and identify uncharacteristic behaviour                          |
| 2.4                                                                                            | Monitor the circumstances of children who are identified as highly vulnerable to abuse                                                       |
| 2.5                                                                                            | Promptly report risk of harm indicators in accordance with statutory and organisation procedures                                             |
| 2.6                                                                                            | Work collaboratively with relevant agencies to ensure maximum effectiveness of report                                                        |
| 3. Apply ethical practices and safeguard the rights and interests of children and young people |                                                                                                                                              |
| 3.1                                                                                            | Identify and seek supervisor support for issues of ethical concern in practice with children and young people                                |
| 3.2                                                                                            | Develop ethical practices for implementing professional boundaries consistent with child protection legislation in relevant jurisdiction     |
| 3.3                                                                                            | Recognise indicators for potential ethical concerns when working with children and young people                                              |
| 3.4                                                                                            | Report unethical behaviour according to organisational procedures and policies                                                               |

## Foundation Skills

*The foundation skills described those required skills (language, literacy and numeracy) that are essential to performance.*

- Learning - in order to review and plan updates of own skills

Other foundation skills essential to performance are explicit in the performance criteria of this unit.

## Unit Mapping Information

### Links

Companion Volume implementation guides are found in VETNet -  
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=5e0c25cc-3d9d-4b43-80d3-bd22cc4f1e53>

# Assessment Requirements for CHCPRT002 Support the rights and safety of children and young people

## Modification History

| Release   | Comments                                                                                                                                                                                                                                                                         |
|-----------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Release 1 | <p>This version was released in <i>CHC Community Services Training Package release 1.0</i> and meets the requirements of the New Standards for Training Packages.</p> <p>Significant changes to elements and performance criteria. New evidence requirements for assessment.</p> |

## Performance Evidence

The candidate must show evidence of the ability to complete tasks outlined in elements and performance criteria of this unit, manage tasks and manage contingencies in the context of the job role. There must be demonstrated evidence that the candidate has completed the following tasks at least once:

- implemented work practices which support the protection of children and young people, including:
  - complying with regulations, legislations and duty of care responsibilities
  - employing child-focused work practices to uphold the rights of children and young people
  - maintaining confidentiality
  - providing appropriate responses in the protection of children and young people
- used appropriate communication strategies to gather information from children and young people
- identified and responded to indicators of children or young people at risk of harm and abuse on at least three separate occasions, including:
  - gathering and recording information about the child or young person
  - identifying uncharacteristic behaviour of child or young person
  - monitoring the circumstances of children identified as highly vulnerable
- reported risk-of-harm indicators
- sought support from supervisor for issues of ethical concern.

## Knowledge Evidence

The candidate must be able to demonstrate essential knowledge required to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the work role. These include knowledge of:

- child- and young person-focused practices
- child protection system, including policies and protocols
- common legal issues when working with children and young people
- risk-of-harm indicators
- organisation guidelines and policies and accepted standards for responding to risks of harm to children and young people
- overview of relevant aspects of the legal system
- organisation standards, policies and procedures
- communication techniques to engage and interact with young people.

## Assessment Conditions

Skills must be demonstrated in the workplace.

In addition, simulations and scenarios must be used where the full range of contexts and situations cannot be provided in the workplace or may occur only rarely. These are situations relating to emergency or unplanned procedures where assessment in these circumstances would be unsafe or is impractical.

Simulated assessment environments must simulate the real-life working environment where these skills and knowledge would be performed, with all the relevant equipment and resources of that working environment.

Assessors must satisfy the NVR/AQTF mandatory competency requirements for assessors.

## Links

Companion Volume implementation guides are found in VETNet -  
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=5e0c25cc-3d9d-4b43-80d3-bd22cc4f1e53>

# CHCPRT001 Identify and respond to children and young people at risk

## Modification History

| Release   | Comments                                                                                                                                                                                                                                                                         |
|-----------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Release 1 | <p>This version was released in <i>CHC Community Services Training Package release 1.0</i> and meets the requirements of the New Standards for Training Packages.</p> <p>Significant changes to elements and performance criteria. New evidence requirements for assessment.</p> |

## Application

This unit describes the skills and knowledge required to support and protect children and young people who are at risk of harm. This work occurs within legislative and policy frameworks and carries a duty of care responsibility.

This unit applies to workers in a range of job roles providing services to children and young people including in community services and health contexts.

*No licensing, legislative or certification requirements apply to this unit at the time of publication.*

## Elements and Performance Criteria

### ELEMENT

### PERFORMANCE CRITERIA

*Elements define the essential outcomes.*

*Performance criteria specify the level of performance needed to demonstrate achievement of the element.*

1. Implement work practices which support the protection of children and young people

1.1 Identify children and young people at risk of abuse or neglect by observing signs and symptoms, asking open and non-leading questions, being aware of protective issues and using child protection procedures where appropriate

1.2 Respond to disclosure, information or signs and symptoms in accordance with state legislative

responsibilities and the service policies and procedures

1.3 Routinely employ child-focused work practices to uphold the rights of the child and encourage them to participate in age-appropriate decision-making

1.4 Employ communication and information-gathering techniques with children and young people in accordance with current recognised good practice

1.5 Ensure decisions and actions taken are within own level of responsibility, work role, state legislation and service policies and procedures

## 2. Report indications of possible risk of harm

2.1 Accurately record relevant specific and general circumstances surrounding risk of harm in accordance with state legislation, service policies and procedures and ethics

2.2 Promptly record and report risk-of-harm indicators, including the circumstances surrounding the risk of harm according to service policies and procedures

2.3 Ensure writing in reports is non-judgemental

2.4 Work collaboratively with relevant agencies to ensure maximum effectiveness of report

## 3. Apply ethical and nurturing practices in work with children and young people

3.1 Protect the rights of children and young people in the provision of services

3.2 Identify and seek supervision support for issues of ethical concern in practice with children and young people

3.3 Employ ethical and nurturing practices and observe professional boundaries when working with children and young people

3.4 Recognise and report indicators for potential ethical concerns when working with children and young people

## Foundation Skills

*The foundation skills described those required skills (language, literacy and numeracy) that*

*are essential to performance.*

- Reading - in order to read and understand forms and to make accurate reports
- Writing - in order to record details of children and young people at risk and to make reports using handwritten skills and computer skills

Other foundation skills essential to performance are explicit in the performance criteria of this unit.

## Unit Mapping Information

No equivalent unit.

## Links

Companion Volume implementation guides are found in VETNet -

<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=5e0c25cc-3d9d-4b43-80d3-bd22cc4f1e53>

# Assessment Requirements for CHCPRT001 Identify and respond to children and young people at risk

## Modification History

| Release   | Comments                                                                                                                                                                                                                                                                         |
|-----------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Release 1 | <p>This version was released in <i>CHC Community Services Training Package release 1.0</i> and meets the requirements of the New Standards for Training Packages.</p> <p>Significant changes to elements and performance criteria. New evidence requirements for assessment.</p> |

## Performance Evidence

The candidate must show evidence of the ability to complete tasks outlined in elements and performance criteria of this unit, manage tasks and manage contingencies in the context of the job role. There must be demonstrated evidence that the candidate has completed the following tasks at least once:

- implemented work practices which support the protection of children and young people, including:
  - complying with regulations, legislations and duty of care responsibilities
  - employing child-focused work practices to uphold the rights of children and young people
  - maintaining confidentiality
  - providing appropriate responses in the protection of children and young people
- read and interpreted the procedures for reporting children at risk in line with organisational expectations and legislative requirements.

## Knowledge Evidence

The candidate must be able to demonstrate essential knowledge required to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the work role. These include knowledge of:

- indicators of the different types and dynamics of abuse as they may apply to age, gender, disability, culture and sexuality
- child protection legislation in the relevant state or territory
- United Nations Convention on the Rights of the Child



- impact of risk of harm
- duty of care responsibilities
- trauma-informed care
- ethical considerations including:
  - approaches that incorporate the conventions on the rights of the child, and human rights
  - obligations as defined by the job specification and employing organisation
  - obligations as stated in relevant codes of practice, licensing, accreditation registration to professional bodies, service agreements
  - principles of ethical decision-making
- overview of legal system and how it pertains to the job role, in particular:
  - child protection system, including reporting protocols, responses to reporting and interagency policies
  - state/territory requirements and processes for notifying suspected abuse and reporting process
  - statutory and policy requirements relating to job role
- organisation standards, policies and procedures.

## Assessment Conditions

Skills must be demonstrated in the workplace.

In addition, simulations and scenarios must be used where the full range of contexts and situations cannot be provided in the workplace or may occur only rarely. These are situations relating to emergency or unplanned procedures where assessment in these circumstances would be unsafe or is impractical.

Simulated assessment environments must simulate the real-life working environment where these skills and knowledge would be performed, with all the relevant equipment and resources of that working environment.

Assessors must satisfy the NVR/AQTF mandatory competency requirements for assessors.

## Links

Companion Volume implementation guides are found in VETNet -  
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=5e0c25cc-3d9d-4b43-80d3-bd22cc4f1e53>



## **SIRPDIS002A Deliver prescription medicines to customers outside the pharmacy**

### **Modification History**

Not applicable.

### **Unit Descriptor**

|                        |                                                                                                                                               |
|------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Unit descriptor</b> | This unit covers skills and knowledge required to plan and carry out home delivery of prescription medicines to community pharmacy customers. |
|------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------|

### **Application of the Unit**

|                                |                                                                                                                           |
|--------------------------------|---------------------------------------------------------------------------------------------------------------------------|
| <b>Application of the unit</b> | This unit may apply to both front of store and dispensary work roles, and is carried out under direction of a pharmacist. |
|--------------------------------|---------------------------------------------------------------------------------------------------------------------------|

### **Licensing/Regulatory Information**

Not applicable.

### **Pre-Requisites**

|                           |     |
|---------------------------|-----|
| <b>Prerequisite units</b> | Nil |
|---------------------------|-----|

## Employability Skills Information

|                             |                                                                                                                                                                                                                                                    |
|-----------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Employability skills</b> | The required outcomes described in this unit contain applicable facets of employability skills. The Employability Skills Summary of the qualification in which this unit is packaged will assist in identifying employability skills requirements. |
|-----------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

## Elements and Performance Criteria Pre-Content

|                                                                   |                                                                                                                                                                                                                                                                                                                                    |
|-------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Elements describe the essential outcomes of a unit of competency. | Performance criteria describe the required performance needed to demonstrate achievement of the element. Where <b><i>bold italicised</i></b> text is used, further information is detailed in the required skills and knowledge and/or the range statement. Assessment of performance is to be consistent with the evidence guide. |
|-------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

## Elements and Performance Criteria

| ELEMENT                                     | PERFORMANCE CRITERIA                                                                                                                                                                                                                                                                                                                                                                                                                      |
|---------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1 Confirm customer delivery requirements.   | 1.1 Identify <b><i>pharmacy products</i></b> to be delivered.<br>1.2 Identify prescription items required.<br>1.3 Confirm <b><i>customer details</i></b> .<br>1.4 Confirm <b><i>delivery information</i></b> with the customer.                                                                                                                                                                                                           |
| 2 Prepare and plan prescription deliveries. | 2.1 Confirm that items are <b><i>ready for delivery</i></b> .<br>2.2 Liaise with a pharmacist to confirm method of providing customer advice.<br>2.3 Prepare items for delivery to meet <b><i>handling and storage</i></b> requirements<br>2.4 Confirm that <b><i>delivery documentation</i></b> is accurate and complete.<br>2.5 Plan the delivery route.<br>2.6 Schedule deliveries to suit requirements of the pharmacy and customers. |

| ELEMENT                                                         | PERFORMANCE CRITERIA                                                                                                                                                                                                                                                                                                                                                                          |
|-----------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 3 Deliver medicine to customers outside the community pharmacy. | <p>3.1 Locate the customer address.</p> <p>3.2 <b>Verify customer or agent identity</b> against delivery instructions.</p> <p>3.3 Explain <b>information provided on medicines</b> and <b>confirm customer understanding</b>.</p> <p>3.4 Arrange for pharmacist follow up in situations requiring additional assistance or therapeutic advice.</p> <p>3.5 Finalise the sales transaction.</p> |
| 4 Reconcile delivery items and records.                         | <p>4.1 Reconcile medicines and other items collected with items distributed</p> <p>4.2 Reconcile cash payment with the value of items sold.</p> <p>4.3 Complete delivery documentation and records.</p>                                                                                                                                                                                       |

## Required Skills and Knowledge

### REQUIRED SKILLS AND KNOWLEDGE

This section describes the essential skills and knowledge and their level, required for this unit.

The following skills must be assessed as part of this unit:

- interpersonal communication skills to:
  - communicate with the customer, including obtaining and providing information and confirming understanding, through clear and direct communication
  - ask questions to identify and confirm requirements
  - use language and concepts appropriate to cultural differences
  - use and interpret non-verbal communication
- apply literacy skills to read and interpret prescription information and record customer information
- read and interpret directions and maps to plan efficient delivery routes and locate addresses
- respect and maintain private and confidential customer information
- demonstrate procedures for delivering items to customers outside the pharmacy consistent

## REQUIRED SKILLS AND KNOWLEDGE

- with pharmacy protocols and procedures
- follow procedures to respond to situations where no authorised person is available to receive items
- access and use information systems as to record and reconcile delivery information.

The following knowledge must be assessed as part of this unit:

- pharmacy policies, protocols and procedures relating to delivering prescription items to customers outside the pharmacy
- communication skills to collect and provide information to customers, including use of structured and open-ended questions and interpretation of non-verbal cues
- procedures to follow in the event that the customer or an authorised agent is not available to accept delivery
- protocols for responding to customer questions and communication methods and systems to ensure that a pharmacist is able to provide required advice and information to the customer
- product and delivery charges and methods of payment
- health privacy principles as they relate to home delivery of medicines
- label information, such as:
  - dosage regimen, e.g. dose time in relation to food
  - frequency
  - duration of treatment
  - special storage requirements, e.g. cold chain
- payment options and procedures
- procedures to protect security of self, product and cash
- procedures to follow in the event of theft, loss or accident
- role boundaries and responsibilities and circumstances under which referral to a pharmacist or other pharmacy staff is required.

## Evidence Guide

### EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, the range statement and the Assessment Guidelines for this Training Package.

## EVIDENCE GUIDE

### **Critical aspects for assessment and evidence required to demonstrate competency in this unit**

Evidence of the following is essential:

- applies pharmacy protocols and procedures when assisting with dispensary operations, including:
  - confirming delivery requirements
  - planning and communicating delivery schedule
  - preparing, handling and packaging items for transportation
  - delivering items and ensuring customer has access to required pharmacist support
  - completing sale of items
  - maintain documentation
  - implementing reconciliation procedures
- respects and protects customer privacy when communicating with customers and maintaining customer records
- understands storage conditions and requirements of dispensed items
- recognises the situations requiring referral to a pharmacist or other pharmacy staff according to pharmacy policy
- awareness of procedures to follow where an authorised person is not available to receive items
- awareness of procedures to ensure safety of self and product
- plans delivery routes to achieve efficient delivery outcomes.

### **Context of and specific resources for assessment**

Assessment must ensure:

- demonstration of delivery of a range of prescription and non-prescription items
- delivery of items requiring special handling.
- access to a workplace and delivery environment that meets Pharmacy Board and relevant industry standards for dispensary operations
- access to relevant pharmacy protocols and procedures
- access to delivery documentation and record-keeping systems
- access to relevant documentation, such as:
  - prescriptions (real or simulated)
  - self-care information

## EVIDENCE GUIDE

- delivery checklists
- customer details
- access to a range of dispensed items for delivery
- access to a range of customers in different locations (real or simulated)
- access to a range of dispensed items for delivery
- access to maps or location information.

## Methods of assessment

A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit:

- observation of the candidate in the workplace delivering items to customers outside the pharmacy, over sufficient time to demonstrate handling of a range of contingencies
- written or verbal questioning to assess knowledge and understanding
- evidence that completion of workplace documentation and records relevant to delivering medicines is timely and accurate
- role plays to demonstrate communication with customers from a range of backgrounds and with different capacities and needs
- role plays to demonstrate understanding of contingency management procedures.

Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended.

## Assessing employability skills

Employability skills are integral to effective performance in the workplace and are broadly consistent across industry sectors. How these skills are applied varies between occupations and qualifications due to the different work functions and contexts.

Employability skills embedded in this unit should be assessed holistically in the context of the job role and with other relevant units that make up the skill set or qualification.



## Range Statement

### RANGE STATEMENT

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. ***Bold italicised*** wording in the performance criteria is detailed below.

- |                                                                                                                              |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
|------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p><b><i>The delivery of prescriptions to</i></b> customers outside the pharmacy is consistent with the requirements of:</p> | <ul style="list-style-type: none"> <li>• federal and state or territory legislation</li> <li>• industry codes of practice, standards and guidelines</li> <li>• community pharmacy policies, protocols and procedures relating to home delivery services.</li> </ul>                                                                                                                                                                                                                                                                                 |
| <p><b><i>Pharmacy products</i></b> may include:</p>                                                                          | <ul style="list-style-type: none"> <li>• prescription medicines</li> <li>• other pharmacy products.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                      |
| <p><b><i>Customers</i></b> may include:</p>                                                                                  | <ul style="list-style-type: none"> <li>• customers or their agents</li> <li>• customers with routine or special requests</li> <li>• customers with special needs, e.g. elderly, non-English-speaking background, infants, unwell, drug affected, grieving or upset</li> <li>• regular and new customers</li> <li>• people from a range of social, cultural and ethnic backgrounds and with varying physical and mental abilities.</li> </ul>                                                                                                        |
| <p><b><i>Details</i></b> must include:</p>                                                                                   | <ul style="list-style-type: none"> <li>• full name and current address</li> <li>• date of birth where patient is elderly (over 70 years) or young (under 12 years)</li> <li>• entitlement number, if any, under the Pharmaceutical Benefits Scheme</li> <li>• Medicare number</li> <li>• private health cover and receipt requirements</li> <li>• allergies or adverse reactions to medications suffered in the past</li> <li>• current use of other medications, including complementary medicines</li> <li>• specific location advice.</li> </ul> |

## RANGE STATEMENT

***Delivery information*** may include:

- items on the prescriptions to be dispensed
- other products required
- estimated delivery time
- persons authorised to accept delivery.
- payment method.

***Ready for delivery*** includes:

- assembled items are complete, clearly and correctly labelled and match customer requirements
- a pharmacist has verified dispensed items
- required information and advice accompanies the items
- items are packaged appropriately to protect customer privacy and product integrity.

***Handling and storage*** requirements may include:

- temperature control and cold chain items
- light-sensitive items
- heat-sensitive items.

***Delivery documentation*** may include:

- prescription documentation (to be signed by customer or agent)
- self-care and health information
- other information supplied by a pharmacist
- delivery checksheets
- customer details

***Verifying customer or agent identity*** may include:

- confirming that a person other than the customer who receives medicines is listed as authorised to receive on delivery information
- confirming that the person receiving medicines is not a child
- requesting dated signature of customer or their agent as confirmation of receipt.

***Information provided on medicines*** may include:

- pharmacy labels
- cautionary and advisory labels
- additional information or advice prepared by a pharmacist
- information provided by the supplier

## RANGE STATEMENT

- self-care and health information
- Consumer Medicine Information (CMI).

***Confirming customer understanding*** may include:

- explaining information contained on cautionary and advisory labels in plain English suited to the customer communication requirements
- questioning to confirm that the correct customer understands the information provided
- inviting further questions from the customer
- arranging for the customer to make contact with a pharmacist where more detailed support or advice is required.

## Unit Sector(s)

**Sector** Community Pharmacy

## Competency field

**Competency field** Dispensary

## **CHCLLN403A Identify clients with language, literacy and numeracy needs and respond effectively**

### **Modification History**

Not Applicable

### **Unit Descriptor**

#### **Descriptor**

This unit describes the skills and knowledge required to identify when clients' language, literacy and numeracy (LLN) are impeding their access to the service being provided, to adjust service delivery where required to accommodate client LLN skills, and to refer appropriately in order to improve client outcomes

The unit does not provide workers with the skills and knowledge to identify LLN skill levels or to actively intervene in developing a client's LLN skills

### **Application of the Unit**

#### **Application**

This unit of competency applies to workers from a range of backgrounds who support clients with LLN needs

It may apply to workers carrying out individual client assessments and managing caseloads as part of their work role

Workers undertaking this unit do not require specialist LLN skills or knowledge

### **Licensing/Regulatory Information**

Not Applicable

## Pre-Requisites

Not Applicable

## Employability Skills Information

### Employability Skills

This unit contains Employability Skills

## Elements and Performance Criteria Pre-Content

Elements define the essential outcomes of a unit of competency.

The Performance Criteria specify the level of performance required to demonstrate achievement of the Element. Terms in italics are elaborated in the Range Statement.

## Elements and Performance Criteria

### ELEMENT

### PERFORMANCE CRITERIA

- |                                                                          |                                                                                                                                                                                                                                                                                                                                                 |
|--------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1. Establish if there are LLN needs affecting client's access to service | 1.1 Identify <i>indicators of LLN needs</i><br>1.2 Apply knowledge of the context to identify inherent LLN requirements<br>1.3 Establish rapport and identify where <i>client LLN needs</i> may impact on access to service<br>1.4 Determine the degree to which <i>other issues</i> may impact on the client                                   |
| 2. Determine appropriate strategies to address client's LLN needs        | 2.1 Determine <i>workable strategies</i> to ensure service delivery meets client LLN needs, including appropriate <i>tools</i> and communication strategies<br>2.2 Collaborate with client to identify possible areas of LLN need and how to meet client needs<br>2.3 Prioritise areas for immediate and, where appropriate, longer-term action |
| 3. Implement strategies to                                               | 3.1 Offer relevant <i>information</i> to client regarding                                                                                                                                                                                                                                                                                       |

## ELEMENT

address agreed LLN needs

## PERFORMANCE CRITERIA

most appropriate support, to enable client to make informed decisions

3.2 Record agreed LLN needs and the strategies used, and report in line with client and organisation requirements

3.3 Monitor client and provide ongoing support and encouragement where appropriate

## Required Skills and Knowledge

### REQUIRED SKILLS AND KNOWLEDGE

This describes the essential skills and knowledge and their level required for this unit.

#### *Essential knowledge:*

The candidate must be able to demonstrate essential knowledge required to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

These include knowledge and understanding of:

- Awareness of cultural diversity and protocols to inform service delivery around LLN
- Communication techniques
- Indicators of LLN needs, and methods for clarifying them with client
- Methods for identifying the impact of other service-related issues on client LLN needs
- Available LLN information and referral or support services for a range of LLN needs and clients
- Recording and reporting requirements

#### *Essential skills:*

It is critical that the candidate demonstrate the ability to:

- Identify LLN demands of the service being accessed
- Identify clients' LLN needs impacting on their ability to effectively access services
- Provide information to clients on current, available and appropriate LLN support

## REQUIRED SKILLS AND KNOWLEDGE

services and information to enable clients to make informed decisions

- Collaborate with clients to determine most appropriate support for LLN needs
- Maintain accurate and sufficient records of strategies and outcomes.

*continued ...*

### *Essential skills (contd):*

In addition, the candidate must be able to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

These include:

- Client-management skills to:
  - deal with complex needs and sometimes difficult or challenging behaviour
  - discuss appropriate support for client LLN needs
  - operate within duty of care and organisational requirements to address client LLN needs
- Communication skills to:
  - collaborate productively with client
  - listen actively to client and identify indicators of LLN needs
- Initiative and enterprise skills to:
  - accommodate client's LLN needs impacting on effective access to service
  - access or refer client to appropriate support to improve client's access to service
  - ensure that current and correct information regarding LLN support services is readily available to client
  - raise awareness, share knowledge and help client to think about making changes to improve LLN where appropriate
- Interpersonal skills to:
  - establish rapport with client
  - interact with clients from a range of social, cultural, religious and linguistic backgrounds and with varying physical and mental abilities
  - apply cultural and religious protocols to ensure that work practices promote safety
- Literacy skills to maintain accurate and accessible records of service outcomes
- Problem-solving skills to collaborate with client to determine most appropriate support for LLN needs
- Technology skills to use a range of alternative communication tools where appropriate

## Evidence Guide

### EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment Guidelines for this Training Package.

*Critical aspects for assessment and evidence required to demonstrate this unit of competency:*

- The individual being assessed must provide evidence of specified essential knowledge as well as skills
- Assessment should ensure the candidate addresses the elements and performance criteria on at least three occasions, over a period of time

*Access and equity considerations:*

- All workers in community services should be aware of access, equity and human rights issues in relation to their own area of work
- All workers should develop their ability to work in a culturally diverse environment
- In recognition of particular issues facing Aboriginal and Torres Strait Islander communities, workers should be aware of cultural, historical and current issues impacting on Aboriginal and Torres Strait Islander people
- Assessors and trainers must take into account relevant access and equity issues, in particular relating to factors impacting on Aboriginal and/or Torres Strait Islander clients and communities

*Context of and specific resources for assessment:*

- Competency must be demonstrated in a realistic simulated or real work environment
- Assessment must ensure access to opportunities to work with clients with a range of LLN needs

*Method of assessment:*

- Assessment methods suitable for valid and reliable assessment of this competency may include a combination of:
  - case studies
  - demonstration
  - observation



## EVIDENCE GUIDE

- oral and written questioning
- scenarios, simulation or role plays
- authenticated evidence
- Assessment methods should reflect work demands, such as literacy, and the needs of particular individuals, such as:
  - people in rural and remote locations
  - people with disabilities
  - people from culturally and linguistically diverse backgrounds
  - Aboriginal and Torres Strait Islander people
  - women
  - young people
  - older people

### *Guidance information*

- This unit may be assessed independently, however holistic assessment with other units relevant to the industry sector, workplace and job role is recommended

## Range Statement

### RANGE STATEMENT

The Range Statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Add any essential operating conditions that may be present with training and assessment depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts.

### *Indicators of LLN needs may include:*

- Cultural factors, such as:
  - ethnicity
  - language background
- Disabilities, such as acquired brain injury

## RANGE STATEMENT

- Employment history
- Health issues, including chronic conditions
- Personal factors, such as:
  - Aboriginal or Torres Strait Islander background
  - displacement issues for refugees
  - isolation, including geographic remoteness and personal isolation
  - low-level or interrupted formal education
  - trauma-related issues
- Behavioural, such as:
  - strategies used to avoid revealing an LLN issue
  - becoming agitated or angry

### *LLN needs:*

- Relate to:
  - a range of learning, reading, writing, oral communication and numeracy skills
  - impact of LLN issue on client
- Will depend on a complex mix of factors, including:
  - client's presenting needs
  - service provision context

### *Client may include:*

- Presenting person seeking to access a service and their:
  - parent, sibling or spouse
  - legal guardian
  - carer, such as disability carer
  - case worker

### *Other issues may include:*

- Those related to service, such as:
  - high LLN demand inherent in service
- Those related to client, such as:
  - alcohol and other drugs
  - cultural factors
  - disability, including reading or learning disability
  - health, including:
    - chronic conditions
    - mental health

## RANGE STATEMENT

- homelessness
- unemployment

*Workable strategies may include those that:*

- Are consistent with:
  - client's cultural and sociocultural protocols
  - client's needs and preferences
  - own skills and available support
- Build on strengths of client
- Maintain the integrity of the relationship with client
- Provide opportunities to discuss and review

*Tools may include:*

- Augmentative and alternative communication, including:
  - aided and unaided strategies, including access techniques
  - assistive technology, such as closed captioning, subtitling and teleprompting software
  - visual aids, such as photographs, maps, diagrams and symbols
- Dictionaries
- Support person
- Interpreter, including:
  - language other than English
  - Auslan and Makaton

*Information may include:*

- Alternative ways of accessing required information
- Relevant and current LLN information available in own organisation
- Referral to support services, such as:
  - assistive technology
  - in-house support services
  - interpreter or translator
  - specialist assistance
  - community learning centres and other not-for-profit organisations
  - tutor support programs, such as the home tutor scheme
- Service-specific information and strategies, such as

## RANGE STATEMENT

templates, for use with such things as complex forms

- Mentoring support

## Unit Sector(s)

Not Applicable

## CHCCM402E Establish and monitor a case plan

### Modification History

| CHC08 Version 3                                | CHC08 Version 4                                | Comments                                                                                                                                             |
|------------------------------------------------|------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------|
| CHCCM402D<br>Establish and monitor a case plan | CHCCM402E<br>Establish and monitor a case plan | ISC upgrade changes to remove references to old OHS legislation and replace with references to new WHS legislation. No change to competency outcome. |

### Unit Descriptor

**Descriptor**

This unit describes the knowledge and skills required to develop a case management plan to address specific client needs

### Application of the Unit

**Application**

This unit may apply to work in a range of community service contexts

### Licensing/Regulatory Information

Not Applicable

### Pre-Requisites

Not Applicable

### Employability Skills Information

**Employability Skills**

This unit contains Employability Skills

## Elements and Performance Criteria Pre-Content

Elements define the essential outcomes of a unit of competency.

The Performance Criteria specify the level of performance required to demonstrate achievement of the Element. Terms in *italics* are elaborated in the Range Statement.

## Elements and Performance Criteria

### ELEMENT

### PERFORMANCE CRITERIA

#### 1. Develop a case management plan

- 1.1 Assess client needs in accordance with organisation procedures
- 1.2 Collect *information* on a range of suitable interventions to address immediate, short and longer term needs of clients
- 1.3 Undertake appropriate consultation with stakeholders to ensure issues and options for their resolution are explored thoroughly
- 1.4 Negotiate and agree common goals, objectives and processes with clients and stakeholders to ensure needs are addressed with statutory and organisation frameworks
- 1.5 Explore a full range of options for addressing client and stakeholder needs and include in case management plan
- 1.6 Ensure processes for monitoring achievement of goals, timeframes and resourcing are agreed in the planning stage
- 1.7 Define roles, responsibilities and accountabilities for clients, stakeholders, workers and service providers
- 1.8 Negotiate and agree processes for appeal and for the termination and/or renegotiation of intervention and include in the plan
- 1.9 Identify relevant family, community, cultural and ideological *considerations* and address in the case plan

#### 2. Define plan implementation procedures

- 2.1 Implement practical arrangements to support clients and stakeholders
- 2.2 Define negotiable and non negotiable aspects of

**ELEMENT****PERFORMANCE CRITERIA**

the intervention and implement processes to ensure they are maintained

2.3 Negotiate and agree ongoing case management processes with clients and stakeholders

2.4 Where appropriate, develop and agree contracts with external service providers and accurately reflect timing and resourcing constraints

2.5 Implement procedures to ensure information sharing between key stakeholders is facilitated

2.6 Implement procedures to ensure progress of specialist client service delivery is monitored in accordance with agreed procedures, against defined performance indicators

2.7 Define, and implement where necessary, *procedures to deal with crisis situations*

3. Establish review and evaluation systems

3.1 Negotiate case plan with supervisor

3.2 Set up appropriate evaluation processes for ongoing implementation of the plan

3.3 Complete all relevant reporting procedures in accordance with organisation requirements

**Required Skills and Knowledge****REQUIRED SKILLS AND KNOWLEDGE**

This describes the essential skills and knowledge and their level required for this unit.

*Essential knowledge:*

The candidate must be able to demonstrate essential knowledge required to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

These include knowledge of:

- Relevant policy, procedures and legislation and statutory requirements related to the area

## REQUIRED SKILLS AND KNOWLEDGE

of work

- Cultural protocols and systems
- Family structure, dynamics, communication and decision-making
- Family support and family casework strategies
- Range of community services and resources available
- Indicators of abuse and accepted intervention strategies
- Effects of abuse on human development
- Effects of different forms of intervention
- Effects of incarceration

### *Essential skills:*

It is critical that the candidate demonstrate the ability to:

- Interpret and apply legislation, policies and procedures
- Respond to and manage crisis
- Develop and assess actions appropriate for intervention
- Collect and assess information
- Document plans

In addition, the candidate must be able to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

These include the ability to:

- Develop and maintain appropriate networks
- Demonstrate application of skills in:
  - operational planning processes
  - report writing and documentation, including effective use of relevant information technology in line with work health and safety (WHS) guidelines
  - stress management techniques
  - verbal communication including interviewing skills, negotiation and cross cultural communication
  - interpersonal relationships, including establishing and maintaining relationships and networks
  - meeting procedures and facilitation



# Evidence Guide

## EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment Guidelines for this Training Package.

*Critical aspects for assessment and evidence required to demonstrate this unit of competency:*

- The individual being assessed must provide evidence of specified essential knowledge as well as skills
- This unit of competence will be most appropriately assessed in the workplace or in a simulated workplace and under the normal range of workplace conditions
- Assessment must include the normal range of workplace situations

*Access and equity considerations:*

- All workers in community services should be aware of access, equity and human rights issues in relation to their own area of work
- All workers should develop their ability to work in a culturally diverse environment
- In recognition of particular issues facing Aboriginal and Torres Strait Islander communities, workers should be aware of cultural, historical and current issues impacting on Aboriginal and Torres Strait Islander people
- Assessors and trainers must take into account relevant access and equity issues, in particular relating to factors impacting on Aboriginal and/or Torres Strait Islander clients and communities

*Context of and specific resources for assessment:*

- This unit can be assessed independently, however holistic assessment practice with other community services units of competency is encouraged
- Resources required for assessment include access to:
  - an appropriate workplace where assessment can take place or simulation of realistic workplace setting

## EVIDENCE GUIDE

### *Method of assessment:*

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

## Range Statement

### RANGE STATEMENT

The Range Statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Add any essential operating conditions that may be present with training and assessment depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts.

### *The contexts for establishing a case plan could include:*

- Decision to implement an intervention
- A result of a notification
- A result of a court order
- A result of a contract to provide a service
- Part of a case planning meeting or conference where clients, their families of origin, carer families and service providers establish actions for the safety, well being and development of the client

### *Establishment of a case plan will be carried out within requirements established by:*

- Commonwealth and state legislation
- Relevant international conventions
- Organisation policy and procedures
- Relevant program standards

### *Resources include:*

- Training programs
- Staff, peers and specialist personnel
- Information and materials

**RANGE STATEMENT**

- Skill development includes:*
- Life experience, vocational, social, recreational and personal skills
- Information may include:*
- All official documentation relating to client, full family history, developmental and medical history
  - All available records, anecdotal material and individual interviews
- Considerations may include:*
- Indigenous and ethnic considerations
  - Power relationship structures
  - Rituals, beliefs, hierarchies and practices
  - Politics
  - Gender
- Procedures to deal with crisis situations include:*
- Ensuring security and safety of all relevant parties including protection and custodial issues and the level of intervention required
  - Appropriate crisis services such as counselling, respite care, debriefing

**Unit Sector(s)**

Not Applicable

## CHCCM401D Undertake case management

### Modification History

Not Applicable

### Unit Descriptor

#### Descriptor

This unit describes the knowledge and skills required to participate in carrying out specific activities in a case/care plan

### Application of the Unit

#### Application

This unit may apply to work in a range of community service contexts

### Licensing/Regulatory Information

Not Applicable

### Pre-Requisites

Not Applicable

### Employability Skills Information

#### Employability Skills

This unit contains Employability Skills

### Elements and Performance Criteria Pre-Content

Elements define the essential outcomes of a unit of competency.

The Performance Criteria specify the level of performance required to demonstrate achievement of the Element. Terms in *italics* are elaborated in the Range

Statement.

## Elements and Performance Criteria

### ELEMENT

### PERFORMANCE CRITERIA

- |                                                                     |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |
|---------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1. Provide for client needs and monitor progress on a regular basis | 1.1 Provide for client <i>needs</i> and contribute to the case/care plan<br>1.2 Discuss feedback on case management implementation with client and relevant parties, and feed into case review processes as appropriate                                                                                                                                                                                                                                                                                                                                                                      |
| 2. Promote client's development                                     | 2.1 Take appropriate action according to the skill plan<br>2.2 Identify opportunities for enhancing learning and take appropriate action to promote involvement of clients<br>2.3 Take appropriate action to remove barriers, attract learning and enhance client development<br>2.4 Use appropriate communication to promote involvement in learning activities<br>2.5 Provide all relevant parties with feedback on client progress and involvement in learning activities<br>2.6 Provide clients with appropriate encouragement, reinforcement and feedback to maximise learning outcomes |

## Required Skills and Knowledge

### REQUIRED SKILLS AND KNOWLEDGE

This describes the essential skills and knowledge and their level required for this unit.

*Essential knowledge:*

## REQUIRED SKILLS AND KNOWLEDGE

The candidate must be able to demonstrate essential knowledge required to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

These include:

- Awareness of overall direction of case plan
- Family structure and dynamics, communication and decision-making
- Range of services available
- Awareness of statutory requirements
- Indicators of abuse and intervention strategies

### *Essential skills:*

It is critical that the candidate demonstrate the ability to:

- Observe and collect feedback about behaviour, actions and progress
- Identify limits of role and taking actions to contact appropriate people
- Present information and feedback within informal and formal settings  
This may include oral communication skills and written communication skills, and will depend on the format required by the organisation for presenting feedback to supervisors

In addition, the candidate must be able to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

These include the ability to:

- Assess progress on goals and activities
- Demonstrate application of skills in:
  - objective observation of behaviour
  - stress management
  - behaviour management

## Evidence Guide

### EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the

## EVIDENCE GUIDE

Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment Guidelines for this Training Package.

*Critical aspects for assessment and evidence required to demonstrate this unit of competency:*

- The individual being assessed must provide evidence of specified essential knowledge as well as skills
- This unit of competence will be most appropriately assessed in the workplace or in a simulated workplace and under the normal range of workplace conditions
- Assessment should include a range of case management plans to reflect the normal range of workplace activities

*Access and equity considerations:*

- All workers in community services should be aware of access, equity and human rights issues in relation to their own area of work
- All workers should develop their ability to work in a culturally diverse environment
- In recognition of particular issues facing Aboriginal and Torres Strait Islander communities, workers should be aware of cultural, historical and current issues impacting on Aboriginal and Torres Strait Islander people
- Assessors and trainers must take into account relevant access and equity issues, in particular relating to factors impacting on Aboriginal and/or Torres Strait Islander clients and communities

*Context of and specific resources for assessment:*

- This unit can be assessed independently, however holistic assessment practice with other community services units of competency is encouraged
- Resources required for assessment include access to:
  - an appropriate workplace where assessment can take place or simulation of realistic workplace setting for assessment

*Method of assessment:*

- Assessment may include observation, questioning and evidence gathered from the workplace or simulated environment, including written case studies

## EVIDENCE GUIDE

### Range Statement

#### RANGE STATEMENT

The Range Statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Add any essential operating conditions that may be present with training and assessment depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts.

*The contexts for monitoring activities within case plan include:*

- Placement setting; e.g. home, alternative care placement, and detention facility
- Client/s involvement

*Needs are identified within requirements established by:*

- International, commonwealth and state legislation
- Organisation policy and procedures
- Relevant program standards

*Needs are identified for the purpose of:*

- Reporting
- Planning for the full range of support e.g. day to day care, mid term care, and family support
- Planning activities and/or programs

*Feedback mechanisms include:*

- Communicating daily with client or significant others about meeting of needs
- Participating within a case conference
- Recording observations about progress on activities



## Unit Sector(s)

Not Applicable

## CHCCD413E Work within specific communities

### Modification History

| CHC08 Version 3                            | CHC08 Version 4                            | Comments                                                                                                                                             |
|--------------------------------------------|--------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------|
| CHCCD413D Work within specific communities | CHCCD413E Work within specific communities | ISC upgrade changes to remove references to old OHS legislation and replace with references to new WHS legislation. No change to competency outcome. |

### Unit Descriptor

**Descriptor**

This unit describes the knowledge and skills required to work with individuals or groups in specific communities

### Application of the Unit

**Application**

This unit is intended for application within a community work or community development work context

### Licensing/Regulatory Information

Not Applicable

### Pre-Requisites

Not Applicable

### Employability Skills Information

**Employability Skills**

This unit contains Employability Skills

## Elements and Performance Criteria Pre-Content

Elements define the essential outcomes of a unit of competency.

The Performance Criteria specify the level of performance required to demonstrate achievement of the Element. Terms in *italics* are elaborated in the Range Statement.

## Elements and Performance Criteria

### ELEMENT

### PERFORMANCE CRITERIA

- |                                                                                                  |                                                                                                                                                                                                                                                                                                                                                                                                                                 |
|--------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>1. Define the <i>issues of specific communities</i> or groups</p>                             | <p>1.1 Identify the details of individual and group issues of the specific community through appropriate research and consultation</p> <p>1.2 Identify the values and structures of the community as they impact on individuals and groups</p> <p>1.3 Identify, by appropriate research and consultation, preferred means of dealing with individuals and groups from specific communities</p>                                  |
| <p>2. Undertake relevant <i>work</i> in the <i>context</i> of specific communities or groups</p> | <p>2.1 Use the values, issues and structures within specific communities to define the ways of working</p> <p>2.2 Identify relevant community structures and utilise to maximise outcomes for individuals and groups</p> <p>2.3 Ensure work within communities is consistent with defined job role and agreed protocols</p> <p>2.4 Utilise interpersonal skills which are consistent with community practices and standards</p> |
| <p>3. Evaluate work undertaken within specific communities</p>                                   | <p>3.1 Undertake appropriate evaluation of work in consultation with relevant community stakeholders</p> <p>3.2 Monitor work within communities to ensure reflection of relevant <i>values and structures</i></p> <p>3.3 Undertake evaluation in a manner that ensures responsiveness to community needs and issues</p>                                                                                                         |

## Required Skills and Knowledge

### REQUIRED SKILLS AND KNOWLEDGE

This describes the essential skills and knowledge and their level required for this unit.

#### *Essential knowledge:*

The candidate must be able to demonstrate essential knowledge required to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

These include knowledge of:

- Composition of specific community and group structures, practices and values
- Specific communication protocols and practices
- Social, political, cultural, historical issues that affect or are relevant to specific communities and groups
- Relevant networks, people, stakeholders
- Culture and diversity
- Models of society
- Critique of socialisation theory
- Family, power
- Understanding of deviance
- Identity theories
- Specific knowledge areas may include aging, youth women, health, housing, environment, multiculturalism, family violence etc

#### *Essential skills:*

It is critical that the candidate demonstrate the ability to:

- Demonstrate the capacity to work effectively with a specific group, validated by community acceptance and the impact of work undertaken

In addition, the candidate must be able to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

These include the ability to:

- Demonstrate application of skills in:
  - consultation
  - facilitation

## REQUIRED SKILLS AND KNOWLEDGE

- research, including data collection/analysis and recording, and effective use of relevant information technology in line with work health and safety (WHS) guidelines
- high level interpersonal relationship

## Evidence Guide

### EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment Guidelines for this Training Package.

*Critical aspects for assessment and evidence required to demonstrate this unit of competency:*

- The individual being assessed must provide evidence of specified essential knowledge as well as skills
- This unit may be assessed on the job using appropriate relevant materials and examples or through simulation
- The candidate must be able to demonstrate competence in working with at least one group or community over a number of assessment situations and through a number of assessment tools, including:
  - observation
  - reports from supervisors or other key people, and
  - confirmation from key community leaders

*Access and equity considerations:*

- All workers in community services should be aware of access, equity and human rights issues in relation to their own area of work
- All workers should develop their ability to work in a culturally diverse environment
- In recognition of particular issues facing Aboriginal and Torres Strait Islander communities, workers should be aware of cultural, historical and current issues impacting on Aboriginal and Torres Strait Islander people
- Assessors and trainers must take into account relevant access and equity issues, in particular

## EVIDENCE GUIDE

relating to factors impacting on Aboriginal and/or Torres Strait Islander clients and communities

*Context of and specific resources for assessment:*

- This unit can be assessed independently, however holistic assessment practice with other community services units of competency is encouraged
- Resources required for assessment include access to a workplace or to an environment that accurately simulates the workplace

*Method of assessment:*

- In cases where the learner does not have the opportunity to cover all relevant aspects in the work environment, the remainder should be assessed through realistic simulations, projects, previous relevant experience or oral questioning on 'What if?' scenarios
- Assessment of this unit of competence will usually include observation of processes and procedures, oral and/or written questioning on Essential knowledge and skills and consideration of required attitudes
- Where performance is not directly observed and/or is required to be demonstrated over a 'period of time' and/or in a 'number of locations', any evidence should be authenticated by colleagues, supervisors, clients or other appropriate persons

## Range Statement

### RANGE STATEMENT

The Range Statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Add any essential operating conditions that may be present with training and assessment depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts.

*Issues of specific communities*

- Cultural and linguistic diversity
- Risk of self-harm

**RANGE STATEMENT**

*may relate to:*

- Mental health
- Gender
- Sexuality
- Age
- General health
- Alcohol and other drugs abuse
- Disability
- Location e.g. urban, rural and remote
- Income
- Family systems
- Religion

*Work may relate to:*

- Specific groups, issues or communities e.g. health issues of young people from particular cultural backgrounds and/or geographic areas
- Research activities
- Policy development
- Advocacy
- Referrals
- Project development and implementation
- Project design and implementation

*Context of work may include:*

- Social, political and economic issues impacting upon specific communities and groups
- Models of community development
- Legislative and statutory frameworks

*Values and structures may include:*

- Cultural preference and mores of specific groups e.g. religious/spiritual observances
- Language
- Family relationships
- Status/protocol
- Ceremonies/celebrations
- Prohibitions/taboos

## Unit Sector(s)

Not Applicable



## CHCCS401C Facilitate responsible behaviour

### Modification History

| CHC08 Version<br>3                                  | CHC08 Version<br>4                                  | Comments                                                                                                                                                                                                                                  |
|-----------------------------------------------------|-----------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| CHCCS401B<br>Facilitate<br>responsible<br>behaviour | CHCCS401C<br>Facilitate<br>responsible<br>behaviour | ISC upgrade changes to remove references to old OHS legislation and replace with references to new WHS legislation. Changes to terminology 'challenging/difficult behaviour' to 'behaviours of concern'. No change to competency outcome. |

### Unit Descriptor

**Descriptor**

This unit describes the knowledge and skills required to respond to behaviours of concern and support responsibility for behaviour management and change

### Application of the Unit

**Application**

This unit may apply in a range of community service contexts

### Licensing/Regulatory Information

Not Applicable

### Pre-Requisites

Not Applicable

### Employability Skills Information

**Employability Skills**

This unit contains Employability Skills

## Elements and Performance Criteria Pre-Content

Elements define the essential outcomes of a unit of competency.

The Performance Criteria specify the level of performance required to demonstrate achievement of the Element. Terms in italics are elaborated in the Range Statement.

## Elements and Performance Criteria

### ELEMENT

### PERFORMANCE CRITERIA

#### 1. Monitor behaviour of the *client*

- 1.1 Use formal and informal methods to observe and monitor client behaviour
- 1.2 Assess *behaviours of concern* for potential conflict and use a range of preventative and defusing strategies
- 1.3 Evaluate client behaviour and interactions in a fair, objective and consistent manner
- 1.4 Ensure decisions on action are consistent with all available evidence and organisation practice/ procedures
- 1.5 Seek specialist advice and make referrals where required

#### 2. Use *communication strategies* to de-escalate conflict

- 2.1 Conduct interactions with clients in a fair, just, humane, equitable and positive manner
- 2.2 Use communication strategies with individuals for effective interaction and problem solving
- 2.3 Consider cultural sensitivities in communication techniques and adapt style and language to accommodate different cultural values and practices
- 2.4 Identify potential causes of conflict and use a range of appropriate and effective defusing responses
- 2.5 Use negotiation techniques to divert and minimise aggressive behaviour
- 2.6 Use negotiation to examine cause and effect and encourage appropriate responsibility and accountability for behaviour and its outcomes

**ELEMENT****PERFORMANCE CRITERIA****3. Respond to behaviours of concern**

- 3.1 Challenge behaviours of concern and outline options and opportunities to change clearly and with positive encouragement
- 3.2 Confirm the implications of continuing behaviours of concern clearly, calmly and objectively
- 3.3 Use techniques according to organisation's procedures to ensure personal safety and safety of clients/colleagues.
- 3.4 If physical force must be used to ensure safety, apply the minimum level of force required and *report* in accordance with policies and procedures
- 3.5 Select strategies to address aggressive and unacceptable behaviour, that are accurate, clear and comply with procedures
- 3.6 Select strategies and responses for their potential to provide role models and examples of confident assertive behaviour
- 3.7 Carry out intervention strategies according to an analysis of the situation and organisation policies and procedures.
- 3.8 Report incidents in a manner that complies with policy, procedures and legislation

**Required Skills and Knowledge****REQUIRED SKILLS AND KNOWLEDGE**

This describes the essential skills and knowledge and their level required for this unit.

*Essential knowledge:*

The candidate must be able to demonstrate essential knowledge required to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

## REQUIRED SKILLS AND KNOWLEDGE

These include knowledge of:

- The organisation's policies, guidelines and procedures relating to responses to behaviours of concern, safety and security, delegations, duty of care, including dealing with conflict and critical incidents
- Principles of effective communication for conflict management
- Defusing and negotiation strategies
- Specific statutory requirements related to treatment of clients with special needs and requiring special support
- Reporting procedures and practice, internal and external
- Support and referral services and specialists
- Principles of responding to human behaviour relating to violence, aggression and suicide
- Principal cultural practices and customs of the client population and their impact on behaviour in the particular environment

### *Essential skills:*

It is critical that the candidate demonstrate the ability to:

- Apply organisation policies and procedures related to conflict and critical incidents
- Check the accuracy of information from different sources
- Identify the causes of aggression/violence
- Use a range of conflict management strategies
- Apply communication and negotiation skills under pressure

## Evidence Guide

### EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment Guidelines for this Training Package.

*Critical aspects for assessment and evidence required to demonstrate this unit of competency:*

- The individual being assessed must provide evidence of specified essential knowledge as well as skills
- Competency must be demonstrated in a real work environment
- Competence in this unit must be assessed over a period of time in order to ensure consistency of

## EVIDENCE GUIDE

performance across contexts applicable to the work environment

- Consistency in performance should consider the work environment, worker's role and responsibilities in the workplace

### *Access and equity considerations:*

- All workers in community services should be aware of access, equity and human rights issues in relation to their own area of work
- All workers should develop their ability to work in a culturally diverse environment
- In recognition of particular issues facing Aboriginal and Torres Strait Islander communities, workers should be aware of cultural, historical and current issues impacting on Aboriginal and Torres Strait Islander people
- Assessors and trainers must take into account relevant access and equity issues, in particular relating to factors impacting on Aboriginal and/or Torres Strait Islander clients and communities

### *Context of and specific resources for assessment:*

- This unit can be assessed independently, however holistic assessment practice with other community services units of competency is encouraged
- Assessment of this competency will require human resources consistent with those outlined in the Assessment Guidelines

### *Method of assessment:*

- In cases where the learner does not have the opportunity to cover all relevant aspects in the work environment, the remainder should be assessed through realistic simulations, projects, previous relevant experience or oral questioning on 'What if?' scenarios
- Assessment of this unit of competence will usually include observation of processes and procedures, oral and/or written questioning on Essential knowledge and skills and consideration of required attitudes
- Where performance is not directly observed and/or is required to be demonstrated over a 'period of time' and/or in a 'number of locations', any evidence should be authenticated by colleagues, supervisors, clients or

## EVIDENCE GUIDE

other appropriate persons

## Range Statement

### RANGE STATEMENT

The Range Statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Add any essential operating conditions that may be present with training and assessment depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts.

The application of this unit will depend on the work roles and responsibilities and the nature and requirements of the work environment

*Client may be:*

- Individuals or
- Groups

*Communication strategies will include examples from the following:*

- Use of positive assertive language
- Non-verbal gestures / body language
- Constructive questioning/listening
- Tone of voice
- Awareness of cultural values and sensitivity
- Defusing verbal aggression
- Negotiating agreements

*Behaviours of concern include a significant selection of examples of individual and group behaviour from the following:*

- Changing behaviour patterns
- Personal friction
- Expressions of anxiety and high level concern
- Serious and chronic complaints
- Provocative/threatening behaviour
- Intent to harm self
- Intent to harm others
- Forceful refusal to cooperate

**RANGE STATEMENT**

- Abusive language
- Apathy, loss of interest, withdrawal
- Rejection of family, friends, support networks
- Threatened suicide
- Irrational behaviour
- Hyperactivity/depression
- Racism
- Bullying behaviour
- Behaviour consistent with mental health conditions
- Behaviour consistent with developmental issues

*Referrals will include at least four examples from different support:*

- Social/welfare worker
- Psychologists
- Culturally identified support workers
- Medical
- Drug and alcohol services
- Behaviour management programs
- Mental Health Teams
- Registered Nurses
- Counsellors
- Supervisor
- Religious/spiritual advisers
- Program coordinator
- Case manager
- Aboriginal and/or Torres Strait Islander Liaison
- Welfare organisations
- Legal advisers
- Family
- Personal and community support networks
- Emergency/incident response

*Report will include work relevant selection from:*

- Incident reports
- Case notes
- Special reports
- Inquiries
- Reports required by or used by courts and judicial processes

## Unit Sector(s)

Not Applicable



## CHCAOD407E Provide needle and syringe services

### Modification History

| CHC08 Version 3                                  | CHC08 Version 4                                  | Comments                                                                                                                                                                                           |
|--------------------------------------------------|--------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| CHCAOD407D Work with clients who are intoxicated | CHCAOD407E Work with clients who are intoxicated | ISC upgrade changes to remove references to old OHS legislation and replace with references to new WHS legislation. Amended related unit HLTFA311A and HLTFA412A. No change to competency outcome. |

### Unit Descriptor

**Descriptor**

This unit describes the knowledge and skills required to work as a specialist alcohol and other drugs (AOD) worker who may be required to provide clean needle programs

### Application of the Unit

**Application**

This unit applies to those undertaking specialist work with clients with AOD issues

### Licensing/Regulatory Information

Not Applicable

### Pre-Requisites

Not Applicable

### Employability Skills Information

**Employability Skills**

This unit contains Employability Skills

## Elements and Performance Criteria Pre-Content

Elements define the essential outcomes of a unit of competency.

The Performance Criteria specify the level of performance required to demonstrate achievement of the Element. Terms in *italics* are elaborated in the Range Statement.

## Elements and Performance Criteria

### ELEMENT

### PERFORMANCE CRITERIA

1. Provide clean needle programs

1.1 Provide clean needle programs in accordance with organisation and legislative requirements

1.2 Provide services to client in a manner consistent with organisation and legislative WHS and infection control guidelines

1.3 Document all clean needle programs in accordance with organisation and legislative requirements

1.4 Maintain confidentiality in accordance with organisation and legislative requirements

1.5 Maximise safety of self and others

1.6 Seek *emergency assistance* as required

2. Provide education on safer drug use

2.1 Provide information on safe needle and syringe handling and drug use to users of the service

2.2 Provide the client with *relevant and current information* on alcohol and other drugs and related issues and discuss the issues with them

2.3 Discuss *harm minimisation strategies* for alcohol and/or other drug use with client

2.4 Assist client to contact and use other services as appropriate

## Required Skills and Knowledge

### REQUIRED SKILLS AND KNOWLEDGE

## REQUIRED SKILLS AND KNOWLEDGE

This describes the essential skills and knowledge and their level required for this unit.

### *Essential knowledge:*

The candidate must be able to demonstrate essential knowledge required to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

These include knowledge of:

- Legislative and organisation requirements for clean needle programs
- Legislative and organisation requirements for infection control
- Legislative and organisation requirements for dealing with clients affected by alcohol and other drugs
- Other agencies and services provided
- Emergency contacts
- Recent and relevant information on alcohol and other drugs issues
- Strategies for self-protection including universal precautions

### *Essential skills:*

It is critical that the candidate demonstrate the ability to:

- Demonstrate first aid certification or equivalent skills (as per unit *HLTF311A Apply first aid*) including:
  - cardio pulmonary resuscitation (CPR)
  - bandaging
  - managing toxic substances
  - managing bleeding
  - managing broken bones
  - managing consciousness
  - managing choking and knowledge of coma positions
- Correctly interpret legislative requirements in the provision of needle and syringe services
- Clearly communicate relevant information to clients

In addition, the candidate must be able to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

## REQUIRED SKILLS AND KNOWLEDGE

These include the ability to:

- Demonstrate the application of skills in:
  - conflict resolution
  - self-protection
  - accurate record-keeping

## Evidence Guide

### EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment Guidelines for this Training Package.

*Critical aspects for assessment and evidence required to demonstrate this unit of competency:*

- The individual being assessed must provide evidence of specified essential knowledge as well as skills
- This unit will be most appropriately assessed in the workplace or in a simulated workplace under the normal range of workplace conditions
- Competence in this unit must be assessed over a period of time in order to ensure consistency of performance across contexts applicable to the work environment
- Consistency in performance should consider the work environment, worker's role and responsibilities in the workplace

*Access and equity considerations:*

- All workers in community services should be aware of access, equity and human rights issues in relation to their own area of work
- All workers should develop their ability to work in a culturally diverse environment
- In recognition of particular issues facing Aboriginal and Torres Strait Islander communities, workers should be aware of cultural, historical and current issues impacting on Aboriginal and Torres Strait Islander people
- Assessors and trainers must take into account

## EVIDENCE GUIDE

relevant access and equity issues, in particular relating to factors impacting on Aboriginal and/or Torres Strait Islander clients and communities

- Context of and specific resources for assessment:*
- Resources required for assessment include access to:
    - Resources required for first aid certification or equivalent skills
- Method of assessment:*
- In cases where the learner does not have the opportunity to cover all relevant aspects in the work environment, the remainder should be assessed through realistic simulations, projects, previous relevant experience or oral questioning on 'What if?' scenarios
  - Assessment of this unit of competence will usually include observation of processes and procedures, oral and/or written questioning on Essential knowledge and skills and consideration of required attitudes
  - Where performance is not directly observed and/or is required to be demonstrated over a 'period of time' and/or in a 'number of locations', any evidence should be authenticated by colleagues, supervisors, clients or other appropriate persons
- Related units:*
- This unit of competency is recommended to be assessed in conjunction with a first aid unit
- Depending on jurisdiction and job role, this may be:
- HLTFA311A Apply first aid
  - or
  - HLTFA412A Apply advanced first aid

## Range Statement

### RANGE STATEMENT

The Range Statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Add any essential operating

## RANGE STATEMENT

conditions that may be present with training and assessment depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts.

- Relevant and current information on alcohol and other drugs issues includes:*
- Drugs prevalent in the local community
  - Information on meeting physical, emotional, financial and social needs
  - Contacts for self-help groups
  - Resources on dependency
  - Resources on alcohol and other drugs issues for families or personal network
  - Contacts for and information on advocacy groups
  - Information regarding mental health and self-harm
  - Crisis and emergency contacts

- Harm minimisation strategies include:*
- Abstinence
  - Controlled drinking
  - Safer sex
  - Safer drug use

- Emergency assistance may be from:*
- Friends
  - Police
  - Other service providers

## Unit Sector(s)

Not Applicable

## CHCAOD406E Work with clients who are intoxicated

### Modification History

| CHC08 Version 3                                  | CHC08 Version 4                                  | Comments                                                                                                                                                                                           |
|--------------------------------------------------|--------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| CHCAOD406D Work with clients who are intoxicated | CHCAOD406E Work with clients who are intoxicated | ISC upgrade changes to remove references to old OHS legislation and replace with references to new WHS legislation. Amended related unit HLTFA311A and HLTFA412A. No change to competency outcome. |

### Unit Descriptor

**Descriptor**

This unit describes the knowledge and skills required to work with alcohol and/or other drug affected clients in a range of settings including night patrols, detoxification/ withdrawal units and sobering up shelters

### Application of the Unit

**Application**

This unit applies to those working with clients with alcohol and other drugs (AOD) issues in the delivery of community services

### Licensing/Regulatory Information

Not Applicable

### Pre-Requisites

Not Applicable

### Employability Skills Information

**Employability Skills**

This unit contains Employability Skills

**Employability Skills**

This unit contains Employability Skills

**Related units**

Depending on jurisdiction and job role, assessment of this unit of competency may be required in conjunction with:

- HLTF311A Apply first aid  
or
- HLTF412A Apply advanced first aid

**Elements and Performance Criteria Pre-Content**

Elements define the essential outcomes of a unit of competency.

The Performance Criteria specify the level of performance required to demonstrate achievement of the Element. Terms in italics are elaborated in the Range Statement.

**Elements and Performance Criteria****ELEMENT****PERFORMANCE CRITERIA**

1. Provide a service to intoxicated clients

1.1 Assess level of intoxication and nature and extent of drug use according to organisation policy and procedure

1.2 Report behaviour or physical status inconsistent with alcohol and/or drug use to the appropriate person and/or seek assistance

1.3 Where necessary, provide first aid and seek assistance from a health professional

1.4 Provide client with a safe and secure environment in which to sober up

1.5 Monitor client's physical state regularly in accordance with organisation policies and procedures to ensure health and safety

1.6 Document services provided to client in accordance with organisation reporting requirements

2. Assist client with longer term needs

2.1 *Assist client with activities of daily living*

2.2 *Provide information as appropriate on alcohol and*



**ELEMENT****PERFORMANCE CRITERIA**

other drugs issues including services available

2.3 Contact families and/or support networks upon request of the client and in accordance with organisation policies

2.4 Assess client in accordance with organisation policy and procedure to determine if they represent a risk to themselves or others by leaving the facility

3. Apply strategies to reduce harm or injury

3.1 Maintain calm and confident manner in contact with client

3.2 Conduct interactions with clients in a fair, just, humane and positive manner

3.3 Use strategies identified in *organisation response plan*

3.4 Maintain safety of self and others

3.5 Provide services to client in a manner consistent with organisation infection control guidelines

3.6 Seek emergency assistance as required

**Required Skills and Knowledge****REQUIRED SKILLS AND KNOWLEDGE**

This describes the essential skills and knowledge and their level required for this unit.

*Essential knowledge:*

The candidate must be able to demonstrate essential knowledge required to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

These include knowledge of:

- Alcohol and other drug use and symptoms
- Drugs around in the local community
- Protective/risk management strategies

## REQUIRED SKILLS AND KNOWLEDGE

- Strategies for dealing with aggressive clients
- Statutory and organisation requirements for dealing with clients affected by alcohol and other drugs
- Strategies for dealing with aggressive and potentially violent clients
- Other agencies and services provided
- Recent and relevant information on alcohol and other drugs issues
- Use of breath analysis equipment
- Concurrent medical illnesses which may mimic/mask withdrawal

### *Essential skills:*

It is critical that the candidate demonstrate the ability to:

- Demonstrate first aid certification or equivalent skills (as per unit *HLTFA311A Apply first aid*) including:
  - cardio pulmonary resuscitation (CPR)
  - bandaging
  - managing toxic substances
  - managing bleeding
  - managing broken bones
  - managing consciousness
  - managing choking and knowledge of coma positions
- Work with intoxicated clients in a manner that ensures personal safety and that of others
- Apply a non-judgemental approach to clients regardless of alcohol and/or other drug use

In addition, the candidate must be able to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

These include the ability to:

- Demonstrate the application of skills in:
  - conflict resolution
  - negotiation
  - self-protection
- Communicate with intoxicated people
- Maintain documentation as required, including effective use of relevant information technology in line with work health and safety (WHS) guidelines

# Evidence Guide

## EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment Guidelines for this Training Package.

*Critical aspects for assessment and evidence required to demonstrate this unit of competency:*

- The individual being assessed must provide evidence of specified essential knowledge as well as skills
- Where work is undertaken with clients, assessment should include demonstration of competency on the job or in a workplace environment
- Competence in this unit must be assessed over a period of time in order to ensure consistency of performance across contexts applicable to the work environment
- Consistency in performance should consider the work environment, worker's role and responsibilities in the workplace

*Access and equity considerations:*

- All workers in community services should be aware of access, equity and human rights issues in relation to their own area of work
- All workers should develop their ability to work in a culturally diverse environment
- In recognition of particular issues facing Aboriginal and Torres Strait Islander communities, workers should be aware of cultural, historical and current issues impacting on Aboriginal and Torres Strait Islander people
- Assessors and trainers must take into account relevant access and equity issues, in particular relating to factors impacting on Aboriginal and/or Torres Strait Islander clients and communities

*Context of and specific resources for assessment:*

- Resources required for assessment include access to:
  - resources required for first aid certification or equivalent skills
  - an appropriate workplace environment where assessment can take place

## EVIDENCE GUIDE

### *Method of assessment:*

- In cases where the learner does not have the opportunity to cover all relevant aspects in the work environment, the remainder should be assessed through realistic simulations, projects, previous relevant experience or oral questioning on 'What if?' scenarios
- Assessment of this unit of competence will usually include observation of processes and procedures, oral and/or written questioning on Essential knowledge and skills and consideration of required attitudes
- Where performance is not directly observed and/or is required to be demonstrated over a 'period of time' and/or in a 'number of locations', any evidence should be authenticated by colleagues, supervisors, clients or other appropriate persons

## Range Statement

### RANGE STATEMENT

The Range Statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Add any essential operating conditions that may be present with training and assessment depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts.

### *Assess may include:*

- Immediate drug history
- Orientation to person, place, time
- Level of consciousness
- Breath analysis

### *Behaviour or physical state inconsistent with alcohol and other drugs use may include:*

- Evidence of physical illness or injury
- Evidence of mental illness
- Behaviour inconsistent with drug use history obtained from client
- Assessment of personal risk to client

## RANGE STATEMENT

*Assist client with activities of daily living may include:*

- Helping the client with personal hygiene
- Providing the client with food and drink
- Assisting the client to travel home
- Transporting clients to a place of safety
- Discharge advice

*Provide information may include:*

- Contact information for other services e.g. other sobering-up services, withdrawal services
- Harm minimisation information

## Unit Sector(s)

Not Applicable

## **CHCAOD402B Work effectively in the alcohol and other drugs sector**

### **Modification History**

Not Applicable

### **Unit Descriptor**

#### **Descriptor**

This unit describes the knowledge and skills required by all workers who may be working primarily with clients with alcohol and other drugs (AOD) issues and provides a basic introduction to values, services and approaches applied to work in this sector

### **Application of the Unit**

#### **Application**

This unit applies to those working with clients with AOD issues in the delivery of community services

### **Licensing/Regulatory Information**

Not Applicable

### **Pre-Requisites**

Not Applicable

### **Employability Skills Information**

#### **Employability Skills**

This unit contains Employability Skills

## Elements and Performance Criteria Pre-Content

Elements define the essential outcomes of a unit of competency.

The Performance Criteria specify the level of performance required to demonstrate achievement of the Element. Terms in *italics* are elaborated in the Range Statement.

## Elements and Performance Criteria

### ELEMENT

### PERFORMANCE CRITERIA

- |                                                                             |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |
|-----------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1. Work within the context of the AOD sector                                | <p>1.1 Reflect consideration in all work in the sector of the <i>historical context of the sector</i></p> <p>1.2 Reflect consideration in all work of the changing <i>social, political and economic context</i></p> <p>1.3 Reflect <i>consideration of the interrelationship of issues affecting clients</i> in all work in the AOD sector</p>                                                                                                                                                                                                   |
| 2. Develop knowledge of the AOD sector                                      | <p>2.1 Demonstrate consideration and basic understanding of the <i>essential values and philosophy of the sector</i> in work undertaken</p> <p>2.2 Demonstrate in all work basic knowledge of the current issues which impact on the sector and different <i>models of work</i></p> <p>2.3 In collecting information about the AOD sector, collect and use the views of key <i>stakeholders and representatives</i> from relevant target groups</p> <p>2.4 Apply understanding of risks related to personal safety when working in AOD sector</p> |
| 3. Develop knowledge of work requirements across a range of <i>settings</i> | <p>3.1 Demonstrate consideration and understanding of the range of <i>settings</i> supporting people with alcohol and other drug needs</p> <p>3.2 Demonstrate the client variables that might indicate the most appropriate service delivery setting</p>                                                                                                                                                                                                                                                                                          |
| 4. Demonstrate commitment to the central philosophies of the                | <p>4.1 Demonstrate consideration and understanding of the essential values and philosophy of the sector in all</p>                                                                                                                                                                                                                                                                                                                                                                                                                                |

**ELEMENT**

AOD sector

**PERFORMANCE CRITERIA**

work undertaken

4.2 Demonstrate a *commitment to access and equity* principles in all work in the sector

4.3 Identify personal values and attitudes regarding AOD use and take these values and attitudes into account when planning and implementing all work activities

5. Communicate effectively in a community services setting

5.1 Develop, review and revise personal skills in communication as an ongoing priority to address organisation standards

5.2 Exercise caution in communicating personal information by oral and written means to ensure confidentiality of client and staff matters

5.3 Routinely apply workplace protocols and procedures in all workplace communication to support accuracy and understanding of information provided and received

5.4 Recognise individual and cultural differences and make any adjustments needed to facilitate the achievement of identified outcomes

5.5 Conduct interpersonal communication with clients and colleagues in a manner that enhances a client-centred approach consistent with organisation standards

5.6 Take appropriate measures to resolve conflict and interpersonal differences in the workplace

6. Work ethically

6.1 Follow ethical guidelines in decision-making in all work undertaken with an awareness of potential ethical complexity in own work role

6.2 Reflect understanding and compliance with the principles of duty of care and legal responsibilities in all work undertaken

6.3 Refer any breach or non adherence to standard procedures or adverse event to appropriate personnel

6.4 Maintain confidentiality of any client matter in line with organisation policy and procedure

6.5 Show respect for rights and responsibilities of others through considered application of work practices



**ELEMENT****PERFORMANCE CRITERIA**

6.6 Reflect current working knowledge and understanding of employee and employer rights and responsibilities in all work undertaken

6.7 Recognise, avoid and/or address any conflict of interest

## **Required Skills and Knowledge**

### **REQUIRED SKILLS AND KNOWLEDGE**

This describes the essential skills and knowledge and their level required for this unit.

#### *Essential knowledge:*

The candidate must be able to demonstrate essential knowledge required to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

These include knowledge of:

- Awareness of risk and co-morbidity issues, including theoretical frameworks about motivation to change alcohol and/or other drug use
- Basic pharmacology relevant to the work being undertaken, including:
  - types of drugs
  - dose levels
  - effects of specific drugs
  - misuse and abuse of benzodiazepines and other pharmaceutical drugs
  - tolerance
  - treatment approaches broadly
- Client needs and rights including duty of care
- Current issues facing clients and existing services to address their needs and rights
- Harm minimisation approach to work in the sector and a range of support activities
- Historical and social context as listed in the Range Statement
- Holistic and client-centred care
- In depth knowledge of alcohol and other drug issues and their impact on individuals and the community

## REQUIRED SKILLS AND KNOWLEDGE

- Mental health issues and co-existing drug issues
- Political and economic context as listed in the Range Statement including early intervention and health promotion
- Principles and practices of community support
- Principles and practices of ethics and values
- Principles of access and equity
- Principles of client and community empowerment/disempowerment
- Principles of health promotion (as per Ottawa Charter)
- Range of different settings
- Relevance of the work role and functions to maintaining sustainability of the workplace, including environmental, economic, workforce and social sustainability
- Statutory and legislative framework within which work takes place, including legal issues facing workers in the AOD sector
- Understanding of risks related to personal safety when working in AOD sector

### *Essential skills:*

It is critical that the candidate demonstrate the ability to:

- Apply an in depth knowledge of alcohol and other drug issues and their impact on individuals and the community
- Apply an understanding of the appropriateness of a range of different settings

In addition, the candidate must be able to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

These include the ability to:

- Demonstrate interpersonal communication with clients and other stakeholders
- Prepare reports so that the information and the organisation of this information is appropriate to its purposes and audience
- Recognise and act upon opportunities to enhance sustainability in the workplace
- Work individually or as part of a team

## Evidence Guide

### EVIDENCE GUIDE

## EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment Guidelines for this Training Package.

*Critical aspects for assessment and evidence required to demonstrate this unit of competency:*

- The individual being assessed must provide evidence of specified essential knowledge as well as skills
- This unit must be assessed with other relevant specialisation units chosen as part of a qualification
- This unit may be assessed on the job or through simulation
- Assessment must be over a range of situations with more than one target group  
It will entail observations and other workplace assessment tools
- Consistency in performance should consider the work environment, worker's role and responsibilities in the workplace

*Access and equity considerations:*

- All workers in community services should be aware of access, equity and human rights issues in relation to their own area of work
- All workers should develop their ability to work in a culturally diverse environment
- In recognition of particular issues facing Aboriginal and Torres Strait Islander communities, workers should be aware of cultural, historical and current issues impacting on Aboriginal and Torres Strait Islander people
- Assessors and trainers must take into account relevant access and equity issues, in particular relating to factors impacting on Aboriginal and/or Torres Strait Islander clients and communities

*Context of and specific resources for assessment:*

- Resources required for assessment include access to appropriate workplace where assessment can take place

## EVIDENCE GUIDE

### *Method of assessment:*

- In cases where the learner does not have the opportunity to cover all relevant aspects in the work environment, the remainder should be assessed through realistic simulations, projects, previous relevant experience or oral questioning on 'What if?' scenarios
- Assessment of this unit of competence will usually include observation of processes and procedures, oral and/or written questioning on Essential knowledge and skills and consideration of required attitudes
- Where performance is not directly observed and/or is required to be demonstrated over a 'period of time' and/or in a 'number of locations', any evidence should be authenticated by colleagues, supervisors, clients or other appropriate persons

## Range Statement

### RANGE STATEMENT

The Range Statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Add any essential operating conditions that may be present with training and assessment depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts.

### *Historical, social, political and economic context includes:*

- Changing social context of work e.g. changing government and societal views of AOD use and approaches to working with clients
- Economic context e.g. the current economic situation as it relates to and affects AOD use and the subsequent impact on client needs
- Historical context of work e.g. changing attitudes to AOD use; changing approaches to working with clients
- Political context e.g. government policies and initiatives affecting AOD work including early

## RANGE STATEMENT

|                                                                                        |                                                                                                                                                                                                                                                                                                                                                                                                                                            |
|----------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                                                                                        | <ul style="list-style-type: none"><li>intervention and health promotion</li><li>Statutory framework within which work takes place in the sector</li></ul>                                                                                                                                                                                                                                                                                  |
| <i>Consideration of the interrelationship of issues affecting clients may include:</i> | <ul style="list-style-type: none"><li>Community development approach</li><li>Empowerment of the community</li></ul>                                                                                                                                                                                                                                                                                                                        |
| <i>Essential values and philosophy of the sector may include:</i>                      | <ul style="list-style-type: none"><li>A focus on harm minimisation including harm prevention; harm reduction; health promotion and harm management</li><li>A holistic and client-centred approach - i.e. promotion of health and well being; 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</li></ul> |
| <i>Models of work in the sector may include:</i>                                       | <ul style="list-style-type: none"><li>Case management</li><li>Community development and education</li><li>Working with families</li></ul>                                                                                                                                                                                                                                                                                                  |
| <i>Stakeholders and representatives may include:</i>                                   | <ul style="list-style-type: none"><li>Clients</li><li>Community organisations</li><li>Consumer workers</li><li>Families and care givers</li><li>Friends, peers and target group</li><li>Government representatives and service providers</li><li>Local community</li><li>Management, colleagues, supervisor, team members</li><li>Peak bodies and networks in the sector</li><li>Services</li><li>Specialists/experts</li></ul>            |
| <i>Settings may include:</i>                                                           | <ul style="list-style-type: none"><li>Any community setting</li><li>Day program</li><li>De-toxication unit</li></ul>                                                                                                                                                                                                                                                                                                                       |

**RANGE STATEMENT**

- Home based withdrawal
- Home via telephone/email/internet
- Inpatient
- Outreach
- Residential rehabilitation

*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

**Unit Sector(s)**

Not Applicable

# CHCDIS409B Provide services to people with disabilities with complex needs

## Modification History

| CHC08 Version 3                                                            | CHC08 Version 4                                                            | Description                                                                                                                                                                 |
|----------------------------------------------------------------------------|----------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| CHCDIS409A Provide services to people with disabilities with complex needs | CHCDIS409B Provide services to people with disabilities with complex needs | Unit updated in V4.<br>ISC upgrade changes to remove references to old OHS legislation and replace with references to new WHS legislation. No change to competency outcome. |

## Unit Descriptor

### Descriptor

This unit describes the knowledge and skills required by workers to provide services to people with disabilities with complex or special care needs under supervision of a relevant professional

## Application of the Unit

### Application

This unit may apply to work with people with a disability in a range of community service contexts

## Licensing/Regulatory Information

Not Applicable

## Pre-Requisites

Not Applicable

## Employability Skills Information

### Employability Skills

This unit contains Employability Skills

## Elements and Performance Criteria Pre-Content

Elements define the essential outcomes of a unit of competency.

The Performance Criteria specify the level of performance required to demonstrate achievement of the Element. Terms in *italics* are elaborated in the Range Statement.

## Elements and Performance Criteria

### ELEMENT

### PERFORMANCE CRITERIA

1. Evaluate and prioritise the needs of a person with complex care issues

- 1.1 Demonstrate understanding of the impact of dual/multiple diagnosis can have on identifying and prioritising needs
- 1.2 Utilise purpose designed tools to assess specific problems of the older person according to job role and responsibilities
- 1.3 Seek advice from health professionals and other *relevant personnel* when analysing and interpreting assessment data
- 1.4 Recognise the impact of complex care issues on the carer/s

2. Liaise and negotiate with appropriate personnel in the development of a service delivery plan

- 2.1 Utilise best practice guidelines when choosing strategies to address *complex and/or special needs*
- 2.2 Liaise with relevant experts and health professional/s when developing service delivery plans
- 2.3 Negotiate and establish goals with the person, their advocate/s and/or their significant other/s, aiming to achieve maximum quality of life
- 2.4 Access and/or negotiate *resources* in order to deliver identified services
- 2.5 Access community support agencies to facilitate the achievement of established goals



**ELEMENT****PERFORMANCE CRITERIA**

- |                                                                                  |                                                                                                                                                |
|----------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------|
| 3. Coordinate the delivery of the service delivery plan                          | 3.1 Delegate services and care activities to <i>appropriately skilled workers</i>                                                              |
|                                                                                  | 3.2 Recognise when a service and/or care worker is no longer able to provide the level of service required                                     |
|                                                                                  | 3.3 Provide support and respite for the carer/s                                                                                                |
|                                                                                  | 3.4 Determine all service providers' understanding of the service delivery plan and their roles and responsibilities within that plan          |
| 4. Coordinate the monitoring, evaluation and review of the service delivery plan | 4.1 Determine all service providers' understanding of the mechanism/s for providing feedback on the effectiveness of the service delivery plan |
|                                                                                  | 4.2 Seek feedback from all service providers when evaluating effectiveness of the service delivery plan and re-prioritising care needs         |
|                                                                                  | 4.3 Seek feedback from the person and/or their advocate when evaluating effectiveness of the service delivery plan                             |
|                                                                                  | 4.4 Seek advice and assistance from relevant health professionals when the person's goals are not being reached                                |

## Required Skills and Knowledge

### REQUIRED SKILLS AND KNOWLEDGE

This describes the essential skills and knowledge and their level required for this unit.

#### *Essential knowledge:*

The candidate must be able to demonstrate essential knowledge required to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

## REQUIRED SKILLS AND KNOWLEDGE

These include:

- Understanding of own work role and responsibilities
- Understanding of basic knowledge of physiology and psychology of a range of disability types and principles of assessment in determining, monitoring and evaluating the service needs of the person with complex or special needs as it relates to the work role
- Relevant policies, protocols and practices of the organisation in relation to Unit Descriptor and work role
- Understanding of the manifestations and presentation of common health problems associated with different disability types
- Understanding of the manifestations and presentation of behavioural problems associated with different disability types
- Impact of cultural and individual differences of service plan development and delivery
- Role and function of various health professionals
- Types of community services and the services each provides
- Role of carers
- Principles and practices of assessment of individuals with complex and/or special needs
- Strategies for conducting assessment of people with complex and/or special needs
- Assessment tools used in the assessment of complex and/or special needs
- Strategies for analysing and interpreting data
- Processes and practices in developing and managing service delivery plans
- Principles of delegation and supervision
- Strategies for conducting effective case conferences
- Principles and practices of case management

### *Essential skills:*

It is critical that the candidate demonstrate the ability to:

- Prioritise and manage the changing service needs of clients with complex and special care needs
- Liaise and report to appropriately persons/agencies
- Adhere to own work role and responsibilities
- Recognise own limitations and the need for assistance
- Work collaboratively with colleagues, health professionals and other services
- Apply problem solving skills that require negotiation and mediation skills to resolve problems of a difficult nature within organisation protocols
- Collaborate and network with a variety of stakeholders in order to achieve service objectives
- Safely use and coordinate the use of relevant technology effectively in line with work health and safety (WHS) guidelines

In addition, the candidate must be able to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of

## REQUIRED SKILLS AND KNOWLEDGE

the identified work role

These include the ability to:

- Follow organisation policies and protocols
- Apply basic knowledge of physiology and psychology of different types of disability and principles of assessment in determining, monitoring and evaluating the service needs of the older person with complex or special needs as it relates to the work role
- Apply reading and writing skills required to fulfil work role in a safe manner and as specified by the organisation/service:
  - this requires a level of skill that enables the worker to follow and give work-related instructions and directions and the ability to seek clarification and comments from clients, colleagues, health professionals and other service providers
  - industry work roles will require workers to possess a literacy level that will enable them to, read and write client's service delivery plans, record in health records, complete assessment tools and write reports and submissions
- Apply oral communication skills required to fulfil work role in a safe manner and as specified by the organisation:
  - this requires a level of skill that enables the worker to follow work-related instructions and directions and the ability to seek clarification and comments from supervisors, clients and colleagues
  - industry work roles will require workers to possess effective verbal and non-verbal communication skills that will enable them to ask questions, clarify understanding and meaning, recognise and interpret non-verbal cues, adapt communication styles to meet specific needs, provide information and express encouragement and support
- Apply numeracy skills required to fulfil work role in a safe manner and as specified by the organisation:
  - industry work roles will require workers to be able to perform mathematical functions, such as addition and subtraction up to three digit numbers and multiplication and division of single and double-digit numbers

## Evidence Guide

### EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment Guidelines for this Training Package.

## EVIDENCE GUIDE

*Critical aspects for assessment and evidence required to demonstrate this unit of competency:*

- The individual being assessed must provide evidence of specified essential knowledge as well as skills
- This unit will be most appropriately assessed in the workplace or in a simulated workplace and under the normal range of workplace conditions
- 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 and settings
- Where, for reasons of safety, space, or access to equipment and resources, assessment takes place away from the workplace, the assessment environment should represent workplace conditions as closely as possible

*Access and equity considerations:*

- All workers in community services should be aware of access, equity and human rights issues in relation to their own area of work
- All workers should develop their ability to work in a culturally diverse environment
- In recognition of particular issues facing Aboriginal and Torres Strait Islander communities, workers should be aware of cultural, historical and current issues impacting on Aboriginal and Torres Strait Islander people
- Assessors and trainers must take into account relevant access and equity issues, in particular relating to factors impacting on Aboriginal and/or Torres Strait Islander clients and communities

*Context of and specific resources for assessment:*

- This unit can be assessed independently, however holistic assessment practice with other community services units of competency is encouraged
- Resources required for assessment include access to:
  - an appropriate workplace where assessment can take place
  - relevant organisation policy, protocols and procedures
  - resources normally used in the workplace

*Method of assessment may*

- Observation of work activities

## EVIDENCE GUIDE

*include:*

- Observation of simulation and/or role play
- Written tasks
- relevant formal and informal education/training courses
- Case studies and scenarios
- Interviews/Questioning
- Role plays

*Related units:*

This unit of competency should be assessed after or in conjunction with related units:

- CHCDIS301A Work effectively with people with disabilities
- CHCICS402B Facilitate individualised plans

## Range Statement

### RANGE STATEMENT

The Range Statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Add any essential operating conditions that may be present with training and assessment depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts.

*Complex and/or special needs may include an older person with one or more of the following:*

- Mental health problem
- Behavioural problems
- Dual diagnosis e.g. intellectual disability/autism
- Chronic pain
- Medical issues associated with the disability
- Developmental or acquired disability
- Dysphagia
- Acquired brain injury
- Alcohol and other drug misuse/abuse problem
- Chronic health problem

## RANGE STATEMENT

*Data collection methods may include:*

- Use of industry specific assessment tools
- Use of best practice focus assessment tools
- Interviews
- Observation
- Review of previous health records
- Consultation with the older person, their advocate/s, informal carer/s and/or significant other/s

*Health records may include:*

- Assessments
- Plans of care
- Case histories
- Progress notes
- Test results
- Referral records
- Observation charts
- Medication charts

*Resources may include:*

- Financial
- Aids and equipment
- Qualified health specialists (wound consultants, continence advisors, palliative care consultants)

*Reporting may be, and include:*

- Verbal:
  - telephone
  - face-to-face
  - case conferences
- Non-verbal (written):
  - progress reports
  - case notes
  - incident reports

*Relevant personnel may include:*

- Aboriginal and Torres Strait Islander Health Worker
- Carer
- Dietician
- Diversional therapist
- Drug and alcohol worker
- Neuropsychologist and behaviour consultant for

**RANGE STATEMENT**

people with an acquired brain injury

- Occupational therapist
- Pain specialist
- Pharmacist
- Physiotherapist
- Psychiatrist
- Psychologist
- Respiratory technician
- Social worker
- Speech Pathologist
- Wound consultant

*Work collaboratively may include:*

- Liaison
- Asking and clarifying
- Seeking feedback
- Providing information and reports
- Identifying and exploring perceptions and expectations
- Negotiation

**Unit Sector(s)**

Not Applicable

# CHCCS426B Provide support and care relating to loss and grief

## Modification History

| CHC08 Version 3                                               | CHC08 Version 4                                               | Comments                                                                                                                                             |
|---------------------------------------------------------------|---------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------|
| CHCCS426A Provide support and care relating to loss and grief | CHCCS426B Provide support and care relating to loss and grief | ISC upgrade changes to remove references to old OHS legislation and replace with references to new WHS legislation. No change to competency outcome. |

## Unit Descriptor

### Descriptor

This unit describes the knowledge and skills required to provide support for individuals who are experiencing loss, grief and bereavement

## Application of the Unit

### Application

This unit of competency may be applied in a range of community services contexts involving supporting individuals dealing with loss, grief and bereavement

## Licensing/Regulatory Information

Not Applicable

## Pre-Requisites

Not Applicable

## Employability Skills Information

### Employability Skills

This unit contains Employability Skills



## Elements and Performance Criteria Pre-Content

Elements define the essential outcomes of a unit of competency.

The Performance Criteria specify the level of performance required to demonstrate achievement of the Element. Terms in *italics* are elaborated in the Range Statement.

## Elements and Performance Criteria

### ELEMENT

### PERFORMANCE CRITERIA

- |                                                                            |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
|----------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>1. Identify effects and impact of <i>loss and features of grief</i></p> | <p>1.1 Clarify the impact of specific loss(es) and common features of grief and trauma and their interplay at the individual, family and community level</p> <p>1.2 Recognise common but also distinctive <i>expressions of grief</i> and complex grief</p> <p>1.3 Take into account distinctive <i>social, cultural, ethnic and spiritual differences</i> in loss and grief</p> <p>1.4 Recognise the elevated risk of developing negative impacts on health and well being after a loss</p> <p>1.5 Recognise and understand disenfranchised grief</p> <p>1.6 Identify and demonstrate understanding and respect for specific approaches and responses of individuals, families and communities to grief</p> <p>1.7 Demonstrate understanding of <i>integration of loss</i></p> |
| <p>2. Engage empathically with people who are living with loss</p>         | <p>2.1 <i>Interact with individuals with empathy, sensitivity, professionalism and courtesy</i></p> <p>2.2 Identify and respect social, cultural, ethnic and spiritual differences which may affect grief and bereavement responses</p> <p>2.3 Apply, within culturally appropriate boundaries <i>verbal and non-verbal approaches</i> to dealing with and responding to grieving individuals</p> <p>2.4 Apply, within culturally appropriate boundaries <i>empathic listening skills</i></p>                                                                                                                                                                                                                                                                                   |
| <p>3. Provide support for</p>                                              | <p>3.1 Recognise common reactions to loss and the</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |

**ELEMENT****PERFORMANCE CRITERIA**

individuals who are grieving and identify potential for healing and growth

range of grief responses

3.2 Recognise common reactions to trauma and the range of responses

3.3 Identify individuals experiencing *difficulty in coping with grief and trauma* and link them with options for further help as needed

3.4 Demonstrate understanding of the role of complex grief reactions

3.5 Identify and assess an individual's suicide risk and where necessary refer to appropriate services

3.6 Use, within culturally appropriate boundaries communication techniques to respond to each individual's needs in relation to their grief and bereavement

3.7 Identify, suggest or use strategies for formal and informal *grief and bereavement support*

3.8 Maintain confidentiality in line with organisation practices

4. Identify, inform and refer to appropriate grief and bereavement care services and resources

4.1 Identify grief and bereavement care services available in the community

4.2 Identify *referral procedures* in accordance with organisation policies and procedures

4.3 Identify and make accessible *general grief and bereavement care information resources*

4.4 Fully inform individual about grief and bereavement care service options

4.5 Obtain feedback from individual to determine whether options are clearly understood

5. Identify and recognise *risks associated with grief and bereavement support*

5.1 Identify and recognise a range of risks associated with grief and bereavement support

5.2 Develop and implement appropriate *strategies to minimise risks associated with grief and bereavement support*

6. Access appropriate

6.1 Identify the *need to access appropriate*

| ELEMENT                                                       | PERFORMANCE CRITERIA                                                                                                                                                         |
|---------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| supervision and debriefing                                    | <i>supervision</i><br>6.2 Identify the <i>need to access appropriate debriefing</i><br>6.3 Develop and implement appropriate strategies to access supervision and debriefing |
| 7. Review and evaluate grief and bereavement support provided | 7.1 Reflect on outcomes during and after support is provided<br>7.2 Identify where further support is required<br>7.3 Review practices for continuous improvement            |

## Required Skills and Knowledge

### REQUIRED SKILLS AND KNOWLEDGE

This describes the essential skills and knowledge and their level required for this unit.

#### *Essential knowledge:*

The candidate must be able to demonstrate essential knowledge required to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

These include knowledge of:

- Potential impact of specific loss(es) and common features of grief and bereavement at the individual, family and community level
- Potential impact of specific loss(es) and common features of trauma at the individual, family and community level
- Potential impact of specific loss(es) and common features of complex grief at the individual, family and community level
- Reactions to loss and associated expressions of grief and bereavement
- Awareness of how loss, grief and bereavement can impact on social and emotional health and well being
- Integration of loss
- Distinctive social, cultural, ethnic and spiritual differences in loss, grief and bereavement
- Awareness of the context and circumstances prior to loss and their impact on grief and bereavement

## REQUIRED SKILLS AND KNOWLEDGE

- Awareness of the broad spectrum of loss
- Strategies for formal and informal grief and bereavement support
- Available grief and bereavement care services and information resources
- Understanding of a 'stress vulnerability model'

### *Essential skills:*

It is critical that the candidate demonstrate the ability to:

- Recognise expressions of loss, grief, trauma and bereavement
- Respond appropriately to a range of approaches and responses to loss, grief and trauma
- Engage with individuals experiencing loss, grief trauma and bereavement with empathy, sensitivity, professionalism and courtesy
- Refer individuals who show some signs of mental illness to appropriate services

In addition, the candidate must be able to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

These include the ability to:

- Apply verbal and non-verbal approaches to dealing with and responding to grieving individuals
- Use effective communication skills, including:
  - empathic listening skills
  - use appropriate communication techniques to respond to individual needs
  - provide information clearly and sensitively
  - obtain feedback to confirm understanding
- Maintain documentation as required, including effective use of relevant information technology in line with work health and safety (WHS) guidelines

## Evidence Guide

### EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment Guidelines for this Training Package.

## EVIDENCE GUIDE

*Critical aspects for assessment and evidence required to demonstrate this unit of competency:*

- The individual being assessed must provide evidence of specified essential knowledge as well as skills
- This unit is best assessed in the workplace or in a simulated workplace under the normal range of conditions
- Assessment should be gathered on one or more occasions but must reflect the normal range of client situations encountered in the workplace

*Access and equity considerations:*

- All workers in community services should be aware of access, equity and human rights issues in relation to their own area of work
- All workers should develop their ability to work in a culturally diverse environment
- In recognition of particular issues facing Aboriginal and Torres Strait Islander communities, workers should be aware of cultural, historical and current issues impacting on Aboriginal and Torres Strait Islander people
- Assessors and trainers must take into account relevant access and equity issues, in particular relating to factors impacting on Aboriginal and/or Torres Strait Islander clients and communities

*Context of and specific resources for assessment:*

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

*Method of assessment:*

- Consistent performance and development would be expected to be demonstrated involving a combination of oral and written media while also featuring simulated and actual practice
- Examples might include:
  - group exercises
  - written (e.g. journal) and verbal responses to questioning
  - simulated exercises

## Range Statement

### RANGE STATEMENT

The Range Statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Add any essential operating conditions that may be present with training and assessment depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts.

*Loss may include:*

- Primary losses
- Secondary losses:
  - losses of the internal world, such as loss of cognitive or sensory capacity
  - interaction losses
  - losses of the external world, such as material or personal losses
- Cumulative losses

*Features of grief may include:*

- Sadness
- Longing
- Somatic complaints
- Integration

*Expressions of grief may include:*

- Anger
- Anxiety
- Change in worldview
- Chronic sorrow
- Confusion
- Depression
- Despair
- Drop in self-esteem
- Fear of going mad
- Feeling unable to cope
- Guilt and remorse
- Helplessness
- Hopelessness
- Loneliness
- Questioning of values and beliefs

## RANGE STATEMENT

|                                                                                                       |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |
|-------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                                                                                                       | <ul style="list-style-type: none"><li>• Relief</li><li>• Shock and disbelief</li><li>• Suicidal ideation</li></ul>                                                                                                                                                                                                                                                                                                                                                                                                                 |
| <i>Social, cultural, ethnic and spiritual differences in loss, grief and bereavement may include:</i> | <ul style="list-style-type: none"><li>• Reactions to loss</li><li>• Individual expressions of grief and bereavement</li><li>• Cultural expressions of grief and bereavement</li><li>• Spiritual and religious beliefs relating to loss, grief and bereavement</li><li>• Coping strategies</li></ul>                                                                                                                                                                                                                                |
| <i>The context and circumstances prior to loss may include:</i>                                       | <ul style="list-style-type: none"><li>• Socioeconomic circumstances</li><li>• Presence of mental illness in the deceased</li><li>• Age of deceased</li><li>• Family relationships</li></ul>                                                                                                                                                                                                                                                                                                                                        |
| <i>Integration of loss may include:</i>                                                               | <ul style="list-style-type: none"><li>• Dual process</li><li>• Meaning reconstruction</li><li>• Continuing bonds</li><li>• Disenfranchised grief</li><li>• Grieving styles</li></ul>                                                                                                                                                                                                                                                                                                                                               |
| <i>Interact with individuals with empathy, sensitivity, professionalism and courtesy may include:</i> | <ul style="list-style-type: none"><li>• Empathic listening</li><li>• Identifying and affirming the grieving person's strengths and opportunities</li><li>• Helping manage overwhelming feelings to facilitate coping</li><li>• Using questions and concreteness to focus on identifying immediate needs and concerns</li><li>• Facilitating informed choices by the grieving person</li><li>• Unconditional positive regard for the grieving person</li><li>• Non-judgemental approach</li><li>• Genuineness of response</li></ul> |
| <i>Appropriate verbal and non-verbal approaches may include:</i>                                      | <ul style="list-style-type: none"><li>• Verbal approaches that support empathy, sensitivity, professionalism and courtesy</li><li>• Facial expressions, gestures, eye contact and personal</li></ul>                                                                                                                                                                                                                                                                                                                               |

## RANGE STATEMENT

|                                                                                                      |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |
|------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <i>Empathic listening skills may include:</i>                                                        | <p>space that support empathy, sensitivity, professionalism and courtesy</p> <ul style="list-style-type: none"><li>• Appropriate brief encouragers which help the grieving person relate their story and concerns</li><li>• Reflection of feelings /thoughts, behaviours and experience (content)</li><li>• Hearing the grieving person's concerns</li><li>• Paraphrasing (reflection of content)</li><li>• Using open and closed questions to expand or clarify understanding</li><li>• Understanding the grieving person's context</li><li>• Recognising when higher levels of care may be indicated</li><li>• Balancing the frequency of questions</li><li>• Summarising and closure</li><li>• Application of listening skills within culturally-appropriate boundaries</li></ul> |
| <i>Difficulty in coping with grief and trauma may include:</i>                                       | <ul style="list-style-type: none"><li>• Symptoms of separation distress</li><li>• Symptoms of traumatic distress/stress</li><li>• Complex grieving</li><li>• Suicidal ideation</li></ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |
| <i>Grief and bereavement support strategies and grief and bereavement care services may include:</i> | <ul style="list-style-type: none"><li>• Aboriginal health services</li><li>• Coronial services</li><li>• Emergency services</li><li>• Empathic listening</li><li>• General practitioners</li><li>• Group grief counselling</li><li>• Health services</li><li>• Individual grief counselling</li><li>• Palliative care services and teams</li><li>• Practical support</li><li>• Psychological services</li><li>• Spiritual and faith care services</li><li>• Support group</li><li>• Telephone counselling services</li></ul>                                                                                                                                                                                                                                                         |



## RANGE STATEMENT

- Referral procedures may include:*
- Referral information
  - Referral databases
  - Referral protocols
- Grief and bereavement care information resources may include:*
- Internet resources
  - Fact sheets
  - Information packs
- Risks associated with grief and bereavement support may include:*
- Compassion fatigue
  - Vicarious traumatisation
  - Burnout
  - Lack of adequate supervision
  - Lack of access to external expertise
- Strategies to minimise risks associated with grief and bereavement support may include:*
- Self care
  - Supervision
  - Debriefing
  - Back up support
  - External networks and expertise
- The need to access to appropriate supervision and/or debriefing may include:*
- Duty of care to clients
  - Self care

## Unit Sector(s)

Not Applicable

# CHCAC319A Provide support to people living with dementia

## Modification History

| CHC08 Version 4.1                                        | CHC08 Version 4.2                                        | Comments                                                                                        |
|----------------------------------------------------------|----------------------------------------------------------|-------------------------------------------------------------------------------------------------|
| CHCAC319A Provide support to people living with dementia | CHCAC319A Provide support to people living with dementia | Correction of errors and minor changes to improve readability. No change to competency outcome. |

## Unit Descriptor

### Descriptor

This unit describes the knowledge and skills required to provide support to clients with dementia in a variety of settings including family homes, community day settings and residential care

## Application of the Unit

### Application

This unit applies to workers in a range of aged and community services contexts working with people with dementia

## Licensing/Regulatory Information

Not Applicable

## Pre-Requisites

Not Applicable

## Employability Skills Information

### Employability Skills

This unit contains Employability Skills

## Elements and Performance Criteria Pre-Content

Elements define the essential outcomes of a unit of competency.

The Performance Criteria specify the level of performance required to demonstrate achievement of the Element. Terms in *italics* are elaborated in the Range Statement.

## Elements and Performance Criteria

### ELEMENT

### PERFORMANCE CRITERIA

1. Provide support to those affected by dementia

- 1.1 Work with a basic *understanding of dementia*
- 1.2 Support individual needs of people with dementia using a person-centred approach to care and address individual needs for a stable familiar environment
- 1.3 Work with awareness of the impact of physical, social and emotional aspects of the environment on the person with dementia
- 1.4 Work with awareness of the *impacts that dementia may have on family, carers and significant others*
- 1.5 Recognise witnessed signs consistent with financial, physical or emotional abuse or neglect of the client and report to an appropriate person

2. Use communication strategies which take account of the progressive and variable nature of dementia

- 2.1 Use a range of communication strategies to maximise engagement of the person with dementia such as eye contact, gentle touch (where appropriate), short simple statements
- 2.2 Gain cooperation and provide reassurance as appropriate to individual clients by using reality orientation including:
  - reminders of the day, the time, relationships, occasions
  - reassuring words, phrases and body language
- 2.3 Use a range of validation strategies to relieve distress and agitation in clients such as:
  - Empathy

**ELEMENT****PERFORMANCE CRITERIA**

- Acceptance of the person's reality
- Acknowledgment
- Allowing expressions of distress
- Providing verbal and/or physical reassurance
- Use reminiscences frequently to connect with clients

3. Provide appropriate *activities* to maintain dignity, skills and health of client at optimum level

- 3.1 Provide *activities* which aim to maintain independence, using familiar routines and existing skills
- 3.2 Provide activities that are appropriate to the individual, reflecting their cultural likes and dislikes, in order to bring back pleasurable memories
- 3.3 Ensure all activities provided focus on *ensuring the safety and comfort* of the client balanced with autonomy and risk taking
- 3.4 Use purposeful and meaningful activity to enhance self-esteem and pleasure in life, to minimise boredom and to distract from or eliminate behavioural and psychological symptoms of dementia
- 3.5 Use family carers and *significant others* as a resource, where appropriate, to assist in developing appropriate activities by accessing information about client reminiscences and routines
- 3.6 Provide support and guidance to family carers and significant others where appropriate to assist them to understand the disease, its impact on the person and some approaches to providing care

4. Implement strategies which minimise the impact of behaviours of concern

- 4.1 Identify *behaviours of concern*
- 4.2 Identify potential triggers for behaviours of concern for specific individuals
- 4.3 Contribute to team discussion on care planning and care plan review to minimise behaviours
- 4.4 Implement strategies to minimise the likelihood of and reduce the impact of behaviours on the person and others
- 4.5 Regularly review strategies that are implemented to ensure maximum effectiveness and reflect changes in

**ELEMENT****PERFORMANCE CRITERIA**

the care plan

- |                                   |                                                                               |
|-----------------------------------|-------------------------------------------------------------------------------|
| 5. Implement self care strategies | 5.1 Monitor own stress level in relation to working with people with dementia |
|                                   | 5.2 Use appropriate self care strategies and seek support if required         |

## Required Skills and Knowledge

### REQUIRED SKILLS AND KNOWLEDGE

This describes the essential skills and knowledge and their level required for this unit.

#### *Essential knowledge:*

The candidate must be able to demonstrate essential knowledge required to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

These include foundation knowledge of:

- Dementia as a progressive neurological condition
- Common indicators and symptoms of dementia
- Progression of dementia and potential impact on the person with dementia, their family and significant others
- Relationship between brain changes and behaviour in people with dementia
- Specific impacts of dementia related to cultural, personal and historical background
- Indications of neglect or abuse
- Current research on dementia
- Principles of person-centred approach to care
- Support services available
- Plan of care for the clients
- Organisation protocols and policies related to own area of work
- The importance of the physical, social and emotional environment for people with dementia

## REQUIRED SKILLS AND KNOWLEDGE

- Importance of relevant activities and communication when working with people with dementia
- Limitations and legal ramifications of physical, chemical and psychological restraint
- The range of appropriate strategies to be implemented when working with people with dementia
- The social model of disability
- The impact of social devaluation on an individual's quality of life
- Competency and image enhancement as a means of addressing devaluation

### *Essential skills:*

It is critical that the candidate demonstrate the ability to:

- Communicate effectively with clients with dementia
- Utilise creative, least restrictive approaches to behaviours of clients with dementia

In addition, the candidate must be able to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

These include the ability to:

- Demonstrate a broad range of communication approaches e.g. reminiscences
- Establish and maintain a relationship that takes into account client and family individual differences (e.g. cognitive abilities, cultural background, language skills)
- Apply verbal communication skills (language skills) and non-verbal communication skills (e.g. touch, smiling, gestures) necessary to develop a trusting relationship with a person who has dementia and their family
- Use communication techniques to enhance communication and facilitate client's interaction within their environment
- Adapt activities to meet individual needs
- Provide opportunities for enjoyment
- Demonstrate cultural sensitivity
- Undertake observation and analysis of client needs
- Respond appropriately to indications of neglect or abuse
- Facilitate self-monitoring and self care
- Facilitate cooperative behaviour

# Evidence Guide

## EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment Guidelines for this Training Package.

*Critical aspects for assessment and evidence required to demonstrate this unit of competency:*

- The individual being assessed must provide evidence of specified essential knowledge as well as skills
- This unit is most appropriately assessed in the workplace under the normal range of workplace conditions but partial assessment could be undertaken under simulated conditions
- Assessment may include observations, questioning and evidence gathered from the workplace on more than one occasion
- Where, for reasons of safety, space, or access to equipment and resources, assessment takes place away from the workplace, the assessment environment should represent workplace conditions as closely as possible

*Access and equity considerations:*

- All workers in community services should be aware of access, equity and human rights issues in relation to their own area of work
- All workers should develop their ability to work in a culturally diverse environment
- In recognition of particular issues facing Aboriginal and Torres Strait Islander communities, workers should be aware of cultural, historical and current issues impacting on Aboriginal and Torres Strait Islander people
- Assessors and trainers must take into account relevant access and equity issues, in particular relating to factors impacting on Aboriginal and/or Torres Strait Islander clients and communities

*Context of and specific resources for assessment:*

- This unit can be assessed independently, however holistic assessment practice with other community services units of competency is encouraged
- Resources required for assessment include:

## EVIDENCE GUIDE

- access to appropriate workplace where assessment can take place

### *Method of assessment:*

- In cases where the learner does not have the opportunity to cover all relevant aspects in the work environment, the remainder should be assessed through realistic simulations, projects, previous relevant experience or oral questioning on 'What if?' scenarios
- Assessment of this unit of competence will usually include observation of processes and procedures, oral and/or written questioning on Essential knowledge and skills and consideration of required attitudes
- Where performance is not directly observed and/or is required to be demonstrated over a 'period of time' and/or in a 'number of locations', any evidence should be authenticated by colleagues, supervisors, clients or other appropriate persons

## Range Statement

### RANGE STATEMENT

The Range Statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Add any essential operating conditions that may be present with training and assessment depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts.

### *Understanding of dementia may include:*

- Knowledge of different manifestations of dementia, including:
  - Alzheimer's disease
  - Huntington's disease
  - Pick's disease
  - Vascular dementia



## RANGE STATEMENT

- Basic understanding of pathological features, including:
  - Amyloid plaques
  - Neurofibrillary tangles
  - Loss of connection between cells and cell death
  
- Impacts that dementia may have on family carers and significant others may include:*
  - Depression
  - Loss and grieving
  - Anger
  - Despair
  - Social embarrassment a family member might feel
  - Isolation
  - Financial burden on the family
  
- Impacts of dementia on the wider community may include:*
  - Inappropriate behaviour
  - Anxiety
  - Dependence on others
  - Disorientation
  
- Significant others may include:*
  - Spouse
  - Family
  - Friends
  
- Strategies to respond to behaviours of concern include:*
  - Distraction
  - Current events
  - Reminiscences
  - Music, dancing
  - Walking
  - Talking reassuringly about familiar and favourite topics
  - Behaviour modification (if appropriate)
  - Addressing physical triggers to behaviour including pain
  - Alternative therapies
  
- Activities include:*
  - Daily living activities such as:
    - maintaining personal safety

## RANGE STATEMENT

- communication (speech, writing, non-verbal communication)
- eating and drinking
- mobilising and transferring (moving from place to place and position to position)
- attending to personal hygiene (bathing, laundering personal linen)
- dressing and undressing
- attending own spiritual needs
- grooming
- expressing sexuality

### *Instrumental activities such as:*

- Accessing financial resources and allowances
- Paying bills and regular outgoings
- Shopping
- Preparing meals
- Climbing stairs
- Maintaining household (cleaning, laundry, décor, repairs)
- Travelling by private and public transport
- Interacting with others and socialising
- Accessing leisure, recreational and sporting activities
- Recreational and sporting activities
- Craft and creative activities
- Socialising
- Reminiscing activities
- Spiritual activities

### *Ensuring the safety and comfort of client while addressing the risks associated with:*

- Ability to find their own way
- Ability to negotiate traffic
- Wandering or other behaviours relating to agitation
- Behaviours relating to psychotic experiences or mood disorders
- Ability to safely prepare, cook and store food and drink
- Ability to control temperature of water
- Ability to use home appliances
- Ability to maintain personal and home security
- Ability to manage own finances

**RANGE STATEMENT**

- Ability to recognise dangers in their environment
- Ability to recognise the safety of others

*Environmental strategies may include:*

- Orientation to day, date, time of day, place, person, carer, family relationships, weather
- Adequate lighting to decrease risk of misinterpreting their environment
- Manipulate stimuli such as activity, noise, music, lighting, decor
- Provision of space (to pace, wander)
- Provision of individual's own belongings such as photos, books, clothes
- Security
- Safe storage of toxic chemicals

*Behaviours of concern:*

Refer to:

- Changed behaviour or BPSD (Behavioural and Psychological Symptoms of Dementia)

And may include but are not limited to:

- Physical aggression
- Social withdrawal
- Verbal disruption
- Repetitive actions or questions
- Resistance to personal care
- Sexually inappropriate behaviour
- Refusal to accept services
- Problems associated with eating
- Socially inappropriate behaviour
- Wandering or intrusiveness
- Sleep disturbances

**Unit Sector(s)**

Not Applicable

## TAEDEL301A Provide work skill instruction

### Modification History

Not applicable.

### Unit Descriptor

|                        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |
|------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Unit descriptor</b> | This unit describes the performance outcomes, skills and knowledge required to conduct individual and group instruction and demonstrate work skills, using existing learning resources in a safe and comfortable learning environment. The unit covers the skills and knowledge required to determine the success of both the training provided and one's own personal training performance. It emphasises the training as being driven by the work process and context. |
|------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

### Application of the Unit

|                                |                                                                                                                                                                           |
|--------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Application of the unit</b> | This unit supports a wide range of applications across any workplace setting and so can be used by any organisation. Its use is not restricted to training organisations. |
|--------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

### Licensing/Regulatory Information

Not applicable.

### Pre-Requisites

|                           |  |  |
|---------------------------|--|--|
| <b>Prerequisite units</b> |  |  |
|                           |  |  |
|                           |  |  |

## Employability Skills Information

|                      |                                          |
|----------------------|------------------------------------------|
| Employability skills | This unit contains employability skills. |
|----------------------|------------------------------------------|

## Elements and Performance Criteria Pre-Content

|                                                                   |                                                                                                                                                                                                                                                                                                                  |
|-------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Elements describe the essential outcomes of a unit of competency. | Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide. |
|-------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

## Elements and Performance Criteria

| ELEMENT                                   | PERFORMANCE CRITERIA                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |
|-------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1. Organise instruction and demonstration | 1.1. Gather information about <b><i>learner characteristics</i></b> and learning needs<br>1.2. Confirm a <b><i>safe learning environment</i></b><br>1.3. Gather and check <b><i>instruction and demonstration objectives</i></b> and seek assistance if required<br>1.4. Access and review relevant <b><i>learning resources</i></b> and <b><i>learning materials</i></b> for suitability and relevance, and seek assistance to interpret the contextual application<br>1.5. Organise access to necessary equipment or physical resources required for instruction and demonstration<br>1.6. Notify learners of <b><i>details</i></b> regarding the implementation of the learning program and/or delivery plan |
| 2. Conduct instruction and demonstration  | 2.1. Use interpersonal skills with learners to establish a safe and comfortable learning environment<br>2.2. Follow the learning program and/or delivery plan to cover all learning objectives<br>2.3. Brief learners on any <b><i>OHS procedures</i></b> and requirements prior to and during training<br>2.4. Use <b><i>delivery techniques</i></b> to structure, pace and enhance learning<br>2.5. Apply <b><i>coaching</i></b> techniques to assist learning<br>2.6. Use communication skills to provide information,                                                                                                                                                                                       |

| ELEMENT                                                            | PERFORMANCE CRITERIA                                                                                                                                                                                                                                                                                                  |
|--------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                                                                    | <p>instruct learners and demonstrate relevant work skills</p> <p>2.7. Provide opportunities for practice during instruction and through work activities</p> <p>2.8. Provide and discuss feedback on learner performance to support learning</p>                                                                       |
| 3. Check training performance                                      | <p>3.1. Use <b>measures</b> to ensure learners are acquiring and can use new technical and generic skills and knowledge</p> <p>3.2. Monitor learner progress and outcomes in consultation with learner</p> <p>3.3. Review relationship between the trainer/coach and the learner and adjust to suit learner needs</p> |
| 4. Review personal training performance and finalise documentation | <p>4.1. Reflect upon personal performance in providing instruction and demonstration, and document strategies for improvement</p> <p>4.2. Maintain, store and secure learner records according to organisational and legal requirements</p>                                                                           |

## Required Skills and Knowledge

### REQUIRED SKILLS AND KNOWLEDGE

This section describes the skills and knowledge required for this unit.

#### Required skills

- verbal and non-verbal communication techniques, such as:
  - asking relevant and appropriate questions
  - providing explanations
  - demonstrating
  - using listening skills
  - providing information clearly
- safety skills to implement OHS requirements, by acting and responding safely in order to:
  - identify hazards
  - conduct prestart-up checks if required
  - observe and interpret learner behaviour that may put people at risk
- time-management, skills to:

**REQUIRED SKILLS AND KNOWLEDGE**

- ensure all learning objectives are covered
- pace learning
- reflection skills in order to:
  - identify areas for improvement
  - maintain personal skill development
- literacy skills to:
  - complete and maintain documentation
  - read and follow learning programs and plans
  - read and analyse learner information
- technology skills to operate audio-visual and technical equipment
- interpersonal skills to:
  - engage, motivate and connect with learners
  - provide constructive feedback
  - maintain appropriate relationships
  - establish trust
  - use appropriate body language
  - maintain humour
  - demonstrate tolerance
  - manage a group
  - recognise and be sensitive to individual difference and diversity
- observation skills to:
  - monitor learner acquisition of new skills, knowledge and competency requirements
  - assess learner communication and skills in interacting with others
  - identify learner concerns
  - recognise learner readiness to take on new skills and tasks

**Required knowledge**

- learner characteristics and needs
- content and requirements of the relevant learning program and/or delivery plan
- sources and availability of relevant learning resources and learning materials
- content of learning resources and learning materials
- training techniques that enhance learning and when to use them
- introductory knowledge of learning principles and learning styles
- key OHS issues in the learning environment, including:
  - roles and responsibilities of key personnel
  - responsibilities of learners
  - relevant policies and procedures, including hazard identification, risk assessment, reporting requirements, safe use of equipment and emergency

**REQUIRED SKILLS AND KNOWLEDGE**

- procedures
- risk controls for the specific learning environment

**Evidence Guide****EVIDENCE GUIDE**

The Evidence Guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

**Overview of assessment**

Assessment must address the scope of this unit and reflect all components of the unit. A range of appropriate assessment methods and evidence-gathering techniques must be used to determine competency. A judgement of competency should only be made when the assessor is confident that the required outcomes of the unit have been achieved and that consistent performance has been demonstrated.

**Critical aspects for assessment and evidence required to demonstrate competency in this unit**

Evidence of the ability to:

- carry out a minimum of three training sessions, involving demonstrating and instructing particular work skills for different groups; with each session addressing:
  - different learning objectives
  - a range of techniques and effective communication skills appropriate to the audience.

**Context of and specific resources for assessment**

Evidence must be gathered in the workplace wherever possible. Where no workplace is available, a simulated workplace must be provided.

**Method of assessment****Guidance information for assessment**

For further information about assessment of this and other TAE units, refer to relevant implementation guidance published on the IBSA website ([www.ibsa.org.au](http://www.ibsa.org.au)).

**Range Statement****RANGE STATEMENT**



**RANGE STATEMENT**

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

|                                                                     |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |
|---------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b><i>Learner characteristics</i></b> may include:                  | <ul style="list-style-type: none"> <li>• language, literacy and numeracy levels</li> <li>• learning styles</li> <li>• past learning and work experiences</li> <li>• specific needs</li> <li>• workplace culture.</li> </ul>                                                                                                                                                                                                                                                                                  |
| <b><i>Safe learning environment</i></b> may include:                | <ul style="list-style-type: none"> <li>• exit requirements</li> <li>• personal protective equipment</li> <li>• safe access</li> <li>• safe use of equipment.</li> </ul>                                                                                                                                                                                                                                                                                                                                      |
| <b><i>Instruction and demonstration objectives</i></b> may include: | <ul style="list-style-type: none"> <li>• competencies to be achieved</li> <li>• generic and technical skills, which may be:               <ul style="list-style-type: none"> <li>• provided by the organisation</li> <li>• developed by a colleague</li> <li>• individual or group objectives</li> <li>• learning outcomes.</li> </ul> </li> </ul>                                                                                                                                                           |
| <b><i>Learning resources</i></b> may include:                       | <ul style="list-style-type: none"> <li>• any material used to support learning, such as:               <ul style="list-style-type: none"> <li>• learner and user guides</li> <li>• trainer and facilitator guides</li> <li>• example training programs</li> <li>• specific case studies</li> <li>• professional development materials</li> <li>• assessment materials</li> </ul> </li> <li>• a variety of formats</li> <li>• those produced locally</li> <li>• those acquired from other sources.</li> </ul> |
| <b><i>Learning materials</i></b> may include:                       | <ul style="list-style-type: none"> <li>• handouts for learners</li> <li>• materials sourced from the workplace, e.g. workplace documentation, operating procedures, and specifications.</li> </ul>                                                                                                                                                                                                                                                                                                           |
| <b><i>Details</i></b> may include:                                  | <ul style="list-style-type: none"> <li>• location and time</li> <li>• outcomes of instruction or demonstration</li> <li>• reason for instruction or demonstration</li> <li>• who will be attending instruction session.</li> </ul>                                                                                                                                                                                                                                                                           |

| <b>RANGE STATEMENT</b>                         |                                                                                                                                                                                                                                                                                                                            |
|------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b><i>OHS procedures</i></b> may include:      | <ul style="list-style-type: none"> <li>• emergency procedures</li> <li>• hazards and their means of control</li> <li>• incident reporting</li> <li>• use of personal protective equipment</li> <li>• safe work practices</li> <li>• safety briefings</li> <li>• site-specific safety rules.</li> </ul>                     |
| <b><i>Delivery techniques</i></b> may include: | <ul style="list-style-type: none"> <li>• coaching</li> <li>• demonstration</li> <li>• explanation</li> <li>• group or pair work</li> <li>• providing opportunities to practise skills and solve problems</li> <li>• questions and answers.</li> </ul>                                                                      |
| <b><i>Coaching</i></b> may include:            | <ul style="list-style-type: none"> <li>• learning arrangements requiring immediate interaction and feedback</li> <li>• on-the-job instruction and 'buddy' systems</li> <li>• relationships targeting enhanced performance</li> <li>• short-term learning arrangements</li> <li>• working on a one-to-one basis.</li> </ul> |
| <b><i>Measures</i></b> may include:            | <ul style="list-style-type: none"> <li>• informal review or discussion</li> <li>• learner survey</li> <li>• on-the-job observation</li> <li>• review of peer coaching arrangements.</li> </ul>                                                                                                                             |

## Unit Sector(s)

|                    |                           |
|--------------------|---------------------------|
| <b>Unit sector</b> | Delivery and facilitation |
|--------------------|---------------------------|

## Competency field

|                         |  |
|-------------------------|--|
| <b>Competency field</b> |  |
|-------------------------|--|

Co-requisite units

|                    |  |  |
|--------------------|--|--|
| Co-requisite units |  |  |
|                    |  |  |
|                    |  |  |

## PSPPM402B Manage simple projects

### Modification History

| Release | TP Version | Comments                                |
|---------|------------|-----------------------------------------|
| 3       | PSP12V1    | Unit descriptor edited.                 |
| 2       | PSP04V4.2. | Layout adjusted. No changes to content. |
| 1       | PSP04V4.1  | Primary release.                        |

### Unit Descriptor

This unit covers management of generally low risk projects that may be small scale and managed by one person or a person with a small team. It includes implementing project start-up activities, coordinating project implementation, monitoring the project and arranging follow-up activities. Contract management requirements are not included as this aspect is addressed by units of competency within the Competency field of *Procurement and Contract Management*.

In practice, managing simple projects overlaps with other generalist and specialist work activities such as applying government processes, using resources, gathering information, managing contracts etc.

This unit, and unit *PSPPM405A Administer simple projects*, are mutually exclusive. One or the other, but not both, may contribute to a qualification.

No licensing, legislative, regulatory or certification requirements apply to this unit at the time of publication

### Application of the Unit

Not applicable.

### Licensing/Regulatory Information

Not applicable.

## Pre-Requisites

Not applicable.

## Employability Skills Information

This unit contains employability skills.

## Elements and Performance Criteria Pre-Content

Elements are the essential outcomes of the unit of competency. Together, performance criteria specify the requirements for competent performance. Text in ***bold italics*** is explained in the Range Statement following.

## Elements and Performance Criteria

| ELEMENT                                     | PERFORMANCE CRITERIA                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |
|---------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1. <b>Implement start-up activities</b>     | <p>1.1 The <b><i>project plan</i></b> is updated with confirmed information for key dates and activities, resources and project governance details in accordance with the project implementation strategy.</p> <p>1.2 Project <b><i>stakeholders'</i></b> understanding of and agreement to fulfil the project requirements and their roles and responsibilities are confirmed.</p> <p>1.3 <b><i>Required systems</i></b> are established and maintained throughout the project in accordance with the project plan.</p> <p>1.4 A working knowledge of <b><i>project management tools</i></b> is used to facilitate integration of project activities and achievement of project outcomes.</p>                   |
| 2. <b>Coordinate project implementation</b> | <p>2.1 <b><i>Integration</i></b> and <b><i>management</i></b> of project activities are handled in accordance with the project plan.</p> <p>2.2 Stakeholder input and expectations are managed and their commitment is maintained throughout the life of the project in accordance with organisational policy and procedures and the project plan.</p> <p>2.3 Disagreements and disputes are resolved or referred to a higher authority in accordance with organisational policy and procedures.</p> <p>2.4 Project <b><i>change proposals</i></b> are received and changes are recommended/made in accordance with the project plan, and documented in accordance with <b><i>policy and procedures</i></b>.</p> |
| 3. <b>Monitor project</b>                   | <p>3.1 All aspects of the project are continually monitored and</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |

**ELEMENT****PERFORMANCE CRITERIA**

corrective action is taken as necessary to maintain progress in accordance with the project plan.

3.2 Consultation and reporting mechanisms are applied in accordance with the communication plan when dealing with management, staff and/or contractors, steering committee members or other stakeholders.

3.3 Project governance plans and any related contracts are monitored, reviewed and amended as appropriate, and results are reported in accordance with the communication plan.

3.4 Project progress is monitored against agreed milestones in accordance with the project plan to provide a measure of performance throughout the life of the contract.

3.5 Programmed review of objectives and achievement is implemented in accordance with the project plan.

**4. Arrange project follow-up activities**

4.1 Project deliverables are analysed against *specifications*, performance standards and project objectives, under broad guidance, and the results are reported to stakeholders.

4.2 An initial support package or product manual is produced, if required, to provide guidance for stakeholders who will be required to apply the project results.

4.3 The support package includes options for stakeholders to take account of environmental and cultural factors in applying project results.

4.4 Operational and support authorities are consulted to research any testing/trialling/building requirements resulting from the project, and evaluation of any recommendations are included in the project report.

## Required Skills and Knowledge

This section describes the essential skills and knowledge and their level, required for this unit.

### Skill requirements

Look for evidence that confirms skills in:

- leading and mentoring people to achieve project deliverables
- maintaining agreement of stakeholders and team members to timelines, roles and responsibilities
- communicating with stakeholders and team members using a range of communication styles to suit different audiences and purposes

- responding to diversity, including gender and disability
- using project management tools applicable to small scale or low risk projects
- applying ethical decision making and problem solving related to project management of small scale or low risk projects
- writing recommendations and preparing implementation support packages requiring precision of expression
- applying workplace safety procedures in line with project requirements
- accessing/preparing information electronically or in hard copy

### Knowledge requirements

Look for evidence that confirms knowledge and understanding of:

- legislation, organisational policies and procedures that may impact on project management, for example:
  - public sector codes of ethics/conduct
  - occupational health and safety and environment requirements
  - project governance requirements
  - quality standards
- risk management
- procurement guidelines
- human resources
- equal employment opportunity, equity and diversity principles
- project management tools to suit a range of small scale or low risk projects
- project management principles
- organisational and political context

## Evidence Guide

The Evidence Guide specifies the evidence required to demonstrate achievement in the unit of competency as a whole. It must be read in conjunction with the Unit descriptor, Performance Criteria, the Range Statement and the Assessment Guidelines for the Public Sector Training Package.

### Units to be assessed together

- *Pre-requisite* units that must be achieved prior to this unit: *Nil*
- *Co-requisite* units that must be assessed with this unit: *Nil*
- *Co-assessed units* that may be assessed with this unit to increase the efficiency and realism of the assessment process include, but are not limited to:
  - PSPETHC401A Uphold and support the values and principles of public service
  - PSPGOV402B Deliver and monitor service to clients

- PSPGOV403B Use resources to achieve work unit goals
- PSPGOV411A Deal with conflict
- PSPGOV412A Use advanced workplace communication strategies
- PSPGOV422A Apply government processes
- PSPLEGN401A Encourage compliance with legislation in the public sector
- PSPPROC410A Administer contracts
- PSPPM401B Design simple projects
- PSPPM403B Close simple projects
- *Excluded units that may not contribute to the same qualification as this unit:*
  - PSPPM405A Administer simple projects

### Overview of evidence requirements

In addition to integrated demonstration of the elements and their related performance criteria, look for evidence that confirms:

- the knowledge requirements of this unit
- the skill requirements of this unit
- application of the Employability Skills as they relate to this unit (see Employability Summaries in Qualifications Framework)
- simple projects managed in a range of (3 or more) contexts (or occasions, over time)

### Resources required to carry out assessment

These resources include:

- legislation, guidelines, procedures and protocols relating to project management
- workplace project documentation
- scenarios and case studies
- examples of project management tools

### Where and how to assess evidence

Valid assessment of this unit requires:

- a workplace environment or one that closely resembles normal work practice and replicates the range of conditions likely to be encountered when implementing projects, including coping with difficulties, irregularities and breakdowns in routine
- simple projects managed in a range of (3 or more) contexts (or occasions, over time)

Assessment methods should reflect workplace demands, such as literacy, and the needs of particular groups, such as:

- people with disabilities
- people from culturally and linguistically diverse



backgrounds

- Aboriginal and Torres Strait Islander people
- women
- young people
- older people
- people in rural and remote locations

Assessment methods suitable for valid and reliable assessment of this competency may include, but are not limited to, a combination of 2 or more of:

- case studies
- demonstration
- portfolios
- questioning
- scenarios
- authenticated evidence from the workplace and/or training courses

**For consistency of assessment**

Evidence must be gathered over time in a range of contexts to ensure the person can achieve the unit outcome and apply the competency in different situations or environments

## Range Statement

The Range Statement provides information about the context in which the unit of competency is carried out. The variables cater for differences between States and Territories and the Commonwealth, and between organisations and workplaces. They allow for different work requirements, work practices and knowledge. The Range Statement also provides a focus for assessment. It relates to the unit as a whole. Text in ***bold italics*** in the Performance Criteria is explained here.

***Project plan*** will include some or all of:

- acquisition strategies
- budget and financial management strategy
- contract management
- cost estimates
- evaluation criteria
- expected outcomes/measurable benefits of the project
- facilities
- inclusions and exclusions from project
- information/communication strategy
- intellectual property strategies
- milestones

- objectives
  - outputs/project deliverables and their acceptance criteria
  - people plan including human resource management and human resource development
  - performance criteria/indicators
  - project control mechanisms
  - project implementation strategy
  - project governance strategy
  - purpose
  - quality assurance
  - quality control
  - quality standards for project
  - rationale
  - required project resources
  - resource management
  - risk management
  - roles and responsibilities
  - schedule/timeline
  - task/work breakdown structure (WBS)
- Stakeholders*** may include:
- project sponsor/funding bodies
  - clients or customers (internal and external)
  - industry
  - other agencies
  - general public
  - relevant interest groups
  - unions
  - functional areas
  - the organisation's senior management
  - Ministers
  - project team
  - steering committee members
  - end user
  - supplier/service provider
- Required systems for project management*** may include:
- planning and monitoring system
  - financial management including:
    - budget allocation/funding
    - income generated
    - expenditure
  - recordkeeping for documented information such as:

- correspondence
  - quality data including survey, needs, test results
  - contracts
  - time allocated and spent on each aspect of the project
  - progress reports
  - performance reports against milestones
  - project outcomes
  - samples, prototypes, models
- Project management tools*** may include:
- risk analysis
  - organisational project governance framework
  - communications plan
  - reporting framework
  - project management software and other tools:
    - Gantt and bar charts
    - Program Evaluation and Review Technique (PERT) charts
    - Critical Path Method
    - cost schedule control system
    - logistics support analysis
    - life cycle cost analysis
    - spreadsheets
    - recording systems - electronic and manual
- Integration of project activities*** may include:
- scope
  - time
  - cost
  - quality
  - human resources
  - communications
  - risk
  - procurement
- Management*** may include:
- scope management
  - communication and reporting
  - schedule management
  - financial management
  - quality management
  - resources management
  - people management
  - logistics management
  - risk management

***Change proposals*** may include:

- contract management
- change management
- scope
- administration
- engineering, technical, technology changes
- time
- cost
- resources

***Policy and procedures*** may include:

- government legislation (Federal, State and Local) affecting organisation's administration such as:
  - public sector management acts
  - financial management and accounting legislation and regulations
  - privacy legislation
- government and organisational guidelines and procedures relating to:
  - project governance
  - resourcing
  - security
  - strategic plans
  - recruitment
  - risk management
  - procurement guidelines
  - designation approvals
  - industrial agreements

***Specifications*** may include:

- functional
- technical
- performance
- material

## **Unit Sector(s)**

Not applicable.

## **Competency field**

Project Management.

## CHCPOL301B Participate in policy development

### Modification History

Not Applicable

### Unit Descriptor

#### Descriptor

This unit describes the knowledge and skills required to participate in research and consultation processes which inform policy development

### Application of the Unit

#### Application

This unit may apply in a range of community service contexts

### Licensing/Regulatory Information

Not Applicable

### Pre-Requisites

Not Applicable

### Employability Skills Information

#### Employability Skills

This unit contains Employability Skills

### Elements and Performance Criteria Pre-Content

Elements define the essential outcomes of a unit of competency.

The Performance Criteria specify the level of performance required to demonstrate achievement of the Element. Terms in *italics* are elaborated in the Range

Statement.

## Elements and Performance Criteria

### ELEMENT

### PERFORMANCE CRITERIA

- |                                                           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
|-----------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1. Assist in the policy development of the organisation   | 1.1 Provide information to supervisor when requested, about impact of organisation policies on clients and <i>relevant others</i><br>1.2 Provide views and opinions of clients and relevant others to supervisor when requested<br>1.3 Report concerns regarding job responsibilities to supervisor<br>1.4 Relate suggestions on changes to policy to supervisor when requested                                                                                                                                                                                       |
| 2. Contribute to collection of data for research purposes | 2.1 Undertake data collection in the manner prescribed<br>2.2 Carry out <i>research and consultation with clients</i> and relevant others under guidance of supervisor<br>2.3 Follow organisation policies and procedures when conducting research and consultation<br>2.4 Complete research and consultation within established timeframes<br>2.5 Gather information in a manner that respects cultural and individual differences<br>2.6 Maintain confidentiality of information gathered<br>2.7 Provide information gathered to supervisor in the format requested |

## Required Skills and Knowledge

### REQUIRED SKILLS AND KNOWLEDGE

## REQUIRED SKILLS AND KNOWLEDGE

This describes the essential skills and knowledge and their level required for this unit.

### *Essential knowledge:*

The candidate must be able to demonstrate essential knowledge required to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

These include knowledge of:

- Organisation policies impacting on the worker's own area of responsibility
- Aspects of government policies directly related to own area of responsibility
- The limits of worker's role and competence

### *Essential skills:*

It is critical that the candidate demonstrate the ability to:

- Demonstrate participation in policy development:
  - in relation to own area of responsibility
  - employing either verbal or written means to provide information and feedback
  - as part of a team, or as required in the workplace

In addition, the candidate must be able to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

These include the ability to:

- Demonstrate application of skills in:
  - questioning and clarification, on a familiar workplace issue/topic/research policy:
  - language used may be English or a community language
  - report writing, on a familiar workplace issue/topic/research policy:
  - reports may vary in complexity from filling in a set form to writing a short report
  - literacy support available in the workplace to complete reports may vary from support and assistance from a supervisor to no support available
  - language used may be English or community language
  - Group participation

# Evidence Guide

## EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment Guidelines for this Training Package.

*Critical aspects for assessment and evidence required to demonstrate this unit of competency:*

- The individual being assessed must provide evidence of specified essential knowledge as well as skills
- This unit is most appropriately assessed in the workplace or in a simulated workplace and under the normal range of workplace conditions

*Access and equity considerations:*

- All workers in community services should be aware of access, equity and human rights issues in relation to their own area of work
- All workers should develop their ability to work in a culturally diverse environment
- In recognition of particular issues facing Aboriginal and Torres Strait Islander communities, workers should be aware of cultural, historical and current issues impacting on Aboriginal and Torres Strait Islander people
- Assessors and trainers must take into account relevant access and equity issues, in particular relating to factors impacting on Aboriginal and/or Torres Strait Islander clients and communities

*Context of and specific resources for assessment:*

- This unit can be assessed independently, however holistic assessment practice with other community services units of competency is encouraged
- Resource requirements for assessment of this unit include access to:
  - an appropriate workplace where assessment can take place, or simulation of realistic workplace setting for assessment



## EVIDENCE GUIDE

*Method of assessment:*

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

## Range Statement

### RANGE STATEMENT

The Range Statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Add any essential operating conditions that may be present with training and assessment depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts.

*Information and feedback for policy development processes may be provided:*

- Verbally
- Or written
- At formal or informal meetings

*Relevant others may be:*

- Family members
- Other services

*Consultation with clients may be:*

- In language appropriate to the client group spoken, signed, gestures
- Using oral, written or visual methods
- Using third party translator/interpreter

*Research and information may be sought on:*

- Emergencies
- Occupational health and safety
- Referrals
- Reporting
- Philosophy
- Goals, objectives, targets

**RANGE STATEMENT**

- Recording
- Accountability
- Code of conduct and ethical behaviour
- Duty of care

*Research and consultation may include:*

- Asking set questions as specified by supervisor
- Helping client or relevant others to fill in a questionnaire

**Unit Sector(s)**

Not Applicable

## BSBWOR404B Develop work priorities

### Modification History

Not applicable.

### Unit Descriptor

|                        |                                                                                                                                                                                                                                                                                                                                                                                                                                            |
|------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Unit descriptor</b> | <p>This unit describes the performance outcomes, skills and knowledge required to plan one's own work schedules, to monitor and to obtain feedback on work performance and development. It also addresses the requirement to take responsibility for one's own career planning and professional development.</p> <p>No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.</p> |
|------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

### Application of the Unit

|                                |                                                                                                                                                                                                                                                                                     |
|--------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Application of the unit</b> | <p>This unit applies to individuals who are required to design their own work schedules and work plans, and to establish priorities for their work. They will typically hold some responsibilities for the work of others and have some autonomy in relation to their own role.</p> |
|--------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

### Licensing/Regulatory Information

Not applicable.

### Pre-Requisites

|                           |  |  |
|---------------------------|--|--|
| <b>Prerequisite units</b> |  |  |
|                           |  |  |
|                           |  |  |

## Employability Skills Information

|                      |                                          |
|----------------------|------------------------------------------|
| Employability skills | This unit contains employability skills. |
|----------------------|------------------------------------------|

## Elements and Performance Criteria Pre-Content

|                                                                   |                                                                                                                                                                                                                                                                                                                  |
|-------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Elements describe the essential outcomes of a unit of competency. | Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide. |
|-------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

## Elements and Performance Criteria

| ELEMENT                                | PERFORMANCE CRITERIA                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |
|----------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1. Plan and complete own work schedule | <p>1.1. Prepare <b>Workgroup</b> plans which reflect consideration of resources, client needs and workgroup targets</p> <p>1.2. Analyse and incorporate <b>Work objectives</b> and priorities into personal schedules and responsibilities</p> <p>1.3. Identify <b>Factors affecting the achievement of work objectives</b> and establish contingencies and incorporate them into work plans</p> <p>1.4. Efficiently and effectively use <b>Business technology</b> to manage and monitor planning completion and scheduling of tasks</p> |
| 2. Monitor own work performance        | <p>2.1. Identify and analysed personal performance through self-assessment and feedback from others on the achievement of work objectives</p> <p>2.2. Seek and evaluate <b>Feedback on performance</b> from colleagues and clients in the context of individual and group requirements</p> <p>2.3. Routinely identify and report on variations in the quality of service and performance in accordance with organisational requirements</p>                                                                                               |
| 3. Coordinate                          | 3.1. Assess personal knowledge and skills against                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |

| ELEMENT                  | PERFORMANCE CRITERIA                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
|--------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| professional development | <p>organisational benchmarks to determine development needs and priorities</p> <p>3.2. Research and identify sources and plan for opportunities for improvement in consultation with colleagues</p> <p>3.3. Use <b>Feedback</b> to identify and develop ways to improve competence within available opportunities</p> <p>3.4. Identify, access and complete <b>professional development activities</b> to assist career development</p> <p>3.5. Store and maintain records and documents relating to achievements and assessments in accordance with organisational requirements</p> |

## Required Skills and Knowledge

### REQUIRED SKILLS AND KNOWLEDGE

This section describes the skills and knowledge required for this unit.

#### Required skills

- learning skills to recognise and develop new and necessary skills and knowledge
- literacy skills to understand the organisation's policies, procedures and communications, to write personal work plans and professional development plans, and to request and receive feedback about performance
- organising skills to prioritise, manage time and meet deadlines
- problem solving skills to develop contingency plans

#### Required knowledge

- knowledge of relevant business technology applications to schedule tasks and plan work
- knowledge of techniques to prepare personal plans and establish priorities
- methods to identify and prioritise personal learning needs
- understanding of a range of professional development options
- understanding of methods to elicit, analyse and interpret feedback
- understanding of methods to evaluate own performance

## Evidence Guide

| <b>EVIDENCE GUIDE</b>                                                                                                                                                                                                  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| The Evidence Guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package. |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |
| <b>Overview of assessment</b>                                                                                                                                                                                          |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |
| <b>Critical aspects for assessment and evidence required to demonstrate competency in this unit</b>                                                                                                                    | <p>Evidence of the following is essential:</p> <ul style="list-style-type: none"> <li>• preparing and communicating own work plan</li> <li>• scheduling work objectives and tasks to support the achievement of goals</li> <li>• seeking and acting on feedback from clients and colleagues</li> <li>• reviewing own work performance against achievements through self-assessment</li> <li>• accessing learning opportunities to extend own personal work competencies</li> <li>• using business technology to monitor self development.</li> </ul> |
| <b>Context of and specific resources for assessment</b>                                                                                                                                                                | <p>Assessment must ensure:</p> <ul style="list-style-type: none"> <li>• the learner and trainer should have access to appropriate documentation and resources normally used in the workplace</li> </ul>                                                                                                                                                                                                                                                                                                                                              |
| <b>Method of assessment</b>                                                                                                                                                                                            | <p>A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit:</p> <ul style="list-style-type: none"> <li>• direct questioning combined with review of portfolios of evidence and third party workplace reports of on-the-job performance by the candidate</li> <li>• observation of performance in role plays</li> <li>• observation of presentations</li> <li>• review of work and professional development plans.</li> </ul>                                     |
| <b>Guidance information for assessment</b>                                                                                                                                                                             | <p>Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example:</p> <ul style="list-style-type: none"> <li>• Other units from the Certificate IV in Frontline Management.</li> </ul>                                                                                                                                                                                                                                                                                                    |

## Range Statement

### RANGE STATEMENT

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

|                                                                                 |                                                                                                                                                                                                                                                                                                                     |
|---------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b><i>Workgroup plans</i></b> may include:                                      | <ul style="list-style-type: none"> <li>• budgetary plans</li> <li>• production plans</li> <li>• reporting plans</li> <li>• sales plans</li> <li>• team and individual learning goals</li> <li>• team participation</li> <li>• work schedules</li> </ul>                                                             |
| <b><i>Work objectives</i></b> may include:                                      | <ul style="list-style-type: none"> <li>• budgetary targets</li> <li>• production targets</li> <li>• reporting deadlines</li> <li>• sales targets</li> <li>• team and individual learning goals</li> <li>• team participation</li> </ul>                                                                             |
| <b><i>Factors affecting the achievement of work objectives</i></b> may include: | <ul style="list-style-type: none"> <li>• budget constraints</li> <li>• competing work demands</li> <li>• environmental factors such as time, weather, etc</li> <li>• personnel</li> <li>• resource and materials availability</li> <li>• technology/equipment breakdowns</li> <li>• unforeseen incidents</li> </ul> |
| <b><i>Business technology</i></b> may include:                                  | <ul style="list-style-type: none"> <li>• computer applications</li> <li>• computers</li> <li>• email and internet/intranet/extranet</li> <li>• facsimile machines</li> <li>• modems</li> <li>• personal schedules</li> <li>• photocopiers</li> <li>• printers</li> <li>• scanners</li> </ul>                        |
| <b><i>Feedback on performance</i></b> may include:                              | <ul style="list-style-type: none"> <li>• formal/informal performance appraisals</li> <li>• obtaining comments from clients</li> <li>• obtaining comments from supervisors and</li> </ul>                                                                                                                            |

| RANGE STATEMENT                                         |                                                                                                                                                                                                                                                                                                                                                                                                                              |
|---------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                                                         | colleagues <ul style="list-style-type: none"> <li>• personal, reflective behaviour strategies</li> <li>• routine organisational methods for monitoring service delivery</li> </ul>                                                                                                                                                                                                                                           |
| <b>Professional development activities</b> may include: | <ul style="list-style-type: none"> <li>• career planning/development</li> <li>• coaching, mentoring and/or supervision</li> <li>• formal/informal learning programs</li> <li>• internal/external training provision</li> <li>• performance appraisals</li> <li>• personal study</li> <li>• Recognition of Prior Learning</li> <li>• work experience/exchange/opportunities</li> <li>• workplace skills assessment</li> </ul> |

## Unit Sector(s)

|             |  |
|-------------|--|
| Unit sector |  |
|-------------|--|

|         |                      |
|---------|----------------------|
| ELEMENT | PERFORMANCE CRITERIA |
|---------|----------------------|

## Competency field

|                  |                                        |
|------------------|----------------------------------------|
| Competency field | Management and Leadership - Management |
|------------------|----------------------------------------|

## Co-requisite units

|                    |  |  |
|--------------------|--|--|
| Co-requisite units |  |  |
|                    |  |  |
|                    |  |  |





## BSBWOR402A Promote team effectiveness

### Modification History

Not applicable.

### Unit Descriptor

|                        |                                                                                                                                                                                                                                                                                                                                                                                        |
|------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Unit descriptor</b> | <p>This unit describes the performance outcomes, skills and knowledge required to promote teamwork. It involves developing team plans to meet expected outcomes, leading the work team, and proactively working with the management of the organisation.</p> <p>No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.</p> |
|------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

### Application of the Unit

|                                |                                                                                                                                                                                                                                                                                                                                                                                                                                 |
|--------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Application of the unit</b> | <p>Frontline managers have an important leadership role in the development of efficient and effective work teams. They play a prominent part in team planning, supervising the performance of the team and developing team cohesion. They provide leadership for the team and bridge the gap between the management of the organisation and the team members. As such they must 'manage up' as well as manage their team/s.</p> |
|--------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

### Licensing/Regulatory Information

Not applicable.

### Pre-Requisites

|                           |  |  |
|---------------------------|--|--|
| <b>Prerequisite units</b> |  |  |
|                           |  |  |

|                           |  |  |
|---------------------------|--|--|
| <b>Prerequisite units</b> |  |  |
|                           |  |  |

## Employability Skills Information

|                             |                                          |
|-----------------------------|------------------------------------------|
| <b>Employability skills</b> | This unit contains employability skills. |
|-----------------------------|------------------------------------------|

## Elements and Performance Criteria Pre-Content

|                                                                   |                                                                                                                                                                                                                                                                                                                  |
|-------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Elements describe the essential outcomes of a unit of competency. | Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide. |
|-------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

## Elements and Performance Criteria

| ELEMENT                          | PERFORMANCE CRITERIA                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |
|----------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1. Plan to achieve team outcomes | <p>1.1. Identify, establish and document <b><i>team purpose, roles, responsibilities, goals, plans and objectives</i></b> in <b><i>consultation</i></b> with team members</p> <p>1.2. Support team members in meeting expected outcomes</p>                                                                                                                                                                                                                                                                                                                                                            |
| 2. Develop team cohesion         | <p>2.1. Provide opportunities for input of team members into planning, decision making and operational aspects of work team</p> <p>2.2. Encourage and support team members to take <b><i>responsibility for own work</i></b> and to assist each other in undertaking required roles and responsibilities</p> <p>2.3. Provide <b><i>feedback</i></b> to team members to encourage, value and reward individual and team efforts and contributions</p> <p>2.4. Recognise and address issues, concerns and problems identified by team members or refer to <b><i>relevant persons</i></b> as required</p> |

| ELEMENT                                    | PERFORMANCE CRITERIA                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |
|--------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 3. Participate in and facilitate work team | <p>3.1. Actively encourage team members to participate in and take responsibility for team activities and communication processes</p> <p>3.2. Give the team support to identify and resolve problems which impede its performance</p> <p>3.3. Ensure own contribution to work team serves as a role model for others and enhances the organisation's image within the work team, the organisation and with clients/customers</p>                                                                                                       |
| 4. Liaise with management                  | <p>4.1. Maintain open <b>communication</b> with <b>line manager/management</b> at all times</p> <p>4.2. Communicate information from line manager/management to the team</p> <p>4.3. Communicate unresolved issues, concerns and problems raised by the team/team members to line manager/management and ensure follow-up action is taken</p> <p>4.4. Communicate unresolved issues, concerns and problems related to the team/team members raised by line managers/management to the team and ensure follow-up to action is taken</p> |

## Required Skills and Knowledge

### REQUIRED SKILLS AND KNOWLEDGE

This section describes the skills and knowledge required for this unit.

#### Required skills

- communication skills to:
  - boost team morale
  - deal with team conflict
  - deliver messages from management
  - facilitate discussion
  - mentor and coach
- leadership skills
- planning and organising skills.

#### Required knowledge

**REQUIRED SKILLS AND KNOWLEDGE**

- organisational goals, objectives and plans
- organisational policy and procedures framework
- organisational structure, including organisational chart
- principles and techniques associated with:
  - delegation and work allocation
  - goal setting
  - group dynamics and processes
  - individual behaviour and difference
  - leadership
  - motivation
  - negotiation
  - planning.

**Evidence Guide****EVIDENCE GUIDE**

The Evidence Guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

**Overview of assessment****Critical aspects for assessment and evidence required to demonstrate competency in this unit**

Evidence of the following is essential:

- teamwork plan with details of how it was generated and how it will be monitored so that team goals can be met
- techniques in communicating information, dealing with team conflict and resolving issues
- knowledge of organisational goals, objectives and plans.

**Context of and specific resources for assessment**

Assessment must ensure:

- access to appropriate documentation and resources normally used in the workplace.

**Method of assessment**

A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit:

- analysis of responses to case studies and scenarios

| EVIDENCE GUIDE                             |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |
|--------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                                            | <ul style="list-style-type: none"> <li>• direct questioning combined with review of portfolios of evidence and third party workplace reports of on-the-job performance by the candidate</li> <li>• observation of demonstrated techniques in working with team dynamics</li> <li>• observation of performance in role plays</li> <li>• oral or written questioning to assess knowledge of principles and techniques associated with group dynamics and processes</li> <li>• evaluation of opportunities provided for input of team members into planning, decision making and operational aspects of work team</li> <li>• review of feedback provided to team members</li> <li>• review of teamwork plan.</li> </ul> |
| <b>Guidance information for assessment</b> | <p>Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example:</p> <ul style="list-style-type: none"> <li>• other units from the Certificate IV in Frontline Management.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |

## Range Statement

| RANGE STATEMENT                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |                                                                                                                                                                                                                                                                                                                                                                               |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.</p> |                                                                                                                                                                                                                                                                                                                                                                               |
| <b><i>Team purpose, roles, responsibilities, goals, plans and objectives</i></b> may include:                                                                                                                                                                                                                                                                                                                                                                                        | <ul style="list-style-type: none"> <li>• action plans, business plans and operational plans linked to strategic plans</li> <li>• expected outcomes and outputs</li> <li>• goals for individuals and the work team</li> <li>• individual and team performance plans and key performance indicators</li> <li>• occupational health and safety (OHS) responsibilities</li> </ul> |
| <b><i>Consultation</i></b> may include:                                                                                                                                                                                                                                                                                                                                                                                                                                              | <ul style="list-style-type: none"> <li>• attending meetings, interviews, brainstorming sessions</li> </ul>                                                                                                                                                                                                                                                                    |

| <b>RANGE STATEMENT</b>                          |                                                                                                                                                                                                                                                                                                                                                   |
|-------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                                                 | <ul style="list-style-type: none"> <li>• using email/intranet communications, newsletters or other processes and devices which ensure that all employees have the opportunity to contribute to team and individual effectiveness</li> <li>• using mechanisms to provide feedback to the work team in relation to consultation outcomes</li> </ul> |
| <b>Responsibility for own work</b> may involve: | <ul style="list-style-type: none"> <li>• individual and joint actions</li> <li>• individuals and teams</li> </ul>                                                                                                                                                                                                                                 |
| <b>Feedback</b> may refer to:                   | <ul style="list-style-type: none"> <li>• formal/informal gatherings between team members where there is communication on work related matters</li> <li>• informal communication of ideas and thoughts on specific tasks, outcomes, decisions, issues or behaviours</li> </ul>                                                                     |
| <b>Relevant persons</b> may include:            | <ul style="list-style-type: none"> <li>• colleagues</li> <li>• direct superior or other management representatives</li> <li>• OHS committees and other people with specialist responsibilities</li> </ul>                                                                                                                                         |
| <b>Communication</b> may include:               | <ul style="list-style-type: none"> <li>• face-to-face</li> <li>• formal/informal interaction</li> <li>• verbal, written or electronic communication</li> </ul>                                                                                                                                                                                    |
| <b>Line manager/management</b> may refer to:    | <ul style="list-style-type: none"> <li>• direct superior or other management representatives</li> </ul>                                                                                                                                                                                                                                           |

## Unit Sector(s)

|                    |  |
|--------------------|--|
| <b>Unit sector</b> |  |
|--------------------|--|

## Competency field

|                         |                                        |
|-------------------------|----------------------------------------|
| <b>Competency field</b> | Management and Leadership - Management |
|-------------------------|----------------------------------------|

## Co-requisite units

| Co-requisite units |  |  |
|--------------------|--|--|
|                    |  |  |
|                    |  |  |



## BSBWOR204A Use business technology

### Modification History

Not applicable.

### Unit Descriptor

|                        |                                                                                                                                                                                                                                                                                                                                                                            |
|------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Unit descriptor</b> | <p>This unit describes the performance outcomes, skills and knowledge required to select, use and maintain a range of business technology. This technology includes the effective use of computer software to organise information and data.</p> <p>No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.</p> |
|------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

### Application of the Unit

|                                |                                                                                                                                                                                                                                                                                                                                  |
|--------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Application of the unit</b> | <p>This unit applies to individuals who use business technology to perform a range of routine tasks. They use a limited range of practical skills and fundamental knowledge of equipment use and the organisation of data or files in a defined context, under direct supervision or with limited individual responsibility.</p> |
|--------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

### Licensing/Regulatory Information

Not applicable.

### Pre-Requisites

|                           |  |  |
|---------------------------|--|--|
| <b>Prerequisite units</b> |  |  |
|                           |  |  |
|                           |  |  |

## Employability Skills Information

|                             |                                          |
|-----------------------------|------------------------------------------|
| <b>Employability skills</b> | This unit contains employability skills. |
|-----------------------------|------------------------------------------|

## Elements and Performance Criteria Pre-Content

|                                                                   |                                                                                                                                                                                                                                                                                                                  |
|-------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Elements describe the essential outcomes of a unit of competency. | Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide. |
|-------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

## Elements and Performance Criteria

| ELEMENT                      | PERFORMANCE CRITERIA                                                                                                                                                                                                                                                                                                                                                                                                             |
|------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1. Select and use technology | 1.1. Select appropriate <b><i>technology</i></b> and <b><i>software applications</i></b> to achieve the requirements of the task<br>1.2. Adjust workspace, furniture and equipment to suit user ergonomic requirements<br>1.3. Use technology according to <b><i>organisational requirements</i></b> and in a way which promotes a safe work environment                                                                         |
| 2. Process and organise data | 2.1. Identify, open, generate or amend files and records according to task and organisational requirements<br>2.2. Operate <b><i>input devices</i></b> according to organisational requirements<br>2.3. <b><i>Store data</i></b> appropriately and exit applications without damage to or loss of, data<br>2.4. Use manuals, training booklets and/or online help or help-desks to overcome basic difficulties with applications |
| 3. Maintain technology       | 3.1. Identify and replace used <b><i>technology consumables</i></b> in accordance with manufacturer's instructions and organisational requirements<br>3.2. Carry out and/or arrange <b><i>routine maintenance</i></b> to ensure equipment is maintained in accordance with manufacturer's instructions and organisational requirements                                                                                           |

| ELEMENT | PERFORMANCE CRITERIA                                                                                                                                 |
|---------|------------------------------------------------------------------------------------------------------------------------------------------------------|
|         | 3.3. <b>Identify equipment faults</b> accurately and take action in accordance with manufacturer's instructions or report fault to designated person |

## Required Skills and Knowledge

### REQUIRED SKILLS AND KNOWLEDGE

This section describes the skills and knowledge required for this unit.

#### Required skills

- literacy skills to identify work requirements; to understand and process basic, relevant workplace information; and to follow written instructions
- communication skills to request advice, to receive feedback and to work with a team
- problem-solving skills to solve routine technology problems.

#### Required knowledge

- key provisions of relevant legislation from all levels of government that may affect aspects of business operations, such as:
  - anti-discrimination legislation
- ethical principles
  - codes of practice
  - privacy laws
  - occupational health and safety (OHS)
- organisational policies, plans and procedures, especially in regard to file-naming and storage conventions
- organisational IT procedures including back-up and virus protection procedures
- basic technical terminology in relation to reading help-files and manuals.

## Evidence Guide

### EVIDENCE GUIDE

The Evidence Guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

| <b>EVIDENCE GUIDE</b>                                                                               |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |
|-----------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Overview of assessment</b>                                                                       |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |
| <b>Critical aspects for assessment and evidence required to demonstrate competency in this unit</b> | <p>Evidence of the following is essential:</p> <ul style="list-style-type: none"> <li>• selection and application of appropriate equipment and software applications in relation to assigned task/s</li> <li>• access, retrieval and storage of required data</li> <li>• performance of basic maintenance on a range of office equipment</li> </ul>                                                                                                                                                                                                                                          |
| <b>Context of and specific resources for assessment</b>                                             | <p>Assessment must ensure:</p> <ul style="list-style-type: none"> <li>• access to an actual workplace or simulated environment</li> <li>• access to office equipment and resources</li> <li>• examples of files and data for storage</li> <li>• manuals and training booklets for equipment.</li> </ul>                                                                                                                                                                                                                                                                                      |
| <b>Method of assessment</b>                                                                         | <p>A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit:</p> <ul style="list-style-type: none"> <li>• direct questioning combined with review of portfolios of evidence and third party workplace reports of on-the-job performance by the candidate</li> <li>• analysis of responses to case studies and scenarios</li> <li>• demonstration of techniques</li> <li>• oral or written questioning to assess knowledge of office equipment</li> <li>• evaluation of maintaining technology.</li> </ul> |
| <b>Guidance information for assessment</b>                                                          | <p>Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example:</p> <ul style="list-style-type: none"> <li>• IT use units</li> <li>• other industry capability units.</li> </ul>                                                                                                                                                                                                                                                                                                                                                |

## Range Statement

### RANGE STATEMENT

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. ***Bold italicised***

**RANGE STATEMENT**

wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

**Technology** may include:

- computer technology, such as laptops and personal computers
- digital cameras
- modems
- printers
- scanners
- zip drives
- photocopiers
- shredders
- binders
- laminators
- cutters

**Software applications** may include:

- email, internet
- word processing, spreadsheet, database, accounting or presentation packages

**Organisational requirements** may include:

- correctly identifying and opening files
- legal and organisation policies, guidelines and requirements
- locating data
- log-on procedures
- manufacturer's guidelines
- OHS policies, procedures and programs
- saving and closing files
- storing data

**Input devices** may include:

- keyboard
- mouse
- numerical key pad
- scanner

**Storage of data** may include:

- appropriate storage/filing of hard copies of computer generated documents
- storage in directories and sub-directories
- storage on CD-ROMs, hard and floppy disk drives or back-up systems

**Technology consumables** may include:

- back-up tapes
- CD-ROM
- floppy disks

| RANGE STATEMENT                                         |                                                                                                                                                                                                                                                                                                                                                             |
|---------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                                                         | <ul style="list-style-type: none"> <li>• print heads</li> <li>• printer ribbons and cartridges</li> <li>• toner cartridges</li> <li>• zip disks</li> </ul>                                                                                                                                                                                                  |
| <b><i>Routine maintenance</i></b> may include:          | <ul style="list-style-type: none"> <li>• in-house cleaning and servicing of equipment according to manufacturer's guidelines</li> <li>• periodic servicing by qualified or manufacturer approved, technician</li> <li>• regular checking of equipment</li> <li>• replacing consumables</li> </ul>                                                           |
| <b><i>Identifying equipment faults</i></b> may include: | <ul style="list-style-type: none"> <li>• checking repairs have been carried out</li> <li>• encouraging feedback from work colleagues</li> <li>• keeping a log book of detected faults</li> <li>• preparing a maintenance program</li> <li>• regular back-ups of data</li> <li>• regular OHS inspections</li> <li>• routine checking of equipment</li> </ul> |

## Unit Sector(s)

|             |  |
|-------------|--|
| Unit sector |  |
|-------------|--|

## Competency field

|                  |                                               |
|------------------|-----------------------------------------------|
| Competency field | Industry Capability - Workplace Effectiveness |
|------------------|-----------------------------------------------|

## Co-requisite units

|                    |  |  |
|--------------------|--|--|
| Co-requisite units |  |  |
|                    |  |  |
|                    |  |  |



# BSBSUS201A Participate in environmentally sustainable work practices

## Modification History

Not applicable.

## Unit Descriptor

|                        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |
|------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Unit descriptor</b> | <p>This unit describes the performance outcomes, skills and knowledge required to effectively measure current resource use and to carry out improvements including reducing the negative environmental impact of work practices.</p> <p>This unit requires the ability to access industry information, and applicable legislative and occupational health and safety (OHS) guidelines.</p> <p>While no licensing, legislative, regulatory or certification requirements apply holistically to this unit at the time of publication, relevant national, state and territory legislation, regulations and codes of practice impact upon this unit.</p> |
|------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

## Application of the Unit

|                                |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |
|--------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Application of the unit</b> | <p>This unit applies to operators/team members under supervision or guidance, who are required to follow workplace procedures and instructions, and to work in an environmentally sustainable manner. It covers:</p> <ul style="list-style-type: none"><li>efficient resource use</li><li>potential environmental hazards</li><li>regulatory compliance</li><li>improving environmental performance (within the scope of competency, authority and own level of responsibility).</li></ul> <p>It addresses the knowledge, processes and techniques necessary to participate in environmentally sustainable work practices.</p> |
|--------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|



## Licensing/Regulatory Information

Not applicable.

## Pre-Requisites

|                    |  |  |
|--------------------|--|--|
| Prerequisite units |  |  |
|                    |  |  |
|                    |  |  |

## Employability Skills Information

|                      |                                          |
|----------------------|------------------------------------------|
| Employability skills | This unit contains employability skills. |
|----------------------|------------------------------------------|

## Elements and Performance Criteria Pre-Content

|                                                                   |                                                                                                                                                                                                                                                                                                                  |
|-------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Elements describe the essential outcomes of a unit of competency. | Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide. |
|-------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

## Elements and Performance Criteria

| ELEMENT                          | PERFORMANCE CRITERIA                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
|----------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1. Identify current resource use | <ul style="list-style-type: none"><li>1.1. Identify workplace <b><i>environmental and resource efficiency issues</i></b></li><li>1.2. Identify resources used in own work role</li><li>1.3. Document and measure current usage of resources using <b><i>appropriate techniques</i></b></li><li>1.4. Record and file documentation measuring current usage, using technology (such as software systems) where applicable</li><li>1.5. Identify and report workplace environmental</li></ul> |

| ELEMENT                                              | PERFORMANCE CRITERIA                                                                                                                                                                                                                                                                                                       |
|------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                                                      | hazards to appropriate personnel                                                                                                                                                                                                                                                                                           |
| 2. Comply with environmental regulations             | 2.1. Follow workplace procedures to ensure <b>compliance</b><br>2.2. Report breaches or potential breaches to appropriate personnel                                                                                                                                                                                        |
| 3. Seek opportunities to improve resource efficiency | 3.1. Follow <b>organisational plans</b> to improve environmental practices and resource efficiency<br>3.2. Work as part of a team, where relevant, to identify possible areas for improvements to work practices in own work area<br>3.3. Make <b>suggestions</b> for improvements to workplace practices in own work area |

## Required Skills and Knowledge

### REQUIRED SKILLS AND KNOWLEDGE

This section describes the skills and knowledge required for this unit.

#### Required skills

- analytical skills to comply with all relevant legislation associated with job specifications and procedures
- communication and problem-solving skills to question, seek clarification and make suggestions relating to work requirements and efficiency
- communication and teamwork skills to recognise procedures; to follow instructions; to respond to change, such as current workplace environmental/sustainability frameworks; and to support team work and participation in a sustainable organisation
- literacy, numeracy and technology skills to interpret workplace information in relation to work role, and to document and measure resource use
- technology skills to select and use technology appropriate for a task.

#### Required knowledge

- environmental and resource hazards/risks
- environmental or sustainability legislation, regulations and codes of practice applicable to own work role
- OHS issues and requirements
- organisational structure, and reporting channels and procedures
- relevant environmental and resource efficiency systems and procedures
- sustainability in the workplace
- terms and conditions of employment including policies and procedures, such as

**REQUIRED SKILLS AND KNOWLEDGE**

daily tasks, employee and employer rights, equal opportunity.

**Evidence Guide****EVIDENCE GUIDE**

The Evidence Guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

**Overview of assessment****Critical aspects for assessment and evidence required to demonstrate competency in this unit**

Evidence of the following is essential:

- accessing, interpreting and complying with a range of environment/sustainability legislation and procedural requirements relevant to daily responsibilities
- accurately following organisational information to participate in and support an improved resource efficiency process and reporting as required
- developing and/or using tools such as inspection checklists, to collect and measure relevant information on organisation resource consumption, within work role
- identifying organisational improvements by applying efficient resource use to daily activities
- knowledge of environmental and resource hazards/risks.

**Context of and specific resources for assessment**

Assessment must ensure:

- access to an actual workplace or simulated environment
- evidence is relevant to the particular workplace role, including work area, equipment, systems, and documentation
- review of current work area directly relating to own work, to assess measurement of resources used, hazards and compliance
- individual or team discussion about potential for increased resource efficiency within current work area
- access to workplace documents, information and resources (such as compliance obligations, enterprise

| <b>EVIDENCE GUIDE</b>                      |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |
|--------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                                            | plans, work responsibilities).                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |
| <b>Method of assessment</b>                | <p>A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit:</p> <ul style="list-style-type: none"> <li>• direct questioning combined with review of portfolios of evidence and third party workplace reports of on-the-job performance by the candidate</li> <li>• observation of demonstrated techniques over time and in a range of situations</li> <li>• analysis of responses to case studies and scenarios</li> <li>• review of documentation measuring current resource usage</li> <li>• evaluation of techniques used to document and measure current usage of resources</li> <li>• review of identified and reported workplace environmental hazards</li> <li>• evidence of active participation in organisational plans to improve environmental practices and resource efficiency.</li> </ul> |
| <b>Guidance information for assessment</b> | <p>Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example:</p> <ul style="list-style-type: none"> <li>• BSBINN201A Contribute to workplace innovation</li> <li>• BSBSMB301A Investigate micro business opportunities</li> <li>• BSBWOR202A Organise and complete daily work activities.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |

## Range Statement

| <b>RANGE STATEMENT</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                               |                                                                                                                            |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------|
| <p>The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.</p> |                                                                                                                            |
| <b><i>Environmental and resource</i></b>                                                                                                                                                                                                                                                                                                                                                                                                                                             | <ul style="list-style-type: none"> <li>• maximising opportunities to improve business environmental performance</li> </ul> |

| <b>RANGE STATEMENT</b>                                    |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |
|-----------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b><i>efficiency issues</i></b> may include:              | <ul style="list-style-type: none"> <li>• minimising environmental risks</li> <li>• promoting more efficient production and consumption of natural resources, for example minimising waste by participating in or using a waste management system</li> <li>• using resources efficiently such as material usage, energy usage (seeking alternative sources of energy or energy conservation) or efficient water usage</li> </ul>                                                                    |
| <b><i>Appropriate techniques</i></b> may include:         | <ul style="list-style-type: none"> <li>• examining and documenting resources in work area</li> <li>• examining invoices from suppliers</li> <li>• examining relevant information and data</li> <li>• measuring resource usage under different conditions</li> <li>• reports from other parties involved in the process of identifying and implementing improvements</li> </ul>                                                                                                                     |
| <b><i>Compliance</i></b> may include:                     | <ul style="list-style-type: none"> <li>• meeting relevant laws, by-laws and regulations or best practice to support compliance in environmental performance and sustainability at each level as required (such as Environmental Protection or Biodiversity Conservation Act):             <ul style="list-style-type: none"> <li>• international</li> <li>• commonwealth</li> <li>• state/territory</li> <li>• local government</li> <li>• industry</li> <li>• organisation</li> </ul> </li> </ul> |
| <b><i>Organisational plans</i></b> may include:           | <ul style="list-style-type: none"> <li>• documented policies and procedures</li> <li>• work plans to minimise waste or to increase efficiency of resources such as a green office program, supply chain program for purchasing sustainable products or an environmental management framework</li> </ul>                                                                                                                                                                                            |
| <b><i>Suggestions</i></b> may include ideas that help to: | <ul style="list-style-type: none"> <li>• improve energy efficiency</li> <li>• increase use of renewable, recyclable, reusable and recoverable resources</li> <li>• maximise opportunities such as use of solar power or other alternative forms of energy, where appropriate</li> </ul>                                                                                                                                                                                                            |

**RANGE STATEMENT**

|  |                                                                                                                                                                             |
|--|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|  | <ul style="list-style-type: none"><li>• prevent and minimise risks</li><li>• reduce emissions of greenhouse gases</li><li>• reduce use of non-renewable resources</li></ul> |
|--|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

**Unit Sector(s)**

|                    |  |
|--------------------|--|
| <b>Unit sector</b> |  |
|--------------------|--|

**Competency field**

|                         |                                      |
|-------------------------|--------------------------------------|
| <b>Competency field</b> | Industry Capability - Sustainability |
|-------------------------|--------------------------------------|

**Co-requisite units**

|                           |  |  |
|---------------------------|--|--|
| <b>Co-requisite units</b> |  |  |
|                           |  |  |
|                           |  |  |

## BSBCOM406A Conduct work within a compliance framework

### Modification History

Not applicable.

### Unit Descriptor

|                        |                                                                                                                                                                                                                                                                                                                                                                                    |
|------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Unit descriptor</b> | <p>This unit describes the performance outcomes, skills and knowledge required to carry out work in accordance with the compliance framework applying to a particular job role, occupation or profession.</p> <p>A range of legislation, rules, regulations and codes of practice may apply to this unit at the time of endorsement, depending on job roles and jurisdictions.</p> |
|------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

### Application of the Unit

|                                |                                                                                                                                                                                                               |
|--------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Application of the unit</b> | <p>This unit applies to individuals who identify statutory, legislative and regulatory requirements and relate them to individual work practices to ensure ongoing adherence to the compliance framework.</p> |
|--------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

### Licensing/Regulatory Information

Not applicable.

### Pre-Requisites

|                           |  |  |
|---------------------------|--|--|
| <b>Prerequisite units</b> |  |  |
|                           |  |  |
|                           |  |  |

## Employability Skills Information

|                             |                                          |
|-----------------------------|------------------------------------------|
| <b>Employability skills</b> | This unit contains employability skills. |
|-----------------------------|------------------------------------------|

## Elements and Performance Criteria Pre-Content

|                                                                   |                                                                                                                                                                                                                                                                                                                  |
|-------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Elements describe the essential outcomes of a unit of competency. | Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide. |
|-------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

## Elements and Performance Criteria

| ELEMENT                                                     | PERFORMANCE CRITERIA                                                                                                                                                                                                                        |
|-------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1. Identify individual compliance requirements              | 1.1. Identify and document <b><i>statutory, legislative and regulatory requirements</i></b> relevant to job role, occupation or profession<br>1.2. Identify and document relevant <b><i>organisational and industry requirements</i></b>    |
| 2. Interpret individual compliance requirements             | 2.1. Map compliance requirements against individual position description and work practices<br>2.2. Discuss ethical considerations with relevant parties where appropriate                                                                  |
| 3. Ensure individual compliance                             | 3.1. Consult with <b><i>appropriate persons</i></b> to identify procedures to be applied, contingent on the situation<br>3.2. Reflect on personal actions in the context of compliance requirements<br>3.3. Record action taken if required |
| 4. Identify and adapt to changes in compliance requirements | 4.1. Access and analyse <b><i>documentation</i></b> relating to changes in compliance issues<br>4.2. Discuss documentation with appropriate persons to ensure ongoing compliance                                                            |



## Required Skills and Knowledge

### REQUIRED SKILLS AND KNOWLEDGE

This section describes the skills and knowledge required for this unit.

#### Required skills

- written and oral communication to apply the relevant compliance framework
- research and documentation skills to research and summarise the compliance framework relevant to job role
- self-management skills to:
  - monitor and adapt to changes in compliance issues
  - handle contingencies

#### Required knowledge

- statutory, legislative and regulatory requirements relevant to job role, occupation or profession
- codes of practice relevant to job role, occupation or profession
- organisational policies and procedures relevant to workplace
- comprehensive knowledge of individual work requirements and practices as contained in position description and occupational standards
- interpretation of statutory requirements and codes of conduct in context of individual job role

## Evidence Guide

### EVIDENCE GUIDE

The Evidence Guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

#### Overview of assessment

#### Critical aspects for assessment and evidence required to demonstrate competency in this unit

Evidence of the ability to:

- apply knowledge of relevant statutory, legislative and regulatory requirements relating to work practices
- map requirements to work practices to demonstrate an application of compliance requirements
- apply work practices in accordance with a compliance framework
- handle contingencies.

| <b>EVIDENCE GUIDE</b>                                   |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |
|---------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Context of and specific resources for assessment</b> | <p>Assessment must ensure access to:</p> <ul style="list-style-type: none"> <li>• legislation, regulations and codes of conduct relevant to job role, occupation or profession</li> <li>• information about relevant professional associations and codes of conduct</li> <li>• organisational policies and procedures relevant to job role, occupation or profession.</li> </ul>                                                                                                                                                                                                                                                                     |
| <b>Method of assessment</b>                             | <p>A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this units:</p> <ul style="list-style-type: none"> <li>• analysis of responses to case studies and scenarios</li> <li>• direct questioning combined with review of portfolios of evidence</li> <li>• oral or written questioning to assess knowledge of scope of own responsibilities and obligations to refer matters outside area of responsibility</li> <li>• evaluation of legal cases involving the application of the compliance framework relevant to the job role, occupation or profession.</li> </ul> |
| <b>Guidance information for assessment</b>              | <p>Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example:</p> <ul style="list-style-type: none"> <li>• BSBCMM402A Implement effective communication strategies.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                        |

## Range Statement

| <b>RANGE STATEMENT</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                               |                                                                                                                                                                                                                                                                                                    |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.</p> |                                                                                                                                                                                                                                                                                                    |
| <b><i>Statutory, legislative and regulatory requirements</i></b> may include:                                                                                                                                                                                                                                                                                                                                                                                                        | <ul style="list-style-type: none"> <li>• equal employment opportunity and anti-discrimination legislation</li> <li>• legislation specific to the industry or profession, e.g. Legal Professional Act 2007</li> <li>• occupational health and safety laws</li> <li>• privacy legislation</li> </ul> |

| RANGE STATEMENT                                              |                                                                                                                                                                                                                                                                                                                                                         |
|--------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                                                              | <ul style="list-style-type: none"> <li>regulations and codes of conduct governing the occupation or profession.</li> </ul>                                                                                                                                                                                                                              |
| <b>Organisational and industry requirements</b> may include: | <ul style="list-style-type: none"> <li>conflict of interest guidelines</li> <li>equity guidelines and workplace diversity guidelines</li> <li>ethical or other standards</li> <li>industry standards and codes of conduct</li> <li>internal control standards</li> <li>organisation's values statement and relevant policies and procedures.</li> </ul> |
| <b>Appropriate person</b> may include:                       | <ul style="list-style-type: none"> <li>human resource manager</li> <li>person designated in organisational policy and procedure responsible for compliance</li> <li>supervisor.</li> </ul>                                                                                                                                                              |
| <b>Documentation</b> may include:                            | <ul style="list-style-type: none"> <li>newsletters</li> <li>organisational records</li> <li>staff meeting agendas and minutes</li> <li>updates from networks and professional associations.</li> </ul>                                                                                                                                                  |

## Unit Sector(s)

|             |  |
|-------------|--|
| Unit sector |  |
|-------------|--|

## Competency field

|                  |                                             |
|------------------|---------------------------------------------|
| Competency field | Regulation, licensing and risk - compliance |
|------------------|---------------------------------------------|

## Co-requisite units

|                    |  |  |
|--------------------|--|--|
| Co-requisite units |  |  |
|                    |  |  |
|                    |  |  |



## BSBADM409A Coordinate business resources

### Modification History

| Release   | Comments                                                                                                                                                                                                                                                        |
|-----------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Release 2 | <p>New release of this unit released with <i>version 6 of BSB07 Business Services Training Package</i>.</p> <ul style="list-style-type: none"><li>Inclusion of 'environmental sustainability business practices and standards' in the Range Statement</li></ul> |

### Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to determine and analyse existing and required resources, their effective application and the accountability for their use.

### Application of the Unit

This unit applies to individuals with a broad knowledge of business resources who contribute well developed skills and knowledge to ensure adequate resources are available to perform the work of the organisation. They may have responsibility to provide guidance or to delegate aspects of these tasks to others.

### Licensing/Regulatory Information

No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

### Pre-Requisites

Not applicable

### Employability Skills Information

This unit contains employability skills.

## Elements and Performance Criteria Pre-Content

|                                                                   |                                                                                                                                                                                                                                                                                                                  |
|-------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Elements describe the essential outcomes of a unit of competency. | Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide. |
|-------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

## Elements and Performance Criteria

| ELEMENT                                 | PERFORMANCE CRITERIA                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |
|-----------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1. Determine resource requirements      | <p>1.1. Determine <b>resource requirements</b> in accordance with business and operational plans, and <b>organisational requirements</b></p> <p>1.2. Provide opportunities to individuals and workgroups to contribute to the identification of resource requirements</p> <p>1.3. Ensure resource expenditure is realistic and makes efficient use of available budget resources</p> <p>1.4. Present recommendations on resource requirements in the required format, style and structure using relevant <b>business equipment and technology</b></p> |
| 2. Acquire and allocate resources       | <p>2.1. Acquire physical resources and services in accordance with organisational requirements</p> <p>2.2. Check resources to ensure quality and quantity, in line with service agreements</p> <p>2.3. Allocate resources promptly to enable achievement of workgroup objectives</p> <p>2.4. Ensure consultation with individuals and teams on allocation of resources is participative and is conducted using <b>appropriate interpersonal skills</b></p>                                                                                            |
| 3. Monitor and report on resource usage | <p>3.1. Measure effectiveness of resource planning, and assess against actual costs, identified shortfalls and surpluses</p> <p>3.2. Develop and implement methods of monitoring resource use to enable timely and accurate reporting against business and operational plans</p> <p>3.3. Identify improvements in resource planning through consultation and <b>feedback</b>, and implement in accordance with organisational requirements</p> <p>3.4. Maintain <b>records</b> concerning equipment and</p>                                           |

| ELEMENT | PERFORMANCE CRITERIA                                               |
|---------|--------------------------------------------------------------------|
|         | resource purchases, in accordance with organisational requirements |

## Required Skills and Knowledge

*This section describes the skills and knowledge required for this unit.*

### Required skills

- communication skills to request advice, to receive feedback and to work with a team
- literacy skills to draft complex reports and to display logical information on resource usage
- numeracy skills to interpret, compare and calculate resource usage costs
- planning skills to schedule and track resource use and availability.

### Required knowledge

- common equipment faults
- functions of a range of business equipment
- key provisions of relevant legislation from all forms of government that may affect aspects of business operations, such as:
  - anti-discrimination legislation
  - ethical principles
  - codes of practice
  - privacy laws
  - environmental issues
  - occupational health and safety (OHS)
- organisational policies, plans and procedures
- record management processes and techniques related to maintenance schedules.

## Evidence Guide

*The Evidence Guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.*

|                                                                             |                                         |
|-----------------------------------------------------------------------------|-----------------------------------------|
| <b>Overview of assessment</b>                                               |                                         |
| <b>Critical aspects for assessment and evidence required to demonstrate</b> | Evidence of the following is essential: |

|                                                         |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |
|---------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>competency in this unit</b>                          | <ul style="list-style-type: none"> <li>• monitoring resource usage to determine resource needs</li> <li>• maintaining records of resource requirements</li> <li>• calculating costs and expenditures in relation to use and maintenance of business resources</li> <li>• knowledge of relevant legislation.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                        |
| <b>Context of and specific resources for assessment</b> | <p>Assessment must ensure:</p> <ul style="list-style-type: none"> <li>• access to an actual workplace or simulated environment</li> <li>• access to office equipment and resources</li> <li>• examples of records relating to business resources.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                  |
| <b>Method of assessment</b>                             | <p>A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit:</p> <ul style="list-style-type: none"> <li>• direct questioning combined with review of portfolios of evidence and third party workplace reports of on-the-job performance by the candidate</li> <li>• review of recommendations on resource requirements</li> <li>• review of records concerning equipment and resource purchases</li> <li>• analysis of responses to case studies and scenarios</li> <li>• demonstration of techniques</li> <li>• oral or written questioning to assess knowledge of functions of a range of business equipment.</li> </ul> |
| <b>Guidance information for assessment</b>              | <p>Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example:</p> <ul style="list-style-type: none"> <li>• other general administration units.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |

## Range Statement

*The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.*

|                                           |                                                                                                                           |
|-------------------------------------------|---------------------------------------------------------------------------------------------------------------------------|
| <b>Resource requirements</b> may include: | <ul style="list-style-type: none"> <li>• human resources</li> <li>• location/premises</li> <li>• OHS resources</li> </ul> |
|-------------------------------------------|---------------------------------------------------------------------------------------------------------------------------|



|                                                       |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |
|-------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                                                       | <ul style="list-style-type: none"> <li>• plant/machinery</li> <li>• raw materials</li> <li>• refurbishment</li> <li>• staff amenities</li> <li>• stock and supplies</li> <li>• storage space</li> <li>• technological equipment/software</li> <li>• training materials</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |
| <b>Organisational requirements</b> may include:       | <ul style="list-style-type: none"> <li>• access and equity principles and practices</li> <li>• business and performance plans</li> <li>• defined resource parameters</li> <li>• ethical standards</li> <li>• goals, objectives, plans, systems and processes</li> <li>• legal and organisational policies, guidelines and requirements</li> <li>• management and accountability channels</li> <li>• manufacturers' and operational specifications</li> <li>• OHS policies, procedures and programs</li> <li>• environmental sustainability business practices and standards</li> <li>• quality and continuous improvement processes and standards</li> <li>• quality assurance and/or procedures manuals</li> <li>• reporting requirements</li> <li>• security and confidentiality requirements</li> </ul> |
| <b>Business equipment and technology</b> may include: | <ul style="list-style-type: none"> <li>• answering machine</li> <li>• binder</li> <li>• computer</li> <li>• fax machine</li> <li>• photocopier</li> <li>• printer</li> <li>• shredder</li> <li>• telephone</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |
| <b>Appropriate interpersonal skills</b> may include:  | <ul style="list-style-type: none"> <li>• clarity of language</li> <li>• consultation methods, techniques and protocols</li> <li>• seeking feedback from group members to confirm understanding</li> <li>• summarising and paraphrasing</li> <li>• using appropriate body language</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |
| <b>Feedback</b> sources may include:                  | <ul style="list-style-type: none"> <li>• customer/client response data</li> <li>• employee data</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |

|                             |                                                                                                                                                                                                                                                                                  |
|-----------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                             | <ul style="list-style-type: none"><li>• equipment meter readings</li><li>• financial forecasts</li><li>• sales orders</li><li>• suppliers' invoices</li></ul>                                                                                                                    |
| <b>Records</b> may include: | <ul style="list-style-type: none"><li>• computerised or manual</li><li>• financial statements</li><li>• invoices</li><li>• maintenance schedules</li><li>• order forms</li><li>• petty cash forms</li><li>• purchase orders</li><li>• stock list and inventory control</li></ul> |

## Unit Sector(s)

Administration - General Administration

## CHCCS400C Work within a relevant legal and ethical framework

### Modification History

| CHC08 Version 3                                              | CHC08 Version 4                                              | Comments                                                                                                                                                                               |
|--------------------------------------------------------------|--------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| CHCCS400B Work within a relevant legal and ethical framework | CHCCS400C Work within a relevant legal and ethical framework | ISC upgrade changes to remove references to old OHS legislation and replace with references to new WHS legislation. Minor changes to range statement. No change to competency outcome. |

### Unit Descriptor

**Descriptor**

This unit describes the knowledge and skills required to work within a legal and ethical framework that supports duty of care requirements

### Application of the Unit

**Application**

This unit is to be assessed in relation to the specific legal and ethical context of the work role/s and requirements to which it applies

### Licensing/Regulatory Information

Not Applicable

### Pre-Requisites

Not Applicable

### Employability Skills Information

**Employability Skills**

This unit contains Employability Skills

## Elements and Performance Criteria Pre-Content

Elements define the essential outcomes of a unit of competency.

The Performance Criteria specify the level of performance required to demonstrate achievement of the Element. Terms in *italics* are elaborated in the Range Statement.

## Elements and Performance Criteria

### ELEMENT

### PERFORMANCE CRITERIA

- |                                                                                     |                                                                                                                                                                                                                                                                                                                                                                                                                                                   |
|-------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1. Demonstrate an understanding of legislation and common law relevant to work role | 1.1 Demonstrate in all work, an understanding of the legal responsibilities and obligations of the work role<br>1.2 Demonstrate <i>key statutory and regulatory requirements</i> relevant to the work role<br>1.3 Fulfil duty of care responsibilities in the course of practice<br>1.4 Accept responsibility for own actions<br>1.5 Maintain confidentiality<br>1.6 Where possible, seek the agreement of the client prior to providing services |
| 2. Follow identified policies and practices                                         | 2.1 Perform work within <i>identified policies, protocols and procedures</i><br>2.2 Contribute to the review and development of policies and protocols as appropriate<br>2.3 Work within position specifications and role responsibilities<br>2.4 Seek clarification when unsure of scope of practice as defined by position description or specific work role requirements<br>2.5 Seek clarification of unclear instructions                     |
| 3. Work ethically                                                                   | 3.1 Protect the rights of the client when delivering services<br>3.2 Use effective problem solving techniques when exposed to competing value systems                                                                                                                                                                                                                                                                                             |

**ELEMENT****PERFORMANCE CRITERIA**

- |                                                                                          |     |                                                                                                                                                                  |
|------------------------------------------------------------------------------------------|-----|------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                                                                                          | 3.3 | Ensure services are available to all <i>clients</i> regardless of personal values, beliefs, attitudes and culture                                                |
|                                                                                          | 3.4 | Recognise potential ethical issues and ethical dilemmas in the workplace and discuss with an <i>appropriate person</i>                                           |
|                                                                                          | 3.5 | Recognise unethical conduct and <i>report</i> to an appropriate person                                                                                           |
|                                                                                          | 3.6 | Work within boundaries applicable to work role                                                                                                                   |
|                                                                                          | 3.7 | Demonstrate effective application of guidelines and legal requirements relating to disclosure and confidentiality                                                |
|                                                                                          | 3.8 | Demonstrate awareness of own personal values and attitudes and take into account to ensure non-judgemental practice                                              |
|                                                                                          | 3.9 | Recognise, avoid and/or address any conflict of interest                                                                                                         |
| 4. Recognise and respond when client <i>rights</i> and interests are not being protected | 4.1 | Support the client and/or their advocate/s to identify and express their concerns                                                                                |
|                                                                                          | 4.2 | Refer client and/or their advocate/s to advocacy services if appropriate                                                                                         |
|                                                                                          | 4.3 | Follow identified policy and protocols when managing a complaint                                                                                                 |
|                                                                                          | 4.4 | Recognise witnessed signs consistent with financial, physical, emotional, sexual abuse and neglect of the client and report to an appropriate person as required |
|                                                                                          | 4.5 | Recognise and respond to cultural/linguistic religious diversity, for example providing interpreters where necessary                                             |

**Required Skills and Knowledge****REQUIRED SKILLS AND KNOWLEDGE**

## REQUIRED SKILLS AND KNOWLEDGE

This describes the essential skills and knowledge and their level required for this unit.

### *Essential knowledge:*

It is critical that the candidate demonstrate knowledge of:

- Distinction between ethical and legal problems
- Importance of ethics in practice
- Importance of principles and practices to enhance sustainability in the workplace, including environmental, economic, workforce and social sustainability
- Work health and safety (WHS) requirements
- Outline of common legal issues relevant to the workplace
- Overview of relevant legislation in the sector and jurisdictions
- Principles and practices for upholding the rights of the client
- Principles and practices of confidentiality
- Relevant standards and codes of practice in the sector
- Rights and responsibilities of clients
- Rights and responsibilities of workers
- Specific principles underpinning duty of care and associated legal requirements
- Strategies for addressing common ethical issues
- Strategies for contributing to the review and development of policies and protocols
- Strategies for managing complaints

The candidate must also be able to demonstrate essential knowledge required to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role, such as knowledge of:

- Overview of the legal system
- Principles and practices for upholding the rights of the children and young people
- Principles of ethical decision-making
- Reporting mechanisms for suspected abuse of a client
- Strategies for managing abuse of a client
- Types of abuse experienced by client (including systems abuse)
- Types of law

### *Essential skills:*

It is critical that the candidate demonstrate the ability to:

- Demonstrate understanding of and adherence to own work role and responsibilities
- Follow organisation policies, protocols and procedures

## REQUIRED SKILLS AND KNOWLEDGE

- Work within legal and ethical frameworks

In addition, the candidate must be able to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

These include the ability to:

- Apply reading and writing skills required to fulfil work role in a safe manner and as specified by the organisation
- Apply oral communication skills required to fulfil work role in a safe manner and as specified by the organisation
- Apply problem solving skills that require negotiation to resolve problems of a difficult nature within organisation protocols
- Consult with a variety of stakeholders in order to achieve service objectives

## Evidence Guide

### EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment Guidelines for this Training Package.

*Critical aspects for assessment and evidence required to demonstrate this unit of competency:*

- The individual being assessed must provide evidence of specified essential knowledge as well as skills
- This unit will be most appropriately assessed in the workplace or in a simulated workplace and under the normal range of workplace conditions
- 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 and settings

*Access and equity considerations:*

- All workers in community services should be aware of access, equity and human rights issues in relation to their own area of work
- All workers should develop their ability to work in a culturally diverse environment

## EVIDENCE GUIDE

- In recognition of particular issues facing Aboriginal and Torres Strait Islander communities, workers should be aware of cultural, historical and current issues impacting on Aboriginal and Torres Strait Islander people
  - Assessors and trainers must take into account relevant access and equity issues, in particular relating to factors impacting on Aboriginal and/or Torres Strait Islander clients and communities
- Context of and specific resources for assessment:*
- This unit can be assessed independently, however holistic assessment practice with other community services units of competency is encouraged
  - Resources required for assessment include access to:
    - An appropriate workplace and/or simulation of realistic workplace setting where assessment can take place
    - Relevant organisation policy, protocols and procedures
- Method of assessment may include:*
- Observation in the workplace
  - Written assignments/projects
  - Case study and scenario analysis
  - Questioning
  - Role play simulation

## Range Statement

### RANGE STATEMENT

The Range Statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Add any essential operating conditions that may be present with training and assessment depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts.

- Clients may include but is not*
- Children and families using children's services



**RANGE STATEMENT**

*limited to:*

- Children and young people
- Individuals living in government funded services and/or institutions to 'clients'
- Individuals living in residential aged care environments
- Individuals living in residential disability environments
- Individuals living in the community
- Job seekers
- People seeking advice and assistance
- Prospective individuals to the service or services

*Contexts of work role may include but is not limited to:*

- Work undertaken in:
  - client's own dwelling
  - independent living accommodation
  - residential aged care facilities
  - residential disability facilities
  - community centres
  - children's services centres
  - carer's home
- Work in the context of:
  - community, government or private agency or organisation
  - services delivered as a sole trader
  - providing telephone advice and assistance

*Identified policies, protocols and procedures refer to:*

- Guidelines and practices developed to address legal, ethical and regulatory requirements, including:
  - formal, documented guidelines of an organisation
  - informal practices used by a small organisation or individual owner/operator

*Key statutory and regulatory requirements may include those related to:*

- Aged care standards
- Building standards
- Care and education of young children
- Child protection and guardianship legislation
- Criminal acts
- Disability standards

## RANGE STATEMENT

- Discrimination and harassment
- Equal employment opportunities
- Freedom of information
- Health records legislation
- International and national standards
- Mental health legislation
- Pharmaceutical benefits
- Poisons and therapeutics
- Privacy legislation
- Public health
- Registration and practice of health professionals
- Residential and community services
- Restrictive practices
- WHS

*Report may be, and include:*

- Verbal:
  - telephone
  - face-to-face
- Non-verbal (written):
  - progress reports
  - case notes
  - incident reports

*Rights may include:*

- Access to services
- Confidentiality
- Dignity
- Freedom of association
- Informed choice
- Privacy
- Right to express ideas and opinions
- To an agreed standard of care
- To lodge a complaint

*Rights are detailed in:*

- Accreditation standards
- Industry and organisation codes of conduct, practice and ethics
- Industry and organisation service standards
- International and national charters

**RANGE STATEMENT**

- Legislation

*Principles of access and equity may include:*

- Creation of a client orientated culture
- Non-discriminatory approach to all individuals using or accessing the service
- Respect for individual differences

*Appropriate person may include:*

- Advocates/family members
- Colleagues
- External agencies (complaints and advocacy services, professional registering authorities, child protection authorities)
- Health professionals
- Law enforcement officers
- Legally appointed guardian
- Member of senior management

**Unit Sector(s)**

Not Applicable

# SIRCDIS301 Accept prescriptions and return dispensed medicines to customers

## Modification History

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

| Release       | Comments                                                                                                   |
|---------------|------------------------------------------------------------------------------------------------------------|
| First Release | This is an updated unit, based on and equivalent to SIRPDIS001A Accept prescriptions and deliver medicine. |

## Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to collect and verify customer's prescription-related information, lodge scripts for dispensing, and return dispensed prescription items to customers on behalf of the dispensing pharmacist.

## Application of the Unit

This unit applies to pharmacy assistants and dispensary assistants who work in community pharmacies.

A person undertaking this role is required to work under the direct supervision of a pharmacist.

## Licensing/Regulatory Information

All relevant federal, state or territory legislation, Pharmacy Board of Australia Guidelines, and established practice and quality assurance standards are to be met.

## Pre-Requisites

SIRCHCS201 Support the supply of Pharmacy Medicines and Pharmacist Only Medicines

## Employability Skills Information

This unit contains employability skills.

## Elements and Performance Criteria Pre-Content

### Elements and Performance Criteria

#### ELEMENT

#### PERFORMANCE CRITERIA

Elements describe the essential outcomes of a unit of competency.

Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.

- |                                              |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |
|----------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1. Verify prescription and customer details. | 1.1. Approach <b>customer</b> and accept prescriptions in a timely manner.<br>1.2. Check <b>customer's prescriptions</b> for <b>legality, validity and completeness</b> .<br>1.3. Confirm <b>customer details</b> .<br>1.4. Respect customer privacy and confidentiality when requesting and providing information.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |
| 2. Confirm customer prescription needs.      | 2.1. Identify and confirm items to be dispensed.<br>2.2. Provide brand substitution information and determine customer preference.<br>2.3. Flag and refer <b>prescription discrepancies</b> and other situations requiring additional assistance to appropriate pharmacy staff or a pharmacist.<br>2.4. Advise customers of expected prescription preparation time, including <b>delaying factors</b> or delivery times as appropriate.<br>2.5. Lodge verified prescriptions together with relevant recorded customer information for dispensing.                                                                                                                                                                                                                                                                                |
| 3. Return prescribed medicines to customers. | 3.1. Verify that dispensed prescriptions have been checked by a pharmacist and check dispensed medicines to ensure customer's requested items and quantities have been dispensed.<br>3.2. Verify that the customer receives the correct medicine and that the customer or their agent signs and dates the prescription as confirmation of receipt.<br>3.3. Explain <b>information provided on medicines</b> and question to confirm customer understanding.<br>3.4. Refer customers to a pharmacist in situations requiring additional assistance or therapeutic advice.<br>3.5. Supply dispensed medicines promptly in <b>appropriate packaging</b> .<br>3.6. Provide information on other products where required to effectively use medicines supplied.<br>3.7. Retain store-filled prescriptions in a nominated secure area. |

## Required Skills and Knowledge

This section describes the skills and knowledge required for this unit.

### Required skills

- communication skills to:
  - ask questions to identify and confirm customer requirements
  - explain information contained on cautionary and advisory labels in a level of English suited to the customer's communication requirements
  - question to confirm that the customer understands the information provided
  - invite further questions from the customer
  - provide relevant information to the dispensing pharmacist and other staff members where required
  - seek direction from the dispensing pharmacist
  - use language and concepts appropriate to cultural differences
  - use and interpret non-verbal communication
- literacy skills to:
  - check prescription information
  - read cautionary and advisory medicine labels
  - record customer information
- planning and organising skills to:
  - plan and carry out work to meet dispensary workflow requirements
  - provide timely delivery of dispensed items to customers
- teamwork skills to operate as part of a dispensing team

### Required knowledge

- brand substitution information, including:
  - product costing policy reflecting brand price premiums and therapeutic premiums
  - the term 'bio-equivalent' products as defined by the Therapeutic Goods Administration (TGA)
- pharmacy procedures relating to:
  - accepting prescriptions
  - accessing and using pharmacy information systems required by the role
  - circumstances under which referral to a pharmacist or other pharmacy staff is required
  - collecting and supplying information to an agent acting on behalf of a customer
  - delivering dispensed prescriptions
  - maintaining the privacy and confidentiality of customer information
  - offering brand substitution
- Pharmaceutical Benefits Scheme (PBS) and Medicare Australia system, and supply rules

relating to:

- customer eligibility and access
- payments for general customers (without concessional cards) and concessional customers
- co-payments
- safety net entitlements
- supplying repeat prescriptions
- privacy principles as they relate to accepting prescriptions and delivering medicine

## Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

### Overview of assessment

#### **Critical aspects for assessment and evidence required to demonstrate competency in this unit**

Evidence of the ability to:

- accept and lodge prescriptions for dispensing
- identify different types of prescriptions and entitlements
- follow verification procedures when providing dispensed medicines to customers
- operate as part of a dispensing team and provide relevant information to a pharmacist and other pharmacy staff as required
- provide prescription information to customers in ways appropriate to customer needs and demonstrate appropriate techniques to confirm understanding
- recognise and act on situations requiring referral to a pharmacist or other pharmacy staff.

#### **Context of and specific resources for assessment**

Assessment must ensure that competency is:

- consistently demonstrated over a period of time and observed by the assessor or the technical expert working in partnership with the assessor as described in the assessment
- demonstrated in a real pharmacy workplace environment that meets Pharmacy Board of Australia and relevant industry standards for dispensary operations, which may include client interruptions and involvement in other related activities normally expected in the pharmacy.

Assessment must ensure access to:

- a range of customers with different prescription requirements and entitlements who are typical of the customer base

- dispensed medicines for return to customers
- relevant documentation, such as:
  - PBS information
  - pharmacy procedures
  - prescriptions.

**Method of assessment**

A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit:

- observation of the learner performing a range of tasks in an actual or simulated work environment, over sufficient time to demonstrate handling of a range of contingencies, which may include:
  - accepting prescriptions and delivering medicine to a range of customers
  - completing pharmacy documentation relevant to accepting prescriptions
  - returning dispensed medicines to customers
  - seeking direction from the dispensing pharmacist
- role plays to confirm communication skills that meet diverse customer requirements
- written or oral questions appropriate to the language and literacy level of the learner to test relevant underpinning knowledge
- review of portfolios of evidence and third-party workplace reports of on-the-job performance.

**Guidance information for assessment**

Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended.

## Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

***Customer*** may include people:

- from a range of social, cultural and ethnic backgrounds and with varying mental and physical abilities
- visiting the pharmacy, contacting the pharmacy by phone, or in their own home
- with special needs, such as:



- the elderly
  - infants
  - who are:
    - drug or alcohol affected
    - emotionally unstable
    - mentally unstable
    - physically unwell.
- Customer's prescriptions*** may include:
- a limited approved range of scripts from providers, including:
    - dentists
    - doctors
    - nurse practitioners
    - optometrists
    - podiatrists
    - veterinary surgeons
  - National Health scripts
  - private scripts
  - repatriation scripts or Veteran Affairs scripts.
- Legality, validity and completeness*** may include:
- adequate written instructions on the dosage regimen
  - compliance with timing rules to fill repeat scripts
  - doctor's or prescribing practitioner's full name, current address, telephone number and date
  - name of medicine, quantity prescribed and clearly indicated dosage directions
  - currency of prescription
  - clear prescription with no indication of tampering or forgery
  - self-treatment instructions that meet legal and regulatory requirements.
- Customer details*** may include:
- full name and current address
  - date of birth where patient is elderly (over 70 years) or young (under 12 years)
  - entitlement number, if any, under the PBS
  - Medicare details
  - private health cover and receipt requirements
  - allergies or adverse reactions suffered in the past to medications
  - current use of other medications, including complementary medicines.
- Prescription discrepancies*** may include:
- incomplete or incorrect prescriber or customer details
  - out-of-date prescriptions
  - prescriptions marked 'cancelled' or in other ways that

|                                                |                                                                                                                                                                                                                                                                                                                                      |
|------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                                                | indicate they have been dispensed and completed                                                                                                                                                                                                                                                                                      |
|                                                | <ul style="list-style-type: none"><li>• invalid prescriptions, such as:<ul style="list-style-type: none"><li>• forged or altered information</li><li>• written by prescriber for self-treatment</li></ul></li><li>• requests for excessive quantities.</li></ul>                                                                     |
| Delaying factors may include:                  | <ul style="list-style-type: none"><li>• out-of-stock prescribed medicines</li><li>• special preparation requirements, e.g. compounded products.</li></ul>                                                                                                                                                                            |
| Information provided on medicines may include: | <ul style="list-style-type: none"><li>• pharmacy labels</li><li>• cautionary or advisory labels</li><li>• additional information or advice prepared by a pharmacist</li><li>• information provided by the supplier</li><li>• self-care and health information</li><li>• Consumer Medicine Information (CMI).</li></ul>               |
| Appropriate packaging may include:             | <ul style="list-style-type: none"><li>• packaging that protects customer privacy and medicine handling requirements, such as:<ul style="list-style-type: none"><li>• light-sensitive tray-controlled packaging</li><li>• opaque packaging</li><li>• paper bags</li><li>• packaging determined by the pharmacist.</li></ul></li></ul> |

## Unit Sector(s)

Community Pharmacy

## Competency field

Dispensary

## HLTRAH301C Undertake visits to remote communities

### Modification History

Not Applicable

### Unit Descriptor

#### Descriptor

This unit relates to travelling to remote communities for the purpose of delivering services within those communities

### Application of the Unit

#### Application

This unit addresses workers' involvement in preparation for travel and contribution to vehicle safety

However, the unit does not cover driving the vehicle used for travel to remote communities

Primary responsibility for vehicle preparation and operational safety will be that of the driver

### Licensing/Regulatory Information

Not Applicable

### Pre-Requisites

Not Applicable

### Employability Skills Information

#### Employability Skills

This unit contains Employability Skills

## Elements and Performance Criteria Pre-Content

Elements define the essential outcomes of a unit of competency.

The Performance Criteria specify the level of performance required to demonstrate achievement of the Element. Terms in italics are elaborated in the Range Statement.

## Elements and Performance Criteria

### ELEMENT

### PERFORMANCE CRITERIA

#### 1. Prepare for visits to remote communities

- 1.1 Check weather forecast and prepare for possible adverse weather or environmental conditions
- 1.2 Check condition of relevant terrain and roads
- 1.3 Vehicle appropriateness and preparedness for the journey is ensured
- 1.4 Pack appropriate items to meet *personal needs* for the journey
- 1.5 Prepare equipment and resources required to complete tasks in remote areas
- 1.6 Obtain workplace and community approval for the visit
- 1.7 Negotiate accommodation with the community if required
- 1.8 Notify appropriate persons of travel details in line with organisation and community policy and procedures
- 1.9 Prepare communications equipment and identify correct policy and procedures for operation

#### 2. Travel safely to and from remote communities

- 2.1 Ensure travel is within guidelines provided in organisation policy and procedures
- 2.2 Follow appropriate safety procedures and policies for travel to and from remote communities

#### 3. Stay in a remote community for a short term visit

- 3.1 Follow cultural and community protocols when staying in remote communities
- 3.2 Employ appropriate strategies to avoid offence or

**ELEMENT****PERFORMANCE CRITERIA**

conflict in the community

3.3 Manage, complete and record priority tasks appropriately

## Required Skills and Knowledge

### REQUIRED SKILLS AND KNOWLEDGE

This describes the essential skills and knowledge and their level required for this unit.

#### *Essential knowledge:*

The candidate must be able to demonstrate essential knowledge required to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

This includes knowledge of:

- Cultural safety issues and local community protocols
- Features and use of appropriate communication devices
- Policies and procedures for remote location emergency situations
- Safety features in relation to terrain
- Safety features in relation to weather conditions
- Safety issues in relation to travelling in remote areas

#### *Essential skills:*

It is critical that the candidate demonstrate the ability to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

This includes the ability to:

- Prepare appropriately for visits to remote communities and to travel safely to remote communities
- Use problem solving skills, including the ability to use available resources in a remote setting and prioritise workload for remote travel
- Work with others and display understanding of issues relevant to particular communities

## REQUIRED SKILLS AND KNOWLEDGE

- Use language, literacy and numeracy skills to:
  - communicate in English and/or community language, depending on client group
  - communicate in English or a community language depending on the language used in pamphlets or workplace manuals
  - complete basic arithmetic calculations such as addition, subtraction, multiplication, division and recording numbers
  - read and interpret material appropriate for safe travel and/or vehicle use, with any literacy support available in the workplace
- Use oral communication skills, including:
  - asking questions
  - clarifying workplace instructions when necessary
  - listening to and understanding workplace instructions
  - providing clear information

## Evidence Guide

### EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment Guidelines for this Training Package.

*Critical aspects for assessment and evidence required to demonstrate this competency unit:*

- This unit is most appropriately assessed in the workplace or in a simulated workplace to identify underpinning knowledge
- The individual being assessed must provide evidence of specified essential knowledge as well as skills
- Consistency of performance should be demonstrated over the required range of workplace situations

*Access and equity considerations:*

- All workers in the health industry should be aware of access and equity issues in relation to their own area of work
- All workers should develop their ability to work in a culturally diverse environment
- In recognition of particular health issues facing

## EVIDENCE GUIDE

Aboriginal and Torres Strait Islander communities, workers should be aware of cultural, historical and current issues impacting on health of Aboriginal and Torres Strait Islander people

- Assessors and trainers must take into account relevant access and equity issues, in particular relating to factors impacting on health of Aboriginal and/or Torres Strait Islander clients and communities

## Range Statement

### RANGE STATEMENT

The Range Statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Add any essential operating conditions that may be present with training and assessment depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts.

*Possible adverse weather or environmental conditions may include:*

- Flood
- Fire
- Heavy rain
- Extreme heat
- Snow

*Criteria for appropriate vehicle may include:*

- 4-wheel drive or 2-wheel drive
- Range
- Clearance
- Load capacity
- Age
- Service record
- Communication systems eg two-way radio

*Criteria for prepared vehicle may* • Fuel

**RANGE STATEMENT**

*include:*

- Oil
- Water
- Spares
- Tools
- Recovery equipment
- Periodic maintenance
- Maps
- GPS unit
- Winch

*Appropriate policies and procedures for travelling safely to remote communities may include:*

- Safe driving practice
  - adjusting driving to suit a range of conditions
  - avoiding fatigue
  - vehicle monitoring
  - dealing with punctures and other minor repairs as appropriate
  - following procedures for serious breakdowns

*Communication equipment may include:*

- 2 way radios
- Mobile phones

*Communication procedures and policy may include:*

- Maintaining regular contact with 'home-base' or other staff

*Personal needs may include:*

- Food
- Drink
- Clothing
- Tent
- Sleeping bag/ swag
- Cleaning
- First aid kit



## Unit Sector(s)

Not Applicable

## **HLTPOP404C Provide interventions to clients who are nicotine dependent**

### **Modification History**

Not Applicable

### **Unit Descriptor**

#### **Descriptor**

This unit provides knowledge and skills in the treatment and management of nicotine dependence, including (singly or in combination) behavioural and pharmacological interventions such as: brief advice and counselling; intensive support; and provision of advice on use of appropriate non-prescription and prescription pharmacotherapies

### **Application of the Unit**

#### **Application**

Skills and knowledge in this unit are provided to support implementation of common population based smoking cessation strategies such as participation in health promotion campaigns, including the preparation of campaign resources such as pamphlets and participation in health education and health screening activities

### **Licensing/Regulatory Information**

Not Applicable

### **Pre-Requisites**

Not Applicable

## Employability Skills Information

### Employability Skills

This unit contains Employability Skills

## Elements and Performance Criteria Pre-Content

Elements define the essential outcomes of a unit of competency.

The Performance Criteria specify the level of performance required to demonstrate achievement of the Element. Terms in *italics* are elaborated in the Range Statement.

## Elements and Performance Criteria

### ELEMENT

### PERFORMANCE CRITERIA

1. Assess needs of clients who are nicotine dependent

- 1.1 Elicit client's history particularly relevant to smoking, in accordance with organisation guidelines and ethical considerations
- 1.2 Assess nicotine dependence using a validated method
- 1.3 Determine smoking cessation treatment based on assessment of an individual's level of nicotine dependence, stage of change and client history
- 1.4 Professionally and accurately maintain client records
- 1.5 Maintain client confidentiality

2. Implement interventions

- 2.1 Match intervention to client's personal circumstances including relevant health issues, level of dependence and behavioural triggers
- 2.2 Conduct brief intervention with client according to client needs
- 2.3 Use motivational interviewing techniques to increase client's motivation to quit
- 2.4 Provide intensive counselling as per individual need
- 2.5 Refer clients to other health professional or

**ELEMENT****PERFORMANCE CRITERIA**

agency as appropriate

3. Assist clients in accessing *pharmacotherapies* for smoking cessation

3.1 Provide client with information about pharmacotherapies, their benefits and contraindications

3.2 Determine suitability of pharmacotherapies for client

3.3 Provide referral to a medical practitioner for pharmacotherapies as appropriate

3.4 Determine options for optimal combination of *smoking cessation therapies* with client if appropriate

4. Monitor client's progress

4.1 Arrange and conduct client follow up

4.2 Assess client's progress against goals set and interventions conducted and then provide feedback

4.3 Assess risk of relapse

4.4 Provide behavioural interventions and/or pharmacological advice

4.5 Refer clients to other health professional or agency as appropriate

5. Ensure high standards of professionalism and continuing professional development

5.1 Demonstrate professional standard of conduct at all times

5.2 Maintain knowledge of evidence base relating to smoking cessation therapies

5.3 Undertake qualitative and quantitative assessment of work

5.4 Appraise developments in smoking cessation practices and apply to improve own practice

5.5 Maintain ongoing personal professional development and training in smoking cessation

## Required Skills and Knowledge

### REQUIRED SKILLS AND KNOWLEDGE

This describes the essential skills and knowledge and their level required for this unit.

#### *Essential knowledge:*

The candidate must be able to demonstrate essential knowledge required to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

This includes knowledge of:

- Brief intervention techniques
- Contraindications associated with use of NRT, including recent cardiac events, unstable angina and pregnancy
- Evidence based key strategies for smoking cessation including the World Health Organisation: *Evidence-based Recommendations on the Treatment of Tobacco Dependence* and the Australian National Drug Strategy 'Smoking cessation interventions Review of evidence and implications for best practice in healthcare settings'.
- Evidence-based aspects of dosage and duration of use of nicotine replacement therapies (NRT)
- Intensive counselling techniques suitable for smoking cessation interventions
- Interaction of nicotine with various medications
- Interaction of NRT with medications and other drugs, e.g. caffeine, alcohol, insulin
- Internationally accepted definitions of nicotine dependence including the DSM-IV (*Diagnostic and Statistical Manual of Mental Disorders* 4th Ed) and the WHO International Classification of Disease (ICD-10)
- Motivational interviewing techniques
- Physiological links between mental illness and nicotine dependence
- Process of neuro-adaptation to nicotine
- Processes of titration of nicotine dose and smoker compensation practices
- Use of non prescription (such as NRT) and prescription-only (such as slow-release bupropion) pharmacotherapies

#### *Essential skills:*

It is critical that the candidate demonstrate the ability to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

This includes the ability to:

- Access and locate existing state/national/international print and electronic primary

## REQUIRED SKILLS AND KNOWLEDGE

sources of evidence relating to assessment and treatment of nicotine dependence

- Apply active listening including questioning
- Apply negotiation skills
- Apply problem solving skills
- Assess the needs of clients who are nicotine dependent
- Demonstrate effective communication and interpersonal skills
- Establish rapport
- Implement a range of smoking cessation interventions
- Provide information on smoking and smoking cessation to the client
- Provide referral to appropriate services
- Undertake networking and liaison with other services and service providers
- Work with a range of clients

## Evidence Guide

### EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment Guidelines for this Training Package.

*Critical aspects for assessment and evidence required to demonstrate this competency unit:*

- The individual being assessed must provide evidence of specified essential knowledge as well as skills

*Access and equity considerations:*

- All workers in the health industry should be aware of access and equity issues in relation to their own area of work
- All workers should develop their ability to work in a culturally diverse environment
- In recognition of particular health issues facing Aboriginal and Torres Strait Islander communities, workers should be aware of cultural, historical and current issues impacting on health of Aboriginal and Torres Strait Islander people

## EVIDENCE GUIDE

- Assessors and trainers must take into account relevant access and equity issues, in particular relating to factors impacting on health of Aboriginal and/or Torres Strait Islander clients and communities

### *Context of and specific resources for assessment:*

- This unit may be assessed on the job or through simulation
- Consistency in performance should consider the work environment, worker's role and responsibilities in the workplace
- Access is required to equipment and resources normally used in the workplace

### *Method of assessment:*

Assessment may include:

- Observation
- Interview and questioning
- Simulation
- Workplace documentation of practice
- Portfolio
- Testimonial

### *Related units:*

This unit should be assessed after or in conjunction with related unit:

- HLTPOP403C Provide information on smoking and smoking cessation

It is also recommended that this unit be undertaken in conjunction with:

- HLTPOP402C Assess readiness for and effect behaviour change

This unit may also be assessed in conjunction with:

- CHCCS403B Provide brief intervention
- CHCGROUP403D Plan and conduct group activities
- CHCTC302A Provide client-centred telephone counselling

## Range Statement

### RANGE STATEMENT

The Range Statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Add any essential operating conditions that may be present with training and assessment depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts.

*Historical, social, political and economic context includes:*

- The statutory framework within which work takes place in the health and community sector
- The historical context of work e.g. changing knowledge about best practice in treating nicotine dependence; changing approaches to working with clients; changing social context of work e.g. changing government and societal views of tobacco use and approaches to working with clients
- The political context e.g. government policies and initiatives affecting treatment for nicotine dependence
- The economic context e.g. the current economic situation as it relates to and affects tobacco use and the subsequent impact on client needs

*Client history relevant to smoking includes:*

- State of health
- Behavioural factors
- Level of nicotine dependence

*Smoking cessation interventions may include:*

- Brief interventions:
- The 'Five A's':
  - *Ask* (about smoking)
  - *Advise* (all smokers to quit)
  - *Assess* (level of dependence and readiness to quit)
  - *Assist* (provide advice and support)
  - *Arrange* (follow up)
- Motivational interviewing techniques
- Exploring 'readiness to quit' using the



## RANGE STATEMENT

trans-theoretical model of behaviour change:

- those not ready to quit
- those thinking about quitting
- those ready to quit
- those who have already quit
- those who have relapsed
- Intensive counselling
- May include phone or face to face interventions
- May be individual or group interventions

*Pharmacotherapy includes:*

- Nicotine replacement therapies (non-prescription)
- Bupropion slow-release, 'Zyban' (prescription only)

*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.

*Validated methods for assessing nicotine dependence include:*

- Fagerstrom test for nicotine dependence
- TTFC + CPD (time to first cigarette plus cigarettes per day)
- CO monitor

*Social, political and economic context of tobacco smoking may include reference to:*

- Aboriginal and Torres Strait Islander Complementary Action Plan 2003-2009

## Unit Sector(s)

Not Applicable

# **HLTPOP403C Provide information on smoking and smoking cessation**

## **Modification History**

Not Applicable

## **Unit Descriptor**

### **Descriptor**

This unit describes the knowledge and skills required by workers to provide information to individuals and groups on smoking and smoking cessation programs

The unit provides information on the population health issues surrounding tobacco use and the impact of smoking and nicotine dependence on the individual

## **Application of the Unit**

### **Application**

Skills and knowledge in this unit are provided to support implementation of common population based smoking cessation strategies such as participation in health promotion campaigns, including the preparation of campaign resources such as pamphlets and participation in health education and health screening activities

## **Licensing/Regulatory Information**

Not Applicable

## **Pre-Requisites**

Not Applicable

## Employability Skills Information

### Employability Skills

This unit contains Employability Skills

## Elements and Performance Criteria Pre-Content

Elements define the essential outcomes of a unit of competency.

The Performance Criteria specify the level of performance required to demonstrate achievement of the Element. Terms in *italics* are elaborated in the Range Statement.

## Elements and Performance Criteria

### ELEMENT

### PERFORMANCE CRITERIA

1. Work undertaken demonstrates an understanding of the context of tobacco use in society

- 1.1 In all work, reflect an understanding of the prevalence of; and gender, age and cultural distribution of smoking in the Australian population
- 1.2 Reflect in work practices, knowledge of cultural and gender factors associated with tobacco use in Australia, including variations in smoking methods and prevalence between culturally and linguistically diverse (CALD) communities and particular demographic groups
- 1.3 In all work, reflect an understanding of the *social, political and economic context* of tobacco use in Australian society
- 1.4 In all work, reflect an understanding of the range of diseases and the health and economic burden attributable to tobacco
- 1.5 Reflect work undertaken, an understanding of the particular problems associated with smoking among special groups including: pregnant and lactating women; adolescents; Aboriginal and Torres Strait Islander people; people with smoking related diseases; people with a mental illness

2. Provide information on smoking and its effects

- 2.1 Reflect in work undertaken, knowledge of the physiology of nicotine dependence including interactions

**ELEMENT****PERFORMANCE CRITERIA**

with various medications

2.2 Reflect in work undertaken, knowledge of behavioural and pharmacological determinants of smoking behaviour

2.3 Provide relevant information relating to smoking and its effects

2.4 Provide and promote health benefits of quitting smoking for the individual

3. Provide information on smoking cessation treatments and their outcomes

3.1 Identify and promote national and international best practice strategies for smoking cessation

3.2 Take into account needs of special populations, such as adolescents and people with mental illnesses in promoting smoking cessation programs

3.3 Provide clients with self-help materials, such as pamphlets and fact sheets

3.4 Provide referral to telephone counselling services as required

4. Screen clients for smoking

4.1 Assess *nicotine dependence* using a validated method

4.2 Record client results using a suitable system

4.3 Maintain client records professionally and accurately

4.4 Maintain client confidentiality

**Required Skills and Knowledge****REQUIRED SKILLS AND KNOWLEDGE**

This describes the essential skills and knowledge and their level required for this unit.

## REQUIRED SKILLS AND KNOWLEDGE

### *Essential knowledge:*

The candidate must be able to demonstrate essential knowledge required to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

This includes knowledge of:

- Barriers to quitting smoking
- Basic human anatomy and physiology, particularly the brain, the lungs and the circulatory system
- Basic pharmacology relevant to work being undertaken
- Broad characteristics of the chemical constituents in tobacco smoke, (i.e. carcinogens, mutagens and toxins)
- Common behavioural triggers associated with smoking
- Common symptoms of nicotine withdrawal and their relationship to physical recovery
- Evidence based key strategies for smoking cessation including the World Health Organisation: *Evidence-based Recommendations on the Treatment of Tobacco Dependence* and the Australian National Drug Strategy: 'Smoking cessation interventions Review of evidence and implications for best practice in healthcare settings'
- Interaction of nicotine with various medications
- Internationally accepted definitions of nicotine dependence including the DSM-IV (*Diagnostic and Statistical Manual of Mental Disorders* 4th Ed) and the WHO International Classification of Disease (ICD-10)
- Knowledge of context of tobacco use in society
- Physiological links between mental illness and nicotine dependence
- Process of neuro-adaptation to nicotine
- Processes of titration of nicotine dose and smoker compensation practices
- Short and long-term known health effects of active and passive smoking

### *Essential skills:*

It is critical that the candidate demonstrate the ability to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

This includes the ability to:

- Apply effective communication and interpersonal skills
- Apply in depth knowledge of smoking and its effects and its impact on individuals and the community
- Conduct screening for smoking
- Locate existing state/national/international print and electronic primary sources of evidence relating to assessment and treatment of nicotine dependence

# Evidence Guide

## EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment Guidelines for this Training Package.

*Critical aspects for assessment and evidence required to demonstrate this competency unit:*

- The individual being assessed must provide evidence of specified essential knowledge as well as skills

*Access and equity considerations:*

- All workers in the health industry should be aware of access and equity issues in relation to their own area of work
- All workers should develop their ability to work in a culturally diverse environment
- In recognition of particular health issues facing Aboriginal and Torres Strait Islander communities, workers should be aware of cultural, historical and current issues impacting on health of Aboriginal and Torres Strait Islander people
- Assessors and trainers must take into account relevant access and equity issues, in particular relating to factors impacting on health of Aboriginal and/or Torres Strait Islander clients and communities

*Context of and specific resources for assessment:*

- This unit may be assessed on the job or through simulation
- Consistency in performance should consider the work environment, worker's role and responsibilities in the workplace

*Method of assessment:*

Assessment may include:

- Written assignment
- Observation

## EVIDENCE GUIDE

- Interview and questioning
- Workplace documentation of practice

### *Related units:*

This unit is a pre-requisite for:

- HLTPOP404C Provide interventions to clients who are nicotine dependent

Taking this unit alone does not qualify one to provide smoking cessation interventions

It is also recommended that this unit be undertaken with:

- HLTPOP402C Assess readiness for and effect behaviour change

## Range Statement

### RANGE STATEMENT

The Range Statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Add any essential operating conditions that may be present with training and assessment depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts.

### *Historical, social, political and economic context includes:*

- The statutory framework within which work takes place in the health and community sector
- The historical context of work e.g. changing knowledge about best practice in treating nicotine dependence; changing approaches to working with clients; changing social context of work e.g. changing government and societal views of tobacco use and approaches to working with clients
- The political context e.g. government policies and initiatives affecting treatment for nicotine dependence
- The economic context e.g. the current economic

## RANGE STATEMENT

situation as it relates to and affects tobacco use and the subsequent impact on client needs

*Special groups include:*

- Pregnant and lactating women
- Adolescents
- Aboriginal and Torres Strait Islander people
- People with smoking related diseases
- People with a mental illness

*Population based smoking cessation strategies include:*

- Health promotion campaigns
- Health screening activities
- Health education for groups
- Development and dissemination of resources such as pamphlets
- Working with businesses to promote smoking cessation among staff
- Working with individuals
- Health system

*The underpinning values and philosophies of the sector may include:*

- A holistic and client-centred approach i.e. promotion of health and wellbeing
- Early identification of health problems
- Delivery of appropriate services based on evidence for best practice
- Commitment to meeting the needs and upholding the rights of clients
- Commitment to empowering the client

*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

*Validated methods for assessing nicotine dependence include:*

- Fagerstrom test for nicotine dependence
- TTFC + CPD (time to first cigarette plus cigarettes per day)



**RANGE STATEMENT**

*Suitable systems for recording client results include using:*

- Chart stickers
- Smoking as vital sign
- Computer prompts

*Social, political and economic context of tobacco smoking may include reference to:*

- Aboriginal and Torres Strait Islander Complementary Action Plan 2003-2009

**Unit Sector(s)**

Not Applicable

## HLTPOP402C Assess readiness for and effect behaviour change

### Modification History

Not Applicable

### Unit Descriptor

#### Descriptor

This unit recognises the importance of behaviour as a health determinant within the context of broader social determinants of health

It aims to develop skills to analyse behaviour that impacts health and ways in which to reinforce or change them to promote health

### Application of the Unit

#### Application

Working in compliance with relevant legislation and regulations within which the worker's organisation operates is essential

### Licensing/Regulatory Information

Not Applicable

### Pre-Requisites

Not Applicable

### Employability Skills Information

#### Employability Skills

This unit contains Employability Skills

## Elements and Performance Criteria Pre-Content

Elements define the essential outcomes of a unit of competency.

The Performance Criteria specify the level of performance required to demonstrate achievement of the Element. Terms in *italics* are elaborated in the Range Statement.

## Elements and Performance Criteria

### ELEMENT

### PERFORMANCE CRITERIA

- |                                                                                                       |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |
|-------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>1. Identify <i>behaviour</i> that impacts negatively on health and assess readiness for change</p> | <p>1.1 Demonstrate an understanding of social determinants of health and specific influences on individual's behaviour</p> <p>1.2 Demonstrate an understanding of environmental factors that restrain change</p> <p>1.3 Identify behavioural health determinants</p> <p>1.4 Assess motivation, commitment and confidence levels to change attitudes, beliefs and behaviour in collaboration with other team members and or/ stakeholders</p> <p>1.5 Reinforce positive beliefs and behaviour</p> <p>1.6 Consider unintended consequences of desired behaviour and incorporate into the plan</p>                                      |
| <p>2. Develop and implement plan for behaviour change</p>                                             | <p>2.1 Factor into the plan the contribution existing <i>organisations</i> and <i>infrastructure</i> can make towards facilitating individual behaviour change</p> <p>2.2 Fully explore the opportunity for collaborative partnerships to implement the plan</p> <p>2.3 Identify pro-active strategies to support behavioural change based on behaviour change models, research available and consultations with experts and/or stakeholders</p> <p>2.4 Document a plan and implement in consultation with the individual involved</p> <p>2.5 Construct an evaluation plan/strategy in consultation with the individual involved</p> |

**ELEMENT****PERFORMANCE CRITERIA**

- |                                |                                                                                                                     |
|--------------------------------|---------------------------------------------------------------------------------------------------------------------|
| 3. Monitor and review progress | 3.1 Identify the most appropriate methods of data collection for recording behaviour                                |
|                                | 3.2 Collect, summarise and review data related to individual behaviour                                              |
|                                | 3.3 Assess changes in behaviour in collaboration with the individual involved and other experts as may be necessary |
|                                | 3.4 Assess effectiveness of plan in collaboration with other experts and/or stakeholders                            |
|                                | 3.5 Publish and report results of behaviour change strategies in relevant form                                      |

## Required Skills and Knowledge

### REQUIRED SKILLS AND KNOWLEDGE

This describes the essential skills and knowledge and their level required for this unit.

#### *Essential knowledge:*

The candidate must be able to demonstrate essential knowledge required to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

This includes knowledge of:

- Adult education principles
- Equity issues in population health
- Evidence-based practice
- National, State and local health policies, goals, targets and priorities
- Overview of the stages in population health project planning
- Quality assurance
- Relevant international charters/declarations and documents (e.g. Alma Ata, Ottawa Charter, Jakarta Declaration, The Solid Facts by WHO)
- Social change and advocacy processes
- Social determinants of health
- The relationship between attitudes, knowledge and lifestyle factors and behaviour

## REQUIRED SKILLS AND KNOWLEDGE

- The relationship between individual behaviour and health outcomes
- Theory and practice of population health including health promotion, health protection and prevention of communicable and non communicable diseases

### *Essential skills:*

It is critical that the candidate demonstrate the ability to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

This includes the ability to:

- Apply effective communication and interpersonal skills including:
  - high level written or verbal
  - negotiation and liaison
  - consultation
  - conflict resolution and mediation
- Apply analytical thinking, problem solving and critical appraisal
- Determine the impact of knowledge, values and environmental / cultural and lifestyle factors on behaviour
- Facilitate and contribute effectively to meetings, forums and other networks
- Identify individual behaviours that impact on health outcome
- Undertake work planning and management
- Work as part of a multi-disciplinary team and/or autonomously

## Evidence Guide

### EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment Guidelines for this Training Package.

*Critical aspects for assessment and evidence required to demonstrate this competency unit:*

- The individual being assessed must provide evidence of specified essential knowledge as well as skills
- Consideration should be given to assessing consistency of performance over a period of time

## EVIDENCE GUIDE

- Access and equity considerations:*
- All workers in the health industry should be aware of access and equity issues in relation to their own area of work
  - All workers should develop their ability to work in a culturally diverse environment
  - In recognition of particular health issues facing Aboriginal and Torres Strait Islander communities, workers should be aware of cultural, historical and current issues impacting on health of Aboriginal and Torres Strait Islander people
  - Assessors and trainers must take into account relevant access and equity issues, in particular relating to factors impacting on health of Aboriginal and/or Torres Strait Islander clients and communities
- Context of and specific resources for assessment:*
- This unit is most appropriately assessed in the classroom environment
  - Assessment may contain a theoretical emphasis.
  - Access to:
    - a range of government and non government policy documents and reports and statistics
    - journals, books and external expertise
    - documents and other materials (charters, declarations, discussion papers, etc.) from international conferences on population health
    - organisation policies and procedures
- Method of assessment may include:*
- Observation of performance
  - Written tasks
  - Interviewing and questioning
  - Formal appraisal systems
  - Staff client feedback
  - Portfolio/CV
  - Supporting statement of supervisors
  - Evidence of relevant work experience/formal or informal learning
  - Case studies and scenarios as a basis for the discussion of issues in facilitating learning and individual behaviour change

## EVIDENCE GUIDE

### Range Statement

#### RANGE STATEMENT

The Range Statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Add any essential operating conditions that may be present with training and assessment depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts.

*Individual behaviours that influence health outcome may include:*

- Diet
- Physical activity
- Alcohol consumption
- Drug intake
- Stress mediating activities
- Smoking

*Selected behaviour change models may include but are not restricted to:*

- Health belief model
- Behaviour change models
- Motivational change models
- Social cognitive model
- Theory of planned behaviour

*Sources of information for the relationship between individual behaviour and health outcome may include:*

- Literature from population health and related disciplines such as published books, papers and reports
- Demographic data and information
- Socio-economic data and information
- Data and information from health research and health studies
- Expert informants
- National, state and local health policy documents and implementation guidelines

## RANGE STATEMENT

|                                                                              |                                                                                                                                                                                                                                                                                                                                                                     |
|------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <i>Organisations may include</i>                                             | <ul style="list-style-type: none"><li>• Divisions of population health or public health units</li><li>• Community health services</li><li>• Specific programs</li><li>• Local government services</li><li>• Aboriginal health Services</li><li>• Non government health promotion programs e.g. Cancer Council, Heart Foundation, Asthma Association</li></ul>       |
| <i>Infrastructure may include:</i>                                           | <ul style="list-style-type: none"><li>• Transport routes</li><li>• Recreational facilities</li></ul>                                                                                                                                                                                                                                                                |
| <i>A range of resources may include:</i>                                     | <ul style="list-style-type: none"><li>• Print</li><li>• Electronic resources</li><li>• Workshops</li></ul>                                                                                                                                                                                                                                                          |
| <i>Contextual influences on individual health may include the following:</i> | <ul style="list-style-type: none"><li>• Socioeconomic status</li><li>• Age</li><li>• Education level</li><li>• Ethnic background</li><li>• Geographical location</li><li>• Disability</li><li>• Sexual identity</li><li>• Early childhood experience and environment</li><li>• Housing security</li><li>• Access to transport</li><li>• Employment status</li></ul> |

## Unit Sector(s)

Not Applicable



# HLTHIR403C Work effectively with culturally diverse clients and co-workers

## Modification History

Not Applicable

## Unit Descriptor

### Descriptor

This unit deals with the cultural awareness required for effective communication and cooperation with persons of diverse cultures

## Application of the Unit

### Application

Work will be within a prescribed range of functions involving known routines and procedures with some accountability for the quality of outcomes

The workplace context may be:

- Specific community
- Community or regional service
- Department of a large institution or organisation
- Specialised service or organisation

Application of this unit should be contextualised to reflect any requirements, issues and practices specific to each workplace

## Licensing/Regulatory Information

Not Applicable

## Pre-Requisites

Not Applicable

## Employability Skills Information

### Employability Skills

This unit contains Employability Skills

## Elements and Performance Criteria Pre-Content

Elements define the essential outcomes of a unit of competency.

The Performance Criteria specify the level of performance required to demonstrate achievement of the Element. Terms in *italics* are elaborated in the Range Statement.

## Elements and Performance Criteria

### ELEMENT

### PERFORMANCE CRITERIA

- |                                                                                                        |                                                                                                                                                                                                                                                                                                                                               |
|--------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1. Reflect cultural awareness in <i>work practice</i>                                                  | 1.1 Demonstrate awareness of culture as a factor in all human behaviour by using culturally appropriate work practices<br>1.2 Use work practices that create a culturally and psychologically safe environment for all persons<br>1.3 Review and modify work practices in consultation with persons from diverse cultural backgrounds         |
| 2. Accept <i>cultural diversity</i> as a basis for effective work place and professional relationships | 2.1 Show respect for cultural diversity in all communication and interactions with co-workers, colleagues and clients<br>2.2 Use specific <i>strategies to eliminate bias and discrimination</i> in the workplace<br>2.3 Contribute to the development of work place and professional relationships based on acceptance of cultural diversity |
| 3. Communicate effectively with culturally diverse persons                                             | 3.1 Show respect for cultural diversity in all <i>communication</i> with clients, families, staff and others<br>3.2 Use communication constructively to develop and maintain effective relationships, mutual trust and                                                                                                                        |

**ELEMENT****PERFORMANCE CRITERIA**

confidence

3.3 Where language barriers exist, make efforts to communicate in the most effective way possible

3.4 Seek assistance from interpreters or other persons as required

4. Resolve cross-cultural misunderstandings

4.1 Identify issues that may cause conflict

4.2 If difficulties or misunderstandings occur, consider the impact of cultural differences

4.3 Make an effort to sensitively resolve differences, taking account of cultural considerations

4.4 Address any difficulties with appropriate people and seek assistance when required

## Required Skills and Knowledge

### REQUIRED SKILLS AND KNOWLEDGE

This describes the essential skills and knowledge and their level required for this unit.

#### *Essential knowledge:*

The candidate must be able to demonstrate essential knowledge required to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

This includes knowledge of:

- Availability of resources and assistance within and external to the organisation in relation to cultural diversity issues
- Own cultural conceptions and pre-conceptions and perspective of diverse cultures
- Recognition of cultural diversity in Australian society with many individuals living in many cultures
- Recognition of cultural influences and changing cultural practices in Australia and its impact on diverse communities that make up Australian society
- Recognition of culture as a dynamic social phenomenon

## REQUIRED SKILLS AND KNOWLEDGE

- Recognition of culture as a range of social practices and beliefs evolving over time
- Recognition of impact of cultural practices and experiences on personal behaviour, interpersonal relationships, perception and social expectations of others
- Recognition of the unique way individuals may experience a culture and respond to past experiences
- Recognition that the word 'normal' is a value-laden, excluding concept that often precludes acknowledgment of the diversity of people, their life experiences and situations
- The principles of equal employment opportunity, sex, race, disability, anti-discrimination and similar legislation and the implications for work and social practices
- The role and use of language and cultural interpreters

### *Essential skills:*

It is critical that the candidate demonstrate the ability to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

This includes the ability to:

- Apply culturally respectful practices in the workplace and to demonstrate respect and inclusiveness of culturally diverse people in all work practices
- Form effective workplace relationships with co-workers and colleagues of diverse backgrounds and cultures
- Participate in identifying and implementing culturally safe work practices
- Respond respectfully and sensitively to cultural beliefs and practices that may cause harm
- Sensitively and respectfully communicate with persons of diverse backgrounds and cultures
- Use basic conflict resolution and negotiation skills
- Use effective strategies to address and eliminate discrimination and bias in the workplace

## Evidence Guide

### EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment Guidelines for this Training Package.

## EVIDENCE GUIDE

*Critical aspects for assessment and evidence required to demonstrate this competency unit:*

- The individual being assessed must provide evidence of specified essential knowledge as well as skills
- 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
- Holistic assessment of this competency unit is encouraged, to ensure application of these skills in conjunction with specific work functions but the unit may be delivered and assessed independently

*Access and equity considerations:*

- All workers in the health industry should be aware of access and equity issues in relation to their own area of work
- All workers should develop their ability to work in a culturally diverse environment
- In recognition of particular health issues facing Aboriginal and Torres Strait Islander communities, workers should be aware of cultural, historical and current issues impacting on health of Aboriginal and Torres Strait Islander people
- Assessors and trainers must take into account relevant access and equity issues, in particular relating to factors impacting on health of Aboriginal and/or Torres Strait Islander clients and communities

## Range Statement

### RANGE STATEMENT

The Range Statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Add any essential operating conditions that may be present with training and assessment depending on the work

**RANGE STATEMENT**

situation, needs of the candidate, accessibility of the item, and local industry and regional contexts.

- Work practices may relate to:*
- Dealing with persons of diverse gender, sexuality and age
  - Compliance with duty of care policies of the organisation
  - Collection and provision of information
  - Communication
  - Provision of assistance
  - Contact with families and carers
  - Physical contact
  - Care of deceased persons
  - Handling personal belongings
  - Provision of food services

*Work practices that are culturally appropriate would be non-discriminatory and free of bias, stereotyping, racism and prejudice.*

- Cultural diversity may include:*
- Ethnicity
  - Race
  - Language
  - Cultural norms and values
  - Religion
  - Beliefs and customs
  - Kinship and family structure and relationships
  - Personal history and experience, which may have been traumatic
  - Gender and gender relationships
  - Age
  - Disability
  - Sexuality
  - Special needs

- Communication may be:*
- Verbal
  - Appropriate gestures and facial and physical expressions

**RANGE STATEMENT**

- Posture
- Written
- Signage
- Through an interpreter or other person

*Strategies to eliminate bias and discrimination may include:*

- Cross cultural work teams
- Cross cultural employee representation on committees
- Workplace free of culturally insensitive literature, posters, signage
- Inclusion in decision-making

**Unit Sector(s)**

Not Applicable

## HLTCSD208D Transport clients

### Modification History

| Version 4                       | Version 5                         | Comments                                                                                                                                                                             |
|---------------------------------|-----------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| HLTCSD208C<br>Transport clients | HLTCSD208D -<br>Transport clients | Unit updated in V5.<br>ISC upgrade changes to remove references to old<br>OHS legislation and replace with references to new<br>WHS legislation. No change to competency<br>outcome. |

### Unit Descriptor

**Descriptor**

This unit of competency describes the skills and knowledge required for the safe, timely and efficient transport of clients from one location to another at a particular site, or to other sites

### Application of the Unit

**Application**

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

### Licensing/Regulatory Information

Not Applicable

### Pre-Requisites

Not Applicable



## Employability Skills Information

### Employability Skills

This unit contains Employability Skills

## Elements and Performance Criteria Pre-Content

Elements define the essential outcomes of a unit of competency.

The Performance Criteria specify the level of performance required to demonstrate achievement of the Element. Terms in *italics* are elaborated in the Range Statement.

## Elements and Performance Criteria

### ELEMENT

### PERFORMANCE CRITERIA

#### 1. Prepare for transport

- 1.1 Confirm transport with relevant personnel
- 1.2 Explain procedure to client or relevant personnel and answer any questions as required
- 1.3 Prepare for the safe and timely transportation of the client
- 1.4 Select equipment and check to ensure that it is clean, complete and correctly functioning for transportation according to *transportation requirements*
- 1.5 Check any *other equipment* to ensure that it is attached correctly and safely to *transportation equipment*

#### 2. Transport client

- 2.1 Transport client to designated location in accordance with *transportation requirements* and organisation policy
- 2.2 Manoeuvre equipment to ensure client comfort and safety and minimise risk to self

#### 3. Deliver client

- 3.1 Deliver client to designated location and inform relevant personnel of client's arrival as required
- 3.2 Inform relevant personnel of *client's needs* as required

**ELEMENT****PERFORMANCE CRITERIA**

- 3.3 Return equipment as required
- 3.4 Carry out reporting requirements as appropriate

## Required Skills and Knowledge

### REQUIRED SKILLS AND KNOWLEDGE

This describes the essential skills and knowledge and their level required for this unit.

#### *Essential knowledge:*

The candidate must be able to demonstrate essential knowledge required to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

This includes knowledge of:

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

#### *Essential skills:*

It is critical that the candidate demonstrate the ability to:

- Follow instructions in accordance with organisation procedures
- Transport and deliver client to correct destination according to safe working practices
- Communicate effectively with clients

In addition, the candidate must be able to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

This includes the ability to:

- Apply safe working practices, including manual handling techniques
- Interpret and follow the instructions and guidance of health professionals involve with

## REQUIRED SKILLS AND KNOWLEDGE

the care of clients

- Solve problems including the ability to use available resources and prioritise workload
- Use numeracy skills ranging from the ability to complete basic arithmetic calculations such as addition, subtraction, multiplication, division to recording numbers
- Use oral communication skills required to fulfil job roles in a safe manner and as specified by the organisation, including skills in:
  - asking questions
  - providing clear information
  - listening to and understanding workplace instructions
  - clarifying workplace instructions when necessary
  - competence in English or a community language, depending on client group and organisation requirements
- Use reading and writing skills 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 WHS 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
- Work with others and display empathy with client and relatives

## Evidence Guide

### EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment Guidelines for this Training Package.

*Critical aspects for assessment and evidence required to demonstrate this competency unit:*

- The individual being assessed must provide evidence of specified essential knowledge as well as skills
- Consistency of performance should be demonstrated over the required range of situations relevant to the workplace
- Where, for reasons of safety, space, or access to

## EVIDENCE GUIDE

equipment and resources, assessment takes place away from the workplace, the assessment environment should represent workplace conditions as closely as possible

*Context of and specific resources for assessment:*

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

*Method of assessment:*

- Observation of work activities in transporting clients
- Observation of simulation and/or role play involving transporting clients
- Discussion of physical and/or behavioural contingency scenarios involving duty of care
- Authenticated transcripts of relevant education/training courses
- Recognition of relevant life/work experience
- Written assignments/projects or questioning should be used to assess knowledge
- Authenticated reports of experience in transporting clients (Documentation associated with performance reviews, client feedback forms, supervisor/co-ordinator evaluations of work performance)
- Training records associated with OH Safety training, Orientation/Induction Training, Safe Manual Handling
- Case study and scenario as a basis for discussion of issues and strategies to contribute to best practice

*Access and equity considerations:*

- All workers in the health industry should be aware of access and equity issues in relation to their own area of work
- All workers should develop their ability to work in a culturally diverse environment
- In recognition of particular health issues facing Aboriginal and Torres Strait Islander communities, workers should be aware of cultural, historical and current issues impacting on health of Aboriginal and Torres Strait Islander people
- Assessors and trainers must take into account relevant access and equity issues, in particular

## EVIDENCE GUIDE

relating to factors impacting on health of Aboriginal and/or Torres Strait Islander clients and communities

*Related unit:*

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

- HLTCSD305D Assist with client movement

## Range Statement

### RANGE STATEMENT

The Range Statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Add any essential operating conditions that may be present with training and assessment depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts.

*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 but is not limited to:*

- Wheelchair
- Stretcher
- Trolley
- Bed
- Motor vehicle

**RANGE STATEMENT**

*Other equipment may include but is not limited to:*

- IV stand
- Monitors
- Humidicrib
- Oxygen

*Client needs may include:*

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

**Unit Sector(s)**

Not Applicable

## CHCCS403C Provide brief intervention

### Modification History

| CHC08 Version 3                         | CHC08 Version 4                         | Comments                                                                                                                                             |
|-----------------------------------------|-----------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------|
| CHCCS403B<br>Provide brief intervention | CHCCS403C<br>Provide brief intervention | ISC upgrade changes to remove references to old OHS legislation and replace with references to new WHS legislation. No change to competency outcome. |

### Unit Descriptor

**Descriptor**

This unit describes the knowledge and skills required to identify, implement and monitor brief intervention strategies for use in a variety of community health contexts

### Application of the Unit

**Application**

This unit may apply in a range of community service contexts

### Licensing/Regulatory Information

Not Applicable

### Pre-Requisites

Not Applicable

### Employability Skills Information

**Employability Skills**

This unit contains Employability Skills

## Elements and Performance Criteria Pre-Content

Elements define the essential outcomes of a unit of competency.

The Performance Criteria specify the level of performance required to demonstrate achievement of the Element. Terms in *italics* are elaborated in the Range Statement.

## Elements and Performance Criteria

### ELEMENT

### PERFORMANCE CRITERIA

- |                                                                                                 |                                                                                                                                                                                                                                                                                                                                                                                                          |
|-------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1. Explain what brief intervention is and how it can be effectively used                        | 1.1 Define <i>features of brief interventions</i> and give examples<br>1.2 Explain <i>reasons for using brief interventions</i> , who can use them and when they may be appropriate<br>1.3 Describe stages of behaviour change model, including elements of pre-contemplation, contemplation, action and maintenance<br>1.4 Describe step by step process for undertaking brief interventions            |
| 2. Assess a client's need for intervention and the type of brief intervention required          | 2.1 Assess client's need for intervention<br>2.2 Elicit issue/s of concern and determine client's stage in his/her decision to change<br>2.3 Identify <i>resources required to support the brief intervention</i><br>2.4 Identify and plan appropriate brief intervention strategies to match client need                                                                                                |
| 3. Practise and use <i>brief intervention strategies</i> which match a client's stage of change | 3.1 Raise awareness of the health issue with a client who is not contemplating change<br>3.2 Conduct brief motivational interview with a client who is contemplating change<br>3.3 Support client who expresses motivation to change in exploring choices, setting goals and identifying relapse prevention strategies<br>3.4 Take opportunities to support and encourage a client who has made a change |



**ELEMENT****PERFORMANCE CRITERIA**

- 3.5 For a client who has lapsed or relapsed into prior behaviour, identify current needs and sources of assistance, and give support as appropriate
4. Monitor brief intervention activities
- 4.1 Keep notes are kept in the client's file in accordance with *organisation policies and procedures*
- 4.2 Ensure client's file notes include the client's stage of decision-making on each occasion
- 4.3 Maintain confidentiality and security of information
- 4.4 Regularly review client's progress or outcomes
- 4.5 Discuss outcomes with the client in an appropriate manner
- 4.6 Discuss the use of brief intervention as a public health strategy with others in the organisation within the context of service evaluation procedures

## Required Skills and Knowledge

### REQUIRED SKILLS AND KNOWLEDGE

This describes the essential skills and knowledge and their level required for this unit.

#### *Essential knowledge:*

The candidate must be able to demonstrate essential knowledge required to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

These include knowledge of:

- Brief intervention scope and process
- The wider physical, social, community and cultural environment within which the client lives
- Knowledge of facts and approaches relating to nutrition, environmental health, use of alcohol, tobacco and other drugs as relevant to the client and worker context
- Options to support behaviour change

## REQUIRED SKILLS AND KNOWLEDGE

- Referral resources
- Importance of confidentiality and privacy
- Organisation policies and procedures for record-keeping and security
- Workplace code of conduct or code of practice
- Work health and safety (WHS) guidelines

### *Essential skills:*

It is critical that the candidate demonstrate the ability to:

- Consistently complete course tasks and materials, workshop notes, diagrams and/or lists
- Orally present accurate information about brief intervention
- Undertake practical demonstration and/or role play  
In the case of workplace delivery, elements of brief intervention could be practised sequentially  
For example, starting by assessing intention to change in several clients, then doing more harm reduction for pre-contemplators, and so on to build up confidence and competence
- Complete log book of cases, including self assessment
- Complete client file notes and records

In addition, the candidate must be able to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

These include the ability to:

- Demonstrate interpersonal communication, including ability to listen, observe, speak and behave in a respectful and sensitive manner
  - it is necessary for the worker's manner to be non-judgemental and non-confrontational
  - this ability is crucial as the health information shared may be confronting to the client
  - language used may be English or a community language depending on the client and worker
- Undertake screening and assessment of client needs
- Clearly present health information in one-to-one situation
- Demonstrate facilitation and negotiation to the level required to assist client decision-making
- Apply literacy competence required to satisfy record-keeping and referral requirements
- Maintain documentation as required, including effective use of relevant information technology in line with WHS guidelines

# Evidence Guide

## EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment Guidelines for this Training Package.

*Critical aspects for assessment and evidence required to demonstrate this unit of competency:*

- The individual being assessed must provide evidence of specified essential knowledge as well as skills
- It is recommended this unit be assessed after, or in conjunction, with the attainment of competency in other communication unit(s) within qualifications
- Competency must be demonstrated in a real work environment
- Competence in this unit must be assessed over a period of time in order to ensure consistency of performance across contexts applicable to the work environment
- Consistency in performance should consider the work environment, worker's role and responsibilities in the workplace

*Access and equity considerations:*

- All workers in community services should be aware of access, equity and human rights issues in relation to their own area of work
- All workers should develop their ability to work in a culturally diverse environment
- In recognition of particular issues facing Aboriginal and Torres Strait Islander communities, workers should be aware of cultural, historical and current issues impacting on Aboriginal and Torres Strait Islander people
- Assessors and trainers must take into account relevant access and equity issues, in particular relating to factors impacting on Aboriginal and/or Torres Strait Islander clients and communities

*Context of and specific resources for assessment:*

- This unit of competency is designed to stand alone
- It is designed to be offered to workers of broad ranging professional background, engaged in a variety of settings and may be, but is not required to

## EVIDENCE GUIDE

be assessed in conjunction with other units

- Assessment may take place during a training workshop or in the workplace, depending on the mode of delivery

### *Method of assessment:*

Assessment should include a combination of methods such as:

- Observation and listening
- Individual/group discussion
- Discussion of participants' self-assessment and evaluation
- Assessment of written exercises, displays and presentations

## Range Statement

### RANGE STATEMENT

The Range Statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Add any essential operating conditions that may be present with training and assessment depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts.

### *Workers may be engaged in a working environment in which they:*

- Seize opportunities to do brief interventions with clients as they arise
- Work with a client on a one-to-one basis and have limited opportunity for supervision of the brief intervention process
- Are communicating in a language other than their first language
- Are required to make clients' file notes and fulfil administrative requirements in a language other than their first language
- Must comply with cultural obligations which influence their use of brief intervention with particular clients

## RANGE STATEMENT

*Features of brief interventions include:*

- One-to-one approach, private
- Takes short period of time
- May be done by a health team member
- Client led process
- Opportunistic
- To raise awareness
- To share knowledge
- To help client to think about making changes to improve health

*Reasons for using brief interventions may include:*

- Harm reduction
- Facilitating behaviour change
- Any behaviour which affects health, such as
- Diet and exercise
- Personal hygiene
- Smoking
- Excessive drinking of alcohol
- Use of other drugs such as cannabis, kava or illicit drugs

*Resources required to support the brief intervention may include:*

- Displays
- Electronic media
- Brochures or pamphlets
- Books and other publications, see reference list
- Other health workers
- Community health stories

*Brief intervention strategies may include:*

- Applying a range of assessment tools to determine the brief intervention needed
- Raising awareness of link between behaviour and personal health/social well being
- Raising awareness of link between personal behaviour and the affect on family and community
- Sharing relevant information about health
- Exploring the client's expressed concerns
- Motivational interviewing techniques
- To help the client to weigh up the good/not so good

## RANGE STATEMENT

things about the health issue or behaviour

- To help the client express his or her reasons for concern and the arguments for change
- Highlighting the benefits of changing
- Setting personal goals and exploring personal change strategies
- Identifying a hierarchy of personal change strategies
- Identifying strategies for lapse/relapse prevention
- Assessing potential harmful outcomes, such as withdrawal
- Giving the client resources, such as written information, appropriate to the stage of change
- Giving positive feedback and encouragement
- Offering time and support

*Organisation policies and procedures include those relating to:*

- Record-keeping and filing
- Security
- Confidentiality
- Workplace code of conduct or code of practice
- Broader legislative requirements

*Monitoring and feedback may be:*

- Verbal
- Written
- Pictorial
- Audio visual
- Electronic, e.g. computer files

## Unit Sector(s)

Not Applicable

## CHCAOD201D Prepare for alcohol and other drugs work

### Modification History

Not Applicable

### Unit Descriptor

#### Descriptor

This unit describes the introductory knowledge and skills required to prepare a worker for working with clients

### Application of the Unit

#### Application

This unit applies to those working with clients with alcohol and other drugs (AOD) issues in the delivery of community services

### Licensing/Regulatory Information

Not Applicable

### Pre-Requisites

Not Applicable

### Employability Skills Information

#### Employability Skills

This unit contains Employability Skills

### Elements and Performance Criteria Pre-Content

Elements define the essential outcomes of a unit of

The Performance Criteria specify the level of performance required to demonstrate achievement of the

competency.

Element. Terms in italics are elaborated in the Range Statement.

## Elements and Performance Criteria

### ELEMENT

### PERFORMANCE CRITERIA

- |                                                                                           |                                                                                                                                                                                                                                                      |
|-------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1. Develop knowledge of the alcohol and other drugs work                                  | 1.1 Demonstrate and apply knowledge of the current issues which impact on the work area/organisation and different <i>models of work</i>                                                                                                             |
|                                                                                           | 1.2 In collecting information about the work role and the organisation's role, seek the views of key <i>stakeholders and representatives</i> from relevant target groups and use these views in accordance with organisation policies and procedures |
| 2. Demonstrate commitment to the central philosophies of the alcohol and other drugs work | 2.1 Demonstrate consideration and understanding of the <i>essential values and philosophies of the sector</i> in all work undertaken                                                                                                                 |
|                                                                                           | 2.2 Demonstrate a <i>commitment to access and equity</i> principles in work undertaken                                                                                                                                                               |
|                                                                                           | 2.3 Identify personal values and attitudes regarding alcohol and other drugs use and take these values and attitudes into account when implementing work activities                                                                                  |

## Required Skills and Knowledge

### REQUIRED SKILLS AND KNOWLEDGE

This describes the essential skills and knowledge and their level required for this unit.

#### *Essential knowledge:*

The candidate must be able to demonstrate essential knowledge required to effectively do



## REQUIRED SKILLS AND KNOWLEDGE

the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

These include knowledge of:

- Harm minimisation approach to work and a range of activities which support this
- Holistic and client-centred care
- Client needs and rights including duty of care
- Principles of access and equity
- Current issues facing clients
- Awareness of own biases and beliefs
- Limitations of work role and responsibilities

### *Essential skills:*

It is critical that the candidate demonstrate the ability to:

- Apply a non-judgemental approach to alcohol and other drug use
- Work within the defined work role and responsibilities

In addition, the candidate must be able to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

These include the ability to:

- Demonstrate interpersonal communication with clients and other stakeholders
- Work as part of a team or as a sole worker

## Evidence Guide

### EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment Guidelines for this Training Package.

*Critical aspects for assessment* • The individual being assessed must provide evidence

## EVIDENCE GUIDE

*and evidence required to demonstrate this unit of competency:*

- of specified essential knowledge as well as skills
- This unit must be assessed with all other specialisation units chosen as part of a package at a particular AQF level
- This unit may be assessed on the job or through simulation
- Assessment will primarily be by observation and questioning and evidence sought from the workplace environment
- Evidence may be gathered over one assessment period with a single target group

*Access and equity considerations:*

- All workers in community services should be aware of access, equity and human rights issues in relation to their own area of work
- All workers should develop their ability to work in a culturally diverse environment
- In recognition of particular issues facing Aboriginal and Torres Strait Islander communities, workers should be aware of cultural, historical and current issues impacting on Aboriginal and Torres Strait Islander people
- Assessors and trainers must take into account relevant access and equity issues, in particular relating to factors impacting on Aboriginal and/or Torres Strait Islander clients and communities

*Context of and specific resources for assessment:*

- Resources required for assessment include access to appropriate workplace where assessment can take place

*Method of assessment:*

- In cases where the learner does not have the opportunity to cover all relevant aspects in the work environment, the remainder should be assessed through realistic simulations, projects, previous relevant experience or oral questioning on 'What if?' scenarios
- Assessment of this unit of competence will usually include observation of processes and procedures, oral and/or written questioning on Essential knowledge and skills and consideration of required attitudes
- Where performance is not directly observed and/or is

## EVIDENCE GUIDE

required to be demonstrated over a 'period of time' and/or in a 'number of locations', any evidence should be authenticated by colleagues, supervisors, clients or other appropriate persons

## Range Statement

### RANGE STATEMENT

The Range Statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Add any essential operating conditions that may be present with training and assessment depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts.

*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
- Services
- Management, colleagues, supervisor, team members

*Different models of work may include:*

- Community development and education
- Case management
- Working with families

*The essential values and philosophies of the sector may include:*

- A holistic and client-centred approach - i.e. promotion of health and well being; early identification of health problems; delivery of appropriate services; commitment to meeting the

**RANGE STATEMENT**

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

**Unit Sector(s)**

Not Applicable

## BSBWOR202A Organise and complete daily work activities

### Modification History

Not applicable.

### Unit Descriptor

|                        |                                                                                                                                                                                                                                                                                             |
|------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Unit descriptor</b> | This unit describes the performance outcomes, skills and knowledge required to organise and complete work activities, and to obtain feedback on work performance.<br><br>No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement. |
|------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

### Application of the Unit

|                                |                                                                                                                  |
|--------------------------------|------------------------------------------------------------------------------------------------------------------|
| <b>Application of the unit</b> | This unit applies to individuals developing basic skills and knowledge for working in a broad range of settings. |
|--------------------------------|------------------------------------------------------------------------------------------------------------------|

### Licensing/Regulatory Information

Not applicable.

### Pre-Requisites

|                           |  |  |
|---------------------------|--|--|
| <b>Prerequisite units</b> |  |  |
|                           |  |  |
|                           |  |  |

### Employability Skills Information

|                             |                                          |
|-----------------------------|------------------------------------------|
| <b>Employability skills</b> | This unit contains employability skills. |
|-----------------------------|------------------------------------------|

## Elements and Performance Criteria Pre-Content

|                                                                   |                                                                                                                                                                                                                                                                                                                  |
|-------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Elements describe the essential outcomes of a unit of competency. | Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide. |
|-------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

## Elements and Performance Criteria

| ELEMENT                    | PERFORMANCE CRITERIA                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |
|----------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1. Organise work schedule  | <p>1.1.Negotiate and agree upon work goals and plans with assistance from <b><i>appropriate persons</i></b></p> <p>1.2.Develop an understanding of the relationship between individual work goals and plans, and organisational goals and plans</p> <p>1.3.Plan and prioritise workload within allocated timeframes</p>                                                                                                                                                                                                                                                   |
| 2. Complete work tasks     | <p>2.1.Complete tasks within designated time lines and in accordance with <b><i>organisational requirements</i></b> and instructions</p> <p>2.2.Use effective questioning to seek assistance from <b><i>colleagues</i></b> when difficulties arise in achieving allocated tasks</p> <p>2.3.Identify <b><i>factors affecting work requirements</i></b> and take appropriate action</p> <p>2.4.Use <b><i>business technology</i></b> efficiently and effectively to complete work tasks</p> <p>2.5.Communicate progress of task to supervisor or colleagues as required</p> |
| 3. Review work performance | <p>3.1.Seek <b><i>feedback</i></b> on work performance from supervisors or colleagues</p> <p>3.2.Monitor and adjust work according to <b><i>feedback</i></b> obtained through supervision and comparison with established team and organisational <b><i>standards</i></b></p> <p>3.3.Identify and plan <b><i>opportunities for improvement</i></b> in liaison with colleagues</p>                                                                                                                                                                                         |

## Required Skills and Knowledge

|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>REQUIRED SKILLS AND KNOWLEDGE</b>                                                                                                                                                                                                                                                                                                                                                                                                                                              |
| This section describes the skills and knowledge required for this unit.                                                                                                                                                                                                                                                                                                                                                                                                           |
| <b>Required skills</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                            |
| <ul style="list-style-type: none"> <li>• literacy skills to use written and oral information about workplace requirements</li> <li>• organising skills to arrange work priorities and arrangements</li> <li>• problem-solving skills to solve routine problems</li> <li>• technology skills to select and use technology appropriate for a task.</li> </ul>                                                                                                                       |
| <b>Required knowledge</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                         |
| <ul style="list-style-type: none"> <li>• key provisions of relevant legislation from all levels of government that may affect aspects of business operations, such as:               <ul style="list-style-type: none"> <li>• anti-discrimination legislation</li> <li>• ethical principles</li> <li>• codes of practice</li> <li>• privacy laws</li> <li>• occupational health and safety (OHS)</li> </ul> </li> <li>• organisational policies, plans and procedures.</li> </ul> |

## Evidence Guide

|                                                                                                                                                                                                                        |                                                                                                                                                                                                                                                                                                                                      |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>EVIDENCE GUIDE</b>                                                                                                                                                                                                  |                                                                                                                                                                                                                                                                                                                                      |
| The Evidence Guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package. |                                                                                                                                                                                                                                                                                                                                      |
| <b>Overview of assessment</b>                                                                                                                                                                                          |                                                                                                                                                                                                                                                                                                                                      |
| <b>Critical aspects for assessment and evidence required to demonstrate competency in this unit</b>                                                                                                                    | <p>Evidence of the following is essential:</p> <ul style="list-style-type: none"> <li>• organising and completing own work activities</li> <li>• seeking and acting on feedback from clients, colleagues and supervisors</li> <li>• using available business technology appropriate to the task, under direct instruction</li> </ul> |
| <b>Context of and specific resources for</b>                                                                                                                                                                           | Assessment must ensure:                                                                                                                                                                                                                                                                                                              |

| <b>EVIDENCE GUIDE</b>                      |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |
|--------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>assessment</b>                          | <ul style="list-style-type: none"> <li>• access to an actual workplace or simulated environment</li> <li>• access to office equipment and resources</li> <li>• examples of work plans, policies and procedures.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                  |
| <b>Method of assessment</b>                | <p>A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit:</p> <ul style="list-style-type: none"> <li>• direct questioning combined with review of portfolios of evidence and third party workplace reports of on-the-job performance by the candidate</li> <li>• analysis of responses to case studies and scenarios</li> <li>• demonstration of techniques</li> <li>• review of documentation planning and prioritising workload</li> <li>• evaluation of time line required to complete tasks</li> <li>• review of documentation planning opportunities for improvement.</li> </ul> |
| <b>Guidance information for assessment</b> | <p>Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example:</p> <ul style="list-style-type: none"> <li>• administration units.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |

## Range Statement

| <b>RANGE STATEMENT</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                               |                                                                                                                                                                                                                        |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.</p> |                                                                                                                                                                                                                        |
| <b><i>Appropriate persons</i></b> may include:                                                                                                                                                                                                                                                                                                                                                                                                                                       | <ul style="list-style-type: none"> <li>• colleagues</li> <li>• other staff members</li> <li>• supervisors, mentors or trainers</li> </ul>                                                                              |
| <b><i>Organisational requirements</i></b> may include:                                                                                                                                                                                                                                                                                                                                                                                                                               | <ul style="list-style-type: none"> <li>• access and equity principles and practice</li> <li>• anti-discrimination and related policy</li> <li>• business and performance plans</li> <li>• ethical standards</li> </ul> |



| <b>RANGE STATEMENT</b>                                  |                                                                                                                                                                                                                                                                                                                                    |
|---------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                                                         | <ul style="list-style-type: none"> <li>• goals, objectives, plans, systems and processes</li> <li>• legal and organisation policies, guidelines and requirements</li> <li>• OHS policies, procedures and programs</li> <li>• quality and continuous improvement processes and standards</li> </ul>                                 |
| <b>Colleagues</b> may include:                          | <ul style="list-style-type: none"> <li>• coach/mentor</li> <li>• other members of the organisation</li> <li>• peers/work colleagues/team</li> <li>• supervisor or manager</li> </ul>                                                                                                                                               |
| <b>Factors affecting work requirements</b> may include: | <ul style="list-style-type: none"> <li>• changes to procedures or new procedures</li> <li>• competing work demands</li> <li>• environmental factors such as time, weather</li> <li>• other work demands</li> <li>• resource issues</li> <li>• technology/equipment breakdowns</li> </ul>                                           |
| <b>Business technology</b> may include:                 | <ul style="list-style-type: none"> <li>• computer applications</li> <li>• computers</li> <li>• electronic diaries</li> <li>• facsimile machines</li> <li>• photocopiers</li> <li>• printers</li> <li>• scanners</li> </ul>                                                                                                         |
| <b>Feedback on performance</b> may include:             | <ul style="list-style-type: none"> <li>• formal/informal performance appraisals</li> <li>• obtaining feedback from clients</li> <li>• obtaining feedback from supervisors and colleagues</li> <li>• personal, reflective behaviour strategies</li> <li>• routine organisational methods for monitoring service delivery</li> </ul> |
| <b>Standards</b> may include:                           | <ul style="list-style-type: none"> <li>• Australian Standards</li> <li>• legal and organisation policies, guidelines and requirements</li> <li>• legislation</li> <li>• organisational policies and procedures</li> <li>• specified work standards</li> <li>• standards set by work group</li> </ul>                               |
| <b>Opportunities for improvement</b> may include:       | <ul style="list-style-type: none"> <li>• coaching, mentoring and/or supervision</li> <li>• internal/external training provision</li> <li>• personal study</li> </ul>                                                                                                                                                               |

**RANGE STATEMENT**

|  |                                                                                                                                                                          |
|--|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|  | <ul style="list-style-type: none"> <li>• recognition of current competence (RCC)/skills recognition/initial assessment</li> <li>• workplace skills assessment</li> </ul> |
|--|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

**Unit Sector(s)**

|                    |  |
|--------------------|--|
| <b>Unit sector</b> |  |
|--------------------|--|

**Competency field**

|                         |                                               |
|-------------------------|-----------------------------------------------|
| <b>Competency field</b> | Industry Capability - Workplace Effectiveness |
|-------------------------|-----------------------------------------------|

**Co-requisite units**

|                           |  |  |
|---------------------------|--|--|
| <b>Co-requisite units</b> |  |  |
|                           |  |  |
|                           |  |  |

## BSBMED305B Apply the principles of confidentiality, privacy and security within the medical environment

### Modification History

Not applicable.

### Unit Descriptor

|                        |                                                                                                                                                                                                                                                                                                                                                 |
|------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Unit descriptor</b> | <p>This unit describes the performance outcomes, skills and knowledge required to apply principles and requirements relating to confidentiality, privacy and security to own work within the medical environment.</p> <p>No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.</p> |
|------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

### Application of the Unit

|                                |                                                                                                                                                                                                                                                                                                                                  |
|--------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Application of the unit</b> | <p>This unit applies to individuals working in a medical environment required to maintain confidentiality, privacy and security under legislation, and organisational policies and procedures. It covers working within accepted codes of conduct and following confidentiality, privacy provisions and security provisions.</p> |
|--------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

### Licensing/Regulatory Information

Not applicable.

### Pre-Requisites

|                           |  |  |
|---------------------------|--|--|
| <b>Prerequisite units</b> |  |  |
|                           |  |  |
|                           |  |  |

## Employability Skills Information

|                      |                                          |
|----------------------|------------------------------------------|
| Employability skills | This unit contains employability skills. |
|----------------------|------------------------------------------|

## Elements and Performance Criteria Pre-Content

|                                                                   |                                                                                                                                                                                                                                                                                                                  |
|-------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Elements describe the essential outcomes of a unit of competency. | Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide. |
|-------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

## Elements and Performance Criteria

| ELEMENT                                          | PERFORMANCE CRITERIA                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |
|--------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1. Work within accepted codes of conduct         | <ul style="list-style-type: none"><li>1.1.Ensure work is reviewed and approved by a health practitioner or senior administrator who has delegated task/s</li><li>1.2.Keep records up-to-date and complete tasks as required, neatly, accurately and in a timely manner</li><li>1.3.Seek clarification with <b>relevant personnel</b> of unclear or ambiguous procedures</li><li>1.4.Treat patients, colleagues and health practitioners with respect</li><li>1.5.Refer health related matters raised by patients back to medical practitioners</li><li>1.6.Take care to behave with honesty and integrity at all times</li><li>1.7.Communicate conflict of interest or potential conflict of interest promptly to manager or supervisor</li></ul> |
| 2. Follow confidentiality and privacy procedures | <ul style="list-style-type: none"><li>2.1.Assess information and requests for information with regard to <b>what is and what is not disclosable</b></li><li>2.2.Use discretion and judgement in all communications</li><li>2.3.Discuss patient-related matters within the confines of the facility and with appropriate personnel only</li><li>2.4.Seek advice and clarification with relevant personnel where potential confidentiality issues arise in dealings with patients, their families and others</li></ul>                                                                                                                                                                                                                              |

| ELEMENT                       | PERFORMANCE CRITERIA                                                                                                                                                                                                                                                                                                                                                                                                                       |
|-------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 3. Follow security procedures | <p>3.1. Store and appropriately secure patient records and other confidential documentation</p> <p>3.2. Clearly label and store securely according to organisational policies and procedures, all documents required by legislation to be stored for certain periods</p> <p>3.3. Ensure drugs, equipment and other materials requiring secure storage and potentially posing an OHS threat to others, are stored securely at all times</p> |

## Required Skills and Knowledge

### REQUIRED SKILLS AND KNOWLEDGE

This section describes the skills and knowledge required for this unit.

#### Required skills

- communication skills to clarify requirements and to resolve difficult issues with patients, their families and others
- planning and organising skills to access and secure records.

#### Required knowledge

- occupational health and safety (OHS) for example:
  - safe handling of specific dangerous goods (as relevant for enterprise)
  - manual handling
- relevant legislation from all levels of government that affects business operations, codes of practice and national standards, such as:
  - anti-discrimination legislation
  - ethical principles
  - privacy laws
  - Freedom of Information Act
- enterprise policies and procedures for confidentiality, privacy and security.

## Evidence Guide

### EVIDENCE GUIDE

The Evidence Guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment

| <b>EVIDENCE GUIDE</b>                                                                               |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |
|-----------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Guidelines for the Training Package.                                                                |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |
| <b>Overview of assessment</b>                                                                       |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |
| <b>Critical aspects for assessment and evidence required to demonstrate competency in this unit</b> | <p>Evidence of the following is essential:</p> <ul style="list-style-type: none"> <li>documenting three examples of activities in which confidentiality, privacy and security are maintained, which may include: <ul style="list-style-type: none"> <li>examples of actions taken</li> <li>how difficult situations were addressed</li> <li>how guidance has been provided regarding confidentiality, privacy and security and clarification obtained on such matter when required</li> </ul> </li> <li>knowledge of relevant legislation from all levels of government.</li> </ul>                                                                                                                                                                                                                    |
| <b>Context of and specific resources for assessment</b>                                             | <p>Assessment must ensure:</p> <ul style="list-style-type: none"> <li>access to an actual workplace or simulated environment</li> <li>access to office equipment and resources</li> <li>examples of scenarios working with confidentiality, privacy and security issues.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |
| <b>Method of assessment</b>                                                                         | <p>A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit:</p> <ul style="list-style-type: none"> <li>direct questioning combined with review of portfolios of evidence and third party workplace reports of on-the-job performance by the candidate</li> <li>review of record keeping</li> <li>analysis of responses to case studies and scenarios</li> <li>demonstration of techniques</li> <li>observation of presentations</li> <li>oral or written questioning to assess knowledge of relevant legislation and impact on own work routine</li> <li>observation of performance in role plays</li> <li>assessment of labelling and storage of patient records and other confidential documentation.</li> </ul> |
| <b>Guidance information for assessment</b>                                                          | <p>Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example:</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |

## EVIDENCE GUIDE

- BSBMED303B Maintain patient records

## Range Statement

### RANGE STATEMENT

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

***Relevant personnel*** may include:

- health practitioners
- other specialised staff
- partners in the business
- supervisor/manager

***What is and what is not disclosable*** will be:

- determined by the Privacy Act, the Freedom of Information Act, organisational policies and procedures, and guidelines in the practice manual which may include:
  - details of patients' conditions
  - financial information
  - names and addresses of patients
  - passwords
  - security arrangements

## Unit Sector(s)

Unit sector

## Competency field

Competency field

Administration - Medical Services Administration

## Co-requisite units

| Co-requisite units |  |  |
|--------------------|--|--|
|                    |  |  |
|                    |  |  |



## BSBITU101A Operate a personal computer

### Modification History

Not applicable.

### Unit Descriptor

|                        |                                                                                                                                                                                                                                                                                                                                                            |
|------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Unit descriptor</b> | This unit describes the performance outcomes, skills and knowledge required to start up a personal computer or business computer terminal; to correctly navigate the desktop environment; and to use a range of basic functions.<br><br>No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement. |
|------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

### Application of the Unit

|                                |                                                                                                                                                                |
|--------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Application of the unit</b> | This unit applies to individuals developing basic skills and knowledge of personal computer operation in preparation for working in a broad range of settings. |
|--------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------|

### Licensing/Regulatory Information

Not applicable.

### Pre-Requisites

|                           |  |  |
|---------------------------|--|--|
| <b>Prerequisite units</b> |  |  |
|                           |  |  |
|                           |  |  |

### Employability Skills Information

|                             |                                          |
|-----------------------------|------------------------------------------|
| <b>Employability skills</b> | This unit contains employability skills. |
|-----------------------------|------------------------------------------|

## Elements and Performance Criteria Pre-Content

|                                                                   |                                                                                                                                                                                                                                                                                                                  |
|-------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Elements describe the essential outcomes of a unit of competency. | Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide. |
|-------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

## Elements and Performance Criteria

| ELEMENT                                                       | PERFORMANCE CRITERIA                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |
|---------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1. Start computer, system information and features            | 1.1. Adjust workspace, furniture and equipment to suit user <b><i>ergonomic requirements</i></b><br>1.2. Ensure <b><i>work organisation</i></b> meets organisational and <b><i>occupational health and safety (OHS) requirements</i></b> for computer operation<br>1.3. Start computer or log on according to user procedures<br>1.4. Identify basic functions and features using system information<br>1.5. Customise desktop configuration, if necessary, with assistance from appropriate persons<br>1.6. Use help functions as required |
| 2. Navigate and manipulate desktop environment                | 2.1. Open, close and access features by selecting correct <b><i>desktop icons</i></b><br>2.2. Open, resize and close desktop windows by using correct window functions and roles<br>2.3. Create shortcuts from the desktop, if necessary, with assistance from appropriate persons                                                                                                                                                                                                                                                          |
| 3. Organise files using basic directory and folder structures | 3.1. Create folders/subfolders with suitable names<br>3.2. Save files with suitable names in appropriate folders<br>3.3. Rename and move folders/subfolders and files as required<br>3.4. Identify folder/subfolder and <b><i>file attributes</i></b><br>3.5. Move folders/subfolders and files using cut and paste, and drag and drop techniques<br>3.6. Save folders/subfolders and files to <b><i>appropriate</i></b>                                                                                                                    |

| ELEMENT               | PERFORMANCE CRITERIA                                                                                                                                                                          |
|-----------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                       | <p><i>media</i> where necessary</p> <p>3.7. Search for folders/subfolders and files using appropriate software tools</p> <p>3.8. Restore deleted folder/subfolders and files as necessary</p> |
| 4. Print information  | <p>4.1. Print information from installed printer</p> <p>4.2. View progress of print jobs and delete as required</p> <p>4.3. Change default printer if installed and required</p>              |
| 5. Shut down computer | <p>5.1. Close all open applications</p> <p>5.2. Shut-down computer according to user procedures</p>                                                                                           |

## Required Skills and Knowledge

### REQUIRED SKILLS AND KNOWLEDGE

This section describes the skills and knowledge required for this unit.

#### Required skills

- literacy skills to identify work requirements, to comprehend basic workplace documents, to interpret basic user manuals and to proofread simple documents
- communication skills to identify lines of communication, to request advice, to effectively question, to follow instructions and to receive feedback
- problem-solving skills to solve routine problems in the workplace, while under direct supervision
- technology skills to use equipment safely while under direction, basic keyboard and mouse skills and procedures relating to logging on and accessing a computer
- basic typing techniques and strategies.

#### Required knowledge

- key provisions of relevant legislation from all levels of government that may affect aspects of business operations, such as:
  - OHS
- basic ergonomics of computer use
- main types and parts of computers, and basic features of different operating systems
- suitable file naming conventions.

## Evidence Guide

### EVIDENCE GUIDE

The Evidence Guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

#### Overview of assessment

#### Critical aspects for assessment and evidence required to demonstrate competency in this unit

Evidence of the following is essential:

- navigation and manipulation of the desktop environment within the range of assigned workplace tasks
- knowledge of organisational requirements for simple documents and filing conventions
- application of simple keyboard functions to produce documents with a degree of speed and accuracy relevant to the level of responsibility required.

#### Context of and specific resources for assessment

Assessment must ensure:

- access to an actual workplace or simulated environment
- access to office equipment and resources
- examples of workplace documentation.

#### Method of assessment

A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit:

- direct questioning combined with review of portfolios of evidence and third party workplace reports of on-the-job performance by the candidate
- demonstration of techniques
- oral or written questioning to assess knowledge of computer operations and functions
- review of shortcuts created
- review of folders/subfolders created.

#### Guidance information for assessment

Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example:

- BSBITU102A Develop keyboard skills
- other general administration units.

## Range Statement

### RANGE STATEMENT

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

|                                                                        |                                                                                                                                                                                                                                                                                                                                                                               |
|------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b><i>Ergonomic requirements</i></b> may include:                      | <ul style="list-style-type: none"> <li>• avoiding radiation from computer screens</li> <li>• chair height, seat and back adjustment</li> <li>• document holder</li> <li>• footrest</li> <li>• keyboard and mouse position</li> <li>• lighting</li> <li>• noise minimisation</li> <li>• posture</li> <li>• screen position</li> <li>• workstation height and layout</li> </ul> |
| <b><i>Work organisation</i></b> may include:                           | <ul style="list-style-type: none"> <li>• exercise breaks</li> <li>• mix of repetitive and other activities</li> <li>• rest periods</li> <li>• visual display unit (VDU) eye testing</li> </ul>                                                                                                                                                                                |
| <b><i>Occupational health and safety requirements</i></b> may include: | <ul style="list-style-type: none"> <li>• OHS guidelines related to the use of the screen equipment, computing equipment and peripherals, ergonomic work stations, security procedures, customisation requirements</li> <li>• statutory requirements</li> </ul>                                                                                                                |
| <b><i>Desktop icons</i></b> include:                                   | <ul style="list-style-type: none"> <li>• directories/folders</li> <li>• files</li> <li>• network devices</li> <li>• recycle bin and waste basket</li> </ul>                                                                                                                                                                                                                   |
| <b><i>File attributes</i></b> include:                                 | <ul style="list-style-type: none"> <li>• dates</li> <li>• size</li> </ul>                                                                                                                                                                                                                                                                                                     |
| <b><i>Appropriate media</i></b> may include:                           | <ul style="list-style-type: none"> <li>• CDs</li> <li>• diskettes</li> <li>• local hard drive</li> <li>• other locations on a network</li> <li>• USB/ Flash/Thumb drives</li> <li>• zip disks</li> </ul>                                                                                                                                                                      |

**Unit Sector(s)**

|                    |  |
|--------------------|--|
| <b>Unit sector</b> |  |
|--------------------|--|

**Competency field**

|                         |                                                    |
|-------------------------|----------------------------------------------------|
| <b>Competency field</b> | Information and Communications Technology - IT Use |
|-------------------------|----------------------------------------------------|

**Co-requisite units**

|                           |  |  |
|---------------------------|--|--|
| <b>Co-requisite units</b> |  |  |
|                           |  |  |
|                           |  |  |

## BSBINM201A Process and maintain workplace information

### Modification History

Not applicable.

### Unit Descriptor

|                        |                                                                                                                                                                                                                                                                                                                                                         |
|------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Unit descriptor</b> | <p>This unit describes the performance outcomes, skills and knowledge required to collect, process, store and maintain workplace information and systems. It also includes the maintenance of filing and records systems.</p> <p>No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.</p> |
|------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

### Application of the Unit

|                                |                                                                                                                                                                                                                                                                                                     |
|--------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Application of the unit</b> | <p>This unit applies to individuals who perform a range of routine tasks in the workplace, using a limited range of practical skills and fundamental knowledge of information and information systems in a defined context, under direct supervision or with limited individual responsibility.</p> |
|--------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

### Licensing/Regulatory Information

Not applicable.

### Pre-Requisites

|                           |  |  |
|---------------------------|--|--|
| <b>Prerequisite units</b> |  |  |
|                           |  |  |
|                           |  |  |

## Employability Skills Information

|                      |                                          |
|----------------------|------------------------------------------|
| Employability skills | This unit contains employability skills. |
|----------------------|------------------------------------------|

## Elements and Performance Criteria Pre-Content

|                                                                   |                                                                                                                                                                                                                                                                                                                  |
|-------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Elements describe the essential outcomes of a unit of competency. | Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide. |
|-------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

## Elements and Performance Criteria

| ELEMENT                          | PERFORMANCE CRITERIA                                                                                                                                                                                                                                                                                                                                                                                                  |
|----------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1. Collect information           | 1.1. Collect <b>information</b> in a timely manner and ensure that it is relevant to organisational needs<br>1.2. Use <b>business equipment/technology</b> available in the work area to effectively obtain information<br>1.3. Apply <b>organisational requirements</b> relating to security and confidentiality in handling information                                                                             |
| 2. Process workplace information | 2.1. Use business equipment/technology to process information in accordance with organisational requirements<br>2.2. Process information in accordance with defined timeframes, guidelines and procedures<br>2.3. Update, modify and file information in accordance with organisational requirements<br>2.4. Collate and despatch information in accordance with specified timeframes and organisational requirements |
| 3. Maintain information systems  | 3.1. Maintain information and filing systems in accordance with organisational requirements<br>3.2. Identify, <b>remove</b> and/or <b>relocate inactive or dead files</b> in accordance with organisational requirements<br>3.3. Establish and assemble new files in accordance with organisational requirements<br>3.4. Update reference and index systems in accordance with organisational requirements            |



## Required Skills and Knowledge

### REQUIRED SKILLS AND KNOWLEDGE

This section describes the skills and knowledge required for this unit.

#### Required skills

- literacy skills to read and understand organisation's recordkeeping and information systems(including classification systems), to follow sequenced written instructions and to comprehend/interpret nature of record content
- numeracy skills to sequence and index files
- planning skills to organise work priorities and arrangements
- problem-solving skills to solve routine problems
- technology skills to select and use technology appropriate to maintaining workplace information.

#### Required knowledge

- key provisions of relevant legislation from all forms of government that may affect aspects of business operations, such as:
  - anti-discrimination legislation
  - ethical principles
  - codes of practice
  - privacy laws
  - occupational health and safety
- organisational policies and procedures relating to collecting and processing workplace information
- organisational recordkeeping/filing systems and security procedures
- organisation's business and structure
- range of filing systems including paper-based and software-based.

## Evidence Guide

### EVIDENCE GUIDE

The Evidence Guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

#### Overview of assessment

| <b>EVIDENCE GUIDE</b>                                                                               |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |
|-----------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Critical aspects for assessment and evidence required to demonstrate competency in this unit</b> | <p>Evidence of the following is essential:</p> <ul style="list-style-type: none"> <li>• applying organisational policies and procedures for collecting and processing workplace information</li> <li>• accuracy in recording and documenting information</li> <li>• correctly storing, classifying and maintaining documents and records.</li> </ul>                                                                                                                                                                                                                                                                                          |
| <b>Context of and specific resources for assessment</b>                                             | <p>Assessment must ensure:</p> <ul style="list-style-type: none"> <li>• access to an actual workplace or simulated environment</li> <li>• access to office equipment and resources</li> <li>• examples of workplace information systems.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                           |
| <b>Method of assessment</b>                                                                         | <p>A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit:</p> <ul style="list-style-type: none"> <li>• direct questioning combined with review of portfolios of evidence and third party workplace reports of on-the-job performance by the candidate</li> <li>• review of maintenance of information and filing systems</li> <li>• analysis of responses to case studies and scenarios</li> <li>• demonstration of techniques</li> <li>• oral or written questioning to assess knowledge of the management of information in the workplace.</li> </ul> |
| <b>Guidance information for assessment</b>                                                          | <p>Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example:</p> <ul style="list-style-type: none"> <li>• general administration units</li> <li>• other information management units.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                              |

## Range Statement

| <b>RANGE STATEMENT</b>                                                                                                                                                                                                                                                                                                                                                                                                                      |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and</p> |

**RANGE STATEMENT**

regional contexts) may also be included.

**Information** may include:

- computer databases (library catalogue, customer records)
- computer files (letters, memos and other documents)
- correspondence (faxes, memos, letters, email)
- forms (insurance forms, membership forms)
- invoices (from suppliers, to debtors)
- minutes of meetings
- personnel records (personal details, salary rates)
- sales records (monthly forecasts, targets achieved)

**Business equipment/technology** may include:

- answering machine
- binder
- computer
- fax machine
- filing systems (manual/computerised/electronic)
- photocopier
- printer
- telephone

**Organisational requirements** may include:

- despatching and collecting procedures
- legal and organisational policies, guidelines and requirements
- OHS policies, procedures and programs
- procedures for deciding which records should be captured and filed
- procedures for updating records
- security procedures

**Removing inactive or dead files** may include:

- compressing computer files prior to archiving
- periodically archiving or deleting files
- transferring files at regular intervals or routinely checking for dead or inactive files
- transferring records from the active filing system to secondary storage

**Relocating inactive or dead files** may include:

- electronic (email, internet access, diskette, tape, CD-ROM)
- microfilm
- photographic material

**RANGE STATEMENT**

- |  |                                                                    |
|--|--------------------------------------------------------------------|
|  | <ul style="list-style-type: none"><li>• printed material</li></ul> |
|--|--------------------------------------------------------------------|

**Unit Sector(s)**

|             |  |
|-------------|--|
| Unit sector |  |
|-------------|--|

**Competency field**

|                  |                                               |
|------------------|-----------------------------------------------|
| Competency field | Knowledge Management - Information Management |
|------------------|-----------------------------------------------|

**Co-requisite units**

| Co-requisite units |  |  |
|--------------------|--|--|
|                    |  |  |
|                    |  |  |

## BSBCMM201A Communicate in the workplace

### Modification History

Not applicable.

### Unit Descriptor

|                        |                                                                                                                                                                                                                                                                                                                                                                   |
|------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Unit descriptor</b> | <p>This unit describes the performance outcomes, skills and knowledge required to communicate in the workplace. It includes gathering, conveying and receiving information together with completing routine written correspondence.</p> <p>No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.</p> |
|------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

### Application of the Unit

|                                |                                                                                                                                                                                                                                                                                                                                    |
|--------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Application of the unit</b> | <p>This unit applies to individuals who perform a range of routine workplace communication tasks using a limited range of practical skills and fundamental knowledge of effective listening, questioning and non verbal communication in a defined context under direct supervision or with limited individual responsibility.</p> |
|--------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

### Licensing/Regulatory Information

Not applicable.

### Pre-Requisites

|                           |  |  |
|---------------------------|--|--|
| <b>Prerequisite units</b> |  |  |
|                           |  |  |
|                           |  |  |

## Employability Skills Information

|                             |                                          |
|-----------------------------|------------------------------------------|
| <b>Employability skills</b> | This unit contains employability skills. |
|-----------------------------|------------------------------------------|

## Elements and Performance Criteria Pre-Content

|                                                                   |                                                                                                                                                                                                                                                                                                                  |
|-------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Elements describe the essential outcomes of a unit of competency. | Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide. |
|-------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

## Elements and Performance Criteria

| ELEMENT                                                | PERFORMANCE CRITERIA                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
|--------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1. Gather, convey and receive information and ideas    | 1.1. Collect information to achieve work responsibilities from appropriate sources<br>1.2. Use method/s and/or <b>equipment</b> to communicate appropriate ideas and information to the audience<br>1.3. Use effective listening and speaking skills in <b>verbal communication</b><br>1.4. Seek input from internal and external sources to develop and refine new ideas and approaches<br>1.5. Respond to instructions or enquiries promptly and in accordance with <b>organisational requirements</b> |
| 2. Complete workplace documentation and correspondence | 2.1. Present <b>written information</b> and ideas in clear and concise language to ensure the intended meaning of <b>correspondence</b> is understood by recipient<br>2.2. Draft and present correspondence within designated time lines<br>2.3. Ensure presentation of written information meets organisational <b>standards</b> of style, format and accuracy<br>2.4. Complete workplace forms and documentation in a clear, concise and easy to read format                                           |
| 3. Communicate in a way that responds positively to    | 3.1. Value all individuals and treat them with respect, courtesy and sensitivity<br>3.2. Take into consideration cultural differences in all                                                                                                                                                                                                                                                                                                                                                             |

| ELEMENT                | PERFORMANCE CRITERIA                                                                                                                                                                                                                                                                                                                                             |
|------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| individual differences | <p>verbal and non-verbal communication</p> <p>3.3. Use communication to develop and maintain positive relationships, mutual trust and confidence</p> <p>3.4. Make efforts to use basic strategies to overcome language barriers</p> <p>3.5. Ensure that behaviour is consistent with legislative requirements, enterprise guidelines and/or social protocols</p> |

## Required Skills and Knowledge

### REQUIRED SKILLS AND KNOWLEDGE

This section describes the skills and knowledge required for this unit.

#### Required skills

- communication skills to request advice, to receive feedback and to work with a team
- culturally appropriate communication skills to relate to people from diverse backgrounds and people with diverse abilities
- literacy skills to identify work requirements, and to understand and process basic workplace documentation
- organisational skills to plan work priorities and arrangements
- technology skills to select and use technology appropriate to communication tasks.

#### Required knowledge

- key provisions of relevant legislation from all forms of government that may affect aspects of business operations, such as:
  - anti-discrimination legislation
  - ethical principles
  - codes of practice
  - privacy laws
  - occupational health and safety (OHS)
- organisational policies, plans and procedures, especially style guide
- spelling, grammar and punctuation.

## Evidence Guide

### EVIDENCE GUIDE

The Evidence Guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

#### Overview of assessment

#### Critical aspects for assessment and evidence required to demonstrate competency in this unit

Evidence of the following is essential:

- using communication methods appropriate to the audience
- producing clear, concise and correct written communication
- providing prompt responses to requests for information
- knowledge of relevant legislation.

#### Context of and specific resources for assessment

Assessment must ensure:

- access to an actual workplace or simulated environment
- access to office equipment and resources
- examples of workplace documents, including policies and procedures relating to communication.

#### Method of assessment

A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit:

- direct questioning combined with review of portfolios of evidence and third party workplace reports of on-the-job performance by the candidate
- review of written information and ideas
- demonstration of techniques
- observation of presentations
- review of correspondence and completed workplace forms and documentation
- assessment of presentation of written information.

#### Guidance information for assessment

Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example:

- other general administration units.



## Range Statement

### RANGE STATEMENT

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

|                                                        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |
|--------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Communication <b><i>equipment</i></b> may include:     | <ul style="list-style-type: none"> <li>• facsimile machines</li> <li>• information technology components including hardware, software and communication packages</li> <li>• keyboard equipment including mouse, touchpad, keyboard</li> <li>• network systems</li> <li>• pens, pencils</li> <li>• telephones</li> </ul>                                                                                                                                                                                                       |
| <b><i>Verbal communication</i></b> may include:        | <ul style="list-style-type: none"> <li>• answering enquiries from clients</li> <li>• answering telephone calls</li> <li>• informal discussions</li> <li>• requests from colleagues</li> <li>• use of voice mail</li> </ul>                                                                                                                                                                                                                                                                                                    |
| <b><i>Organisational requirements</i></b> may include: | <ul style="list-style-type: none"> <li>• access and equity principles and practice</li> <li>• business and performance plans</li> <li>• defined resource parameters</li> <li>• ethical standards</li> <li>• goals, objectives, plans, systems and processes</li> <li>• legal and organisational policies, guidelines and requirements</li> <li>• OHS policies, procedures and programs</li> <li>• quality and continuous improvement processes and standards</li> <li>• quality assurance and/or procedures manual</li> </ul> |
| <b><i>Written information</i></b> may include:         | <ul style="list-style-type: none"> <li>• briefing notes</li> <li>• electronic mail</li> <li>• facsimiles</li> <li>• general correspondence</li> <li>• handwritten and printed materials</li> <li>• internal memos</li> <li>• telephone messages</li> </ul>                                                                                                                                                                                                                                                                    |

| <b>RANGE STATEMENT</b>                    |                                                                                                                                                                                                                             |
|-------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b><i>Correspondence</i></b> may include: | <ul style="list-style-type: none"> <li>• emails</li> <li>• memorandums</li> <li>• messages</li> <li>• proformas</li> <li>• standard/form letters</li> </ul>                                                                 |
| <b><i>Standards</i></b> may include:      | <ul style="list-style-type: none"> <li>• Australian Standards</li> <li>• legislation</li> <li>• organisational policies and procedures</li> <li>• specified work standards</li> <li>• standards set by workgroup</li> </ul> |

## Unit Sector(s)

|                    |  |
|--------------------|--|
| <b>Unit sector</b> |  |
|--------------------|--|

## Competency field

|                         |                                             |
|-------------------------|---------------------------------------------|
| <b>Competency field</b> | Communication - Interpersonal Communication |
|-------------------------|---------------------------------------------|

## Co-requisite units

|                           |  |  |
|---------------------------|--|--|
| <b>Co-requisite units</b> |  |  |
|                           |  |  |
|                           |  |  |

## BSBADM101A Use business equipment and resources

### Modification History

Not applicable.

### Unit Descriptor

|                        |                                                                                                                                                                                                                                                                                                                                                                                                                          |
|------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Unit descriptor</b> | <p>This unit describes the performance outcomes, skills and knowledge required to choose equipment and resources to complete a variety of tasks under direct supervision and includes operating equipment, undertaking routine maintenance and reporting faults to the appropriate person.</p> <p>No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.</p> |
|------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

### Application of the Unit

|                                |                                                                                                                                                                               |
|--------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Application of the unit</b> | <p>This unit applies to individuals developing basic skills and knowledge to use a variety of business equipment in preparation for working in a broad range of settings.</p> |
|--------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

### Licensing/Regulatory Information

Not applicable.

### Pre-Requisites

|                           |  |  |
|---------------------------|--|--|
| <b>Prerequisite units</b> |  |  |
|                           |  |  |
|                           |  |  |

## Employability Skills Information

|                             |                                          |
|-----------------------------|------------------------------------------|
| <b>Employability skills</b> | This unit contains employability skills. |
|-----------------------------|------------------------------------------|

## Elements and Performance Criteria Pre-Content

|                                                                   |                                                                                                                                                                                                                                                                                                                  |
|-------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Elements describe the essential outcomes of a unit of competency. | Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide. |
|-------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

## Elements and Performance Criteria

| ELEMENT                            | PERFORMANCE CRITERIA                                                                                                                                                                                                                                                                                                                                                 |
|------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1. Select equipment or resources   | 1.1. Identify and access <b><i>business equipment</i></b> or <b><i>resources</i></b> required to complete task under direct instructions<br>1.2. Estimate quantities and resources correctly to complete the task<br>1.3. Check equipment for serviceability in accordance with <b><i>equipment instructions</i></b>                                                 |
| 2. Operate equipment               | 2.1. Operate equipment in accordance with manufacturer's specifications and under direct instructions<br>2.2. Identify equipment faults accurately and take action to ensure equipment is repaired in accordance with manufacturer's specifications<br>2.3. Report repairs outside area of own responsibility to <b><i>appropriate persons</i></b>                   |
| 3. Maintain equipment or resources | 3.1. Maintain equipment or resources to support completion of tasks under direct instructions<br>3.2. Undertake <b><i>maintenance</i></b> to ensure equipment meets manufacturer's specifications<br>3.3. Maintain <b><i>records</i></b> concerning equipment or resources under direct instructions<br>3.4. Store equipment and resources under direct instructions |

## Required Skills and Knowledge

### REQUIRED SKILLS AND KNOWLEDGE

This section describes the skills and knowledge required for this unit.

#### Required skills

- literacy skills to identify work requirements and to process basic, relevant workplace documentation
- communication skills to identify lines of communication, to request advice, to effectively question, to follow instructions, to receive feedback and to report equipment faults
- problem-solving skills to solve routine problems related to business equipment and to determine appropriate fault repair actions while under direct supervision
- technology skills to use business equipment under direct supervision.

#### Required knowledge

- key provisions of relevant legislation from all levels of government that may affect aspects of business operations, such as:
  - occupational health and safety (OHS)
- functions of a range of business equipment
- correct shut-down procedures for a range of business equipment
- common equipment faults
- routine maintenance procedures.

## Evidence Guide

### EVIDENCE GUIDE

The Evidence Guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

#### Overview of assessment

#### Critical aspects for assessment and evidence required to demonstrate competency in this unit

Evidence of the following is essential:

- demonstrated application of appropriate maintenance procedures.
- knowledge of the functions of a range of business equipment
- operation of a range of business equipment.

| <b>EVIDENCE GUIDE</b>                                   |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |
|---------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Context of and specific resources for assessment</b> | <p>Assessment must ensure:</p> <ul style="list-style-type: none"> <li>• access to an actual workplace or simulated environment</li> <li>• access to office equipment and resources</li> <li>• examples of operational and maintenance manual and records.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                      |
| <b>Method of assessment</b>                             | <p>A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit:</p> <ul style="list-style-type: none"> <li>• direct questioning combined with review of portfolios of evidence and third party workplace reports of on-the-job performance by the candidate</li> <li>• analysis of responses to case studies and scenarios</li> <li>• observation of demonstrated techniques in operating and maintaining business equipment</li> <li>• oral or written questioning to assess knowledge of the operation and maintenance of business equipment</li> <li>• review of records concerning equipment or resources.</li> </ul> |
| <b>Guidance information for assessment</b>              | <p>Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example:</p> <ul style="list-style-type: none"> <li>• other general administration units.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |

## Range Statement

| <b>RANGE STATEMENT</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                               |                                                                                                                                                          |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.</p> |                                                                                                                                                          |
| <b><i>Business equipment</i></b> may include:                                                                                                                                                                                                                                                                                                                                                                                                                                        | <ul style="list-style-type: none"> <li>• answering machine</li> <li>• binder</li> <li>• fax machine</li> <li>• photocopier</li> <li>• printer</li> </ul> |

| <b>RANGE STATEMENT</b>                     |                                                                                                                                                                                                        |
|--------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                                            | <ul style="list-style-type: none"> <li>• telephone</li> </ul>                                                                                                                                          |
| <b>Resources</b> may include:              | <ul style="list-style-type: none"> <li>• equipment</li> <li>• facilities</li> <li>• human resources</li> <li>• OHS resources</li> <li>• stock and supplies</li> </ul>                                  |
| <b>Equipment instructions</b> may include: | <ul style="list-style-type: none"> <li>• manufacturers guidelines</li> <li>• OHS guidelines and procedures</li> <li>• procedures manual</li> <li>• training notes</li> </ul>                           |
| <b>Appropriate persons</b> may include:    | <ul style="list-style-type: none"> <li>• colleagues</li> <li>• external organisations</li> <li>• line management</li> <li>• supervisor</li> </ul>                                                      |
| <b>Maintenance</b> may include:            | <ul style="list-style-type: none"> <li>• adding toner</li> <li>• cleaning equipment regularly</li> <li>• clearing paper jams</li> <li>• organising service calls</li> <li>• replacing paper</li> </ul> |
| <b>Records</b> may include:                | <ul style="list-style-type: none"> <li>• equipment service call forms</li> <li>• purchase orders</li> <li>• service repair forms</li> <li>• warranties</li> </ul>                                      |

## Unit Sector(s)

|                    |  |
|--------------------|--|
| <b>Unit sector</b> |  |
|--------------------|--|

## Competency field

|                         |                                         |
|-------------------------|-----------------------------------------|
| <b>Competency field</b> | Administration - General Administration |
|-------------------------|-----------------------------------------|

## Co-requisite units

| Co-requisite units |  |  |
|--------------------|--|--|
|                    |  |  |
|                    |  |  |



# HLTIN301C Comply with infection control policies and procedures

## Modification History

Not Applicable

## Unit Descriptor

### Descriptor

This unit of competency describes the skills and knowledge required for workers to comply with infection control policies and procedures. All procedures must be carried out in accordance with current infection control guidelines, Australian and New Zealand Standards for maintaining infection control and the policies and procedures of the organisation

This unit acknowledges the importance of complying with an effective infection control strategy that ensures the safety of the client (or end-user of health-related products/services), maintains personal protection and prevents the transmission of infections from person to person

All tasks must be carried out in accordance with State or Territory legislative requirements that affect work practices of the organisation and/or worker

## Application of the Unit

### Application

This unit is applicable to workers who are responsible for following workplace procedures to maintain infection control

Application of this unit should be contextualised to reflect any specific workplace infection risks, hazards and associated infection control practices

## Licensing/Regulatory Information

Not Applicable

## Pre-Requisites

Not Applicable

## Employability Skills Information

**Employability Skills** This unit contains Employability Skills

## Elements and Performance Criteria Pre-Content

Elements define the essential outcomes of a unit of competency.

The Performance Criteria specify the level of performance required to demonstrate achievement of the Element. Terms in italics are elaborated in the Range Statement.

## Elements and Performance Criteria

### ELEMENT

### PERFORMANCE CRITERIA

1. Follow infection control guidelines

- 1.1 Demonstrate the application of *standard precautions* to prevent the spread of infection in accordance with organisation requirements
- 1.2 Demonstrate the application of *additional precautions* when standard precautions alone may not be sufficient to prevent transmission of infection
- 1.3 *Minimise contamination* of materials, equipment and instruments by aerosols and splatter

2. Identify and respond to infection risks

- 2.1 Identify *infection risks* and implement an appropriate response within own role and responsibility
- 2.2 Document and report activities and tasks that put clients and/or other workers at risk
- 2.3 Respond appropriately to situations that pose an

**ELEMENT****PERFORMANCE CRITERIA**

infection risk in accordance with the policies and procedures of the organisation

2.4 Follow *procedures for risk control* and risk containment for specific risks

2.5 Follow *protocols for care following exposure to blood or other body fluids* as required

2.6 Place appropriate signs when and where appropriate

2.7 Remove spills in accordance with the policies and procedures of the organisation

3. Maintain personal hygiene

3.1 Maintain hand hygiene by washing hands before and after client contact and/or after any activity likely to cause contamination

3.2 Follow *handwashing procedures*

3.3 Implement *hand care* procedures

3.4 Cover cuts and abrasions with water-proof dressings and change as necessary

4. Use personal protective equipment

4.1 Wear personal *protective clothing and equipment* that complies with Australian/New Zealand Standards, and is appropriate for the intended use

4.2 Change protective clothing and gowns/aprons daily, more frequently if soiled and where appropriate, after each client contact

5. Limit contamination

5.1 Demarcate and maintain clean and contaminated zones in all aspects of health care work

5.2 Confine records, materials and medicaments to a well-designated *clean zone*

5.3 Confine contaminated instruments and equipment to a well-designated *contaminated zone*

6. Handle, package, label, store, transport and dispose of

6.1 Wear appropriate personal protective clothing and equipment in accordance with occupational health and

**ELEMENT****PERFORMANCE CRITERIA**

clinical and other waste

safety policies and procedures when handling waste

6.2 Separate waste at the point where it has been generated and dispose of into waste containers that are colour coded and identified

6.3 Store clinical or related waste in an area that is accessible only to authorised persons

6.4 Handle, package, label, store, transport and dispose of waste appropriately to minimise potential for contact with the waste and to reduce the risk to the environment from accidental release

6.5 Dispose of waste safely in accordance with policies and procedures of the organisation and legislative requirements

7. Clean environmental surfaces

7.1 Wear personal protective clothing and equipment during *cleaning procedures*

7.2 Remove all dust, dirt and physical debris from work surfaces

7.3 Clean all work surfaces with a neutral detergent and warm water solution before and after each session or when visibly soiled

7.4 Decontaminate equipment requiring special processing in accordance with quality management systems to ensure full compliance with cleaning, disinfection and sterilisation protocols

7.5 Dry all work surfaces before and after use

7.6 Replace surface covers where applicable

7.7 Maintain and store cleaning equipment

**Required Skills and Knowledge****REQUIRED SKILLS AND KNOWLEDGE**

## REQUIRED SKILLS AND KNOWLEDGE

To demonstrate competence for this unit the worker must acquire the essential knowledge and skills described:

### *Essential knowledge:*

The candidate must be able to demonstrate essential knowledge required to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

This includes knowledge of:

- Additional precautions
- Aspects of infectious diseases including:
  - opportunistic organisms
  - pathogens
- Basic microbiology including:
  - bacteria and bacterial spores
  - fungi
  - viruses
- Clean and sterile techniques
- Disease transmission:
  - paths of transmission including direct contact, aerosols and penetrating injuries
  - risk of acquisition
  - sources of infecting microorganisms including persons who are carriers, in the incubation phase of the disease or those who are acutely ill
- Effective hand hygiene:
  - procedures for routine handwash
  - procedures for surgical handwash
  - when hands must be washed
- Good personal hygiene practice including hand care
- Identification and management of infectious risks in the workplace
- Organisation requirements relating to immunisation, where applicable
- Personal protective equipment:
  - guidelines for glove use
  - guidelines for wearing gowns and waterproof aprons
  - guidelines for wearing masks as required
  - guidelines for wearing protective glasses
- Standard precautions
- Susceptible hosts including persons who are immune suppressed, have chronic diseases such as diabetes and the very young or very old

## REQUIRED SKILLS AND KNOWLEDGE

- Surface cleaning:
  - cleaning procedures at the start and end of the day
  - managing a blood or body fluid spill
  - routine surface cleaning
- Sharps handling and disposal techniques
- The organisation's infection control policies and procedures

### *Essential skills:*

It is critical that the candidate demonstrate the ability to:

- Consistently apply handwashing, personal hygiene and personal protection protocols
- Consistently apply clean and sterile techniques
- Consistently apply protocols to limit contamination

In addition, the candidate must be able to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

This includes the ability to:

- Apply standard precautions:
  - consistently ensure instruments used for invasive procedures are sterile at time of use (where appropriate)
  - consistently follow the procedure for washing and drying hands
  - consistently limit contamination
  - consistently maintain clean surfaces and manage blood and body fluid spills
  - consistently protect materials, equipment and instruments from contamination until required for use
  - consistently put into practice clean and sterile techniques
  - consistently use personal protective equipment
- Apply additional precautions when standard precautions are not sufficient
- Take into account opportunities to address waste minimisation, environmental responsibility and sustainable practice issues

## Evidence Guide

### EVIDENCE GUIDE

## EVIDENCE GUIDE

*Critical aspects for assessment and evidence required to demonstrate this competency unit:*

- Observation of workplace performance is preferred for assessment of this unit
- The individual being assessed must provide evidence of specified essential knowledge as well as skills
- The assessee must demonstrate compliance with the organisation's infection control policy as it relates to specific job role
- Consistency of performance should be demonstrated over the required range of workplace situations

*Context of and specific resources for assessment:*

- Assessment should replicate workplace conditions as far as possible
- Where, for reasons of safety, access to equipment and resources and space, assessment takes place away from the workplace, simulations should be used to represent workplace conditions as closely as possible

*Method of assessment*

- Evidence of essential knowledge and understanding may be provided by:
  - traditional or online (computer-based) assessment
  - written assignments/projects
- Case study and scenario as a basis for discussion of issues and strategies to contribute to best practice
- Questioning
- Staff and/or client feedback
- Supporting statement of supervisor
- Authenticated evidence of relevant work experience and/or formal/informal learning
- Role play/simulation

*Access and equity considerations:*

- All workers in the health industry should be aware of access and equity issues in relation to their own area of work
- All workers should develop their ability to work in a culturally diverse environment
- In recognition of particular health issues facing Aboriginal and Torres Strait Islander communities, workers should be aware of cultural, historical and current issues impacting on health of Aboriginal and

## EVIDENCE GUIDE

Torres Strait Islander people

- Assessors and trainers must take into account relevant access and equity issues, in particular relating to factors impacting on health of Aboriginal and/or Torres Strait Islander clients and communities

## Range Statement

### RANGE STATEMENT

The Range Statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance.

*Standard precautions include:*

- Aseptic technique
- Personal hygiene practices especially washing and drying hands (eg. before and after client contact)
- Use of personal protective equipment
- Techniques to limit contamination
- Surface cleaning and management of blood and body fluid spills
- Safe handling of sharps
- Safe disposal of sharps and other clinical waste
- Appropriate reprocessing and storage of reusable instruments

*Additional precautions may include:*

- Special ventilation requirements
- Additional use of personal protective equipment
- Dedicated equipment (eg. to each client or as appropriate to work function)
- Use of a special facility

*Minimising contamination may include but is not limited to:*

- Protecting materials, equipment and instruments from contamination until required for use
- Ensuring instruments used for invasive procedures are sterile at time of use



**RANGE STATEMENT**

|                                                                                                                |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |
|----------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                                                                                                                | <ul style="list-style-type: none"><li>• Cleaning all environmental surfaces</li></ul>                                                                                                                                                                                                                                                                                                                                                                                              |
| <i>Infection risks may include but are not limited to</i>                                                      | <ul style="list-style-type: none"><li>• Sharps injury</li><li>• Waste</li><li>• Discarded sharps</li><li>• Human waste and human tissues</li><li>• Related waste</li><li>• General waste</li><li>• Inhalation of aerosols</li><li>• Contact with blood and other body substances</li><li>• Personal contact with infectious materials, substances and/or clients</li><li>• Stock including food which has passed 'use-by' dates</li><li>• Animals, insects and vermin</li></ul>    |
| <i>Procedures for risk control may include but are not limited to:</i>                                         | <ul style="list-style-type: none"><li>• Eliminating a hazardous process</li><li>• Using personal protective equipment appropriately</li><li>• Changing a system of work to reduce a hazard.</li><li>• Isolating the hazard</li><li>• Using protective devices to decrease exposure</li><li>• Using safe handling techniques</li><li>• Following infection control policies and procedures</li><li>• Procedures to minimise the risk of exposure to blood and body fluids</li></ul> |
| <i>Protocols for care following exposure to blood or other body fluids may include but are not limited to:</i> | <ul style="list-style-type: none"><li>• Immediate care following:<ul style="list-style-type: none"><li>• A sharps injury</li><li>• A splash of blood or other body fluids</li></ul></li><li>• Post exposure care</li><li>• Record keeping and notification</li><li>• Legal requirements for the notification of all work related occurrences of injury, disease or illness</li></ul>                                                                                               |
| <i>Hand hygiene procedures may include:</i>                                                                    | <ul style="list-style-type: none"><li>• Routine handwash</li><li>• Surgical handwash</li><li>• Use of antiseptic wipes and alcohol based preparations in specific situations where waterless hand hygiene is acceptable</li></ul>                                                                                                                                                                                                                                                  |

## RANGE STATEMENT

*Hand care may include but is not limited to:*

- Suitable water-based hand creams that are registered on the Australian Register of Therapeutic Goods
- Using warm water for handwashing
- Drying hands thoroughly after handwashing
- Wearing heavy-duty utility gloves when handling irritant chemicals

*Protective clothing and equipment may include but are not limited to :*

- Gowns and waterproof aprons that comply with Australian/New Zealand standards
- Examination gloves and surgical gloves that comply with current Australian/New Zealand standards
- Glasses, goggles or face-shields
- Surgical face masks that comply with current Australian/New Zealand standards
- Footwear to protect from dropped sharps and other contaminated items
- Guidelines for latex allergic clients and staff

*Clean zone includes but is not limited to:*

- Storage areas for materials, medicaments, equipment
- Sterile storage areas
- Administration areas

*Contaminated zone includes but is not limited to:*

- Area used for items that have become contaminated during use
- Receiving area for contaminated instruments in the instrument reprocessing centre

*Waste may include but is not limited to:*

- Clinical waste:
  - discarded sharps
  - human tissues
  - laboratory waste
  - any other waste as specified by the workplace
- Related waste:
  - radiographic waste
  - chemical and amalgam waste
  - cytotoxic waste

**RANGE STATEMENT**

- pharmaceutical waste
- radioactive waste
- General waste

*Disposal of waste requirements may include:*

- Disposal in accordance with:
  - Environment Protection (Waste Management) Policy
  - Environment Protection (Waste Management) Regulations
  - Australian and New Zealand standards
  - Organisation policies and procedures

*Cleaning procedures include but are not limited to*

- Damp dusting benches, equipment and shelving
- Maintaining the interior of drawers and cupboards in a clean and tidy state
- Cleaning floors daily using a mop and water and detergent
- Storing cleaning equipment clean and dry
- Managing the removal of a small blood or body fluid spill

**Unit Sector(s)**

Not Applicable

## **HLTHIR404D Work effectively with Aboriginal and/or Torres Strait Islander people**

### **Modification History**

Not Applicable

### **Unit Descriptor**

#### **Descriptor**

This unit describes the communication and work practice skills and knowledge required to work with Aboriginal and Torres Strait Islander people in the health industry context

It deals specifically with cross-cultural awareness and issues involving working with Aboriginal and Torres Strait Islander individuals, organisations and communities

### **Application of the Unit**

#### **Application**

The unit applies equally to those operating in health care policy or program planning, development and evaluation contexts or in direct service delivery contexts

Application of this unit should be contextualised to reflect any requirements, issues and practices specific to each workplace and/or local community

### **Licensing/Regulatory Information**

Not Applicable

### **Pre-Requisites**

Not Applicable

## Employability Skills Information

### Employability Skills

This unit contains Employability Skills

## Elements and Performance Criteria Pre-Content

Elements define the essential outcomes of a unit of competency.

The Performance Criteria specify the level of performance required to demonstrate achievement of the Element. Terms in *italics* are elaborated in the Range Statement.

## Elements and Performance Criteria

### ELEMENT

### PERFORMANCE CRITERIA

1. Reflect an awareness of Aboriginal and Torres Strait Islander history and cultures in work practices

- 1.1 Acknowledge and respect the impact of *events and issues in Aboriginal and/or Torres Strait Islander history* during service delivery
- 1.2 Demonstrate knowledge of and respect for the diversity of culture, skin and language groups, family structures, art and religion in Indigenous cultures as part of service delivery

2. Reflect an awareness of own and other cultural realities in work practices

- 2.1 Identify the potential impact of cultural factors on service delivery to Aboriginal and/or Torres Strait Islander clients
- 2.2 Address cultural realities in order to facilitate full participation in service delivery by Aboriginal and/or Torres Strait Islander clients and/or co-workers
- 2.3 Negotiate appropriate *strategies to effectively accommodate cultural differences* in the workplace
- 2.4 Identify and utilise resources to facilitate effective service delivery in a cross cultural context
- 2.5 Ensure work practices used in a cross cultural context are grounded in an awareness of one's own culture and the cultural realities of others

## ELEMENT

## PERFORMANCE CRITERIA

- |                                                                                          |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |
|------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 3. Communicate effectively with Aboriginal and Torres Strait Islander people             | <p>3.1 Identify communication issues and ensure they are addressed to develop and maintain effective relationships with Aboriginal and/or Torres Strait Islander clients and/or co-workers</p> <p>3.2 Employ appropriate <i>communication strategies</i> to support a culturally safe environment for delivery of health services</p> <p>3.3 Identify ineffective and/or inappropriate communication strategies and remodel them to support delivery of health services</p> <p>3.4 Identify and utilise <i>resources to facilitate effective communication</i> within the workplace</p> <p>3.5 Engage the services of Aboriginal and Torres Strait Islander <i>interpreters</i>, health workers and colleagues as cultural brokers as required to meet duty of care</p> |
| 4. Reflect cultural safety in workplace and professional relationships                   | <p>4.1 Ensure workplace and professional relationships are based on mutual respect, tolerance of diversity and a shared understanding of cultural safety</p> <p>4.2 Identify critical issues influencing workplace and professional relationships with Aboriginal and/or Torres Strait Islander co-workers and clients</p> <p>4.3 Identify and utilise effective strategies to develop and maintain effective relationships with Aboriginal and/or Torres Strait Islander co-workers and clients as appropriate</p> <p>4.4 Take responsibility for revisiting strategies to assist in the resolution of any difficulties, differences or misunderstandings that may occur</p>                                                                                           |
| 5. Work in partnership with Aboriginal and Torres Strait Islander people and communities | <p>5.1 Develop and implement strategies to increase participation of Aboriginal and Torres Strait Islander people in health service delivery</p> <p>5.2 Ensure delivery of health care, services and programs reflect culturally safe and appropriate practice</p> <p>5.3 Ensure health care, services and programs encourage self-determination and community control to ensure improved health outcomes</p>                                                                                                                                                                                                                                                                                                                                                           |

## ELEMENT

## PERFORMANCE CRITERIA

5.4 Identify and utilise resources to promote effective partnerships with Aboriginal and/or Torres Strait Islander people, organisations and communities

5.5 Support the development of effective partnerships between staff, Aboriginal and Torres Strait Islander people and their communities to facilitate accessibility, affordability, accountability, acceptability of appropriate healthcare and workplace services

## Required Skills and Knowledge

### REQUIRED SKILLS AND KNOWLEDGE

This describes the essential skills and knowledge and their level required for this unit.

#### *Essential knowledge:*

The candidate must be able to demonstrate essential knowledge required to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

This includes knowledge of:

- An understanding of Aboriginal and Torres Strait Islander culture and history, the impact of European settlement, loss of land and culture, the importance of law and kinship
- Appreciation of cultural shock and its impact on health and well being
- Basic understanding and awareness of the differences between cultures, particularly the cultures of Aboriginal and Torres Strait Islander people and others
- Factors which contribute to Aboriginal and Torres Strait Islander ill health and common diseases experienced by these groups of people
- Knowledge of availability of interpreter resources
- Relevant legislation and policies, which may include:
  - codes of practice
  - commonwealth, and/or territory/state legislation
  - community standards and regulations
  - organisation's policies and practices
- Understanding and awareness of the diversity of Aboriginal and Torres Strait Islander

## REQUIRED SKILLS AND KNOWLEDGE

cultures

- Understanding and awareness of the social, political and economic issues affecting Aboriginal and Torres Strait Islander people
- Understanding of own culture, western systems and structures and how this impacts on Aboriginal and Torres Strait Islander cultures
- Understanding of past and present power relations and its impact on the workplace and communities
- Understanding of racism and discrimination, and laws pertaining to these issues

### *Essential skills:*

It is critical that the candidate demonstrate the ability to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

This includes the ability to:

- Advocate for anti racism
- Demonstrate respect for a person and their culture
- Form effective relationships with a person from another culture
- Form mutual mentoring arrangements with Aboriginal and/or Torres Strait Islander people
- Participate in developing and implementing strategies for sharing power and facilitating participation, self-determination and self-control by Aboriginal and Torres Strait Islander people and communities
- Participate in identifying and implementing culturally safe work practices
- Reflect on actions and events to make and maintain cross cultural relationships
- Reflect on self and make changes to work in a cross cultural context
- Sensitively and respectfully communicate in a cross cultural context
- Use cultural safety approaches

## Evidence Guide

### EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment Guidelines for this Training Package.



## EVIDENCE GUIDE

*Critical aspects for assessment and evidence required to demonstrate this competency unit:*

- The individual being assessed must provide evidence of specified essential knowledge as well as skills
- This unit may be assessed both on and off job
- In order to work with local Aboriginal and/or Torres Strait Islander communities, workers must demonstrate an understanding of Aboriginal and/or Torres Strait Islander culture and history, the local community and other communities
- Assessment of this unit is recommended to involve a person who is Aboriginal or Torres Strait Islander or who has worked closely with Aboriginal and/or Torres Strait Islander people and communities
- Assessment should be conducted on more than one occasion to cover a variety of circumstances to establish consistency
- Holistic assessment of this competency unit is encouraged, to ensure application of these skills in conjunction with specific work functions in the health industry but the unit may be delivered and assessed independently

*Access and equity considerations:*

- All workers in the health industry should be aware of access and equity issues in relation to their own area of work
- All workers should develop their ability to work in a culturally diverse environment
- In recognition of particular health issues facing Aboriginal and Torres Strait Islander communities, workers should be aware of cultural, historical and current issues impacting on health of Aboriginal and Torres Strait Islander people
- Assessors and trainers must take into account relevant access and equity issues, in particular relating to factors impacting on health of Aboriginal and/or Torres Strait Islander clients and communities

*Products that are required as evidence include:*

- Documentation on the development and implementation of strategies employed to address issues identified in relation to:
  - cultural differences

## EVIDENCE GUIDE

- workplace communication
- workplace and professional relationships
- Aboriginal and Torres Strait Islander participation, self-determination, and community control in relation to health care policies, programs and/or service delivery

*Processes that are required as evidence include:*

- How opportunities were provided for Aboriginal and Torres Strait Islander participation in the planning, delivery and evaluation of health care policies, programs or services
- Why particular communication strategies and/or work practices were chosen or modified
- How resources were identified and utilised to:
  - facilitate service delivery in a cross cultural context
  - facilitate effective communication within the workplace
  - promote effective partnerships

## Range Statement

### RANGE STATEMENT

The Range Statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Add any essential operating conditions that may be present with training and assessment depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts.

- Cultural differences may include:*
- Interpersonal approach
  - Thinking/learning styles
  - Expectations
  - Responsibilities
  - Priority setting
  - Experience and working styles

## RANGE STATEMENT

|                                                                                                                  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |
|------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                                                                                                                  | <ul style="list-style-type: none"><li>• Gender and kinship differences</li></ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |
| <i>Strategies to accommodate cultural differences in the workplace may include:</i>                              | <ul style="list-style-type: none"><li>• Workplace induction program</li><li>• General guidelines and standards for approaching specific tasks and issues</li><li>• Develop understanding of own culture and history</li><li>• Develop awareness of key aspects and impacts of Aboriginal and/or Torres Strait Islander culture and history on current health issues</li><li>• Understanding similarities to identify common ground of cultural groups in the workplace</li><li>• Contextualising given workplace</li><li>• Code of practice at all levels of the organisation</li></ul> |
| <i>Resources to facilitate effective service delivery in a cross cultural context may include:</i>               | <ul style="list-style-type: none"><li>• People identified with appropriate cultural knowledge</li><li>• Workplace design to accommodate cultural needs</li><li>• Workplace policy</li><li>• Reference groups</li></ul>                                                                                                                                                                                                                                                                                                                                                                  |
| <i>Events and issues in Aboriginal and/or Torres Strait Islander history may include but are not limited to:</i> | <ul style="list-style-type: none"><li>• Pre- and post-colonisation history</li><li>• Legislation</li><li>• Stolen generations</li><li>• Deaths in custody</li><li>• Health</li><li>• Land Rights</li><li>• Maralinga</li><li>• Mabo</li><li>• Religion</li></ul>                                                                                                                                                                                                                                                                                                                        |
| <i>Communication strategies to ensure safe service deliver may include:</i>                                      | <ul style="list-style-type: none"><li>• Common workplace strategies:<ul style="list-style-type: none"><li>• identify the barriers to effective cross cultural communication and the causes of ineffective cross cultural communication</li><li>• visual/iconic strategies - diagrams, tables, graphs, pictures</li><li>• flow charts, video images</li><li>• use of computer technology and other media</li></ul></li><li>• Strategies for individuals:</li></ul>                                                                                                                       |

## RANGE STATEMENT

- gestures and non-verbal techniques
- display of positive regard and respect
- non-judgemental approaches
- on going personal/interpersonal skill development
- forming partnerships with all cultural groups to achieve particular work goals
- monitoring and reflecting on own actions to ensure cultural values are not imposed on others

*Resources to facilitate effective communication may include:*

- Resources to support visual and iconic strategies
- Aboriginal and/or Torres Strait Islander Health workers, liaison officers and other colleagues

*Interpreters may be:*

- Registered
- Other multilingual people not related to the person

*Strategies for developing effective relationships may include:*

- Negotiation of roles and responsibilities in the workplace
- Development, monitoring and review of culturally safe work practices
- Identification of and consultation with key contact people such as Aboriginal liaison officers
- Display empathy appropriately
- Be flexible
- Develop the capacity to take turns - stand back wait for your turn

*Strategies to resolve difficulties may include:*

- Negotiation of culturally appropriate guidelines
- Identification of appropriate mediators
- Negotiating a workplace code of practice

*Strategies to increase participation in health service delivery may include:*

- Consultation with community representatives
- Community participation in decision making processes at all levels

*Culturally appropriate practices*

- Strategies for providing a service for women's and

## RANGE STATEMENT

*may include:*

men's health issues

- Allowances made for cultural obligations

*Resources to promote effective partnerships may include:*

- Formation of appropriate reference groups
- Policy/guidelines - memorandum of understanding
- Two way flow of information and resources

*Work practices may include but are not limited to the following functions or be in the following settings:*

- Hospital or other facility/services admission, entry and discharge processes
- Referral protocols
- Reception and enquiry services
- Diagnostic services
- Inpatient services
- Non-inpatient and community services
- Screening services
- Health promotion
- Public health
- Non-government or agency
- Urban, rural and remote community settings

*Factors contributing to Aboriginal and Torres Strait Islander people's ill health include:*

- History of European/Aboriginal contact
- Loss of culture, land, identity and Indigenous law
- Loss of family links
- Geographical remoteness
- Lack of relevant and culturally appropriate education
- Lack of meaningful employment or occupation
- Lack of relevant health knowledge
- Food and nutrition
- Smoking
- Alcohol and substance abuse
- Mental stress
- Poor maternal health
- Feelings of isolation and vulnerability and being culturally unsafe
- Violence
- Environmental health factors (housing, sewerage, water supply, hygiene)
- Late presentation, diagnosis and treatment

## RANGE STATEMENT

*Culturally appropriate work practices may recognise:*

- Food customs
- Kin relationships
- Lifestyle preferences
- Gender
- Language preferences

## Unit Sector(s)

Not Applicable

## HLT Health

### Modification History

| Release     | Release Date | Comments                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |
|-------------|--------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Release 1.3 | October 2014 | ISC upgrade of HLTAID001 - HLTAID007<br>Updated mapping information. Changes to assessment requirements. Equivalent outcome.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
| Release 1.2 | October 2013 | Minor corrections to formatting to improve readability. Correction of metadata, mapping and links.<br>Equivalent outcome                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |
| Release 1.1 | July 2013    | Minor corrections to formatting to improve readability. Correction of metadata, mapping and links.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |
| Release 1.0 | July 2013    | HLT Training Package first release.<br>This release meets the National Skills Standards Council's Standards for Training Packages.<br>7 new qualifications <ul style="list-style-type: none"><li>• HLT20113 Certificate II in Aboriginal and/or Torres Strait Islander Primary Health Care</li><li>• HLT30113 Certificate III in Aboriginal and/or Torres Strait Islander Primary Health Care</li><li>• HLT40113 Certificate IV in Aboriginal and/or Torres Strait Islander Primary Health Care</li><li>• HLT40213 Certificate IV in Aboriginal and/or Torres Strait Islander Primary Health Care Practice</li><li>• HLT50113 Diploma of in Aboriginal and/or Torres Strait Islander Primary Health Care</li><li>• HLT50213 Diploma of in Aboriginal and/or Torres Strait Islander Primary Health Care Practice</li><li>• HLT60113 Advanced Diploma of in Aboriginal and/or Torres Strait Islander Primary Health Care</li></ul> |

|  |  |                                                                                                                                                         |
|--|--|---------------------------------------------------------------------------------------------------------------------------------------------------------|
|  |  | 19 new skill sets<br>92 new competencies<br>Significant changes to content across all components. addition of new evidence requirements for assessment. |
|--|--|---------------------------------------------------------------------------------------------------------------------------------------------------------|

## Credit Arrangements

| <i>QUALIFICATION CODE</i> | <i>QUALIFICATION TITLE</i>                                                              | <i>CREDIT ARRANGEMENT DETAILS</i>                                                          |
|---------------------------|-----------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------|
| HLT20113                  | Certificate II in Aboriginal and/or Torres Strait Islander Primary Health Care          | At the time of endorsement of this Training Package no national credit arrangements exist. |
| HLT30113                  | Certificate III in Aboriginal and/or Torres Strait Islander Primary Health Care         | At the time of endorsement of this Training Package no national credit arrangements exist. |
| HLT40113                  | Certificate IV in Aboriginal and/or Torres Strait Islander Primary Health Care          | At the time of endorsement of this Training Package no national credit arrangements exist. |
| HLT40213                  | Certificate IV in Aboriginal and/or Torres Strait Islander Primary Health Care Practice | At the time of endorsement of this Training Package no national credit arrangements exist. |
| HLT50113                  | Diploma of in Aboriginal and/or Torres Strait Islander Primary Health Care              | At the time of endorsement of this Training Package no national credit arrangements exist. |
| HLT50213                  | Diploma of in Aboriginal and/or Torres Strait Islander Primary Health Care Practice     | At the time of endorsement of this Training Package no national credit arrangements exist. |
| HLT60113                  | Advanced Diploma of in Aboriginal and/or Torres Strait Islander Primary Health Care     | At the time of endorsement of this Training Package no national credit arrangements exist. |



## Links

Companion Volume implementation guides are found in VETNet -

<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=ced1390f-48d9-4ab0-bd50-b015e5485705>

## HLTSS00026 Oral Health Care Skill Set for Aboriginal and/or Torres Strait Islander Health Workers

### Modification History

| Release     | Comments                                                                                                                                           |
|-------------|----------------------------------------------------------------------------------------------------------------------------------------------------|
| Release 3.0 | Added Companion Volumes link. Equivalent outcome                                                                                                   |
| Release 2.0 | Corrections to errors and changes to formatting to improve readability. Equivalent outcome.                                                        |
| Release 1.0 | This version was released in <i>HLT Health Training Package release 1.0</i> and meets the requirements of the New Standards for Training Packages. |

### Skill Set Description

This skill set provides a set of skills for providing Aboriginal and/or Torres Strait people with information about basic oral hygiene and care through the provision of educational and motivational information, including the demonstration of oral hygiene practices and techniques where appropriate.

### Units

CHCOHC303B Use basic oral health screening tools

CHCOHC402A Support clients and groups to learn practical aspects of oral health care

CHCOHC404A Recognise and respond to signs and symptoms that may indicate oral health issues

HLTAHW025 Provide information and strategies in health care

### Pathways Information

These units may provide credit towards a number of community sector or health qualifications at Certificate IV level or above.

## **Licensing/Regulatory Information**

*No licensing, legislative or certificate requirements apply to this qualification at the time of publication.*

## **Skill Set Requirements**

This skill set has been endorsed by industry as appropriate for Aboriginal and Torres Strait Islander people who hold a qualification at Certificate III level or higher or who have commensurate industry skills as evaluated through recognition of prior learning processes.

## **Target Group**

Application of this skill set is intended to support clients to maintain an appropriate level of oral health care as identified by a relevant oral health professional and to identify potential oral health issues for referral to an appropriate oral health professional.

## **Suggest words for Statement of Attainment**

This skill set meets industry requirements for work in providing oral health support as part of a role in providing direct client services.

## HLTSS00027 Occupational First Aid Skill Set

### Modification History

| Release     | Comments                                                                                                                                                 |
|-------------|----------------------------------------------------------------------------------------------------------------------------------------------------------|
| Release 3.0 | Added Companion Volumes link. Equivalent outcome                                                                                                         |
| Release 2.0 | Corrections to errors and changes to formatting to improve readability. Equivalent outcome.                                                              |
| Release 1.0 | This new skill set was released in <i>HLT Health Training Package release 1.0</i> and meets the requirements of the New Standards for Training Packages. |

### Skill Set Description

This skill set provides a set of skills to establish, maintain and facilitate the provision of appropriate first aid in a workplace environment, including the skills to provide an emergency first aid response in the event of an emergency.

^ **From 1 July 2022 the units HLTAID006, HLTAID007, HLTAID008 must no longer be delivered and will be replaced in the Packaging Rules by the unit HLTAID014, HLTAID015, HLTAID016** - for more information see:

<https://asqa.gov.au/news-events/news/reminder-about-superseded-hlt-first-aid-units>

### Units

- HLTAID006 Provide advanced first aid
- ^ **HLTAID014 Provide Advanced First Aid (must be delivered from 1 July 2022)**
- HLTAID007 Provide advanced resuscitation
- ^ **HLTAID015 Provide advanced resuscitation and oxygen therapy (must be delivered from 1 July 2022)**
- HLTAID008 Manage first aid services and facilities
- ^ **HLTAID016 Manage first aid services and resources (must be delivered from 1 July 2022)**

### Pathways Information

These units may provide credit towards a range of qualifications at Certificate IV and Diploma levels.

## **Licensing/Regulatory Information**

*Specific licensing requirements relating to this competency, including requirements for refresher training, should be obtained from the relevant State/Territory Work Health and Safety Regulatory Authority.*

## **Skill Set Requirements**

Not applicable.

## **Target Group**

This skill set has been endorsed by industry as appropriate for people who are either employed in, or intending to become employed in, nominated occupational first aider roles.

## **Suggest words for Statement of Attainment**

This skill set meets industry requirements to perform the role and responsibilities required of an Occupational First Aider.

## HLTSS00028 Renal Care Skill Set for Aboriginal and/or Torres Strait Islander Primary Health Care Practice

### Modification History

| Release     | Comments                                                                                                                                           |
|-------------|----------------------------------------------------------------------------------------------------------------------------------------------------|
| Release 3.0 | Added Companion Volumes link. Equivalent outcome                                                                                                   |
| Release 2.0 | Corrections to errors and changes to formatting to improve readability. Equivalent outcome.                                                        |
| Release 1.0 | This version was released in <i>HLT Health Training Package release 1.0</i> and meets the requirements of the New Standards for Training Packages. |

### Skill Set Description

This skill set provides a set of skills for the support and management of people with chronic kidney disease.

### Units

HLTAHW020 Administer medications

HLTAHW071 Manage medicines in Aboriginal and/or Torres Strait Islander health care

HLTRNL601C Support the client with chronic kidney disease

HLTRNL602C Provide support and management of the client undergoing peritoneal dialysis therapy

HLTRNL603C Provide care and support to client in renal replacement therapy in community setting

HLTRNL604C Provide support and management of the client undergoing haemodialysis therapy

### Pathways Information

These units may provide credit towards the Advanced Diploma of Aboriginal and/or Torres Strait Islander Primary Health Care.

## **Licensing/Regulatory Information**

*No licensing, legislative or certificate requirements apply to this qualification at the time of publication.*

## **Skill Set Requirements**

This skill set has been endorsed by industry for workers who hold the Diploma of Aboriginal and/or Torres Strait Islander Primary Health Care Practice or commensurate industry skills as evaluated through recognition of prior learning processes.

## **Target Group**

Application of this skill set is only appropriate under the supervision of a relevant health professional and as a member of the health care team.

This skill set provides a pathway for Aboriginal and/or Torres Strait Islander Health Workers to specialise in the provision of renal care.

## **Suggest words for Statement of Attainment**

This skill set meets industry requirements for work in providing renal care after assessment by a relevant health professional has identified the provision of renal care as appropriate.

## HLTSS00029 Ear and Hearing Health Skills Set for Aboriginal and/or Torres Strait Islander Primary Health Care

### Modification History

| Release     | Comments                                                                                                                                           |
|-------------|----------------------------------------------------------------------------------------------------------------------------------------------------|
| Release 3.0 | Added Companion Volumes link. Equivalent outcome                                                                                                   |
| Release 2.0 | Corrections to errors and changes to formatting to improve readability. Equivalent outcome.                                                        |
| Release 1.0 | This version was released in <i>HLT Health Training Package release 1.0</i> and meets the requirements of the New Standards for Training Packages. |

### Skill Set Description

This skill set provides a pathway for Aboriginal and/or Torres Strait Islander health workers to specialise in the provision of ear and hearing health.

### Units

HLTAHW025 Provide information and strategies in health care

HLTAU402D Conduct screening hearing tests for industrial hearing loss

HLTAU501D Conduct screening hearing tests for children

### Pathways Information

These units may provide credit towards Aboriginal and/or Torres Strait Islander Primary Health Care qualifications at the Certificate IV level or higher.

### Licensing/Regulatory Information

*No licensing, legislative or certificate requirements apply to this qualification at the time of publication.*



## **Skill Set Requirements**

This skill set has been endorsed by industry for workers who hold a qualification at Certificate III level or higher in Aboriginal and/or Torres Strait Islander Primary Health Care.

## **Target Group**

Application of this skill set is only appropriate under the supervision of a relevant health professional and as a member of the health care team.

## **Suggest words for Statement of Attainment**

This skill set meets industry requirements for work in ear and hearing health.

## HLTSS00030 Aboriginal and/or Torres Strait Islander Maternal and Infant Care Skill Set

### Modification History

| Release     | Comments                                                                                                                                           |
|-------------|----------------------------------------------------------------------------------------------------------------------------------------------------|
| Release 3.0 | Added Companion Volumes link. Equivalent outcome                                                                                                   |
| Release 2.0 | Corrections to errors and changes to formatting to improve readability. Equivalent outcome.                                                        |
| Release 1.0 | This version was released in <i>HLT Health Training Package release 1.0</i> and meets the requirements of the New Standards for Training Packages. |

### Skill Set Description

This skill set provides a set of skills for work in maternal and infant care.

### Units

HLTAHW027 Provide information and strategies in sexual health for women

HLTAHW029 Provide information and strategies in maternal and infant health

HLTAHW031 Provide information and strategies to enhance the capacities of Aboriginal and/or Torres Strait Islander families

HLTAHW034 Provide healthy lifestyle programs and advice

### Pathways Information

These units may provide credit towards Aboriginal and/or Torres Strait Islander Primary Health Care qualifications higher than the Certificate III in Aboriginal and/or Torres Strait Islander Primary Health Care.

## **Licensing/Regulatory Information**

*No licensing, legislative or certificate requirements apply to this qualification at the time of publication.*

## **Skill Set Requirements**

This skill set has been endorsed by industry for workers who hold a qualification at Certificate III level or higher in Aboriginal and/or Torres Strait Islander Primary Health Care.

## **Target Group**

Application of this skill set is only appropriate under the supervision of a relevant health professional and as a member of the health care team.

## **Suggest words for Statement of Attainment**

This skill set meets industry requirements for work in maternal and infant care.

## HLTSS00031 Aboriginal and/or Torres Strait Islander Maternal and Infant Care Skill Set - Clinical

### Modification History

| Release     | Comments                                                                                                                                           |
|-------------|----------------------------------------------------------------------------------------------------------------------------------------------------|
| Release 3.0 | Added Companion Volumes link. Equivalent outcome                                                                                                   |
| Release 2.0 | Corrections to errors and changes to formatting to improve readability. Equivalent outcome.                                                        |
| Release 1.0 | This version was released in <i>HLT Health Training Package release 1.0</i> and meets the requirements of the New Standards for Training Packages. |

### Skill Set Description

This skill set provides a set of skills for Aboriginal and/or Torres Strait Islander Health Workers to specialise in the provision of clinical maternal and infant care.

### Units

HLTAHW027 Provide information and strategies in sexual health for women

HLTAHW029 Provide information and strategies in maternal and infant health

HLTAHW057 Provide antenatal health care

HLTAHW058 Prepare for and support childbirth

HLTAHW059 Provide postnatal and infant health care

### Pathways Information

These units may provide credit towards the Diploma of Aboriginal and/or Torres Strait Islander Primary Health Care Practice or the Advanced Diploma of Aboriginal and/or Torres Strait Islander Primary Health Care.

## **Licensing/Regulatory Information**

*No licensing, legislative or certificate requirements apply to this qualification at the time of publication.*

## **Skill Set Requirements**

This skill set has been endorsed by industry for workers who hold a qualification at the level of Certificate IV in Aboriginal and/or Torres Strait Islander Primary Health Care Practice or Diploma of Aboriginal and/or Torres Strait Islander Primary Health Care Practice.

## **Target Group**

This skill set provides a pathway for Aboriginal and/or Torres Strait Islander Health Workers to specialise in the provision of clinical maternal and infant care.

Application of this skill set is only appropriate under the supervision of a relevant health professional being a Medical Practitioner, Registered Nurse or Midwife and as a member of a health care team.

## **Suggest words for Statement of Attainment**

This skill set meets industry requirements for work in maternal and infant care.

# HLTSS00032 Aboriginal and/or Torres Strait Islander Healthy Children Skill Set

## Modification History

| Release     | Comments                                                                                                                                           |
|-------------|----------------------------------------------------------------------------------------------------------------------------------------------------|
| Release 3.0 | Added Companion Volumes link. Equivalent outcome                                                                                                   |
| Release 2.0 | Corrections to errors and changes to formatting to improve readability. Equivalent outcome.                                                        |
| Release 1.0 | This version was released in <i>HLT Health Training Package release 1.0</i> and meets the requirements of the New Standards for Training Packages. |

## Skill Set Description

This skill set provides a set of skills for Aboriginal and/or Torres Strait Islander health workers to specialise in child health in Aboriginal and/or Torres Strait Islander community contexts.

## Pathways Information

These units may provide credit towards Aboriginal and/or Torres Strait Islander Primary Health Care qualifications higher than the Certificate IV in Aboriginal and/or Torres Strait Islander Primary Health Care Practice.

## Licensing/Regulatory Information

*No licensing, legislative or certificate requirements apply to this qualification at the time of publication.*

## Skill Set Requirements

This skill set has been endorsed by industry for workers who hold a qualification at Certificate IV level or higher in Aboriginal and/or Torres Strait Islander Primary Health Care Practice or commensurate industry skills as evaluated through recognition of prior learning processes.

## **Target Group**

This skill set provides a pathway for Aboriginal and/or Torres Strait Islander health workers to specialise in child health in Aboriginal and/or Torres Strait Islander community contexts.

Application of this skill set is only appropriate under the supervision of a relevant health professional and as a member of the health care team.

## **Suggest words for Statement of Attainment**

This skill set meets industry requirements for work with Aboriginal and/or Torres Strait Islander children less than 5 years of age.

## HLTSS00033 Aboriginal and/or Torres Strait Islander Family Health Skill Set

### Modification History

| Release     | Comments                                                                                                                                           |
|-------------|----------------------------------------------------------------------------------------------------------------------------------------------------|
| Release 3.0 | Added Companion Volumes link. Equivalent outcome                                                                                                   |
| Release 2.0 | Corrections to errors and changes to formatting to improve readability. Equivalent outcome.                                                        |
| Release 1.0 | This version was released in <i>HLT Health Training Package release 1.0</i> and meets the requirements of the New Standards for Training Packages. |

### Skill Set Description

This skill set provides a set of skills for Aboriginal and/or Torres Strait Islander health workers to specialise in family health in Aboriginal and/or Torres Strait Islander community contexts.

### Units

CHCDFV408C Provide support to children affected by domestic and family violence

CHCPRT001 Identify and respond to children and young people at risk

HLTAHW031 Promote and enhance the capacities of Aboriginal and/or Torres Strait Islander families and communities

HLTAHW034 Provide healthy lifestyle programs and advice

HLTAHW051 Respond to loss, grief and trauma

### Pathways Information

These units may provide credit towards Aboriginal and/or Torres Strait Islander Primary Health Care qualifications higher than the Certificate IV in Aboriginal and/or Torres Strait Islander Primary Health Care.



## Licensing/Regulatory Information

*No licensing, legislative or certificate requirements apply to this qualification at the time of publication.*

## Skill Set Requirements

This skill set has been endorsed by industry as appropriate for Aboriginal or Torres Strait Islander people who hold a community services or health qualification at Certificate IV level or higher or commensurate industry skills as evaluated through recognition of prior learning processes

## Target Group

This skill set provides a pathway for Aboriginal and/or Torres Strait Islander health workers to specialise in family health in Aboriginal and/or Torres Strait Islander community contexts.

Application of this skill set is only appropriate under the supervision of a relevant health professional and as a member of the health care team.

## Suggest words for Statement of Attainment

This skill set meets industry requirements for work with Aboriginal and/or Torres Strait Islander families

## HLTSS00035 Chronic Condition Self-management for Aboriginal and/or Torres Strait Islander Clients Skill Set

### Modification History

| Release     | Comments                                                                                                                                           |
|-------------|----------------------------------------------------------------------------------------------------------------------------------------------------|
| Release 3.0 | Added Companion Volumes link. Equivalent outcome                                                                                                   |
| Release 2.0 | Corrections to errors and changes to formatting to improve readability. Equivalent outcome.                                                        |
| Release 1.0 | This version was released in <i>HLT Health Training Package release 1.0</i> and meets the requirements of the New Standards for Training Packages. |

### Skill Set Description

This skill set provides a set of skills for Aboriginal and/or Torres Strait Islander Health Workers to specialise in the provision of services to support Aboriginal and/or Torres Strait Islander clients in their self-management of chronic conditions.

### Units

CHCICS408B Provide support to people with chronic disease

CHCICS406B Support client self-management

HLTAHW028 Provide information and strategies in chronic condition care

HLTAHW034 Provide healthy lifestyle programs and advice

### Pathways Information

These units may provide credit towards a range of qualifications in the health and community sectors.

## **Licensing/Regulatory Information**

*No licensing, legislative or certificate requirements apply to this qualification at the time of publication.*

## **Skill Set Requirements**

This skill set has been endorsed by industry as appropriate for people who hold a community services or health qualification at Certificate IV level or higher or commensurate industry skills as evaluated through recognition of prior learning processes.

## **Target Group**

This skill set provides a pathway for Aboriginal and/or Torres Strait Islander Health Workers to specialise in the provision of services to support Aboriginal and/or Torres Strait Islander clients in their self-management of chronic conditions

Application of this skill set is only appropriate under the supervision of a relevant health professional and as a member of a health care team.

## **Suggest words for Statement of Attainment**

This skill set meets industry requirements for work with clients to self-manage chronic conditions.

## HLTSS00036 Aboriginal and/or Torres Strait Islander Eye Health Coordinator Skill Set

### Modification History

| Release     | Comments                                                                                                                                           |
|-------------|----------------------------------------------------------------------------------------------------------------------------------------------------|
| Release 3.0 | Added Companion Volumes link. Equivalent outcome                                                                                                   |
| Release 2.0 | Corrections to errors and changes to formatting to improve readability. Equivalent outcome.                                                        |
| Release 1.0 | This version was released in <i>HLT Health Training Package release 1.0</i> and meets the requirements of the New Standards for Training Packages. |

### Skill Set Description

This skill set provides a set for skills for Aboriginal and/or Torres Strait Islander Health Workers to specialise in the provision of eye care.

### Units

HLTAHW030 Provide information and strategies in eye health

HLTAHW043 Facilitate access to tertiary health services

HLTAHW062 Supervise health care team

### Pathways Information

These units may provide credit towards Aboriginal and/or Torres Strait Islander Primary Health Care qualifications higher than the Certificate IV in Aboriginal and/or Torres Strait Islander Primary Health Care.

### Licensing/Regulatory Information

*No licensing, legislative or certificate requirements apply to this qualification at the time of publication.*

## **Skill Set Requirements**

This skill set has been endorsed by industry for workers who hold a qualification at Certificate IV level or higher in Aboriginal and/or Torres Strait Islander Primary Health Care or commensurate industry skills as evaluated through recognition of prior learning processes.

## **Target Group**

This skill set provides a pathway for Aboriginal and/or Torres Strait Islander Health Workers to specialise in the provision of eye care.

Application of this skill set is only appropriate under the supervision of a relevant health professional and as a member of a health care team.

## **Suggest words for Statement of Attainment**

This skill set meets industry requirements for work in eye care

## HLTSS00037 Advanced Practice for Aboriginal and/or Torres Strait Islander Health Workers Skill Set

### Modification History

| Release     | Comments                                                                                                                                           |
|-------------|----------------------------------------------------------------------------------------------------------------------------------------------------|
| Release 3.0 | Added Companion Volumes link. Equivalent outcome                                                                                                   |
| Release 2.0 | Corrections to errors and changes to formatting to improve readability. Equivalent outcome.                                                        |
| Release 1.0 | This version was released in <i>HLT Health Training Package release 1.0</i> and meets the requirements of the New Standards for Training Packages. |

### Skill Set Description

This skill set provides a set of skills for Aboriginal and/or Torres Strait Islander Health Workers to specialise in the provision of advanced primary health care practice for Aboriginal and/or Torres Strait Islander clients and communities.

### Units

HLTAHW020 Administer medications

HLTAHW046 Apply advanced skills in primary health care

HLTAHW066 Manage the delivery of Aboriginal &/or Torres Strait Islander health care

HLTAHW071 Manage medicines in Aboriginal &/or Torres Strait Islander primary health care

HLTIN504D Manage the control of infection

### Pathways Information

These units may provide credit towards the Advanced Diploma of Aboriginal and/or Torres Strait Islander Primary Health Care.

## **Licensing/Regulatory Information**

*No licensing, legislative or certificate requirements apply to this qualification at the time of publication.*

## **Skill Set Requirements**

This skill set has been endorsed by industry for workers who hold a qualification at the level of Certificate IV in Aboriginal and/or Torres Strait Islander Primary Health Care Practice or Diploma of Aboriginal and/or Torres Strait Islander Primary Health Care Practice or commensurate industry skills as evaluated through recognition of prior learning processes.

## **Target Group**

This skill set provides a pathway for Aboriginal and/or Torres Strait Islander Health Workers to specialise in the provision of advanced primary health care practice for Aboriginal and/or Torres Strait Islander clients and communities

Application of this skill set is only appropriate under the supervision of a relevant health professional and as a member of a health care team.

## **Suggest words for Statement of Attainment**

This skill set meets industry requirements for work in advanced practice for Aboriginal and/or Torres Strait Islander Health Workers.

# HLTSS00038 Aboriginal and/or Torres Strait Islander Disability Care Skill Set

## Modification History

| Release     | Comments                                                                                                                                           |
|-------------|----------------------------------------------------------------------------------------------------------------------------------------------------|
| Release 3.0 | Added Companion Volumes link. Equivalent outcome                                                                                                   |
| Release 2.0 | Corrections to errors and changes to formatting to improve readability. Equivalent outcome.                                                        |
| Release 1.0 | This version was released in <i>HLT Health Training Package release 1.0</i> and meets the requirements of the New Standards for Training Packages. |

## Skill Set Description

This skill set provides a set of skills for Aboriginal and/or Torres Strait Islander Health Workers to specialise in the provision of disability care services for Aboriginal and/or Torres Strait Islander clients and communities.

## Units

CHCDIS409B Provide services to people with disabilities with complex needs

HLTAHW025 Provide information and strategies in health care

HLTAHW051 Respond to loss, grief and trauma

## Pathways Information

These units may provide credit towards a range of qualifications in the health and community sectors.

## Licensing/Regulatory Information

*No licensing, legislative or certificate requirements apply to this qualification at the time of publication.*



## Skill Set Requirements

This skill set has been endorsed by industry as appropriate for Aboriginal or Torres Strait Islander people who hold a community services or health qualification at Certificate III level or higher or commensurate industry skills as evaluated through recognition of prior learning processes.

## Target Group

This skill set provides a pathway for Aboriginal and/or Torres Strait Islander Health Workers to specialise in the provision of disability care services for Aboriginal and/or Torres Strait Islander clients and communities.

Application of this skill set is only appropriate under the supervision of a relevant health professional and as a member of a health care team.

## Suggest words for Statement of Attainment

This skill set meets industry requirements for disability care services for Aboriginal and/or Torres Strait Islander clients.

## HLTSS00039 Aboriginal and/or Torres Strait Islander Aged Care Skill Set

### Modification History

| Release     | Comments                                                                                                                                           |
|-------------|----------------------------------------------------------------------------------------------------------------------------------------------------|
| Release 3.0 | Added Companion Volumes link. Equivalent outcome                                                                                                   |
| Release 2.0 | Corrections to errors and changes to formatting to improve readability. Equivalent outcome.                                                        |
| Release 1.0 | This version was released in <i>HLT Health Training Package release 1.0</i> and meets the requirements of the New Standards for Training Packages. |

### Skill Set Description

This skill set provides a set of skills for Aboriginal and/or Torres Strait Islander Health Workers to specialise in the provision of aged-care services for Aboriginal and/or Torres Strait Islander clients and communities.

### Units

CHCAC319A Provide support to people living with dementia

HLTAHW014 Work with Elders in Aboriginal and/or Torres Strait Islander communities

HLTAHW025 Provide information and strategies in health care

HLTAHW051 Respond to loss, grief and trauma

### Pathways Information

These units may provide credit towards a range of qualifications in the health and community sectors.

## **Licensing/Regulatory Information**

*No licensing, legislative or certificate requirements apply to this qualification at the time of publication.*

## **Skill Set Requirements**

This skill set has been endorsed by industry as appropriate for Aboriginal or Torres Strait Islander people who hold a community services or health qualification at Certificate III level or higher or commensurate industry skills as evaluated through recognition of prior learning processes.

## **Target Group**

This skill set provides a pathway for Aboriginal and/or Torres Strait Islander Health Workers to specialise in the provision of aged-care services for Aboriginal and/or Torres Strait Islander clients and communities.

Application of this skill set is only appropriate under the supervision of a relevant health professional and as a member of a health care team.

## **Suggest words for Statement of Attainment**

This skill set meets industry requirements for aged care services for Aboriginal and/or Torres Strait Islander clients.

## HLTSS00040 Smoking Cessation Skill Set

### Modification History

| Release     | Comments                                                                                                                                           |
|-------------|----------------------------------------------------------------------------------------------------------------------------------------------------|
| Release 3.0 | Added Companion Volumes link. Equivalent outcome                                                                                                   |
| Release 2.0 | Corrections to errors and changes to formatting to improve readability. Equivalent outcome.                                                        |
| Release 1.0 | This version was released in <i>HLT Health Training Package release 1.0</i> and meets the requirements of the New Standards for Training Packages. |

### Skill Set Description

This skill set provides a set of skills for Aboriginal and/or Torres Strait Islander Health Workers and other health professionals to specialise in the provision of smoking cessation strategies for Aboriginal and/or Torres Strait Islander clients and communities.

### Units

CHCCS403C Provide brief intervention

HLTPOP402 Assess readiness for and effect behaviour change

HLTPOP403 Provide information on smoking and smoking cessation

HLTPOP404 Provide interventions to clients who are nicotine dependent

### Pathways Information

These units may provide credit towards a range of qualifications in the health and community sectors

## **Licensing/Regulatory Information**

*No licensing, legislative or certificate requirements apply to this qualification at the time of publication.*

## **Skill Set Requirements**

This skill set has been endorsed by industry as appropriate for people who hold a community services or health qualification at Certificate III level or higher or commensurate industry skills as evaluated through recognition of prior learning processes.

## **Target Group**

This skill set provides a pathway for Aboriginal and/or Torres Strait Islander Health Workers and other health professionals to specialise in the provision of smoking cessation strategies for Aboriginal and/or Torres Strait Islander clients and communities.

Application of this skill set is only appropriate under the supervision of a relevant health professional and as a member of a health care team.

## **Suggest words for Statement of Attainment**

This skill set meets industry requirements for smoking cessation strategies.

# HLTSS00041 Aboriginal and/or Torres Strait Islander Sexual Health Skill Set

## Modification History

| Release     | Comments                                                                                                                                           |
|-------------|----------------------------------------------------------------------------------------------------------------------------------------------------|
| Release 3.0 | Added Companion Volumes link. Equivalent outcome                                                                                                   |
| Release 2.0 | Corrections to errors and changes to formatting to improve readability. Equivalent outcome.                                                        |
| Release 1.0 | This version was released in <i>HLT Health Training Package release 1.0</i> and meets the requirements of the New Standards for Training Packages. |

## Skill Set Description

This skill set provides a set of skills for Aboriginal and/or Torres Strait Islander Health Workers to specialise in the provision of primary health care, and strategies and information to support sexual health for Aboriginal and/or Torres Strait Islander clients and communities.

## Units

CHCCS403C Provide brief intervention

CHCCD413E Work within specific communities

CHCNET404B Facilitate links with other services

CHCPOL403C Undertake research activities

HLTAHW026 Provide information and strategies in sexual health for men

HLTAHW027 Provide information and strategies in sexual health for women

HLTPAT304D Collect pathology specimens other than blood

## Pathways Information

These units may provide credit towards Aboriginal and/or Torres Strait Islander Primary Health Care qualifications higher than the Certificate IV in Aboriginal and/or Torres Strait Islander Primary Health Care.

## **Licensing/Regulatory Information**

*No licensing, legislative or certificate requirements apply to this qualification at the time of publication.*

## **Skill Set Requirements**

This skill set has been endorsed by industry for workers who hold a qualification at Certificate IV level or higher in Aboriginal and/or Torres Strait Islander Primary Health Care or commensurate industry skills as evaluated through recognition of prior learning processes.

## **Target Group**

This skill set provides a pathway for Aboriginal and/or Torres Strait Islander Health Workers to specialise in the provision of primary health care, and strategies and information to support sexual health for Aboriginal and/or Torres Strait Islander clients and communities

Application of this skill set is only appropriate under the supervision of a relevant health professional and as a member of a health care team.

## **Suggest words for Statement of Attainment**

This skill set meets industry requirements for supervisor and promotional educator for sexual health within Aboriginal and/or Torres Strait Islander communities.

## HLTSS00042 Aboriginal and/or Torres Strait Islander Men's Health Skill Set

### Modification History

| Release     | Comments                                                                                                                                           |
|-------------|----------------------------------------------------------------------------------------------------------------------------------------------------|
| Release 3.0 | Added Companion Volumes link. Equivalent outcome                                                                                                   |
| Release 2.0 | Corrections to errors and changes to formatting to improve readability. Equivalent outcome.                                                        |
| Release 1.0 | This version was released in <i>HLT Health Training Package release 1.0</i> and meets the requirements of the New Standards for Training Packages. |

### Skill Set Description

This skill set provides a set of skills for Aboriginal and Torres Strait Islander Primary Health Care Workers to support Aboriginal and/or Torres Strait Islander men to maintain their health and social and emotional wellbeing; and develop lifelong strategies for positive engagement with family and community.

### Units

HLTAHW017 Assess and support client's social and emotional wellbeing

HLTAHW023 Plan, develop and evaluate health promotion and community development programs

HLTAHW026 Provide information and strategies in sexual health for men

HLTAHW031 Promote and enhance the capacities of Aboriginal and/or Torres Strait Islander families and communities

HLTPOP402C Assess readiness for and effect behaviour change

### Pathways Information

These units may provide credit towards Aboriginal and/or Torres Strait Islander Primary Health Care qualifications higher than the Certificate III in Aboriginal and/or Torres Strait Islander Primary Health Care



## **Licensing/Regulatory Information**

*No licensing, legislative or certificate requirements apply to this qualification at the time of publication.*

## **Skill Set Requirements**

This skill set has been endorsed by industry for workers who hold a qualification at Certificate III level or higher in Aboriginal and/or Torres Strait Islander Primary Health Care or commensurate industry skills as evaluated through recognition of prior learning processes.

## **Target Group**

This skill set is intended for Aboriginal and Torres Strait Islander Primary Health Care Workers to support Aboriginal and/or Torres Strait Islander men to maintain their health and social and emotional wellbeing; and develop lifelong strategies for positive engagement with family and community.

Application of this skill set is only appropriate under the supervision of a relevant health professional and as a member of a health care team.

## **Suggest words for Statement of Attainment**

This skill set meets industry requirements for supervisor and promotional educator for men's health within Aboriginal and/or Torres Strait Islander communities.

## HLTSS00043 Telehealth Administration skill set

### Modification History

| Release     | Comments                                                                                                                                           |
|-------------|----------------------------------------------------------------------------------------------------------------------------------------------------|
| Release 3.0 | Added Companion Volumes link. Equivalent outcome                                                                                                   |
| Release 2.0 | Corrections to errors and changes to formatting to improve readability. Equivalent outcome.                                                        |
| Release 1.0 | This version was released in <i>HLT Health Training Package release 1.0</i> and meets the requirements of the New Standards for Training Packages. |

### Skill Set Description

This skill set provides a set of skills to coordinate and support the provision of Telehealth services in health or community services organisations.

### Units

HLTADM002 Manage Telehealth technology

HLTADM001 Administer and coordinate Telehealth services

HLTHIR403C Work effectively with culturally diverse clients and co-workers

HLTHIR404D Work effectively with Aboriginal and/or Torres Strait Islander people

### Pathways Information

These units provide credit towards a range of qualifications in the Health and Community Services Training Packages.

### Licensing/Regulatory Information

*No licensing, legislative or certificate requirements apply to this qualification at the time of publication.*

### Skill Set Requirements

Not applicable.

## Target Group

This skill set is for individuals who coordinate and support the provision of Telehealth services in health or community services organisations.

## Suggest words for Statement of Attainment

These competencies meet industry requirements for Telehealth administration.

## HLTSS00044 Nutrition Support Skill Set for Aboriginal an/or Torres Strait Islander Communities

### Modification History

| Release     | Notes                                                                    |
|-------------|--------------------------------------------------------------------------|
| Release 2.0 | Added Companion Volumes link. Equivalent outcome                         |
| Release 1.0 | New version released in <i>HLT Health Training Package Release 1.1</i> . |

### Skill Set Description

This skill set provides a set of skills to provide nutrition support for work in Aboriginal and/or Torres Strait Islander community contexts.

### Units

HLTAHW021 Provide nutrition guidance for specific health care

HLTAHW023 Plan, develop and evaluate health promotion and community development programs

HLTAHW025 Provide information and strategies in health care

HLTAHW034 Provide healthy lifestyle programs and advice

HLTAHW053 Address impact of food security on community health

### Pathways Information

These units may provide credit toward a number of qualifications at Certificate IV level in Health and Community Services Training Packages.

### Licensing/Regulatory Information

*No licensing, legislative or certificate requirements apply to this qualification at the time of publication.*

### Skill Set Requirements

Not applicable.

## Target Group

This skill set has been endorsed by industry as appropriate for Aboriginal and Torres Strait Islander people who hold a relevant qualification and wish to gain skills in nutrition support for work in Aboriginal and/or Torres Strait Islander community contexts.

## Suggest words for Statement of Attainment

This skill set meets industry requirements for providing nutrition support in Aboriginal and/or Torres Strait Islander communities.